Japanese 4101.01
Level Three Japanese I: Classroom Track
Autumn 2022
Department of East Asian Languages and Literatures (DEALL)

# Introduction

Welcome to Japanese 4101.01! This is the first of the sequence of regular classroom track courses for Level 3 Japanese.

# Instructors (Office hours are by appointment)

###  Office E-mail address Office Hours

Ai TERADA (coordinator) Hagerty Hall 372 terada.2@osu.edu TBA

Kumiko TAKIZAWA Hagerty Hall 376 takizawa.9@buckeyemail.osu.edu TBA

E-mail is the best method to contact any individual instructor and/or the coordinator. Phone calls may not be relayed to us in a timely manner.

# Grade Option

You may take this course for the letter grade or the Pass/Non-pass option. 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.

# Prerequisites and restrictions:

Japanese 2102.01, 2102.02, 5 cr hrs of 2102.51; or equivalent with permission of instructor.

If you have not previously taken Japanese classes at OSU and wish to enroll in 4101.01, please contact Kuwai-sensei (kuwai.1@osu.edu) for placement testing.

4101.01 is not open for students with credits for 507, 508, or 5 credits of 4101.51.

# Days, Time, Classroom

Class # Days Time Classroom

XXXXX MTWRF 10:20AM XXXXX

XXXXX MRWRF 12:40PM XXXXX

# Course Description

A common objective of 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, accuracy, and appropriateness in word choice, grammar, pronunciation, writing, and socio-cultural strategies. These skills make effective communicative moves possible; you need to develop them to succeed in communicating in Japanese.

Instructional sessions are devoted to guiding you to make moves that constitute communication in culturally appropriate Japanese situations by means of both spoken and written Japanese.

# Expected learning outcomes

Students refine and add to moves and strategies introduced and developed in earlier courses for active participation in the Japanese culture. You will continue to develop a repertoire of moves for interaction in Japanese. More specifically, we will cover Act 17 through 20 in *NihonGo NOW!*, and here are specific learning outcomes:

* A learner adds more experiences in handling (in spoken and written) such moves as predicting, conjecturing, reassuring, critiquing, debating, complaining, making close observations, analyzing graphs and other visual representations, and evaluating;
* expands discourse and pragmatic strategies for story telling;
* handles such topics as transportation system, personal relationships, surveys, productivity, competition, natural disasters, hobbies, and proverbs and set phrases.
* reads short texts (a few paragraphs) in recognizable contexts, such as informal and formal letters, email messages, brief reports, reviews, advertisements, blog entries, manga, etc.; and
* writes similar texts in a culturally appropriate manner to accomplish contextualized tasks using all hiragana, katakana, and approximately 350 kanji.

# Learning Materials

The primary materials you need are the Textbook and the Activity Book of *NihonGO NOW!:Performing Japanese Culture, Level 2* (Noda, Wetzel, Marcus, Luft, and Tsuchiya, Routledge, 2021) and the related web resources.

* *NihonGO NOW!:Performing Japanese Culture, Level 2 Volume 1* Textbook (ISBN 9781138305304 for paperback, TBD for e-book)
* *NihonGO NOW!:Performing Japanese Culture, Level 2 Volume 1* Activity Book (ISBN 9781138305328 for paperback, TBD for e-book)
* *NihonGO NOW!:Performing Japanese Culture, Level 2 Volume 2* Textbook (ISBN 9780367743390 for paperback, TBD for e-book)
* *NihonGO NOW!:Performing Japanese Culture, Level 2 Volume2* Activity Book (ISBN 9780367743420 for paperback, TBD for e-book)
* Website (audio program and many other resources) <http://nihongonow.byu.edu/>
* YouTube channel (illustrated video) <https://www.youtube.com/channel/UClMDaw6MzkQ25sMOMwQxfzw/featured>

Additional materials may also be posted in Carmen Module.

# Course Structure: ACT and FACT sessions.

We draw a distinction between ACT and FACT sessions.

***ACT sessions***

Conducted in Japanese, ACT sessions provide opportunity for you to rehearse participating in Japanese cultural contexts based on your practice at home. Each ACT class is heavily dependent on preceding lessons; therefore, cutting classes will affect adversely not only your current performance, but also your future performances.

