

University of Wisconsin-River Falls
 Modern Language Department
BEGINNING JAPANESE I (4 credits)
JAPN 101-30 (1469)
JAPN 101-32 (1470)
Syllabus FALL 2021



WHO



Magara Maeda

magara.maeda@uwrf.edu

(715) 425-3896

Office: KFA 288C

Virtual Office Hours on [Zoom](#)

Meeting ID: 2264603683

MTWR @ 1:00-2:00 pm, and by appointment

WHAT

Prerequisites: None

JAPN 101-30

Facilitator: *Natsumi Iwamoto*

niwamog9@uwsp.edu

UWSP Contact: *Karin Hyler,*

khyler@uwsp.edu,

(715) 346-3036

~

JAPN 101-32

Facilitator: *TBA*

UW-L Contact: *Judy King,*

jking@uwlax.edu,

(608) 785-8324

WHERE & WHEN

Mondays & Wednesdays

UWRF sec. 30 @ DL103 /

UWSP @ CCC124

10:00 – 10:50 am

Synchronous Class Sessions:

In-person (f2f)

~

UWRF sec. 32 / UW-L

11:00 – 11:50 am

Synchronous Class Sessions via

[Zoom](#)

Meeting ID: 2264603683

HOW

Blended/Online Course

Mondays & Wednesdays:
Synchronous Class

Tuesdays & Thursdays:
Asynchronous Online Canvas Module – may include:

- Grammar lesson video
- Concept check quiz
- Interactive activities
- Reading and discussion
- Reflection

Plan 50 MINUTES to complete!



Textbook: Genki Vol. 1 – An Integrated Course in Elementary Japanese [3rd Edition] (2020).

Workbook: Genki Vol. 1 – An Integrated Course in Elementary Japanese [3rd Edition] (2020).

*The course covers Lessons 1 through 5



Final Exams

Friday, December 17, **10:15 am – 12:15 pm**

Grading Scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	≤59



MAIN GOAL: Develop intercultural communicative competence & novice-level language proficiency in all modes of communication:

- ✓ **Interpretive:** listening/reading
- ✓ **Interpersonal**
- ✓ **Presentational:** speaking/writing



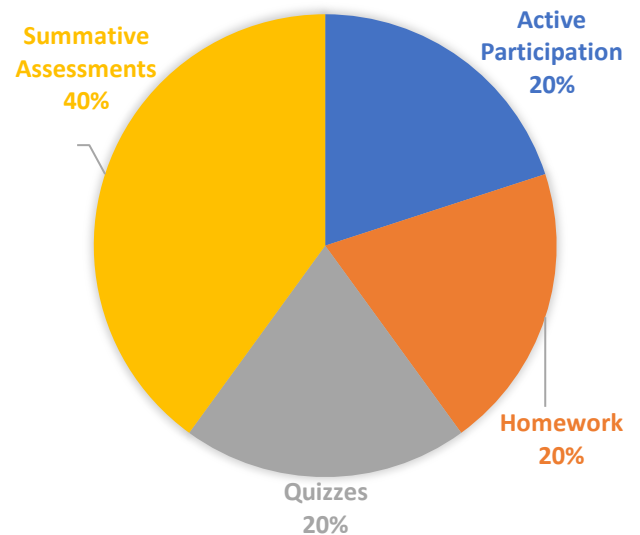
To do this ...

- ✓ Maintain regular communication w/ instructor
- ✓ Spend 30 minutes a day, 7 days a week studying
- ✓ Check Canvas everyday
- ✓ Attend synchronous class. Due to the cumulative nature of language learning, if you have excessive absences from the synchronous class meeting, this will not assist you and prepare you to move forward. It is the student's responsibility to make up for what you missed from your absence. Excessive absences will also warrant following the normal procedure for a recommendation for withdrawing from the course.
- ✓ Keep up with coursework
- ✓ Prepare and make a good effort (this will get you a good Attendance and Participation grade!)
- ✓ **Have fun, make mistakes, and ask questions!**
- ✓ Use Japanese as much as possible
- ✓ Get help if you need it

*C- or higher grade is recommended to continue to JAPN102!

