

Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area Japanese
Fiscal Unit/Academic Org East Asian Languages & Lit - D0527
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 1101.61
Course Title Level 1 I Online Individualized Instruction
Transcript Abbreviation LEVEL 1-1 DINDVDL
Course Description Standard Japanese at the elementary level, with emphasis on building & applying basic language knowledge in doing things in Japanese; exercises in oral interactions & interactions involving text; introduction to the Japanese writing system. Distance and individualized. Students complete from 1 to 4 units during the semester. Progress is sequential from 1 cr hr to next.
Semester Credit Hours/Units Variable: Min 1 Max 4

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 4
Max Completions Allowed 4
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam Yes
Exam Type Departmental Exams
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites None.
Exclusions Not open to students with credit for 1101.01, 1101.02, or 4 credits of 1101.51 or 1101.61; or to native speakers of this language through regular course enrollment or EM credit,
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.0302
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Foreign Language; World Languages

Course Details

Course goals or learning objectives/outcomes

- Basic interaction for greeting, inquiring, inviting, asserting, confirming, evaluating, apologizing, and identifying, requesting, offering, consulting; know the basic features of the written language; read items written in Hiragana and katakana.

Content Topic List

- The sounds of Japanese; office, school, shops, restaurants, and home; cultural factors that are reflected in language use, such as hierarchy, familiarity, and group concepts.

Sought Concurrence

No

Attachments

- J1101.61 Act Rehearsal Sessions.pdf: Schedule of sessions
(Other Supporting Documentation. Owner: Noda, Mari)
- Japanese1101.61_1102.61_1103.61_New Course Syllabus.docx: Syllabus
(Syllabus. Owner: Noda, Mari)
- Japanese 1101.61 - asc-distance-approval-cover-sheet.pdf: ASC DL Approval Cover sheet
(Other Supporting Documentation. Owner: Noda, Mari)
- Jpn 1101.51 1102.51 1103.51 syllabus_Au2021.doc: 1101.51 syllabus
(Syllabus. Owner: Noda, Mari)

Comments

- Please upload syllabus for 1101.51 *(by Vankeerbergen, Bernadette Chantal on 10/19/2021 12:22 PM)*
- Japanese 1101.61 is one of the three courses being proposed as part of beginning-level Japanese online Individualized Instruction courses. The contents parallel the contents of 1101.01 (classroom track), 1101.02 (summer intensive track) and 1101.51 (in-person Individualized Instruction track). *(by Noda, Mari on 09/07/2021 03:31 PM)*

COURSE REQUEST
1101.61 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/03/2021

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Noda, Mari	09/13/2021 09:27 AM	Submitted for Approval
Approved	Bender, Mark A	09/13/2021 12:51 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/19/2021 12:22 PM	College Approval
Submitted	Noda, Mari	10/21/2021 11:23 AM	Submitted for Approval
Approved	Bender, Mark A	10/21/2021 01:37 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/03/2021 12:45 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/03/2021 12:45 PM	ASCCAO Approval



SYLLABUS: JAPANESE 1101.61/1102.61/1103.61

Online Beginning-level Japanese Individualized Instruction (I.I.):
Japanese Level 1-I/Level 1-II/Level 2-I
Autumn 2022 (full term)

1. COURSE OVERVIEW

The courses

The following three courses comprise the Online Beginning Japanese Individualized Instruction (I.I.).
Japanese 1101.61 (XXXXX) 1, 2, 3, or 4 credits, Level 1-I: Individualized Instruction-Distance
Japanese 1102.61 (XXXXX) 1, 2, 3, or 4credits, Level 1-II: Individualized Instruction-Distance
Japanese 1103.61 (XXXXX) 1, 2, 3, or 4credits, Level 2-II: Individualized Instruction-Distance

Instructors

Instructors E-mail address (Preferred contact method)

Kumiko Takizawa (coordinator)	takizawa.9@buckeyemail.osu.edu
GTA 1	GTA 1 email
GTA 2	GTA 2 email
GTA 3	GTA 3 email

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.

Office hours: by arrangement

Prerequisites

For Japanese 1101.61: None.

For Japanese 1102.61: Japanese 1101.01, 1101.02; 4 units of 1101.51, or 4 units of 1101.61; or concurrent registration in Japanese 1101.61 for the number of credits to complete 1101.61 within the same semester.

For Japanese 1103.61: Japanese 1102.01, 1102.02; 4 units of Japanese 1101.51 or 1101.61; or concurrent registration in Japanese 1102.61 for the number of credits to complete 1102.61 within the same semester.

If you have not previously taken Japanese classes at OSU and wish to enroll in 1102.61 or 1103.61, please contact Kuwai-sensei (kuwai.1@osu.edu) for placement testing.

1101.61 is not open to students with credit for 1101.01, 1101.02; 4 units of 1101.51 or 4 units of 1101.61; or to native speaker of Japanese.

1102.61 is not open to students with credit for 1102.01, 1102.02; 4 units of 1102.51 or 4 units of 1102.61; or to native speaker of Japanese.

1103.61 is not open to students with credit for 1103.01, 1103.02; 4 units of 1103.51 or 4 units of 1103.61; or to native speaker of Japanese.

Course description

You can work through the courses at your own pace. Each of the three courses covers the same material as the corresponding classroom track course but has the following important differences:

Autonomous learning: You are in charge of your learning. You decide how many credits to take in a given term, pace your own work, decide when you are ready to have your sessions with the instructor, and schedule those sessions.

One-on-one sessions: All of your sessions, called “ACT sessions” (also known as “ACT rehearsal sessions”) are individualized. They are 15-minute on-line synchronous sessions you have with an instructor, who assesses your performance in contextualized situations. They guide you to make moves that constitute communication in culturally appropriate Japanese situations by means of both spoken and written Japanese.

Flexible credit: The number of credits you earn depends on the number of credits you sign up for and complete successfully. You should be enrolled in at least one of the courses for 1, 2, 3, or 4 credits per course. You may register concurrently for two of the consecutively-numbered courses. For example, it is possible to complete the fourth credit of 1102.61 followed by the first two credits of 1103.61 in a single semester. It is also possible to complete both 1101.61 (4 credits) and 1102.61 (4 credits), in that order, in a single semester. Please consult the instructor if you wish to pursue this accelerated option.

Check your Student Center page to confirm the course number and the number of credits you are enrolled for this semester.

The number of credit hours you enroll for in an I.I. course is your **contract hours**. You may adjust the initial contract hours as needed. See Section 2 for policies related to appointments and contract hour adjustment.

Flexible schedule: These online I.I. courses do not meet on a regular basis as in the classroom track. You determine the time and frequency of appointments, scheduled at <https://iilc.as.me/schedule.php> (available for second week after Carmen announcement).

Mastery-based: There are no quizzes, midterms, or final exams. Your course grades will be determined solely on the basis of your performance in the individual ACT sessions through daily grading. See Sections 4 for grading policy and Section 8 for daily grading criteria.)

Every credit for which you register will correspond to a fixed number of ACT sessions with an instructor. The content for each ACT session is set in advance. Progress is sequential from one credit hour to the next. The successful completion of credits depends solely on the satisfactory performance (60% or above) in the requisite number of ACT sessions. If you are registered for two consecutively-numbered courses in a single semester (see above), all sessions to complete the lower numbered of the two courses must be completed before credits may be earned in the higher-numbered course.

Course learning outcomes

A common objective of all 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. By the end of this sequence of courses, students should begin to develop a repertoire of moves and strategies for active interaction in Japanese. Here are specific expected learning outcomes for each course that comprise the beginning level of our program.

Japanese 1101.61

- ▶ hear and produces the sounds of Japanese in ways that permits ready and accurate interpretation;
- ▶ handle basic interaction moves, including greeting, inquiring, inviting, asserting, confirming, checking for agreement, evaluating, apologizing, and identifying;
- ▶ experience interactions in such settings as office, school, shops, restaurants, and home;
- ▶ begin to incorporate cultural factors that are reflected in language use, such as hierarchy, familiarity, and group concepts;
- ▶ gain skills for interaction involving such actions as requesting, offering, consulting, collaborating, verifying, suggesting, and purchasing.
- ▶ understand the basic features of the written language;
- ▶ read items written in Hiragana and katakana; and

- ▶ gain skills to focus on what is comprehensible while building the threshold for the unfamiliar elements.

Japanese 1102.61

- ▶ Learners handle situations such as making appointments, visiting, joining social gatherings, quoting others, praising, and congratulating;
- ▶ further develop skills for interaction involving requests, directives, expressions of possibilities, comparisons, expressions of gratitude, and introduction rituals;
- ▶ expand topical areas that they can describe and discuss, including people and family relations, occupations, hobbies, physical conditions;
- ▶ expand their repertoire in using polite forms (honorific and humble), casual style (informal forms) expressions associated with change of state or continuation of state, and new device for referring to information (the *んです* sentences); and
- ▶ read and write more items written in hiragana and katakana, and simple items written in hiragana, katakana, and kanji.

