2014

JAPN 303 Japanese

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Recommended Citation
Prerequisite: Japanese 202 at Xavier or equivalent, or instructor’s permission.

Instructor: Mika Wolfford, wolffordm@xavier.edu
Office hour: Schott 912, Tuesday and Thursday 9:00-10:00  Other times by appointment.

Required books and materials:
2. Dry-erase marker
3. Materials are distributed by the instructor or through Blackboard

Introduction:
Japan is a country that differs in many ways from the United States. Japan shares certain aspects with the United States such as an economic success, a technological advancement or ideology, yet the Japanese people are ethnically and culturally far from what majority of the United State represents. While Japanese have adopted significantly from Christianity and other eastern philosophies in their daily lives, the indigenous religion, Shinto, is rooted in and has shaped lives of the Japanese people. By studying this complex society and its language, students will broaden their perspectives and gain insight into the diverse world that exists far and within.

Course Description:
This course is the continuation of Japanese 202. The course emphasizes to nurture students’ ability to successfully handle most uncomplicated communicative tasks and social situations to survive in Japan on their own.
Guided cross-cultural discussions will be conducted to strengthen verbal communicative linguistic skills in Japanese as well as promote the awareness in diverse ways of life in different cultures and ethnicities.
Off-campus immersion experience in Japanese culture is required and will provide the students an opportunity to identify and experience the unique quality of local Japanese people and how they operate in their own mixed-cultural settings. By surveying, understanding, and experiencing the Japanese way of life which is different from the western tradition, the students will be able to critically examine their own cultures.

Student Learning Outcomes and Assessments:
By the end of semester, you will:
- Be able to initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics,
- Be able to distinguish between politeness and formality in a variety of uncomplicated communicative tasks and social situations,
- Be able to meet most practical writing and reading needs and limited social demand,
- Be able to understand main ideas of complex media on familiar topics,
- Compare and contrast Japanese culture with your own.

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 spending several hours on the day before class meetings. The aim for this course is not only for you to pass this course, but to acquire and function in Japanese.

Assessments
Above outcomes are assessed by:
1) Written quizzes for acquisition of vocabulary and the grammatical and cultural knowledge,
2) Various in-class activities such as guided- and open-discussion on selected key terms and concepts, role plays, interviews, skits, etc.,
3) Discussions on the cross-cultural analysis gained through assigned reading, class activities and Immersion Day*, and
4) A comprehensive final exam covering linguistic and cultural knowledge.

*Immersion Day is the day on which students spend extensive time with one of the Japanese diaspora groups located in Greater Cincinnati area to critically observe the native Japanese people within their cultural context.

**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 1-2</th>
<th>Week of Jan 12 – Jan 24</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Week of Jan 26</td>
<td>Technology mini project</td>
</tr>
<tr>
<td>Week 4-5</td>
<td>Week of Feb 2 – Feb 15</td>
<td>Holiday</td>
</tr>
<tr>
<td>Week 6</td>
<td>Week of Feb 16 – Feb 22</td>
<td>Holiday mini project</td>
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<tr>
<td>Week 7-8</td>
<td>Week of Feb 23 – March 15</td>
<td>Career</td>
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<tr>
<td>Week 9</td>
<td>Week of March 16</td>
<td>Career mini project</td>
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<tr>
<td>Week 10-11</td>
<td>Week of March 23 – April 5</td>
<td>Japanese Pop-culture</td>
</tr>
<tr>
<td>Week 12</td>
<td>Week of April 6</td>
<td>Japanese pop-culture mini project</td>
</tr>
<tr>
<td>Week 13-14</td>
<td>Week of April 13 – April 26</td>
<td>Japanese manners</td>
</tr>
<tr>
<td>Week 15</td>
<td>Week of April 27</td>
<td>Wrap-up and final exam</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>Homework</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Mini projects</td>
<td>15%</td>
</tr>
<tr>
<td>Cross-cultural discussion &amp; analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Immersion day</td>
<td>5%</td>
</tr>
</tbody>
</table>

- **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.
- **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.
- **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.
- **CROSS-CULTURAL DISCUSSION & ANALYSIS** is a guided discussion on Japanese current events and cultural analysis.
- **IMMERSION DAY** is the day on which students spend extensive time with one of the Japanese diaspora groups located in Greater Cincinnati area to critically observe the native Japanese people within their cultural context.
- **FINAL EXAM** is a comprehensive written assessment on your writing and reading skills.

**GRADING SCALE:** The grading scale is as follows:
### 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/
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 to coordinate reasonable accommodations.