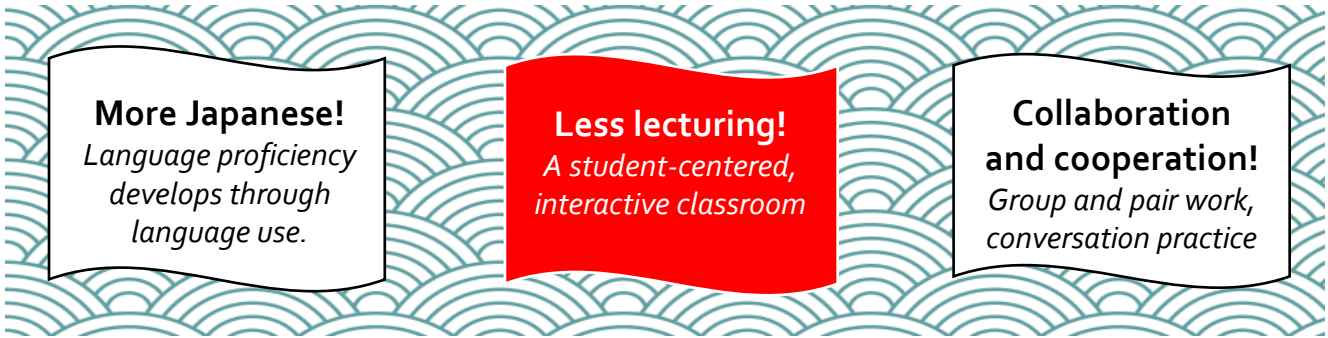


GRADE BREAKDOWN



- ✓ **Active Participation:** Class participation, exit tickets, reflection.
- ✓ **Homework:** Canvas online assignments
→ **Late homework = 0 points!**
- ✓ **Quizzes:** Hiragana / Katakana / Kanji, Vocabulary, Grammar concept check on Canvas
→ **Make-up quizzes and tests are only given for sickness or official activities.** It is **your responsibility** to notify the instructor and to make arrangements in advance.
- ✓ **Summative Assessments:**
 - **Lesson/Oral Tests:**
Test 1 (Lessons 1 & 2),
Test 2 (Lesson 3 & 4), Test 3 (Lesson 5)
 - **Project:** Onigiri Action, Nengajo, Japanese New Year's Card

No incomplete grades except in extenuating circumstances beyond a student's control!



More Japanese!
Language proficiency develops through language use.

Less lecturing!
A student-centered, interactive classroom

Collaboration and cooperation!
Group and pair work, conversation practice

COURSE OBJECTIVES: After this course students will be able to ...	1.	Speak about subjects of interest in their field and respond to audience questions (introduced). <ul style="list-style-type: none"> • Global self: Self-introduction • Shopping & Dining • Daily routine • Cool Japan: Describing things • Likes/dislikes & Hobbies
	2.	Accurately narrate and describe in the past, present and future time frames (introduced).
	3.	Interact with respect and cultural sensitivity in a variety of informal and formal situations (introduced).
	4.	Discuss and compare beliefs, attitudes, patterns of behavior and interaction between target culture(s) and their own (introduced).
	5.	Recognize, read, and write all <i>hiragana</i> and <i>katakana</i> characters, and some Chinese characters (<i>kanji</i>).
	6.	Demonstrate intercultural communicative competence and proficiency in all modes of communication (Interpretive: listening/reading, Interpersonal, Presentational: speaking/writing) at a novice level , as defined by the NSCSSFL-ACTFL (American Council on the Teaching of Foreign Languages) Can-do Statements Proficiency Benchmarks

GENERAL EDUCATION COMMUNICATION SPEAKING (CS) OBJECTIVES:

Students will be able to:

- Deliver presentations clearly and effectively.
- Effectively construct and incorporate visual aids (e.g. handouts, charts, technologies, etc.) to support ideas in presentations.
- Listen critically to communications of others and summarize and evaluate others' ideas.

Intellectual Property: The sharing of any course materials from this class with external parties (people not enrolled in the course) is prohibited. Exception: If you wish to share any of the course materials in this class with someone not enrolled in the course, you must gain express written permission from the instructor, and that permission will only allow for personal study use. It will expressly deny permission to distribute or circulate or sell course materials for any other purpose. Students in violation of this policy are subject to disciplinary action and will be referred to the appropriate institutional office.



