2014

JAPN 102-01 Elementary Japanese II

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Elementary Japanese II – 11333 – JAPN 102-01
Syllabus

Instructor Information

Instructor: Mika Wolfford

Methods of contact, in order of preference:
1. By email at wolfordm@xavier.edu
2. By phone at 513-652-7698
3. In person in my office at Schott 912 or other designated location on campus
4. By Skype (mwolfford) or FaceTime (mwolfford@cinci.rr.com)

Email: wolfordm@xavier.edu
Telephone: 513-652-7698
Office: Schott 912
Office Hours: TBA

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 in 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**

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 45 minutes to an hour on a daily basis rather than six hours in one day a week. The aim for this course is not for you to pass it, but to acquire 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.

**Technical Requirements**

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Blackboard (could transfer to Canvas in the middle) 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](http://www.xavier.edu/ts/students/Computer-Recommendations.cfm)
- 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.

**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
The details of the homework assignments is on a separate document, which will be posted on Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1-2</td>
<td>Week of Jan 12 – Jan 24</td>
<td>Talking about trips (Lesson 5)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Week of Jan 26 – Jan 31</td>
<td>Lesson 5 mini project</td>
</tr>
<tr>
<td>Week 4-5</td>
<td>Week of Feb 2 – Feb 15</td>
<td>Classroom talk (Lesson 6)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Week of Feb 16 – Feb 22</td>
<td>Lesson 6 mini project</td>
</tr>
<tr>
<td>Week 7-8</td>
<td>Week of Feb 23 – March 15</td>
<td>Describing people (Lesson 7)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Week of March 16 – March 29</td>
<td>Lesson 7 mini project</td>
</tr>
<tr>
<td>Week 10-11</td>
<td>Week of March 23 – April 5</td>
<td>Planning a party (Lesson 8)</td>
</tr>
<tr>
<td>Week 12</td>
<td>Week of April 6 – April 13</td>
<td>Lesson 8 mini project</td>
</tr>
<tr>
<td>Week 13-14</td>
<td>Week of April 13 – April 26</td>
<td>April Weekend outing (Lesson 9)</td>
</tr>
<tr>
<td>Week 15</td>
<td>Week of April 27 – April 29</td>
<td>Lesson 9 mini project</td>
</tr>
<tr>
<td>Exam Week</td>
<td>Tuesday, May 8, from 10:30 – 12:20</td>
<td></td>
</tr>
</tbody>
</table>

Note: The schedule is subject to change in the event of 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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>L5 Homework (Grammar summary, Workbook, Practices, TX)</td>
<td>6%</td>
</tr>
<tr>
<td>L6 Homework (Grammar summary, Workbook, Practices, TX)</td>
<td>6%</td>
</tr>
<tr>
<td>L7 Homework (Grammar summary, Workbook, Practices, TX)</td>
<td>6%</td>
</tr>
<tr>
<td>L8 Homework (Grammar summary, Workbook, Practices, TX)</td>
<td>6%</td>
</tr>
<tr>
<td>L9 Homework (Grammar summary, Workbook, Practices, TX)</td>
<td>6%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Mini projects</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

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:

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

**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.