**MASTER SYLLABUS AND DEPARTMENTAL POLICIES**

**FOR JAPANESE 1511**

**Course and Instructor Information** (Please see: “Developing your Syllabus” section)

Course number, synonym, instructor’s name, office hours, etc.

**Course Description** (Copy exactly)

Study of fundamentals of Japanese: conversation, writing, listening and reading comprehension, vocabulary building, grammar and culture. No prerequisites.

**Required Texts/Materials** (All instructors should use the following books)

 1) ***Yookoso!*** *Book I, An Introduction to Contemporary Japanese*, 3rd edition

2) Workbook/Lab Manual to accompany ***Yookoso! Book I,***

3) Listening exercises require **either** the purchase of a set of CDs found in some bookstores, or the recording of tapes for free in any ACC library. The latter requires the student bringing blank 90-minute tapes to the library for duplication on a high duplicator. **Please note**: The free CD that comes packaged with the textbook purchased new **does not** go with the workbook.

**Instructional Methodology** (Instructors may modify the description)

During class the components of listening and speaking will be emphasized. We will spend most of the time using the language, not talking about it. The grammatical explanations will be kept to a minimum and you will be required to work in pairs and small groups. Your active participation in group work is required for the success of the class. A portion of each class will be spent learning the Japanese writing system and students are expected to practice writing at home on a daily basis. The Workbook and written assignments will be helpful in developing both reading and writing skills. The tapes and the lab manual will aid you in the comprehension and pronunciation of Japanese.

**Course Rationale/Objectives** (Copy exactly)

In addition to offering the fundamentals of the Japanese language, this course is intended to fulfill one semester of the foreign language requirement as needed for Associate Degree plans and transfer credit to four-year institution. The number of courses required varies from discipline and institution.

**Japanese 1511 Student Learning Outcomes**

(Instructors may modify the top section and add additional objectives to the list)

The main objective of the course is to help students to develop basic skills in the areas of listening, speaking, reading and writing in the Japanese language at a basic level. The skills you learn from this course will enable you to engage in simple yet useful Japanese conversations, read and understand basic written Japanese and feel comfortable using hiragana, katakana and some kanji. Your ability to understand and communicate will develop along with your knowledge of the vocabulary and grammatical structures of the language. You should allow two or three hours a day for the study of Japanese (at least two hours outside of class for each hour in class).

At the end of one semester of Japanese 1511, students should be able to do the following:

READING

* read hiragana, katakana, and forty-eight kanji.
* recognize English borrowings encountered in Japanese.
* understand simple questions based on familiar topics.
* recognize the main idea and basic details of a text dealing with familiar topic, such as
* daily life, classes, or written directions to a place.

LISTENING

* follow common classroom instructions.
* comprehend simple questions based on familiar topics.
* understand basic details when listening to a passage based on familiar material.

WRITING

* use hiragana and katakana.
* ask and answer simple questions based on familiar topics.
* fill out a simple registration form with name, address, phone number and nationality.
* write a brief description of daily activities, their classmates, home town and neighborhood.

SPEAKING

* use comprehensible pronunciation, distinguishing between single and double vowels and consonants.
* introduce themselves using appropriate gestures and use daily greetings.
* express gratitude and apology.
* ask what items are and identify them.
* count using common counters and use numbers in giving information such as telephone numbers and prices of food items.
* tell the day, date, and time.
* order food at a Japanese restaurant.
* buy simple items at a store.
* inquire whether something exists.
* introduce people.
* describe people, places and things.
* ask and tell where something is located.
* express varying degrees of likes and dislikes.

CULTURE

* understand the history and structure of the Japanese writing system.
* have a basic concept of registers of speech and levels of politeness.
* have a sense of what city life is like in Japan.
* be familiar with common mannerism and interjections in conversation.