Course Calendar*

WEEK	CONTENT	QUIZZES & TESTS	ASSIGNMENTS & PROJECT
1 9/2	Canvas Orientation Module & Syllabus	- Syllabus Quiz - Greetings	
2 9/7-9	Lesson 1: Self-introduction	- Hiragana: a-ko, ga-go, sa-to, na-ho, ma-yo	- WBLis-L1 A-B
3 9/13-16	Lesson 1: What time is it now? What's your phone number?	- L1-1 vocabulary - Hiragana: wa-n	-WBLis-L1 C
4 9/20-23	Lesson 1/ Lesson 2: Shopping	- Oral Test 1: Self-introduction - L1-2 vocabulary - Hiragana: Combination	- WBLis-L2A
5 9/27-30	Lesson 2: Going out to eat	- L2-2 vocabulary - Katakana	- WBLis-L2C
6 10/4-7	Lesson 2	- Lesson 1 & 2 Test - Oral Test 2: Skit	-Onigiri Action Project
7 10/11-14	Lesson 3: What do we eat for breakfast?	- L3-1 vocabulary	- WBLis-L3A&B
8 10/18-21	Lesson 3: Daily schedule	- L3-2 vocabulary - L3-1 Kanji	- WBLis-L3C&D
9 10/25-28	Lesson 3: Asking my friend out / Lesson 4: Where is McDonald's?	- L4-1 vocabulary - L4-1 Kanji	- WBLis-L4B
10 11/1-4	Lesson 4: My high school days	- L4-2 vocabulary - L4-2 Kanji	- WBLis-L4A&C
11 11/8-11	Cool Japan	- Lesson 3&4 Test - Oral Test 3: TBA	-Cool Japan
12 11/15-18	Lesson 5: Heading around town	- L5-1 vocabulary	- WBLisL5A
13 11/22-24 Thanksgiving	Lesson 5: Hobbies	- L5-2 vocabulary - L5-1 Kanji	- WBLisL5B
14 11/29-12/2	Lesson 5: Holidays & Celebrations	- L5-2 Kanji	- WBLisL5C
15 12/6-9	Review + Cultural Activity *Last Day of the Class: 12/13	- Oral Test 4: TBA	-Nengajo (Japanese New Year's Card)

* **TENTATIVE & SUBJECT TO CHANGE** –The instructor retains the ability to modify aspects of the class in order to meet course objectives and to respond to student needs and interests, as long as such modifications are consistent with both the official course specifications and any written departmental expectations (i.e. approved formally by the department), and that they are communicated to students in a timely manner. **Refer to Weekly Schedule on Canvas for updated/detailed day-by-day class information.**

Campus policy statements

UWRF requires all individuals to wear a face covering in all indoor public spaces on campus where physical distancing of six (6) feet is not possible ([see policy](#)). Students that do not follow this [policy](#) may be asked to leave the classroom. Students requesting a reasonable accommodation to this [policy](#) due to disability, should contact [Ability Services](#). Find more information [here](#). Students with an approved reasonable accommodation will receive an approved accommodation form from [Ability Services](#) and must present that upon request to the instructor.



Religious Observances: The University of Wisconsin-River Falls, in concert with University of Wisconsin System Policy, promotes a commitment to the individual needs of students by reducing attendance conflicts between education requirements and the exercise of religious beliefs. University of Wisconsin-River Falls specific guidelines are as follows

1. Students with a legitimate conflict between an academic requirement and a religious observance must be given an alternative means of meeting the academic requirement. Individuals must notify the instructor within the first three weeks of the class (or earlier if the religious observance comes sooner), of the specific days or dates on which they will request relief.
2. Mandatory academic requirements should not be scheduled on days when an acknowledged religious observance causes students to be absent from scheduled functions. The claim of a religious function should be accepted. However, the instructor may set reasonable limits on the total number of days claimed by any one student.
3. Student grades should not be affected because the individuals are absent from class due to a legitimate conflict with a religious observance (this includes attendance requirements).

Inclusivity, Respect, and Ability/Disability Expectations: UWRF promotes safe, respectful, inclusive, and effective learning environments that protect the rights and support the interests of both students and faculty. For additional information regarding our inclusivity expectations, academic accommodations, academic conduct expectations and processes, and other syllabi information, consult <http://go.uwrf.edu/Syllabi>

Academic Integrity: UWS Chapter 14 is the chapter of the University of Wisconsin System Administrative code that regulates academic misconduct for all campuses in the UW System and outlines the process by which the code is adjudicated. UWS 14.03 defines academic misconduct as follows:

Academic misconduct is an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

Examples include but are not limited to:

- Cutting and pasting text from the web without quotation marks or proper citation
- Paraphrasing from the web without crediting the source;
- Using notes or a programmable calculator in an exam when such use is not allowed;
- Using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials;
- Changing or creating data in a lab experiment;
- Altering a transcript;
- Signing another person's name to an attendance sheet;
- Hiding a book knowing that another student needs it to prepare an assignment;
- Collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student.

If you are suspected of misconduct, you may have questions and concerns about the process. If so, you should feel free to call the Office of Student Conduct & Community Standards at 715-425-4844, send an email, and/or consult its website for additional information.