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## JAPN 102 Elementary Japanese II

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**Elementary Japanese II - JAPN 102**  
**CRN: 56624**  
**Syllabus**

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**Instructor Information**

**Instructor:** Mika Wolfford

**Methods of contact, in order of preference:**

1. By email at [wolffordm@xavier.edu](mailto:wolffordm@xavier.edu)
2. By Skype (mwolfford) or FaceTime (mwolfford@cinci.rr.com)
3. By phone at 513-652-7698 or In person in my office at Schott 912

**Email:** wolffordm@xavier.edu

**Telephone:** 513-652-7698

**Office:** Schott 912 (I will only be there when we have face-to-face appointments during the summer)

**Office Hours:** Available in-person by appointment. Skype or FaceTime office hour M-F 9:30PM to 10:00PM Cincinnati time.

**Course Information**

**Course Description**

This is the second entry level of Japanese and requires Japanese 101 at Xavier University. This is a continuation to basic language skills and emphasizes the acquisition of high-frequency vocabulary and practical conversation, further building linguistic foundation for the functional and communicative Japanese. The course helps deepen understanding of the Japanese culture and broaden views of the non-western world.

**Course Learning Outcomes**

1. Communicate short messages on highly predictable, everyday topics and social settings such as \* ***classroom, travel, family and friends, or weekend activities with linguistic forms to express or describe: likes and dislikes; body parts; cause and effect; opinions; suggestions; polite requests or prohibition; permission; different degrees of politeness; or noun clauses.*** (SPEAKING)
2. Demonstrate understanding verbally, physically or in writing, on simple oral questions, statements, and high-frequency commands on the topics and settings as *mentioned above in \**. (LISTENING)
3. Generate grammatically correct texts using Hiragana, Katakana and introductory Kanji characters, to convey simple messages on the highly predictable, everyday topics and social settings such as *mentioned above in \**. (WRITING)
4. Derive meaning from short, non-complex written texts written in Hiragana, Katakana and introductory Kanji characters that convey basic information for which there is contextual or extra-linguistic support on the very day topics and social settings such as *mentioned above in \**. (READING)
5. Identify grammatical components unique to Japanese. (LINGUISTIC)

6. Compare and contrast differences between Japanese language and culture and at least one other language and culture in English, thereby gaining insight into life in a non-western society.  
**(CULTURAL)**

Achievement of above outcomes will be measured through various forms of assessment such as simulations, synchronous online interviews, skits, quizzes, peer-reviews, online tests, recorded oral presentations, online publication of personal blogs, or creating a promotional media of a selected topic.

### **Required Course Materials**

1. **Genki I, Textbook, Author:**Banno, et al, **Publisher:** The Japan Times; **SECOND edition ISBN-10:** 4789014401
2. **Genki I Workbook, Author:** Banno, et al.**Publisher:** The Japan Times; **SECOND edition, ISBN:** 978-4-7890-1441-0

### **Suggested Course Material (Not ordered through Xavier Bookstore.)**

1. **Kanji Look and Learn, Author:** Banno, et al, **Publisher:** The Japan Times; **ISBN-10:** 4789013499

### **Time Commitment Expectations**

This course is six weeks long and is entirely online, although in-person assistance is available by appointment. Plan to spend minimum two to three hours a day, Monday through Saturday, including the time to engage with course materials and complete assignments. This will be equivalent to contact hours and estimated amount of time that students spend on their assignments in the traditional introductory Japanese courses. The amount of work and time depend on your skills and nature of assignments. It is important that you spend a few hours on a daily basis rather than 12 hours in a day in order to acquire linguistic skills. Try to let 24 hours be your maximum absence from the course, but check your Xavier email daily for the course communication.

There will be at least one synchronous class meeting before the end of the course. The dates and times will be determined after consulting schedules of the students and instructor. Synchronous instructor-student meetings will be scheduled once a week via phone, Skype or in person. These meetings will be used for you to ask the instructor questions or practice verbal communication, or for the instructor to assess your skills at a real time. Feedback for your quizzes and assignments will be delivered mostly electronically via email or in your Grade Center in Blackboard.

### **Technical Requirements**

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Blackboard through a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser Tool](#) from the Technology Services Web site.
- Check your computer against Xavier's suggested minimum computer

requirements: <http://www.xavier.edu/ts/students/Computer-Recommendations.cfm>

- A web camera. (Most of the laptop computers have a built-in camera.)
- A microphone to record your voice and communicate online with your voice. (Most of the laptop computers have a built-in microphone.)
- A sound recording software. (If you do not own one, you can download [Audacity](#), a free voice editor.)
- A live video communication program such as [Skype](#) or Face Time.
- A video upload account such as YouTube.
- A back-up computer in case your computer is not available. Xavier's Language Lab located in Conaton Learning Center 404 is equipped with everything listed above. The hours are the same as Conation Learning Center's building hours. You need your Xavier All-card to enter the lab.
- A scanner or digital camera to send your handwritten work to the instructor electronically. You will have options of handwriting or typing your written work.

### Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard, contact the HELP Desk at (513) 745-HELP/4357 or visit the [HELP Desk Web site](#), or [Blackboard Resources for Students site](#).

## Course Structure

### Course Schedule

There are six total modules with each module assigned roughly for each of the six week. The details of the homework assignments is on a separate document, which will be posted on Blackboard.