The preparation for each ACT session typically requires a minimum of two hours of **focused** study. You are expected to have studied and rehearsed the assigned materials thoroughly before coming in for your ACT session. Students are expected not only to read the relevant explanations about the assigned materials (“Behind the Scenes” and “Between the Lines” in *NihonGO NOW!*), but also to actively **memorize and rehearse** using the assigned materials prior to an ACT session.

1. Consult the Rehearsal Sessions document to know what sections of the textbook and activity books are assigned in a given numbered ACT session.
2. Use all relevant materials, not only the textbook and the Activity Book, but also the audio files on the website and illustrated video in the YouTube channel, to pre-rehearse your performance. There are audio materials for reading and writing as well. Illustrated video materials on YouTube are also useful, especially in improving your timing.
3. 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. 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.
4. 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.
5. Use the *Activity Book* along with the audio materials while going through the (practice).
6. Take breaks and study in intervals, trying to improve your performance in each successive interval.

***FACT sessions***

English is used to conduct FACT sessions to provide analysis and explanation of assigned work. FACT supports your performance in the ACT. They also suggest effective learning strategies. If you have questions about what happened in your ACT classes, you may bring them up during the FACT hour. The best way to prepare for the FACT hour is to go through “Scene Script,” “Vocabulary and Expressions,” “Behind the Scenes,” analyzing examples, and “Between the Lines” in the textbook (*NihonGO NOW!*).

Active integration of ACT and FACT sessions can engage you to develop a solid foundation in the Japanese language.

# Requirements Evaluation and Grading

## Course requirements

Course requirements include performance in ACT classes, preparation for and active participation in FACT classes, quizzes, homework, and examinations. You will receive performance reports on the Grade page of the Carmen course site. If you find an error, contact the instructor immediately so that necessary adjustments are made in a timely manner.

## Daily grading

You will receive a Daily Grade for your performance in every ACT session. See the grading criteria in Daily Grading System on the last page of this syllabus.

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 Carmen Grade.

## Weighting of Graded Activities

Japanese 4101.01 grades will be determined according to the following criteria:

• 50% Daily performance

• 10% FACT quizzes and homework assignments

• 15% Mid-Term Examinations

 (Oral 6%, Listening 3%, Structure 4%, Reading 1%, Writing 1%)

• 25% Final Examinations

 (Oral 10%, Listening 5%, Structure 5%, Reading 2.5%, Writing 2.5%)

## Percentages and Letter Grades

The cut-off points corresponding to course grades are as follows. Grades will not be rounded.

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

# Policy related to 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 drop the lowest 4 daily performance scores from ACT sessions and 1 lowest FACT quiz score when calculating the course grade. Students are expected to manage family events and other unforeseen events within the four days for which the scores are dropped. Do not skip a class just because you are not as well prepared as you would like to be. Such an absence is sure to start you on a downward spiral in terms of your progress. You should aim at not missing any ACT sessions. Do not skip four ACT sessions for your convenience and expect to have additional excused absences, unless you pre-arrange accommodations through the Office of Disability Services.
3. No make-ups are given for missed classes, quizzes or mid-term/final examinations.
4. You may request clinic sessions to go over the any aspect of the course contents any of the instructors. The clinic sessions are not graded.
5. Discuss with your instructor early in the term about any accommodations approved by Office of Disability Services.
6. 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.
7. Submit written homework 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%.

# Communication

* Call **614-688-HELP** at any time if you have a technical problem.
* E-mail is the best way to reach I.I. instructors.
* All emails sent from Japanese I.I. will go to your OSU email address. Make sure you check your **OSU email account** on a daily basis.
* You can generally expect Daily Grade input within **1-3 days** of your session.
* We make every effort to reply to e-mails within **24 hours on school days** (not during the weekend).
* It is basic courtesy to the instructors and your fellow classmates to inform the instructor should you decide to drop the course.

# Academic integrity policy

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/>

**If any of the instructors suspects that a student has committed academic misconduct in this course, they are obligated by university rules to report their suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

* Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
* Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

# 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

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

## 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> or by contacting the Interim Ohio State Title IX Coordinator at titleix@osu.edu

## Diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org/). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

# Accessibility Accommodations for Students with Disabilities

## Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let the coordinating instructor know immediately so that we can privately discuss options. To establish reasonable accommodations, the coordinating instructor may request that you register with Student Life Disability Services. After registration, make arrangements with the coordinating instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information:slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

# Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU’s land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

# 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 success 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.