**Discipline\_Student Learning Outcomes**

At the end of the fourth semester of Japanese, students should be able to:

* apply a variety of reading strategies to increase understanding of written material and state the main idea and some details of a text based on familiar material and authentic texts;
* use a variety of listening strategies in order to increase understanding of basic everyday conversations and state the main idea and some details when listening to a passage on familiar material;
* maintain simple everyday conversations on a variety of topics (including descriptions, comparisons, recommendations, narrating in the past, expressing likes and preferences, making hypothetical statements, talking about the future) while demonstrating awareness of the sequence of tenses, use of prepositions and levels of speech politeness;
* write organized short compositions on a variety of topics (including descriptions, comparisons, recommendations, narrating in the past, expressing likes and preferences, making hypothetical statements, talking about the future) while using connectors and transitional words;
* demonstrate some knowledge of traditional Japanese food and housing.

**General Education Student Learning Outcomes**

Upon completion of the general education component of an associate’s degree, students will demonstrate competence in:

* **Civic and Cultural Awareness** - Analyzing and critiquing competing perspectives in a democratic society; comparing, contrasting, and interpreting differences and commonalities among peoples, ideas, aesthetic traditions, and cultural practices
* **Critical Thinking -** Gathering, analyzing, synthesizing, evaluating and applying information.
* **Personal Responsibility** - Identifying and applying ethical principles and practices; demonstrating effective learning, creative thinking, and personal responsibility.
* **Interpersonal Skills -** Interacting collaboratively to achieve common goals.
* **Written, visual, and oral communication –** Communicating effectively, adapting to purpose, structure, audience and medium

**Grading System** (follow guidelines carefully)

Although grading criteria are different for each instructor, the course must include at least three exams given at regular intervals, as well as a comprehensive final exam. At the instructor’s discretion quizzes, conversation activities and short written compositions may compose part of the final grade. Oral testing must be included during the semester. At least ten percent (10%) of the final grade in languages courses must be allotted to workbook activities or quizzes based on them.

**Please note: students must receive a grade of C or better in order to continue with Japanese 1512.**

**Sample Grading System: Grade Scale**

Class Participation/Attendance 10% 90 – 100 A

3 Tests (10% each) 30% 80 – 89 B

Quizzes 15% 70 – 79 C

Homework 15% 60 – 69 D

Oral Exam 10% 0 – 59 F

Comprehensive Final Exam 20%

**Course Policies**

(Instructors may add policies to the list)

***Attendance / Participation***

(Instructors should insert their policies on attendance and participation here.)

***Withdrawals***

Due to the emphasis on oral practice, attendance is mandatory and will be checked daily. Departmental policy allows instructors to drop students with more than **three** absences. Leaving class prior to class dismissal without the instructor’s approval will be counted as an absence. However, if you decide to withdraw from the class, **it is your responsibility to fill out the forms to drop the course**. If you do not do the paperwork yourself, you risk receiving an F at the end of the semester. The last day to withdraw is \_\_\_\_\_\_\_\_\_\_\_\_\_.

 Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.

 Due to state law, a charge of $60 per credit hour ($300 for a 5-credit course and $180 for a 3-credit course) will be added to the regular tuition for a course in which you have already been officially registered twice before. You are considered officially registered after the 12th day of classes in the spring and fall, and after the 4th day of classes in the summer. The only foreign language course exempted from "the rule of three" is SPAN 0041- Spanish Lab.

Learning a foreign language requires a substantial amount of time and discipline, and these classes often have high drop rates. Therefore, it is extremely important that you carefully consider whether you have the time and dedication to successfully complete this course this semester. Otherwise, make sure that you drop it before the end of the add/drop period.

***Missed or late work***

(Instructors should insert their policies on missed or late work here.)

***Incompletes***

ACC policy states that incomplete (I) grades can only be given when there is a verifiable case of emergency occurring after the last day to withdraw. In the event you are granted an incomplete, the necessary work to complete the course should be turned in before the end of the following semester. Failure to do so will result in a grade of F for the course.

***Scholastic Dishonesty***

A student attending ACC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, and falsifying documents. Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an “F” in the course and/or expulsion from the college. See the Student Standards of Conduct and Disciplinary Process and other policies at http://www.austincc.edu/current/needtoknow

***Freedom of Expression***

Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.