<b>July 1 – July 7:</b>	<b>Module 1: Talking about trips (Lesson 5)</b>
<b>July 8 – July 14:</b>	<b>Module 2: Classroom talk (Lesson 6)</b>
<b>July 15 – July 21:</b>	<b>Module 3: Describing people (Lesson 7)</b>
<b>July 22 – July 28:</b>	<b>Module 4: Planning a party (Lesson 8)</b>
<b>July 29 – Aug 4:</b>	<b>Module 5: Weekend outing (Lesson 9)</b>
<b>Aug 5 – Aug 8:</b>	<b>Final Module: Video production: Commercial</b>

**Note:** The schedule is subject to change in the event of extenuating circumstances and to accommodate needs and progress of students. You are expected to check Blackboard, announcements and Xavier email accounts regularly and adhere to the established course deadlines. In order to contact your classmates, use Xavier's email or Blackboard's communication tool unless your classmates indicate otherwise.

### Grading Policy and Graded Course Activities

Homework (Journals, Workbook, Practices, TX)	30%
Quizzes	30%
Interactive Blackboard activities (Discussions, Wiki, Blog, Questionnaire etc.)	20%
Video production	10%

Final exam

10%

Notes:

- ❖ **HOMEWORK** must be completed on time. Early submission is welcome. Late work may be accepted with partial or full credit with instructor’s permission only. Your communication about your latency is important for the instructor to consider the acceptance of your late work. The homework may include listening, speaking, reading and writing from the workbook or textbook, or creating Journal (Blackboard) entries, or local or online cultural excursion in your area or at home.
- ❖ **INTERACTIVE BLACKBOARD ACTIVITIES** are guided formative and summative activities of each or combined chapters and may involve with posts on Blackboard, skit writing, PowerPoint presentations, movie making, singing, etc., focusing on application of your newly acquired vocabulary, forms and functions in oral and written productions.
- ❖ **QUIZZES**. There are multiple quizzes per chapter covering vocabulary, characters or grammar. **No make-up quiz will be given**, unless there is an extreme circumstance.
- ❖ **VIDEO PRODUCTION** is a comprehensive assessment on your verbal and written production skills.
- ❖ **FINAL EXAM** is a comprehensive written assessment on your writing and reading skills.
- ❖ **GRADING SCALE**: The grading scale is as follows:

A	93 – 100 %	B+	87-89.9 %	C+	77-79.9 %	D+	67-69.9 %
A-	90-92.9 %	B	83-86.9%	C	73-76.9 %	D	63-69.9 %
		B-	80-82.9 %	C-	70-72.9 %	D-	60-62.9%
						F	Below 60%

**Plagiarism**

In this Japanese course, the use of sentences directly from a computerized translator is prohibited and considered as plagiarism. Those automatic translators are not reliable nor help develop skills expected from this course. The use of electronic or traditional dictionaries is encouraged; however, you should generate your own composition.

**Viewing Grades in Blackboard**

Points you receive for scored activities will be posted to the Blackboard Grade Book. Click on the My Grades link in the course menu to view your assignment scores.

**Grade Posting Policy**

In general, you should expect to receive feedback on assignments within 48 hours of submission. Exceptions to this will be noted in the course announcements in Blackboard.

**Assignment Submission**

All assignments for this course will be submitted electronically through Blackboard or Xavier email unless otherwise instructed.

**Late Work/Make-Up Work**

Complete all assignments by the posted deadlines. All the assignments and projects are carefully sequenced and require you to work daily. Contribution from all participants is crucial in an online

course. Contact the instructor if you have difficulties completing your assignments or projects immediately so you get assistance necessary to complete your work on time.

### **Incomplete Policy**

Read **Incomplete Work – Undergraduates** <http://www.xavier.edu/registrar/facultyandstaff/Grading-Scales.cfm>

## **Course Policies/Guidelines**

### **Netiquette**

The discussion boards are created to provide an opportunity for students to actively engage in meaningful conversation on a particular topic or issue. You are encouraged to provide your honest viewpoint, but be respectful of the views of your classmates.

### **Do's**

1. Do use correct grammar and spelling.
2. Do read the prompt, reflect on what you would like to say, and review what you've written before posting!
3. Do respect the privacy, beliefs, and opinions of your classmates.
4. Do challenge each other's ideas but not each other personally.
5. Do remember to treat others as you would want to be treated.
6. Do stick to the discussion prompt at hand when posting to a forum.
7. Do use humor and sarcasm carefully. Students cannot see your facial expressions or hear any voice inflections.

### **Don'ts**

1. Don't type in ALL CAPS. This is regarded as shouting.
2. Don't rant or flame. This is not the place to vent your anger or start a fight.
3. Don't make inappropriate comments. Objectionable, sexist, or racist language will not be tolerated.

In the discussion forums you will post assignments and discuss your work with others in the class or in your groups. These are public forums, so whatever is posted can be seen by everyone in the course, including the instructors. If you want to send a private message, use individual email. The Class Lounge discussion forum is a public space for conversation with your classmates on any topic or question.

## **Academic Support**

### **Learning Assistance Center**

The [Learning Assistance Center](#) (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced

distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and *cura personalis*. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. <http://www.xavier.edu/lac/>

During the summer, no Japanese tutor is available, however, contact the instructor possibly to pair with a local native Japanese volunteer as a conversation partner. Your instructor will also be available to assist you.

### **Writing Center**

The [Writing Center](#) offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at [writingcenter@xavier.edu](mailto:writingcenter@xavier.edu). The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

The Writing Center for this Japanese course could be beneficial when you are drafting outlines for your written work to be translated into Japanese.

## **University Policies**

### **Academic Honesty Policy**

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

### **Copyright Policy**

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**Students with Disabilities**

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Learning Assistance Center at 513-745-3280 or e-mail [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations.