Japanese 2102.01 Spring 2021 (5 credits)
OSU DEALL
(Hybrid Mode)

Welcome to Japanese 2102.01! This is the second of the sequence of regular-track courses for Level 2 Japanese.

The university is committed to supporting students and program participants with COVID-19 based risk factors. Student Life Disability Services, in conjunction with the Office of Institutional Equity, will work with students who are vulnerable to complications from COVID-19 to ensure that they have the necessary resources to participate in university life as safely as possible. Ohio State students from any campus may submit a [COVID-related accommodation request](https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/). Students registered with Student Life Disability Services can work directly with their [assigned Access Specialist](https://slds.osu.edu/registered-students/contact-my-access-specialist/) to modify their accommodations or make additional COVID-based accommodation requests.

# Health and Safety Requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu/>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Instances of non-compliance will be met with a warning first, and disciplinary action will be taken for repeated offenses.

# Instructors

###  Office in Hagerty Hall Office Hours (on-line) E-mail address

Mari NODA (coordinator) 329 Thursdays 2:00-3:30 noda.1@osu.edu

Kumiko TAKIZAWA 376 Wednesdays 2:00-3:00 takizawa.9@buckeyemail.osu.edu

Shoichi UEDA 376 Fridays 2:00-3:00 Ueda.17@buckeyemail.osu.edu

Ying ZHANG 376 Wednesdays 1:45-2:45 zhang.1152@buckeyemail.osu.edu

###  Zoom Address (pass code) – Use these for on-line sessions and office hours

Noda <https://osu.zoom.us/j/912499602?pwd=bkdadXJ6cCtUbklkeGI1YmdMclZyZz09> (849674)

Takizawa <https://osu.zoom.us/j/4342127614?pwd=RzJDVy91cWxRWlZia01USGZvWm5tQT09> (Nihongo)

Ueda <https://osu.zoom.us/j/91296073654?pwd=N1BvR04rK0pFaEVwWWUyd0Y1andGdz09> ( 932294)

Zhang <https://osu.zoom.us/j/95923987199?pwd=OExxTFR2akxlWXEwMllzaEVOM0lxUT09> (deall)

# Classroom, Times

Recitation (Monday through Friday)

### Call # Time Building Room

19571 9:10–10:05 Mendenhall Lab (ML) 191

19576 11:30-12:25 Mendenhall Lab (ML) 191

# Prerequisite:

Japanese 1103.01 or 1103.02 or 4 units of 1103.51. If you did not complete these courses but feel that you have sufficient background to enter this course, please contact Kuwai-sensei (kuwai.1@osu.edu) for placement testing. Not open to students with credit for 2102.02 or 205, or 206.

# Grade Option

You may take the course for letter grade or P/PN options. If you are taking the course to satisfy requirement for Japanese minor/major, you must take the letter grade option. To count this course toward Japanese Minor/Major, you need a course grade of C- or above.

# Course Description

A common objective of Japanese 2102 and all of the Japanese-language courses in DEALL is comfortable interaction in Japanese with users of Japanese operating under Japanese cultural assumptions. To achieve this objective, you need readiness and accuracy in word choice, grammar, pronunciation, writing, and socio-cultural strategies. These skills make effective communicative moves possible; you need to develop them for Japanese.

Most class hours (in-person and online) are therefore devoted to the guided making of moves that constitute communication in culturally appropriate Japanese situations, by means of spoken and written Japanese. To facilitate such in-class work most out-of-class assignments focus on the preview, analysis, and rehearsal of communicative moves, their mechanics and meanings. Your job is to study the model performances—the audio (and video) for the spoken and text for the written language—thoroughly. Your aim is to be able to readily recognize these performances, replicate them in context, as well as manipulate them to accommodate varying but related contexts.

# Course Objectives (Goal for Japanese 2102.01)

Refine and add to moves and strategies introduced and developed in preceding courses for active participation in the Japanese culture. You will continue to develop a repertoire of moves for interaction in Japanese. More specifically, you will:

* add more experiences in handling such moves as thanking, volunteering, collaborating, suggesting, consulting, evaluating, giving constructive criticisms, planning, speculating, giving accounts; and expressing opinions;
* narrate personal experiences, observations and procedures, using various discourse and pragmatic strategies;
* be an engaged listener;
* handle such topics as procedures, plans, travel and transportation, cooking, sports, health, projects, personal relations;
* read in contexts short texts (a few paragraphs), such as informal and formal letters, email messages, brief reports, reviews, advertisements, etc.; and
* write short texts in a culturally appropriate manner to accomplish contextualized tasks using all hiragana, katakana, and approximately 240 kanji.