Japanese 1103.61

- ▶ Learners handle more informal and formal interaction in such settings as office, school, shops, restaurants, and home;
- ▶ narrate personal experiences and procedures, using various discourse and pragmatic strategies;
- ▶ practice being an engaged listener;
- ▶ handle various topics, such as tasks, plans, hobbies, travel, study, occupation, sports, food, cooking, clothing, health, weather, family, personal relations, and language;
- ▶ read in contexts short texts (a few paragraphs), such as informal and formal letters, email messages, brief reports, etc.; and
- ▶ write short texts in a culturally appropriate manner to accomplish contextualized tasks using all hiragana, katakana, and approximately 200 kanji.

General Education goals and expected learning outcomes

Goals for World Languages

- ▶ Successful students will demonstrate linguistic and cultural competence by accomplishing real-world communicative tasks in culturally appropriate ways in a language other than their first language.
- ▶ Successful students will demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.

Expected learning outcomes

Successful students are able to ...

- achieve *interpersonal communication*, by initiating and sustaining meaningful spoken and/or written communication in culturally appropriate ways with users of the target language while actively negotiating meaning to ensure mutual comprehension.
- achieve *interpretive listening/viewing and/or reading*, by comprehending the main idea and relevant details of a variety of texts (live, recorded, written) in a language other than their first language.
- achieve *presentational speaking/ signing and/or writing*, by delivering live, recorded, and/or written presentations in a language other than their first language for varied purposes using information, ideas, and viewpoints on a variety of topics.
- demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals.
- identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

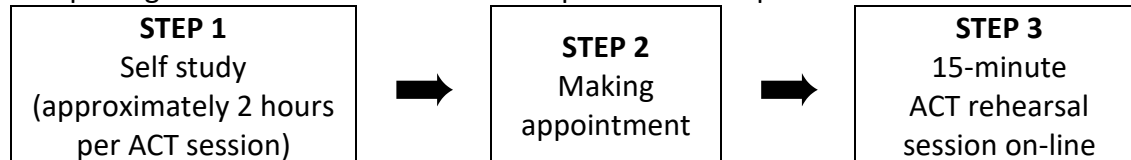
All three courses of online beginning level Japanese Individualized Instruction strive to fulfill these GE outcomes through simulated engagements in culturally situated events that entail use of Japanese, both spoken and written.

2. HOW THESE ONLINE COURSES WORK

Course Structure: How you earn your credits

Each credit of the courses requires successful completion of 11 to 13 ACT sessions. Consult the file “ACT Rehearsal Sessions” for numbers and contents required to earn credits in your course.

Completing each ACT rehearsal session requires three steps:



STEP 1: Self study

You are expected to do most of the learning on your own with the learning materials, attending the ACT sessions to test out your ability to perform in Japanese while managing constantly shifting contexts. Preparation of specific assigned contents facilitates this active engagement. 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 your ACT session. Read the relevant explanations about the assigned materials (“Behind the Scenes” and “Between the Lines” in *NihonGO NOW!*), and actively **rehearse** using the assigned materials prior to an ACT session.

Here are the recommended specific steps for self study:

- (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, if 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 □ □ □ □ (renshuu, practice).
- (6) Whenever you are practicing speaking, speak at or above your normal voice level and speak clearly and monitor yourself.
- (7) Take breaks and study in intervals, trying to improve your performance in each successive interval.

STEP 2: Making appointments with Japanese I.I. Scheduling System

<https://iilc.as.me/schedule.php>

- (1) Select “Beginning Online Japanese” under “Choose Appointment.”
 - (2) Choose the type of appointment you want (ACT, FACT, or Office Hours), and choose “Any Available” to see all available appointments or select a specific instructor to see only their calendar.
 - (3) Select a time and click “Continue.” You will see a prompt asking you for your name and your email. You MUST use your OSU student email (xxx.1234@buckeyemail.osu.edu).
 - (4) Click “Complete Appointment.”
- ▶ For your first appointment, once your appointment has been confirmed, click “Register for an Account” and create your password. **You will not be able to edit your appointments unless you register your account!** Remember to always log in when creating future appointments.
 - ▶ I.I. session appointments are available from the second week.
 - ▶ You are required to have taken at least one ACT Rehearsal session with an instructor **by Friday of the 3rd week of the semester.**
 - ▶ No session appointments are available during final exam days or during university holidays.

Scheduling Tips

Keep in mind when scheduling appointments that certain weeks and times are busier than others, and so getting appointments at these times will be more difficult.

- (1) At all times, plan your work wisely and do not procrastinate. Extensions or exceptions to normal I.I. procedures are not granted to any students. Likewise, you will need to keep in mind your own schedule, and be aware of when you are able to schedule appointments in I.I.
- (2) There tend to be more open sessions during the first half of a semester than during the latter half. You are not allowed to ask instructors for extra sessions (except walk-in sessions when the instructor does not have any student) at the end of the semester if you run out of time.
- (3) All ACT sessions must be completed by the last day of regularly scheduled classes for the term. You will not be granted an exception to this rule for any reason.
- (4) Mark your calendar/day planner with the date and time of your appointments or save an alarm on your phone. Make sure you know which week you’re signing up for. This will help you to remember what time your appointment is, even in case the scheduling site malfunctions. You are responsible for the appointments you’ve made, even if the server is not available at the time of your appointment. After you use the scheduling site, remember to log out properly.

STEP 3: ACT Session

At your scheduled ACT session appointment time, log into CarmenZoom and enter the waiting room of the instructor with whom you have the appointment. You will be let in when the instructor is ready.

Each ACT session will be conducted entirely in Japanese and will last a maximum of 15 minutes. The goal is to demonstrate to your instructor how well you can interact in Japanese using the material

assigned for that ACT session, in the contexts your instructor provides. The purpose of ACT sessions is not for you to learn new material. It is for you to experience doing things in Japanese, to test your limit, much as your favorite game.

Do not look at the textbook or any notes during ACT sessions unless specifically instructed to do so. If an instructor suspects that you are failing to observe this basic guideline and are doing so in order to manipulate the grade assignment for the online session, warnings may be issued. Frequent or blatant disregard for this guideline may be considered to be a case of academic misconduct. (See Section 16 on academic integrity policy.)

FACT Sessions

In addition to the ACT sessions that you must complete in order to earn credits, we also offer optional FACT sessions, during which you can ask questions about the language, culture, and/or strategies for self-study. Use the scheduling system to request a FACT session.

Policy related to appointments, cancellation, no-show, walk-in sessions, and credit adjustment.

Please review and understand the following items carefully. Some of them are very specific to the I.I. mode of instruction.

Appointment scheduling

- 1) All appointments in I.I. are 15 minutes long, and they are made on the Online Scheduling system.
- 2) You are required to have taken **at least one ACT Rehearsal session with an instructor by Friday of the 3rd week** of the semester. Failure to do so will result in your disenrollment. It is your responsibility to check your status (if you are enrolled in the course or not) and make appropriate progress in the course. If there is a special reason for you being unable to start taking sessions by the deadline, please contact the coordinating instructor well before the deadline.
- 3) You can make appointments online **up to two weeks in advance**.
- 4) Students enrolled in the beginning Japanese I.I. courses may schedule **up to 2 sessions per day, 5 sessions per week, subject to session availability**. Students who are fully enrolled in two courses that is, 8 credits, may schedule **up to 3 session per day, 10 sessions per week, subject to availability**.

- 5) Scheduling of sessions is **subject to session availability**. While we offer sufficient number of sessions for all enrolled students to complete their credits, session availability does not change from week to week. Therefore, you must distribute your appointments evenly throughout the semester.
- 6) Progress is sequential from one credit hour to the next. Students are required to complete all requisite ACT sessions for one credit hour with the passing average (60%) in order to schedule the appointment for the ACT session for the next credit hour.
- 7) Schedule only for the number of sessions you feel you can make. Do not gouge. Gouging reduces your classmates' chances of securing the appointments and increases your chance of No-shows, for which we have extremely low tolerance.
- 8) All ACT sessions must be completed by the last day of regularly scheduled classes. No appointments are available during the Final examination days. No exception will be granted.

Appointment cancellation

Appointments can be canceled on the scheduling website, and they can be canceled without any penalty **up until 3 hours prior to the beginning of the appointment time**.

No-show and the consequence.

A **"No-show"** means that you have (a) failed to show up for a scheduled appointment, (b) failed to cancel a scheduled appointment 3 hours prior to the appointment, or (c) shown up 5 or more minutes late for a scheduled appointment. **A No-show is a No-show regardless of the reason.**

Repeated No-show will result in penalties:

- 1) Regardless of the number of credits you are enrolled for, we allow a maximum of **two** "No-shows" per term without penalty. We do not penalize you for the two no-shows.
- 2) On your third no-show, any and all of your existing appointments will be erased AND YOU WILL BE BANNED FROM THE SYSTEM FOR A WEEK STARTING ON THE DAY OF YOUR second NO-SHOW.
- 3) On your **fourth and all subsequent no-shows** you will be banned from the system for **TWO WEEKS, and you will receive a ZERO (0) as your grade score for the missed session**. There will be no opportunity to make-up for weeks you are banned from scheduling due to excessive no-shows.

Why the strict No-show policy?

Your failure to meet an appointed session will preclude other students using that time.

Any time a student schedules an appointment and then fails to use it, some other student has been deprived of an opportunity to make use of that time slot. As we are limited to a fixed number of time slots per week, time is a very precious commodity and you should always think of available appointment times as a resource you share with all of your fellow students. It does a disservice to everyone else whenever a student “wastes” a valuable time slot by failing to follow the proper cancellation procedures. We allow you to arrange appointments to suit your schedule and provide you with a system to cancel them when necessary, so please be responsible and do not let “No-shows” become an issue.

Walk-in sessions

- 1) You can have walk-in session(s) when an instructor does not have any student during his/her teaching hours.
- 2) Walk-in session(s) can be either FACT or ACT session(s).
- 3) **Walk-ins may not be done during a penalty period after you have had more than one No-Show.** The same grading criteria apply to walk-in sessions. You can check the most up-to-date vacant time slots on the scheduling site.
- 4) Go to the I.I. scheduling system to look for an open session.
- 5) To wait for an available walk-in session, please log into CarmenZoom when you have time and enter the waiting room of the instructor on duty with whom you would like to fill an open session. You will be let in once the instructor has an open session.

Adjusting contract hours

The number of credit hours you enroll for in your I.I. courses is your **contract hours**. If you find that you are unable to keep up with the pace you initially set or find yourself performing poorly, you may and should adjust the contract hours. Monitor your daily grades and adjust your contract hours, if necessary, in a timely manner. To initiate the process of contract adjustment, contact the coordinating instructor.

- 1) Any adjustments in your contract hours must be **completed** no later than **Friday of the 10th week (Friday, October 28th, 2022)**. This is the date by which you need to **complete** the process, not just to initiate the process. The adjustment process takes a minimum of three business days and usually up to ten business days.

- 2) Not completing the number of ACT sessions required for the contract hours will result in **the course grade of an E**. We do not grant “incomplete” (I) in the I.I. courses.
- 3) Progress is sequential from one credit hour to the next. Students are required to complete all requisite ACT sessions for one credit hour with the average passing score (60%) before counting the daily grading score for ACT sessions in the next credit hour. For example, if your average for the first credit of the course you are enrolled in falls below 60%, you will receive **an E for the course** and you will not be able to continue to the next credit in the same semester.
- 4) You may not adjust your contract hours from 1 to zero because that amounts to dropping the course. This is true even if you are enrolled in two consecutively-numbered courses and wish to drop the second of the courses. University policies related to registration and refund dates, available at <https://registrar.osu.edu/registration/>, apply. The fourth Friday of the semester is the last day you may drop a full-semester course through student center. This is also the day when 0% refund period begins.

3. COURSE MATERIALS AND TECHNOLOGIES

Website

Required for all courses

- Audio materials at NihonGO NOW! Website: <http://nihongonow.byu.edu/>

Recommended/optional for all courses

- Illustrated videos at YouTube channel:
<https://www.youtube.com/channel/UCIMDaw6MzkQ25sMOMwQxfzw/featured>

Textbooks and Activity Books

Paper edition, rather than e-book, is recommended for all textbooks and activity books.

Required for Japanese 1101.61

- *NihonGO NOW!: Performing Japanese Culture, Level 1 Volume 1 Textbook* (Noda, Wetzel, Marcus, Luft, Tsuchiya, and Itomitsu, Routledge, 2020. ISBN 9781138304147 for paperback, 9780203730362 for e-book)
- *NihonGO NOW!: Performing Japanese Culture, Level 1 Volume 1 Activity Book* (Noda, Wetzel, Marcus, Luft, Tsuchiya, and Itomitsu, Routledge, 2020. ISBN 9781138304314 for paperback, 9780203730249 for e-book)

The above two items are available as a packet at a slightly reduced price (paper edition only):
Textbook-Activity-Book Packet (ISBN 9780367508494 for paperback)

Required for Japanese 1102.61

- *NihonGO NOW!: Performing Japanese Culture, Level 1 Volume 1 Textbook* (Noda, Wetzel, Marcus, Luft, Tsuchiya, and Itomitsu, Routledge, 2020. ISBN 9781138304147 for paperback, 9780203730362 for e-book)
- *NihonGO NOW!: Performing Japanese Culture, Level 1 Volume 1 Activity Book* (Noda, Wetzel, Marcus, Luft, Tsuchiya, and Itomitsu, Routledge, 2020. ISBN 9781138304314 for paperback, 9780203730249 for e-book)

The above two items are available as a packet at a slightly reduced price (paper edition only):
Textbook-Activity-Book Packet (ISBN 9780367508494 for paperback)

- *NihonGO NOW!: Performing Japanese Culture, Level 1 Volume 2 Textbook* (Noda, Wetzel, Marcus, Luft, Tsuchiya, and Itomitsu, Routledge, 2020. ISBN 9780367483210 for paperback, 9781003039334 for e-book)
- *NihonGO NOW!: Performing Japanese Culture, Level 1 Volume 2 Activity Book* (Noda, Wetzel, Marcus, Luft, Tsuchiya, and Itomitsu, Routledge, 2020. ISBN 9780367483364 for paperback, 9781003039471 for e-book)

The above two items are available as a packet at a slightly reduced price (paper edition only):
Textbook-Activity-Book Packet (ISBN 9780367508531 for paperback)

Required for Japanese 1103.61

- *NihonGO NOW!: Performing Japanese Culture, Level 1 Volume 2 Textbook* (Noda, Wetzel, Marcus, Luft, Tsuchiya, and Itomitsu, Routledge, 2020. ISBN 9780367483210 for paperback, 9781003039334 for e-book)

- *NihonGO NOW!: Performing Japanese Culture, Level 1 Volume 2 Activity Book* (Noda, Wetzel, Marcus, Luft, Tsuchiya, and Itomitsu, Routledge, 2020. ISBN 9780367483364 for paperback, 9781003039471 for e-book)

The above two items are available as a packet at a slightly reduced price (paper edition only): Textbook-Activity-Book Packet (ISBN 9780367508531 for paperback)

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) 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) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (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 help article for step-by-step instructions (go.osu.edu/add-device).
- 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 (go.osu.edu/install-duo) 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 will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

4. GRADING AND FACULTY RESPONSE

How your grade is calculated

The course grades will be determined solely on the basis of your Daily Grade scores (see the next section). There are no exams and quizzes.

Daily grading

You will receive a Daily Grade score for your performance in every ACT session. Daily Grade scores range between 8 and 4. You receive a zero ("0") for the third and any additional no-shows. See the grading criteria in Daily Grading System on the last page of this syllabus.

Policy related to grading

Performance in ACT sessions requires your strategic use of everything you have gained from the course materials and experiences in previous ACT sessions.

- 1) Daily Grade scores for the first two ACT sessions of the semester are not counted in determining your course grade. This will provide opportunities for you to adjust to the Daily Grading system.
- 2) Discuss with your instructor early in the term about any accommodations approved by Office of Disability Services.
- 3) **You may not re-take an ACT session.** Come to all ACT sessions prepared to demonstrate what you are able to do in 15 minutes. Schedule an ACT session appointment only when you are ready to perform and receive a daily grade score. If you need help with a particular ACT session you have had, make an appointment for an office hour.
- 4) Daily grade scores are posted in Carmen Grade within 3 business days of your ACT session. If you notice an error in your daily grade score or if a score is missing, email the instructor you had for that session IMMEDIATELY, but no later than 36 hours after posting of the score. We normally cannot change daily grades after 36 hours of their posting.
- 5) **Japanese I.I. does not issue an "I" (incompletes).** If you do not complete the number of ACT assignments that you contracted for, an E will be issued as your course grade. Avoid this situation by changing your contract hours in a timely manner.
- 6) Progress is sequential from one credit hour to the next. Students are required to complete all requisite ACT sessions for one credit hour with the average passing score (60%) before counting Daily Grading scores for any ACT sessions for the next credit hour.

Grading scale

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-		

Instructor feedback and response time

- **Grading and feedback:** You can generally expect Daily Grade scores and other feedback within **3 business days**.

- We make every effort to reply to e-mails within **24 hours on days when class is in session at the university.**

5. OTHER COURSE POLICIES

Communication guidelines

Please remember to be respectful and thoughtful in all of your communication.

- ▶ Call **614-688-4357(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.
- ▶ 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 I.I. instructors suspect that a student has committed academic misconduct in this course, they are obligated by university rules to report my 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)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

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.

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

Advising resources for undergraduate students such as academic advising and degree audit are available here: <http://advising.osu.edu>. Graduate students should contact their respective department's graduate advising.

Copyright for instructional materials

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.

Statement on 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 Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a 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.

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 Greenville 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>

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. 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. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

6. 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 me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me 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; 098 Baker Hall, 113 W. 12th Avenue. Note that no mid-term or final examinations or quizzes are given in Japanese I.I. courses.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

7. COURSE SCHEDULE

Important dates

- ▶ **Friday, September 9th (Friday of the 3rd week):** You must have completed at least one ACT session by this date.
- ▶ **Friday, October 28th (Friday of the 10th week)** is the last day that you can change the number of enrolled credits.
- ▶ **Wednesday, December 7th** (the last day of regularly scheduled classes) is the last day for individual sessions (ACT or FACT). We DO NOT have sessions during final exam week. We do not grant a grade of an incomplete (I).

General progression of credit hours and ACT sessions

Refer to the ACT Rehearsal Sessions for the specific contents and preparation for each ACT session.

Japanese 1101.61 General progression

Cr Hr	ACT Sessions	NihonGO NOW Chapters (“Acts”) and sections (“Scenes”)	Topics
1	Sessions 1 – 12	Introduction Act 1 Scenes 1-14 Act 2 Scenes 1-6	Instructional expressions, basic greetings Daily greetings; Intro to the written language Office tasks, identifying people
2	Sessions 13-24	Act 2 Scenes 7-8 ACT 3 Scenes 1-7	Introduction to <i>hiragana</i> Discussing time, price, relations
3	Session 25-36	Act 3 Scenes 8-9 Act 4 Scenes 1-7	Reading/writing short correspondence Discussing academics, action planning; Exchanging email messages
4	Sessions 37-49	Act 5 Scenes 1-7	Requesting action and permission, Inviting; Writing/reading request messages, introduction to <i>katakana</i>

Japanese 1102.61 General progression

Cr Hr	ACT Sessions	NihonGO NOW Chapters (“Acts”) and sections (“Scenes”)	Topics
1	Sessions 50 – 61	Act 6 Scenes 1-7	Self-introduction, exchanging business cards, Discussing occupation, requesting a meeting, meeting up; Managing menus
2	Sessions 62-73	Act 6 Scene 7 Act 7 Scenes 1-6	Managing menus Discussing reactions, navigating town
3	Session 74-86	Act 7 Scenes 6-9 Act 8 Scenes 1-4	Collaborative planning via text communication Gift-giving/receiving, Visiting homes
4	Sessions 87-99	Act 8 Scenes 5-8 Act 9 Scenes 1-3	Discussing personalities, experiences; Reading blog site entries Account-giving, Discussing occupations

Japanese 1103.61 General progression

Cr Hr	ACT Sessions	NihonGO NOW Chapters (“Acts”) and sections (“Scenes”)	Topics
1	Sessions 100 – 111	Act 9 Scenes 4-9 Act 10 Scenes 1-3	Discussing places to visit, hobbies, abilities; Linked messaging Making plans with friends, ordering at a restaurant
2	Sessions 112-123	Act 10 Scenes 4-9 Act 11 Scenes 1-3	Self-introduction (extended), apologizing, encouraging; Reading/writing requests and invitations Making suggestions
3	Session 124-135	Act 11 Scenes 4-9 Act 12 Scenes 1-2	Discussing clothing, managing hypothetical situations, describing connected actions; Descriptive writing Identifying the benefactor/beneficiary
4	Sessions 136-146	Act 12 Scenes 3-9	Describing physical features and habits, Discussing the future; Managing formal notices

8. DAILY GRADING SYSTEM

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: Quizzes and any post-session assignments given during an ACT session are counted toward the Daily Grade for the ACT session during which the quizzes or the assignments are given.

**JAPANESE 1101.51/1102.51/1103.51
JAPANESE INDIVIDUALIZED INSTRUCTION (I.I.)**

**Autumn 2021
(Hybrid Mode)
GEC Category 1. Skills: C. Foreign Language**

(This syllabus is ONLY for students using the *NihonGO NOW!* text! If you are new to Japanese study at OSU, or have begun studying at OSU using this text, please use this syllabus. If you have started your Japanese studies at OSU with the *JSL* series of textbooks [before AU2018], please contact the coordinator!!!)

Department of East Asian Languages and Literatures (DEALL)
120 Hagerty Hall (I.I. Center) Tel: (614) 292-7060

Instructors (Office hours are by appointment)

Stefanie Thomas (Coordinator)	thomas.2473@osu.edu	Hagerty Hall 120P/120R
Siyuan Dong	dong.935@osu.edu	Hagerty Hall 120P/120R
Teppei Kiyosue	kiyosue.2@osu.edu	Hagerty Hall 120P/120R
Derek Reiman	reiman.16@osu.edu	Hagerty Hall 120P/120R
Matthew Steinhauer	steinhauer.16@osu.edu	Hagerty Hall 120P/120R
Ai Terada	terada.2@osu.edu	Hagerty Hall 120P/120R
Shoichi Ueda	ueda.17@osu.edu	Hagerty Hall 120P/120R
Saori Wakita	wakita.2@osu.edu	Hagerty Hall 120P/120R

Please note: In order to contact any one instructor and/or the coordinator, it is best to use e-mail, as phone calls may not be relayed to us in a timely manner if you have an urgent concern.

Students will have a choice of taking in-person or online Zoom sessions during the AU2021 semester (Zoom-exclusive sessions will be marked as such in the online appointment system). For the latter, please use the below links and passwords to access a given instructor's Zoom room at the appointed time:

Dong:

<https://osu.zoom.us/j/3099593119?pwd=T05ubDhMSlpMNTIwdU1DVit2UGhMdz09>

PW: 453667

Kiyosue: <https://osu.zoom.us/my/au21.teppei.kiyosue> PW: 731998

Reiman:

<https://osu.zoom.us/j/8244328957?pwd=RjdBY0NiZk9QdWFtd2NKMEozK095QT09>

PW: Reiman

Steinhauer:

<https://osu.zoom.us/j/7055286480?pwd=bnRaTURJeXMyRVV5b09kV1JRMyttQT09>

PW: nihongo

Terada: <https://osu.zoom.us/my/terada.2> PW: 174304

Thomas: <https://osu.zoom.us/my/thomas.2473> PW: nihongo

Ueda:

<https://osu.zoom.us/j/91296073654?pwd=N1BvR04rK0pFaEVwWWUyd0Y1andGdz09>

PW: 932294

Wakita:

<https://osu.zoom.us/j/6884863286?pwd=cjh4dnpyVUNuZk90UHFwbTILT08ydz09>

PW: 158684

Please note: You will need the password to enter an instructor's waiting room. They are only listed in this syllabus, and in the announcement on Carmen, **not** in the appointment system, so please make sure to have the right one handy! Also, **if you have to switch instruction mode from online to in-person or vice versa for any reason, please cancel and reschedule your appointment – we will NOT accommodate last-minute changes of this aspect.**

Class Numbers (5 digits - needed for adjustment) 1101.51: 13917
1102.51: 13916
1103.51: 13918

Hours Check the I.I. scheduling website (<https://iilc.as.me/schedule.php>) for the weekly schedule (**available for second week after Carmen announcement**).

Important Information

- 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.
- If you have not previously taken Japanese classes at OSU and desire to enroll in 1102.51 or 1103.51 you **must** either (a) take the Japanese AP exam, or (b) take an oral placement test. If you wish to take the oral placement test, please contact Ms. Yuko Kuwai (kuwai.1@osu.edu) for more information.
- Check your Student Center page to confirm the number of credits you are enrolled for this semester.
- You can make appointments online up to two weeks in advance. You may schedule **up to 2 sessions per day, 5 sessions per week**. (Please contact

the coordinator if you wish to take more than 4 credit hours.) (See Section 3: Making Appointments for further information, below.)

- Appointments can be canceled online without penalty **up until 3 hours prior to the appointment.** (See Section 3: Making Appointments for further information, below.)
- **Deadline to start taking I.I. sessions is Friday, September 10th** (Friday of the 3rd week). By **Friday, September 10th**, you have to have taken at least one individual session with an instructor. Otherwise, a course absence form may be sent to your advisor, and you may be disenrolled from the course. It is your responsibility to check your status (if you are enrolled in the course or not) and make appropriate progress in the course. If there is a special reason for you being unable to start taking sessions by the deadline, please contact the coordinator (thomas.2473@osu.edu).
- **The last day to change the number of credits is Friday, October 29th** (Friday of the 10th week). Before **October 29th**, you may change the number of enrolled credit hours. (See Section 7, below, for detailed procedures on how to change credits.)
- **The last day for individual sessions (ACT or FACT) is Wednesday, December 8th** (the last day of regularly scheduled classes). **We DO NOT have sessions during final exam week.** Please also be aware that there will be **no I.I. sessions** offered during university holidays (check the OSU academic calendar at <https://registrar.osu.edu/staff/bigcal.asp>).
- If you think you won't be able to finish what you have contracted for, reduce your credit hours before **Friday, October 29th** (Friday of the 10th week). **Japanese I.I. does not issue "I" (incompletes).** **If you don't complete the number of ACT assignments that you contracted for, you have not completed the course; for any uncompleted I.I. course, an E will be issued as your grade.** It is your responsibility to pace yourself so that you will not receive an E for the course grade.
- Japanese 1101.51-1103.51 satisfy GEC foreign language requirements.

1. Course Objectives

This program aims to provide you with the necessary foundations for communicating in Japanese in a variety of settings in ways that adult speakers of Japanese are comfortable with.

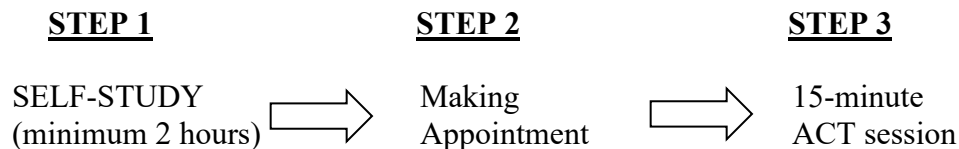
Communication skills

The ultimate goal of learning a foreign language is comfortable and culturally coherent communication with native speakers. Reaching this goal requires not only knowledge *about* the language but also ability to *use* the language. We therefore emphasize spoken language, especially at the beginning level, and we will always stress the importance of acquiring new 'communicative moves' while working with language securely rooted in realistic communicative contexts. This course will require very active participation. You

will be graded based *solely* upon your ability to actually communicate in a culturally coherent way using Japanese. Your knowledge *about* the language will serve as a very important tool in improving proficiency, but it will never be the end goal. You won't be graded on what you *know*, but rather on what you are able to *do*.

2. Course Outline

Japanese Individualized Instruction is a SELF-STUDY program. The I.I. Program shares its philosophy and materials with the regular Japanese courses, so students can transfer to a course in the regular track knowing that the content covered will be the same. However, the courses in the I.I. Program do not meet on a regular basis as in the regular track, and the time and frequency of appointments are entirely determined on an individual basis. Since there will not be scheduled classes, **students are expected to do most of the learning on their own.** Consult the file “NihonGO_Now_SessionBox_[Course].pdf” to see which materials to prepare.



2.1. Self Study

2.1.1. Materials

You will need the following materials.

- **Textbook(s)**

I. NihonGO NOW! – **only** for students who have started studying Japanese at OSU using *NihonGO NOW!*, or for students beginning their Japanese education with us. The following links are directly to the publisher's website, who, at last glance, sell the books somewhat cheaper than Amazon.

- a. The volume 1 paperback bundle (text and Activity Book - these books cover material for all of 1101 and credit 1 of 1102):
<https://www.routledge.com/NOW-NihonGO-NOW-Performing-Japanese-Culture---Level-1-Volume/Noda-Wetzel-Marcus-Luft-Tsuchiya-Itomitsu/p/book/9780367508494>
- b. The volume 2 paperback bundle (text and Activity Book – these books cover material from credit 2 of 1102, and include everything needed through the end of 1103): <https://www.routledge.com/NOW-NihonGO-NOW-Performing-Japanese-Culture---Level-1-Volume/Noda-Wetzel-Marcus-Luft-Tsuchiya-Itomitsu/p/book/9780367508531>

You may also purchase the e-book versions of the text and AB, which are available separately.

To purchase from the OSU bookstore, please utilize the following URLs:

1101.51:

https://ohiostate.bncollege.com/shop/BNCB_TextbookDetailView?displayStoreId=33552&urlRequestType=Base&catalogId=10001&productId=600011488300&langId=-1&partNumber=MBS_6055185&storeId=33552§ionId=101777410&item=N

1102.51:

https://ohiostate.bncollege.com/shop/BNCB_TextbookDetailView?displayStoreId=33552&urlRequestType=Base&catalogId=10001&productId=600011488300&langId=-1&partNumber=MBS_6055185&storeId=33552§ionId=101777410&item=N

https://ohiostate.bncollege.com/shop/BNCB_TextbookDetailView?displayStoreId=33552&urlRequestType=Base&catalogId=10001&productId=650018081858&langId=-1&partNumber=218_844015901&storeId=33552§ionId=101782557&item=N

1103.51:

https://ohiostate.bncollege.com/shop/BNCB_TextbookDetailView?displayStoreId=33552&urlRequestType=Base&catalogId=10001&productId=650018081858&langId=-1&partNumber=218_844015901&storeId=33552§ionId=101782557&item=N

- II. Online A/V materials for NihonGO NOW! accessible at <http://nihongonow.byu.edu/>
- III. **(Only if participating in online sessions)** A computer or smart device with a stable high-speed Internet connection, a built-in microphone or external headset, and a camera.

2.1.2. What to prepare (IMPORTANT!)

Every credit for which you register will correspond to a fixed number of one-on-one sessions with an instructor. The content for each session is set in advance, and all students in a given course are expected to work through the same content in the same order. When referring to a particular session with a specific set of assigned content, we use the term “ACT session.” You will be expected not only to passively study the assignments, but also to be able to actively *act out* the material covered in the assignments when you come in for an appointment.

There are typically **12 to 13 ACT sessions for each credit** and **each ACT session will require** you to schedule a **15-minute session** with an instructor. **The preparation for each ACT session** typically requires a **minimum of two hours**. Your performance during **ACT sessions will directly determine your final grade**; in Japanese I.I., there are no quizzes, midterms, or final exams.

In order to keep track of the content of all of our **ACT** sessions, we have numbered them. In Section 6, there is a list of the specific ACT sessions that must be completed for each credit of each level of Japanese I.I. In parentheses after the **ACT** session numbers you will find the corresponding Lesson and Section numbers from NihonGO NOW. In order to prepare for an I.I. interview you need to know what material is assigned in a given numbered ACT session. For each course, 1101.51-1103.51, there is a separate packet with a breakdown of the contents to be studied for each ACT session. These packets contain detailed information regarding what material you need to rehearse and prepare before you arrive for your appointment. Where necessary, the assignment lists also provide advice on how to study.

2.1.3. How to Prepare

See “**How to Work with Media Materials**” (available on Carmen)

2.1.4. Support for Self-study

Supplemental Appointments (FACT sessions)

You can make an appointment and ask specific questions in English about grammar or interaction strategies related to the ACT assignments you have completed, or study strategies to improve your ACT performance (NOTE: except for the final 2-3 minutes of each ACT session, this will be your *only* opportunity to ask questions in English). Students must tell the instructors *before* the session starts if they want the session to be a FACT session. You cannot change an ACT session to a FACT one if the ACT session has already started. You can take a FACT session *only* when you have specific questions and cannot take it without sufficient self-study. Your instructor may also suggest that you make a FACT session appointment. FACT sessions are not mandatory and do not count directly towards credit.

The number of FACT meetings you may take at any point in a given semester may not exceed 1/3 of the ACT assignments that you have completed at that point in the semester, e.g.

<u>When you've completed</u>	<u>you're allowed a TOTAL of</u>
3 ACT session assignments	1 Fact session
6 ACT session assignments	2 Fact sessions
9 ACT session assignments	3 Fact sessions
12 ACT session assignments	4 Fact sessions

15 ACT session assignments	5 Fact sessions
18 ACT session assignments	6 Fact sessions
21 ACT session assignments	7 Fact sessions
24 ACT session assignments	8 Fact sessions

--and so on.

In terms of credits, this means that over the course of an entire semester

<u>If you registered for</u>	<u>you'll be allowed no more than</u>
1 credit (12 ACT session assignments)	4 Fact sessions
2 credits (24 ACT session assignments)	8 Fact sessions
3 credits (36 ACT session assignments)	12 Fact sessions
4 credits (48 ACT session assignments)	16 Fact sessions

The “No-show” rule is applied to missed FACT sessions, too. Please see the following page for information on missed appointments or “No-shows.”

3. Making Appointments with the Japanese I.I. Scheduling System

3.1. Address of the Japanese I.I. Online Scheduling System

<https://iilc.as.me/schedule.php>

Once there, click on “Japanese” under “Choose Appointment,” then choose the type of appointment you want (ACT, FACT, or Office Hours), and choose “Any Available” to see all available appointments or select a specific instructor to see only their calendar. Select a time and click “Continue.” You will see a prompt asking you for your name and your email. You MUST use your OSU student email (xxx.1234@buckeyemail.osu.edu).

Once you have entered this information, click “Complete Appointment.” For your first appointment, once your appointment has been confirmed, click “Register for an Account” and create your password. **You will not be able to edit your appointments unless you register your account!** Remember to always log in when creating future appointments.

3.2. Appointments and our No-show policy (IMPORTANT!)

All appointments in I.I. are 15 minutes long, and they are made on the Online Scheduling system. There is a **limit of 5 appointments a week**, and **no more than 2 per day**.

Appointments can be canceled on the scheduling website, and they can be canceled by the student without any penalty up until 3 hours prior to the appointment.

Should you make an appointment and then fail to show up for the appointment, this is considered a “No-show” **regardless of the reason**. A “No-show” means that you have (a) failed to show up for a scheduled appointment, (b) failed to cancel a scheduled appointment 3 hours prior to the appointment, or (c) shown up 5 or more minutes late for

a scheduled appointment. We will allow **three** “No-shows” this semester without penalty, since we understand that sometimes you have emergencies you need to attend to (up from two no-shows from non-COVID-influenced semesters).

We don’t penalize you for these first three no-shows. However, **on your fourth no-show, any and all of your existing appointments will be erased AND YOU WILL BE BANNED FROM THE SYSTEM FOR A WEEK STARTING ON THE DAY OF YOUR NO-SHOW.** On your **fifth and all subsequent no-shows** you will be banned from the system for **TWO WEEKS, and you will receive a ZERO for the missed session.** There will be no opportunity to make-up for weeks you are banned from scheduling due to excessive no-shows.

Why the strict No-show policy?

Any time a student schedules an appointment and then fails to use it, some other student has been deprived of an opportunity to make use of that time slot. As we are limited to a fixed number of time slots per week, time is a very precious commodity and you should always think of available appointment times as a resource you share with all of your fellow students. It does a disservice to everyone else whenever a student “wastes” a valuable time slot by failing to follow the proper cancellation procedures. We allow you to arrange appointments to suit your schedule and provide you with a system to cancel them when necessary, so please be responsible and do not let “No-shows” become an issue.

3.3 Trouble logging into the I.I. Online Scheduling System

If you have trouble logging into the I.I. Online Scheduling System, please let the coordinator know immediately, so she can check for problems. Before doing so, please try deleting cookies from your browser, restarting it, and checking that your computer’s clock is set to the correct Eastern Standard/Daylight Time before trying to log in again.

3.4. Walk-in sessions

You can have walk-in session(s) when an instructor does not have any student during his/her teaching hours **IF** you have already scheduled your maximum of 5 appointments for that week. Walk-in session(s) can be either FACT or ACT session(s). **Walk-ins may not be done during a penalty period after you have had more than one No-Show.** The same grading criteria and redo session rules apply to walk-in sessions. You can check the most up-to-date vacant time slots on the scheduling site.

For in-person sessions, please knock at the office door of the instructor who appears to have an open session on their schedule.

To wait for an available walk-in session in online instruction, **please log into CarmenZoom when you have time and enter the waiting room of the instructor on**

duty with whom you would like to fill an open session. You will be let in once the instructor has an open session.

3.5. Scheduling Tips

Keep in mind when scheduling appointments that certain weeks and times are busier than others, and so getting appointments at these times will be more difficult.

1. At all times, plan your work wisely and **do not procrastinate. Extensions or exceptions to normal I.I. procedures are not granted to any students.** Likewise, you will need to keep in mind your own schedule, and be aware of when you are able to schedule appointments in I.I.
2. There are always **more open sessions during the first half** of a semester but **fewer during the latter half.** You are not allowed to ask instructors for extra sessions (except walk-in sessions when the instructor does not have any student) at the end of the semester if you run out of time.
3. All ACT sessions must be completed by the last day of regularly scheduled classes (**last day of individual sessions: Wednesday, December 8th**). **You will not be granted an exception to this rule for any reason.**
4. Mark your calendar/day planner with the date and time of your appointments, or save an alarm on your phone. *Make sure you know which week you're signing up for.* This will help you to remember what time your appointment is, even in case the scheduling site malfunctions. You are responsible for the appointments you've made, even if the server is not available at the time of your appointment. After you use the scheduling site, make sure to log out properly.

4. What to expect

4.1 Interviews (ACT sessions)

Each ACT session will be conducted **entirely in Japanese** and will last a maximum of 15 minutes. The goal is to show your instructor **how well you can communicate in Japanese using the material assigned for that ACT session**, in the contexts your instructor will provide. Remember, I.I. is a **self-study program**. The purpose of ACT sessions is not for you to learn new material. **You are expected to have studied and rehearsed the assigned materials thoroughly before coming in for your ACT session.** Therefore, students are expected not only to passively read about the assigned materials in the textbook, but also to actively **memorize and rehearse** the assigned dialogues and drills prior to an ACT session. Before each ACT session you should expect to spend at least **two hours** in preparation.

4.2 Technology for participation in online sessions

Please be aware that, if you schedule your sessions exclusively during in-person periods, you can disregard any technology requirements not referring to checking Carmen and your OSU e-mail regularly.

Course Technology

Carmencanvas and Carmenzoom

For help with your password, university email, Carmen, 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.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](#) 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](#) 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](#) 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 will 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 out a solution with you.

5. Grading

5.1. Grading Criteria

Because this is a self-paced, self-study course and because you have the option to add or drop credits until the end of the 10th week (see relevant date in the “Important Info” section on the first two pages of this syllabus), **you may not receive an Incomplete as your course grade.** It is your responsibility to ensure that you finish all necessary **ACT sessions** for your registered number of credits before final exam week. **ACT sessions will not be conducted during final exam week. If you fail to finish all requirements, you will receive a course grade of “E” no matter how many sessions you completed.** Even if you have only one session left, you will still receive an “E” as a final grade.

Your grade for each ACT session will be posted on Carmen after your session. Check your record regularly and notify the coordinator if your grade is missing or incorrect. Your final grades are based solely on **your performance in your ACT sessions.** (There will be no mid-term or final exams.)

Please see the following page of this syllabus for the DEALL-issued grading criteria for all Japanese courses held in SP2021.

Daily Grading System for Japanese at DEALL (Autumn 2021)

The 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, whether in-person or on-line, 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. Successful application requires preparation. For example, you should do the assigned exercises, work on additional vocabulary, review previously learned items, and go over relevant explanation.

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. IF, IN INDIVIDUALIZED INSTRUCTION COURSES, YOU EXCEED FOUR NO-SHOWS, YOU WILL STILL RECEIVE A “0” (ZERO) AS A GRADE FOR YOUR SCHEDULED SESSION.**

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 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.

- In your student file, the first grade is based on your **performance of memorized dialogues** (referred to as “Scenes” in the *NihonGO NOW!* textbook). Memorize the assigned dialogues thoroughly and be prepared to recognize when to use them, to perform them accurately, and to answer questions about them in Japanese during your ACT session.
- The second grade is based on your **ability to creatively apply the material you have studied to new contexts as directed by your instructor.**
- In determining your score for the entire ACT session, the above two scores will be considered.

5.2. Repeating a session

If your overall performance for an ACT session is judged to be below 6.0, you will be asked to repeat the assignment. The instructor may make such a judgment before spending the full 15 minutes of the meeting time, in which case you will be asked to leave before the 15 minutes are fully spent. Whether you have to repeat an ACT session or not is determined by your instructor according to the grading criteria. **Students who receive a 6.0 or above cannot ask for a repeat session in order to improve their grades.** Repeat sessions are given to encourage you to become a better self-managed learner. They are not your entitlement. The following regulations apply:

For each ACT assignment, you can have **a maximum of two repeat sessions**. In the second repeat session (your third time on that particular ACT session), no matter what grade you get, that grade will be recorded as the final grade for the ACT assignment. **A student may have up to 7 repeat sessions per course.** For example, if you registered for four credits in 1101.51 and it takes you three ACT sessions (original plus two repeats) to complete the first ACT assignment in 1101.51, you will have used up two of your seven allotted repeat sessions allowed to complete the first ACT assignment out of the forty nine needed to complete this course. If this happens, you should (a) seriously consider adjusting your contract for the semester to one credit (12 ACT assignments) and, more importantly, (b) modify your self-study to better prepare for your meetings. **Zeros earned from no-shows cannot be altered by a make-up session.**

5.3. Percentages and Letter Grades

The cut-off percentages corresponding to course grades are as follows. Please note that we will not round numbers when we determine your final grade. So, if your final percentage is 92.99%, your letter grade is A-. We do not offer the Pass/Non pass option.

