Mental Health and Wellbeing
Course Plan prepared by Asako Hayashi Takakura
For Japanese 101B (Advanced Japanese Reading) UCLA, Winter 2018

Course Objectives:
The main goal of this class is to develop advanced reading skills in Japanese. Students are expected to communicate in writing by employing complex structures and appropriate socio-cultural features of the language. This course focuses on the development of academic vocabulary in order to read academic texts in Japanese and the enhancement of vocabulary of newspaper articles in order to get accurate and reliable information about socio-cultural aspects of the current Japanese society by reading daily news. This course also aims to develop written language skills. Students will be expected to write a short essay with coherent passages and read them fast and accurately.

Structure of class
The course has three types of distinct projects: 1) Read comics and summarize the story with formal newspaper style; 2) Read academic paper regarding Japanese college students and discuss and evaluate the papers; 3) Read and Write their own blogs (upload to the course forum) and give feedback each other.

Content Goal:
• Students gain basic knowledge on mental health issues in Japan and social taboo about those who are labeled as mental disabilities.

Language Goals:
• Students will learn key vocabulary related to crimes and murder.
• Students will learn key vocabulary related to mental health and college life in Japan.
• Students will learn various writing formats (newspaper, academic paper, personal blog) through Genre Based Instruction (GBI).
• Students will learn how to report the incidents from one format to the other written format such as between newspaper articles and personal anecdote, academic text and oral presentation, and so on.

Materials:

**Comic series: Detective Conan** (Extensive reading collection at the UCLA East Asian Library)

**Newspaper Article: yamayuri jiken** (Japan’s worst mass murder in postwar history)

**Internet Article: Message to people with disabilities**

**Academic Paper:**
• The relationship between lifestyles and mental health in young adults
  https://ci.nii.ac.jp/naid/130004936222/

• Motivation of learning of college students in Japan
  https://ci.nii.ac.jp/naid/110000484370
Projects Descriptions:

Project #1, students are expected to find their own reading episodes from the given list of comic titled Detective Conan and make 2 crime reports with vocabulary and kanji lists. It will be done for the first 3 weeks and the students are free to go to the East Asian Library to explore the reserved comic books during the class time. The project could be done individually or by a pair of students.

Project #2, students are expected to study in advance to learn the vocabulary, grammar, and read the materials (two academic papers) which will be covered in the class. Worksheets are provided to help your comprehension. In class, students are divided into small groups to discuss their findings and summarize the assigned parts to share with other group members.

Project #3, students are expected to write two blogs with given topics. The topics will be selected by the week 6 and gets the instructor’s approval. All the students will read each other’s blogs and will write feedback to others in the google form.

Essential Questions for class discussions:

1. Why were the identities (names) of victims of Yamayuri Incident (murder) hidden in the news?
2. Why do Japanese people avoid talking about their mental health?
3. What information is important to report accidents/incidents to the general audience?
4. Which terms are subjective/objective to report results of your findings in academic papers?

Essential Questions for discussions with Japanese college students:

1. Why do Japanese people avoid talking about their mental health?
2. To whom and how do you consult when you need help for your study at college?
3. To whom and how do you consult when you have problem with your friends?
4. To whom and how do you consult when you need guidance for your future (job, school, etc)?
5. Do you think your college life in Japan is stressful?
6. Do you think our college life in the US is stressful?

Assessment: In class discussion (face-to-face, on-line forum), Newspaper article (writing), Blog Project (write own blog articles, read others, write comments on the others’ articles), Conventional paper-pencil final exam.

Please contact to asakoha@ucla.edu for further information and sample of materials and worksheets.
Sample of summary (by a group of students) of a part of academic paper and follow up question relating to the topic:
(Note: The original was written in Japanese)

According to studies done by Clark & Trow (1966), there are four student types in a college setting: studious, college-culture driven, non-conforming, and career focused.

- Studious type:
  - High interests in academics and good grades (good grades are a priority for this student)
  - Have good grades and endless curiosity
  - Attachment to their professors
  - Passionate about research and grades
  - More likely to become graduate students

- College Culture driven type:
  - Likes the school rather than the academics
  - More focused on extracurricular and socializing

- Non-conforming type:
  - No attachment to the school
    - Don’t like the school, often complain about it
  - Critical hostility towards the university
  - Disagree with national politics// politically motivated students

- Career focused:
  - No attachment to professors or the university
  - Only studies what's necessary for their career
  - Social life within the university is not a priority.

Q: Which type do you think you are? Explain why you perceive yourself as the type.