# Mode of Delivery

This hybrid course will be presented 25% in-person and 75% online. In accordance with the University mandate, all classes for the first two weeks will be online. Please see the weekly schedule on Carmen Module for more information and any updates.

## In-person classes:

* All students meet in the assigned classroom. Follow the [health and safety requirements](https://safeandhealthy.osu.edu/).

## 2. Online class sessions (Zoom Session):

* Students in smaller-sized groups meet via Zoom. Check “Zoom Session Group Schedule” on Carmen Module (Week 1).
* Go to the zoom session of the instructor who is scheduled to teach the class session. Consult the Schedule each week, available in the weekly Carmen Module.
* For Zoom sessions, use your “First Name, Last Name” as they appear in course roster. Your instructor admits you in Zoom session by checking your name.
* Please be on time. It is difficult for the instructor to keep monitoring who is in the wait room once the class starts.
* Once Zoom session starts, make sure that your microphone and camera are on and not muted. You are expected to have both a microphone and a camera, either internal to your device or external.

## 3. Guided Rehearsal and FACT Videos

* Students access the pre-recorded video of the instructional session from Carmen Module. These video instructional sessions are available for some of the class sessions. If you need to be absent, please make use of these sessions as available. Your performance in these sessions are not graded.

# Course Technology for Online classes

For help with your password, university email, Carmencanvas, Carmenzoom, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

* Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
* Phone: 614-688-HELP (4357)
* TDD: 614-688-8743
* Email: 8help@osu.edu
* carmen@osu.edu
* carmenzoom@osu.educarmenzoom@osu.edu

## Baseline technical skills for online courses

* Basic computer skills
* Navigating Carmencanvas and Carmenzoom

## Required equipment

* Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
* Webcam: built-in or external webcam, fully installed and tested
* Microphone: built-in laptop or tablet mic or external microphone
* Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## Carmencanvas and Carmenzoom access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu/) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

* Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb05025) help article for step-by-step instructions.
* Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
* Download the [Duo Mobile application](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb05026) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work with you to resolve the issue.

***Useful Resource*:** <https://keeplearning.osu.edu>

# Learning Materials

You are required to use the following materials.

1. Textbooks: *NihonGO NOW! Level 2 Volume 1* and *NihonGo NOW! Activity Book Level 2 Volume 1* (Noda, et.al.)

This semester, we will use the field-test files of these. The PDF files are available in Carmen Module.

1. *NihonGO NOW!* Website: <http://nihongonow.byu.edu/>

You will find all of the audio materials you need for your study.

1. NihonGO NOW! illustrated video on Youtube for Scene practice.
2. Additional materials posted in Carmen Module.

# Instructional structure and preparation

We draw a distinction between アクト ACT and ファクト FACT sessions. In ACT sessions, conducted in Japanese, you are expected to perform in realistic situations. FACT sessions, conducted in English with Japanese examples, support your performance in the ACT sessions by providing explanations about the language and culture and coaching you on language strategies.

## Preparing for ACT sessions

* Check the weekly Schedule, available on weekly Carmen Module to see what contents will be covered.
* Use audio materials (available the *NihonGO NOW!* [website](http://nihongonow.byu.edu/)) for all aspects of your practice, including reading and writing. Yes, use the audio files for reading and writing Scenes!
* Illustrated video materials on Youtube are also useful, especially in improving your timing.
* Practice assigned materials until you are able to engage in interaction (orally or through text) comfortably and smoothly. Work on accuracy and smoothness of comprehension and production.
* Practice using additional vocabulary items within the structure of the Scene. For example, there are food items in the Vocabulary section, it is likely that the Scene script includes a food item that can be replaced with one of the additional items.
* Read the explanations in Behind the Scenes (BTS) and Between the Lines (BTL) section in the textbook.
* Use the *Activity Book* along with the audio materials while going through the (practice).
* Allocate sufficient amount of time and use the time efficiently. Most of you should expect to spend approximately 2 hours of focused study on your own for each class session. Take breaks and study in intervals, trying to improve your performance in each successive interval.