***Student Rights and Responsibilities***

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

***Student discipline***

All students are expected to respect others in class and behave in a non-disruptive manner. Please refer to the section on student discipline in the ACC *Student Handbook* for student discipline guidelines. The *Student Handbook* is available at <http://www.austincc.edu/handbook>.

***Students with Disabilities***

Each ACC campus offers support services for students with documented disabilities.  Students with disabilities who need classroom, academic or other accommodations must request them through the Office for Students with Disabilities (OSD).   Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of the semester, otherwise the provision of accommodations may be delayed.

Students who have received approval for accommodations from OSD for this course must provide the instructor with the ‘Notice of Approved Accommodations’ from OSD before accommodations will be provided.   Arrangements for academic accommodations can only be made after the instructor receives the ‘Notice of Approved Accommodations’ from the student.

Students with approved accommodations are encouraged to submit the ‘Notice of Approved Accommodations’ to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations.

Additional information about the Office for Students with Disabilities is available at<http://www.austincc.edu/support/osd/>

***Safety***

Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at http://www.austincc.edu/ehs. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at http://www.austincc.edu/emergency/.

Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day’s activity, may be withdrawn from the class, and/or barred from attending future activities.

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***Use of ACC email***

All College e-mail communication to students will be sent solely to the student’s ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at <http://www.austincc.edu/accmail/index.php>.

***Copyright violations***

By college policy, there shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material. Copying shall not substitute for the purchase of books, publishers’ reprints or periodicals.

***Student And Instructional Services***

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at:  [http://www.austincc.edu/s4/](http://www.austincc.edu/current/)

Links to many student services and other information can be found at: http://www.austincc.edu/current/

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at: <http://www.autincc.edu/tutor/students/tutoring.php>

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

***Testing Center Policy***

Under certain circumstances, an instructor may have students take an examination in a testing center. Students using the Academic Testing Center must govern themselves according to the Student Guide for Use of ACC Testing Centers and should read the entire guide before going to take the exam. To request an exam, one must have:

* [**ACC Photo ID**](http://www.austincc.edu/support/admissions/student_id.php)
* Course Abbreviation (e.g., ENGL)
* Course Number (e.g.,1301)
* Course Synonym (e.g., 10123)
* Course Section (e.g., 005)
* Instructor's Name

Do NOT bring cell phones to the Testing Center. Having your cell phone in the testing room, **regardless of whether it is on or off**, will revoke your testing privileges for the remainder of the semester. ACC Testing Center policies can be found at http://www.austincc.edu/testctr/

**Class Outline** (See Sample syllabus for an example of a daily schedule of work)

The preliminary chapter and the first two chapters of ***Yookoso*! *An Invitation to Contemporary Japanese***must be covered in Japanese 1511.

All the grammar and vocabulary in the material specified above of ***Yookoso!*** must be taught. The methodology of ***Yookoso****!* as outlined in the *Instructor's Manual* should be adapted and used for any classroom activities. The listening and written exercises from the *Workbook* must be completed as homework assignments.

**Writing** : Teach *hiragana* and *katakana* in the first **six weeks** and discourage students from using *rooma-ji* thereafter. Assign two compositions during the semester. Students may choose from topics such as introducing myself or a friend and my hometown and neighborhood. They will choose one of the compositions and give a speech to the class.

The following schedule of work is for classes meeting twice weekly, thirty-one times per semester. After allotting six days for testing, twenty-five days remain for instruction. You should spend approximately the number of days indicated below on each unit. Since the days listed below total only twenty-two, you will have three extra days for review or other activities. The instructor may want to use class-time to show a subtitled movie or an animated film.

Introduction to the course 1 day

Getting Started 11 days

Test 1 1 day

Chapter 1 6 days

Test 2 1 day

Chapter 2 6 days

Test 3 1 day

Review 1 day

Oral Interview 2 days

Final Exam 1 day