Note: Any student who feels she or he may need an accommodation based on the impact of a disability should contact the coordinating instructor privately to discuss your specific needs. Please contact Disability Services (614-292-3307) in Room 098 Baker Hall to coordinate reasonable accommodations for students with documented disabilities.

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

COVID Request Process:

<https://sllds.osu.edu/covid-19-info/covid-related-accommodation-requests/>

A	93%
A-	90%
B+	87%
B	83%

B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	60%
E	below 60% or not completing all sessions you are signed up for.

6. Goals

6.1 Goals for Japanese 1101.51

1. Listening to and producing the sounds of Japanese accurately;
2. Handling basic interaction skills such as greetings, invitations, evaluations, apologies, and identification;
3. Learning to incorporate cultural factors that are reflected in language use such as social hierarchy, familiarity, and group concepts;
4. Gaining skills for interaction involving requests, asking for permission, expression of possibilities, description of locations, directions, time, and comparisons;
5. Understanding the basic features of the written language; and
6. Reading and writing notes, messages, and other materials of daily use written in *hiragana* and *katakana*.
7. Gaining skills to focus on what is comprehensible while building the threshold for the unfamiliar elements.

Assignments for Japanese 1101.51 (49 sessions total for 4 credits)

Credit 1 (12 ACT)

ACT 1~ACT 12

Credit 2 (12 ACT)

ACT 13~ACT 24

Credit 3 (12 ACT)

ACT 25~ACT 36

Credit 4 (13 ACT)

ACT 37~ACT 49

6.2 Goals for Japanese 1102.51

Continue developing a repertoire of moves for interaction in Japanese and for performance. More specifically, in addition to Japanese 1101.01 course objectives you will:

1. learn to handle situations such as making appointments, visiting, joining social

- gatherings, quoting others, praising, and congratulating;
2. further develop skills for interaction involving requests, directives, expressions of possibilities, comparisons, , expressions of gratitude, and introduction rituals;
 3. expand topical areas that you can describe and discuss, including people and family relations, occupations, hobbies, physical conditions;
 4. expand your repertoire in using polite forms (honorific and humble), casual style (informal forms), expressions associated with change of state or continuation of state, and new device for referring to information (the んです sentences); and
 5. read and write more items written in hiragana and katakana, and simple items written in hiragana, katakana, and kanji.

Assignments for Japanese 1102.51 (50 sessions total for 4 credits)

Credit 1 (12 ACT)

ACT 50~ACT 61

Credit 2 (12 ACT)

ACT 62~ACT 73

Credit 3 (13 ACT)

ACT 74~ACT 86

Credit 4 (13 ACT)

ACT 87~ACT 99

6.3 Goals for Japanese 1103.51

Continue to develop a repertoire of moves for interaction in Japanese and for performance. More specifically, you will:

1. Hear and produce the sounds of Japanese accurately;
2. Handle basic interaction moves, including greeting, inquiring, inviting, asserting, confirming, checking for agreement, evaluating, apologizing, and identifying;
3. Experience interactions in such settings as office, school, shops, restaurants, and home;
4. Begin to incorporate cultural factors that are reflected in language use, such as hierarchy, familiarity, and group concepts;
5. Gain skills for interaction involving such actions as requesting, offering, consulting, collaborating, verifying, suggesting, and purchasing.
6. Understand the basic features of the written language;
7. Read items written in Hiragana, Katakana, and Kanji.

8. Gain skills to focus on what is comprehensible while building the threshold for the unfamiliar elements.

Assignments for Japanese 1103.51 (47 sessions total for 4 credits)

Credit 1 (12 ACT)

ACT 100~ACT 111

Credit 2 (12 ACT)

ACT 112~ACT 123

Credit 3 (12 ACT)

ACT 124~ACT 135

Credit 4 (11 ACT)

ACT 136~ACT 146

7. Credit/Credit Adjustment

Provided that you finish the required number of ACT sessions, you will earn the number of credits for which you register (1 to 4 credits) for each course.

Until October 29th, (Friday of the 10th week), you may change the number of enrolled credit hours. You can revise the number of enrolled credits either upwards or downwards before **October 29th**. To adjust your credits, **write an e-mail to thomas.2473@osu.edu (only the coordinator can give you permission for adjustment!) and CC your advisor (or the graduate school for graduate students).** Please list your course number(s), the number of credits you are currently taking, and the number of credits you would like to adjust to. The coordinator will select “reply all” and give your advisor or the graduate school permission to apply the adjustment.

Please note that you are not allowed to take ACT sessions beyond the original number of credits. **You must get your credits adjusted BEFORE you sign up for sessions BEYOND the number of credits** for which you are originally registered. Please also note that you cannot reduce the number of credit hours for this course below 1.

Please be aware that changing the number of credits may have a direct bearing on your University tuition and/or fees. Be sure to investigate the University’s deadlines for full and partial course refunds if you are contemplating adjusting the number of enrolled credits. If your number of enrolled credits for Japanese I.I. has a direct bearing on how much you pay in tuition/fees, it will generally be in your best interest to start out with a very conservative number of credits then add more credits later in the semester if necessary.

IMPORTANT: It is **your** responsibility to ensure your credit adjustment has been processed correctly by your college office. Mistakes can happen during input, and may cause delays in the posting of your grade. You may check your credit count at any time by logging into BuckeyeLink and clicking on “My Class Schedule.”

8. ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so we recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report our 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 the coordinator, Stefanie Thomas (thomas.2473@osu.edu).

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

- The Committee on Academic Misconduct web pages (oaa.osu.edu/coam.html)
- *Ten Suggestions for Preserving Academic Integrity* (oaa.osu.edu/coamtensuggestions.html)
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

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 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

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, Molly Peirano, at titleix@osu.edu

Accommodations for Student with Disabilities

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.

For COVID-related accommodation requests, please visit the following link: <https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/>

*Contents of this syllabus are subject to change.

Please see "Preparing for ACT Rehearsal Sessions" for the step-by-step procedures on how to prepare for the Scene performance and how to use the Practices in Activity Book.

Session #	LS Act-Scene-Day	Role(s)	RW Act-Scene-Day	Practice in AB (Activity Book)	Tryout	Learning tips and notes
1	Introduction: Instructional Expressions Part 1 Basic Greetings				Intro Tryout	Bring a sheet of paper and a black marker. You need not say any of the instructional expressions. Simply respond to them with appropriate actions.
2	1-1 through 1-5	All	n/a	0-1C through 0-11P 1-1-1C through 1-5-2P	1-1,	Start using the audio files online to practice the Scene scripts and to do the practice .
3	1-6 through 1-12	All	n/a	1-6-1C through 1-12-3P	1-9, 1-10	Know what your are expressing each time you repeat things in Japanese!
4	1-13, 1-14	All	Scene, but read BTL	1-13-1P through 1-14-2P; 1-15-1R, 1-15-2R		Try the activities in the Assessment section of AB. Answer key in Appendix G of AB.
5	Instructional Expressions Part 2; 2-1			2-0-1C through 2-0-3C; 2-1-1C through 2-1-4P		Use the audio function bar actively to re-listen to portions of the audio.

This is what an audio/video function bar looks like. You can click anywhere on the active bar to move the position circle.



6	2-2	Both	n/a	2-2-1C through 2-2-4P	2-2	Read the Scene Setting to grasp the contextual informatin about the Scene before listening to the Scene. See "Expansion" on p.49. How can you find out what those events are called in Japanese?
7	2-3-1	Sasha	n/a	2-3-1C, 2-3-4P		Focus on Sasha's lines, as well as vocabulary items that can be substituted in her lines. You are responsible for comprehension of all vocabulary and expressions.
8	2-3-2	Both	n/a	2-3-2C, 2-3-3CP	2-3-2, 2-3-3	Are you PERFORMING? Pay attention to pacing, facial expressions and other body language as well. Any Expansion (p.55) in your vocabulary?
9	2-4	Both	n/a	2-4-1P		This is a good time to review earlier BTS in this Act, especially BTS 1 through 5.
10	2-5	Both	n/a	2-5-1C through 2-5-4P		Any Expansion (p. 62) in your vocabulary?
11	2-6-1	Kanda	n/a	2-6-1C, 2-6-2C, 2-6-3P		Focus on Kanda-san's lines, as well as vocabulary items that can be substituted in her lines. You are responsible for comprehension of all vocabulary and expressions.
12	2-6-2	Both		2-6-4P; Complete Appendix C Set 1 (p. 226m - <i>nai</i> forms) and practice.	2-6-2	Read BTL 1, 2, 3 Celebrate completing the first credit of the course.