## Preparing for FACT sessions

* Go over in your mind the performances you practiced in ACT sessions. Do you have any questions?
* Re-read the explanations and go through the examples in Behind the Scenes(BTS) and Between the Lines (BTL) sections of the textbook.
* Try some of the (Assessment) activities in the *Activity Book* and bring in questions.

# Requirements

You are required to do the following in order to complete this course:

1. Attend and perform in ACT sessions based on prior preparation practice outside of class of the assigned materials;
2. actively participate in FACT sessions;
3. submit homework assignments on time; and
4. take quizzes and examinations.

# Evaluation and Grading

## Daily grading

You will receive a Daily Grade for your performance in every ACT session, beginning on **Tuesday** of Week 1 classes. See the grading criteria in Daily Grading System at the end of this syllabus. Scores in quizzes given in ACT classes (if any) are also considered in determining your Daily Grade scores.

Our goal of “comfortable interaction” in Japanese with users of Japanese does not only mean linguistic accuracy but also culturally coherent behavior. Your grade will be determined on the basis of linguistic and cultural aspects of your performance. You will be able to see your grade regularly in in Carmen Grade.

If you find an error, contact the instructor immediately so that necessary adjustments are made in a timely manner. We cannot change daily grades after 36 hours of their posting.

## Exams and Quizzes

There will be mid-term and final exams. FACT Quizzes, announced in Daily Schedule, will be given during FACT class sessions. Comprehension and Dictation quizzes may also be given during ACT classes.

## Course grades

The course grades will be determined according to the following criteria:

50% Performance in ACT sessions as reflected in your Daily Grade scores

10% FACT Quiz and Homework scores

15% Mid-Term Examination

 (Oral 6%; Listening Comprehension 4%, Reading and Writing 5%)

25% Final Examination (Oral 10%; Listening Comprehension 6%, Reading and Writing 9%)

## Percentages and Letter Grades

The cut-off points corresponding to course grades are as follows.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | B+ | 87% | C+ | 77% | D+ | 67% |  |  |
| A | 93% | B | 83% | C | 73% | D | 60% | E | below 60% |
| A- | 90% | B- | 80% | C- | 70% | D- |  |  |  |

# Communication

## Faculty Feedback and Response Time

The following list gives you an idea of instructors’ availability throughout the course.

(Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

* Grading and feedback
* Daily Grade: you can generally expect feedback within **1-3 days**.
* Quiz: you can generally expect feedback within **5 days.**
* E-mail: we will reply to e-mails within **24 hours on school days** (not during the weekend)

## Absences

We do not make a distinction between “excusable” and “non-excusable” absences. (See course policy on grading below.) Therefore, you are not required to present excuses for your absences. However, if you need to be absent for an extended period of time, please notify the coordinating instructor.

## Dropping the Course

It is basic courtesy to the instructors and your fellow classmates to inform the instructor should you decide to drop the course.

# Course Policy on Grading

1. Performance in ACT sessions requires your strategic use of everything you have gained from the course materials and experiences in previous ACT sessions. Missing ACT sessions negatively impacts your future performance and your overall learning. We strongly advise against missing any ACT sessions.
2. We recognize that there are multiple factors that impact your decision to attend or not attend a particular session. The first ten (10) absences in ACT sessions are marked as “EXCUSED” and you do not receive a daily grade for those ACT sessions you miss. This is not an entitlement. You should aim at not missing any ACT sessions. Do not use the 10 “excused” absences for your convenience and expect to have additional excused absences, unless you pre-arrange accommodations through the Office of Disability Services. Absences beyond the 10 will receive a zero “0” for each session that you miss.
3. We drop the lowest five (5) daily performance scores from ACT sessions and one (1) lowest FACT quiz score per course when calculating the course grade.
4. No make-ups are given for missed classes, quizzes or mid-term/final examinations.
5. You may go over any aspect of the course contents with any of the instructors, including, but not limited to classes you have missed. You can see instructors during their office hours or make appointments if you have time conflict during regularly offered office hours to. Your performance during these special sessions are not graded.
6. Discuss with your instructor early in the term about any accommodations approved by Office of Disability Services.
7. If you need to miss the final examination for medical reasons, we will work with you, your academic advisor, and other relevant offices to work out a solution that best suits you.
8. Submit written homework (if any) online by the time it is due. There is no grace period. Late homework will be accepted until 24 hours after the original due hour, but credit will be reduced by 10%.

