JAPN 101 Elementary Japanese I

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Xavier University
Elementary Japanese I - Spring 2014
Meeting place and time: TBA

Syllabus

Instructor Information

Instructor: Mika Wolfford
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Telephone: 513-652-7698
Office: Schott 912
Office Hours: TBA

Course Information

Course Description
This is the first entry level of Japanese courses and requires no pre-requisite. This is an introduction to basic language skills and emphasizes the acquisition of high-frequency vocabulary and practical conversation, 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 Specific Learning Outcomes
1. Communicate short messages on highly predictable, everyday topics and social settings such as *introducing self, first-time meeting with others, browsing in a town, friendly daily conversation with peers at school and work. (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, peer-reviews, recorded or live oral presentations, online publication of personal blogs, or creating a promotional media of a selected topic.

Required Course Materials
Suggested Course Material
1. KANA FLASHCARDS, Author: Hodges, ISBN: 9780974869438

Time Commitment Expectations
The amount of work and time depends on your skills and nature of assignments. In order to optimize your Japanese acquisition, it is important that you spend 30 minutes to an hour on a daily basis rather than spending several hours on the day before class meetings. The aim for this course is not for you to pass it, but to acquire and function in Japanese. Try to let 24 hours be your maximum absence from the course materials.

For the reasons stated above, assignments will be given on a daily basis and following the sequence of the assignments is crucial.

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

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan 13 – Jan 18</th>
<th>Hiragana and Greetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Jan 19 – Jan 25</td>
<td>Hiragana and Self introduction</td>
</tr>
<tr>
<td>Week 3</td>
<td>Jan 26 – Feb 1</td>
<td>Self-intro, and Hiragana mini project</td>
</tr>
<tr>
<td>Week 4</td>
<td>Feb 2 – Feb 8</td>
<td>Hiragana and Making new friends (Lesson 1)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb 9 - Feb 15</td>
<td>Lesson 1 mini project</td>
</tr>
<tr>
<td>Week 6-7</td>
<td>Feb 16 – Mar 1</td>
<td>Katakana and Shopping (Lesson 2)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Mar 9 – Mar 15</td>
<td>Lesson 2 mini project</td>
</tr>
<tr>
<td>Week 9-10</td>
<td>Mar 16 – Mar 29</td>
<td>Planning an outing (Lesson 3)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Mar 30 – Apr 5</td>
<td>Lesson 3 mini project</td>
</tr>
<tr>
<td>Week 12-13</td>
<td>Apr 6 – Apr 19</td>
<td>Describing places (Lesson 4)</td>
</tr>
<tr>
<td>Week 14</td>
<td>Apr 20 – Apr 26</td>
<td>Lesson 4 mini project</td>
</tr>
<tr>
<td>Week 15</td>
<td>Apr 27 – May 3</td>
<td>Wrap-up and Final Exam</td>
</tr>
</tbody>
</table>

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 email or Blackboard’s communication tool unless your classmates indicate otherwise.

Grading Policy and Graded Course Activities
Greetings/Writing systems (Grammar summary, Workbook, Practices, or TX) 6%
L1 Homework (Grammar summary, Workbook, Practices, or TX) 6%
L2 Homework (Grammar summary, Workbook, Practices, or TX) 6%
L3 Homework (Grammar summary, Workbook, Practices, or TX) 6%
L4 Homework (Grammar summary, Workbook, Practices, or TX) 6%
Quizzes 30%
Mini projects 20%
Attendance  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.

- **MINI PROJECTS** 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.

- **FINAL EXAM** is a comprehensive written assessment on your writing and reading skills.

- **GRADING SCALE**: The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100 %</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9 %</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9 %</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9 %</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9 %</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9 %</td>
</tr>
<tr>
<td>D</td>
<td>63-69.9 %</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9 %</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9 %</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9 %</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

**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.

**Late Work/Make-Up Work**

Complete all assignments by the deadlines. All the assignments and projects are carefully sequenced and require you to work daily. 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](http://www.xavier.edu/registrar/facultyandstaff/Grading-Scales.cfm)

**Guidelines for Online Posts**

**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/](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. The Writing Center is located in the Conaton Learning Commons room 400. [http://www.xavier.edu/writingcenter/](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.

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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 to coordinate reasonable accommodations.