Session #	LS Act-Scene-Day	Role(s)	RW Act-Scene-Day	Practice in AB (Activity Book)	Tryout	Learning tips and notes
13	2-7	Both	2-9R-1	2-7-1C, 2-7-2P, 2-7-3P; Hiragana #1–11 and examples; Complete Appendix C Set 2 (p. 227, <i>-ku nai</i> forms) and practice.		Remember to read BTL and BTS.
14	2-8	Both	Review 2-9R	2-8-1C, 2-8-2P; Hiragana #12–17 and examples; Complete Appendix C (Spotlight on form!) Set 3 (p. 228, Noun <i>ja nai</i> forms) and practice. Assessment (Listening comprehension, Dryrun)		
15	Act 2 review	n/a	Review 2-9R	Hiragana #1-24; 2-9-1R, 2-9-2R, 2-9-3W; Assessment (Contextualized Reading, Contextualized writing, Dictation)		Use Symbol practice in AB Appendix A to work on your penmanship. For dictation, say (in your mind) what you hear, process what intention is expressed, then write it down. Aim at a higher performance level!
16	3-1-1	Amy	n/a	3-1-1C, 3-1-2P		How are you on using the audio/video function bar? Can you access quickly and accurately the exact portion you need to hear repeatedly? Any Expansion (p. 90 #2, 3, 6) in your vocabulary?
17	3-1-2	Both	n/a	3-1-3P, 3-1-4P	3-1-2	Any Expansion (p. 90 #1, 4, 5) in your vocabulary?
18	3-2	Both	n/a	3-2-1C, 3-2-2P, 3-2-3P, 3-2-4P; Complete Appendix D Set 1 (p. 229, the <i>-mashoo</i> forms) and practice.	3-2-1, 3-2-2, 3-2-3	Any Expansion (p. 97 #1) in your vocabulary?
19	3-3	Both	n/a	3-3-1C, 3-3-2C, 3-3-3P, 3-3-4P	3-3	Look for an appropriate moment to use what you've learned to express in Japanese! Simulate situations in your mind. Any Expansion (p. 103) in your vocabulary?
20	3-4	Both	n/a	3-4-1C, 3-4-2C, 3-4-3P; Complete Appendix D Set 2 (p. 231, Noun- <i>ja nai</i> forms) and practice.	3-4-1	Any Expansion (p. 109 #2) in your vocabulary?
21	3-5	Both		3-5-1C, 3-5-2C, 3-5-3P, 3-5-4P;	3-5	Any Expansion (p. 117 #2) in your vocabulary?
22	3-6	Both	n/a	3-6-1, 3-6-2P, 3-6-3P	3-6	
23	3-1 through 3-4		3-7R	Hiragana #25–28 and examples;		
24	Act 3 review, focus on 3-5 and 3-6		3-7R	3-7-1R, 3-7-2R, 3-7-3W		Upon completion of this session, you'll have reached the turning point in J1101.51!

Session #	LS Act-Scene-Day	Role(s)	RW Act-Scene-Day	Practice in AB (Activity Book)	Tryout	Learning tips and notes
25	Act 3 Review	n/a	3-8R	Hiragana #29–32 and examples; 3-8-1R, 3-8-2R, 3-8-3W; Assessment (Listening comprehension, Dryrun)		Important BTL to read!
26	Act 3 Review	n/a	3-9R	Hiragana #33–45 and examples; 3-9-1R, 3-9-2R, 3-9-3R, 3-9-4W, 3-9-5W; Assessment (Contextualized Reading, Contextualized writing, Dictation)		Important BTL to read!
27	4-1	both	n/a	4-1-1C, 4-1-2P, 4-1-3P, 4-1-4P		
28	4-2-1	Sasha	n/a	4-2-1C, 4-2-3P; Complete Appendix E Set 1 (p. 231, - <i>a</i>) <i>nakatta desu</i> forms) and practice.		Remember that you are responsible for comprehending all items in vocabulary and expressions even when the Scene performance is divided over two rehearsal sessions. Any Expansion (p. 154) in your vocabulary?
29	4-2-2	Both	n/a	4-2-2C, 4-2-4P Complete Appendix E Set 2 (p. 232, Noun <i>ja nakatta</i> forms) and practice.	4-2	Want to improve your listening comprehension? Review all Performance practice, focusing on the first two exchanges. Check the textbook to confirm your understanding of what's going on.
30	4-3	Both	n/a	4-3-1C, 4-3-2P, 4-3-3P, 4-3-4P		
31	4-4-1	Sasha	n/a	4-4-1C, 4-4-2P; Complete Appendix E Set 3 (p. 233, - <i>ku nakatta</i> forms) and practice.	4-4-2	Are you using appropriate strategies to indicate you need a repetition other than the direct command that your instructors use?
32	4-4-2	Both	n/a	4-4-3P, 4-4-4P; Complete Appendix E Set 4 (p. 234, Noun <i>datta</i> forms) and practice.	4-4-3	Any Expansion (p. 165 #2) in your vocabulary?
33	4-5	Both		4-5-1C, 4-5-2P, 4-5-3P	4-5-1, 4-5-2	
34	4-6	Both		4-6-1C, 4-6-2P, 4-6-3P, 4-6-4P; Assessment (Listening comprehension, Dryrun)		This is a good time to review the classifiers you have learned so far.
35	4-7R-1			All hiragana; 4-7-1R, 4-7-2R, 4-7-3R, 4-7-4R		Focus on reading
36	4-7R-2			4-7-5R, 4-7-6R, 4-7-7R, 4-7-8W; Assessment (Contextualized Reading/Writing, Dictation)		Use the Table of Contents to review all Scene titles BTS titles from Act 1 through 4. Can you read all of the Japanese, using furigana? You are 75% the way to finishing all credits of J1101.51 upon completing this session.

Session #	LS Act-Scene-Day	Role(s)	RW Act-Scene-Day	Practice in AB (Activity Book)	Tryout	Learning tips and notes
37	5-1-1	Sasha		5-1-C, 5-1-2P ; Complete Appendix F (~ㄥ forms) Set 1 (p. 235 top)		Work on timing. Practice saying your line with as little pause after the preceding line for Kanda-san.
38	5-1-2	Both		5-1-3P, 5-1-4P; Complete Appendix F (~ㄥ forms) Set 2 (p. 235 bottom to p. 236 top)		
39	5-2-1	Brian		5-2-1C, 5-2-3P; Complete Appendix F (~ㄥ forms) Set 3 (p. 236 middle)		
40	5-2-2	Both		5-2-2P, 5-2-4P; Complete Appendix F (~ㄥ forms) Sets 4 and 5 (p. 236 bottom)	5-2	
41	5-3	Both		5-3-1C, 5-3-2C, 5-3-3P	5-3	What new strategy do you have to have someone repeat what they said (that you didn't quite catch)?
42	5-4	Both		5-4-1C, 5-4-2C, 5-4-3P, 5-4-4P	5-4	Any Expansion (p. 205) in your vocabulary?
43	5-5-1	Sasha		5-5-1C, 5-5-2P	5--1	
44	5-5-2	Both		5-5-3CP, 5-5-4P	5-5-2	Simulate how Sasha would perform if Yamamoto-san was a friend who worked for another company.
45	5-6-1	Brian		5-6-1C, 5-6-2P	5-6	
46	5-6-2	Both		5-6-3P; Assessment (Listening comprehension, Dryrun)		
47	n/a	n/a	5-7R	Katakana #1–15 and Examples (in Textbook)		Read all BTLs; Train your eye movement: Listen to audio as you follow the text and examples with your eyes. Do this a few times before you sound out as you read.
48	n/a	n/a	Review 5-7R	5-7-1R through 5-7-6R		Focus on reading
49	n/a	n/a	Review 5-7R	5-7-7W, 5-7-8W; Assessment (Contextualized reading/writing, Dictation)		For dictation, say (in your mind) what you hear, process what intentions are expressed, then write down what you repeated. When you finish this session, congratulations for completing all credits for J1101.51.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: _____

Carmen Use

Please use the required [ASC's distance learning course template](#). For more on use of Carmen: [Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

The tools used in the course support the learning outcomes and competencies.

Course tools promote learner engagement and active learning.

Technologies required in the course are current and readily obtainable.

Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

Course credit hours align with estimated average weekly time to complete the course successfully.

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments:

Academic Integrity

For more information: [Academic Integrity](#).

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments:

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

Variety of assignment formats to provide students with multiple means of demonstrating learning.

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [*Student Interaction Online*](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [*Supporting Student Learning*](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

Instructor explanations about the learning goals and overall design or organization of the course.

Context or rationale to explain the purpose and relevance of major tasks and assignments.

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Syllabus and cover sheet reviewed by Jeremie Smith on _____.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.