# Course Policies on Online Activities

1. ACT sessions
Do not look at the textbook or any notes during ACT sessions unless specifically instructed to do so.
2. Quizzes and exams
You must complete quizzes and the exams yourself, without any external help or communication.
3. Written assignments
Your written assignments should be your own original work. No one else should revise or rewrite your work.
4. Discussion and communication guidelines
Please remember to be respectful and thoughtful.Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

# We want you to succeed

Please make use of available services of the university that are designed to help you succeed in your academic endeavors. Let’s keep the experience of this course fulfilling and enriching for everybody who participates.

## Student Academic Services

Arts and Sciences Advising and Academic Services’ website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

## Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [http://titleix.osu.edu](http://titleix.osu.edu/) or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

## Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

# Accessibility Accommodations for Students with Disabilities

## Requesting accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

## Accommodated Exams - COVID-19 Operational Adjustments

In order to promote the health and safety of students, Student Life Disability Services will only proctor exams for students with accommodations that necessitate in-person testing for autumn 2020. Modified exam hours for autumn 2020 are 9 AM – 5 PM.

Students with the following exam accommodations may schedule to take their exams at SLDS:

* Accessible formats (e.g. braille, large print, screen-free)
* Assistive technology (e.g. JAWS, CCTV)
* Private testing room accommodation
* Test assistant (reader or scribe)

Students requesting exam accommodations not listed above, such as extended time or a small-group testing space, will need to take their exam off-site utilizing Carmen or other virtual assessment method. For more information on operational changes, visit the [SLDS website](https://slds.osu.edu/covid-19-info/covid-19-operational-changes/).

Daily Grading System for Japanese at DEALL

Japanese program at the Department of East Asian Languages and Literatures utilizes the “daily grading” system. In most courses, the majority of your course grade is determined by your performance in the ACT sessions you attend.

In every ACT session, you are expected to be prepared to actively participate in doing things in Japanese based on the assigned material. This entails both performance of **pre-rehearsed** events, as well as **application** of everything you have studied up to that point in new contexts.

For each ACT session you attend, you receive a 2–4 score for both the pre-rehearsed performance and application. Thus **your “daily grade” is the sum of the two scores, ranging between 4 and 8.**

The 2–4 scores are assigned according to the following rubrics.

|  |  |
| --- | --- |
| **Score** | **Description** |
| **4** | Performance is culturally coherent, that is, would present little to no difficulty, discomfort, or puzzlement in interaction with a user of Japanese who is operating under Japanese cultural assumptions. Repair (restating or correcting yourself, requesting clarification, etc.) is self-managed and immediate. |
| **3.7** | Performance is superior, for the most part culturally coherent. There is little about it to create difficulties, discomfort, or puzzlement in interaction with a competent user of Japanese who is operating under Japanese cultural assumptions. Most repair is self-managed, but you may require time or encouragement from another (=instructor, classmate, etc.). |
| **3.5** | Performance is good. Few aspects of it create difficulties, discomfort, or puzzlement in communicating with a competent user of Japanese who is operating under Japanese cultural assumptions but is also sympathetic to learners of Japanese. Self-managed repair alone, however, is not sufficient; you also require occasional repair/correction from another (= instructor, classmate, etc.). |
| **3.2** | Performance enables communication, but also presents several clear-cut sources of difficulty, discomfort, or puzzlement in communicating with a competent user of Japanese who is operating under Japanese cultural assumptions but is also sympathetic to learners of Japanese. Repair is largely a matter of correcting problems, and correction comes mostly from others. |
| **3.0** | Performance enables communication, but requires frequent help from a sympathetic interlocutor. Repair is largely a matter of correcting problems, and correction comes mostly from others. |
| **2.7** | Performance creates definite obstacles to communication, which usually involve more than simple discomfort. Utterances would cause puzzlement that another person is at a loss to resolve ("What is s/he trying to say?"). Repair requires multiple, often repeated, correction and guidance from another, achieved only with repeated correction and guidance from another. Clearly not in control of assigned material. |
| **2.5** | Performance shows many problems that would create such difficulties, discomfort, and puzzlement that even a sympathetic interlocutor would want to look for alternative means of communication (e.g., switching to English). A reasonable level of communication cannot be sustained. |
| **2.0** | Some attempts to perform, but with no recognizable success without much effort and creative interpretation on the part of the interlocutor. |

Notes: Your performance while accessing Guided Rehearsal (previously-recorded instructional session) videos is not graded. Quizzes given during ACT sessions are counted toward daily grade assignment.