

**B Class**  
**Third-Year Japanese Syllabus**  
**Fall Semester, 2022**

**INSTRUCTORS**

Instructor: Orié Maeguchi 前口 織江 oy18@columbia.edu

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Office hours by appointment

**COURSE DETAILS**

Meeting times: M-F 9:00-11:00 (1<sup>st</sup> period: 9:00-10:00; 2<sup>nd</sup> period: 10:10-11:00)

Classroom: F214

Credits: 8 points

**OBJECTIVE OF KCJS'S JAPANESE PROGRAM**

The objective of KCJS's Japanese Program is to enhance the student's communicative competence and to enable interactions in Japanese. In particular, a KCJS student will come to:

1. Understand the intentions of others when Japanese is spoken;
2. Understand the intentions of others when written materials of various genres and media are presented;
3. Control the use of Japanese expressions, both spoken and written, in order to fit the socio-cultural settings and purposes of communication;
4. Expand the modes of communication used to include such genres as formal presentations, negotiations, projects, the organization of events, and their follow-up.

**COURSE DESCRIPTION**

This course is designed for students who have completed at least two years of college-level Japanese or the equivalent. Students who want to take this course are expected to be at least at the **Intermediate-Low level** of the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines at the beginning of the course. Please note that the language levels used at KCJS (i.e. 2nd-year, 3rd-year, etc.) may not exactly match those used at your home institution. The placement test, however, will help ensure that you are enrolled in a class that will improve your skills most effectively.

## **COURSE OBJECTIVES/GOALS**

Our goal is for students to: 1) Learn how to study Japanese effectively, and 2) Further develop competence in interpersonal, interpretive, and presentational modes of communication and to expand their overall abilities to function effectively in Japanese in various socio-cultural settings. To this end, we will assist students to:

1. learn effective study methods,
2. establish good study habits,
3. reinforce basic grammar points in order to use them accurately and more effectively,
4. master intermediate-level grammar points to advance beyond the current level of Japanese,
5. expand vocabulary, idiomatic expressions and kanji,
6. raise awareness of the differences between spoken/written language, and formal/casual speech styles.

## **COURSE MATERIALS**

1. ABK. (2014). 『TRY! トライ日本語能力試験N3 文法から伸ばす日本語』 ISBN 9784872179026
2. Other materials will be provided by the instructor.
3. Please bring your laptop to this class every day.

## **IMPORTANT: You are not allowed to, unless otherwise instructed:**

- Share all materials distributed in class, such as, but not limited to, handouts in paper/PDFs, grammar videos, Zoom recordings, with others including classmates;
- Audio- or video-record class meetings;
- Take screenshots at any time during online class meetings.

## **COURSE POLICY**

### **General**

- 1) In the event of illness or other absence, please notify your language instructor, the director or the office staff as soon as possible via email.
- 2) Students are expected to abide by the “Terms of Participation” they signed during the admissions process for KCJS, as well as the code of Academic Conduct outlined in Columbia University’s General Handbook (<http://www.college.columbia.edu/ccschonorcode>) and your KCJS Handbook.
- 3) Students with disability paperwork should contact their instructors as soon as possible at the beginning of the term in order to discuss accommodations.
- 4) You are strongly encouraged to communicate with each other in Japanese in Fusokan.
- 5) No consuming food in class.
- 6) Use formal speech (です/ます) style when talking to faculty and staff members.

- 7) Please be aware that faculty and staff can only answer email during business hours, except in cases of emergency, when students should use phone or email to get in touch.

### **Attendance/Participation**

- 1) Daily attendance is mandatory. NO make-up classes will be given.
- 2) If you are more than 5 minutes absent from class. Tardy will negatively affect your grade.
- 3) If you are more than 20 minutes absent from class, it will be treated as one class absence.
- 4) At the end of the semester, your lowest **four** performance scores, regardless of reason (e.g., illness, poor performance) will be dropped from your record when your grade is calculated.
- 5) From the **fifth** class absence, you will receive a zero for each class missed, including 1<sup>st</sup> and 2<sup>nd</sup> sessions. [Note that this refers to *class* absences, not *days* absent. If you are absent for a whole day, it will be counted as two zeroes.]
- 6) If you fail to notify your instructor about your absence prior to or on the day of your absence, then your score for that day will NOT be dropped at the end of the course and it will remain as zero.
- 7) If you experience an extended illness or if unforeseen circumstances arise (e.g., return to your country for the funeral of a relative), such that you miss five or more Japanese language *classes* (not days), please write an explanation of the situation and submit it to the director with a copy to your language instructor for consideration with respect to your final grade.
- 7) Students who test positive for COVID must inform the Resident Director and isolate them in place in program housing.
- 8) If you test positive for COVID, your absences will not be counted towards your final grade. Consult with your instructor about missing assignments, quizzes, tests, etc.

### **Quizzes & Lesson Tests**

- 1) The lowest **two** quiz grades will be dropped from the final score at the end of the semester.
- 2) You will not be allowed to make up or reschedule quizzes under any circumstances.
- 3) You may be permitted to make up lesson tests at the discretion of the instructor, except for personal reasons.

### **Homework**

- 1) All assignments must be handed in on time, i.e. at the beginning of the class or otherwise instructed.  
Work will be considered one day late if it is turned in after the class on the assigned day.
- 2) If an assignment is turned in one-day late, 10% will be deducted from the grade.
- 3) No homework handed in beyond two days late will receive a grade.

- 4) If it is discovered that a student has done any action against the Columbia University's Honor Code, they will be penalized accordingly. <http://www.college.columbia.edu/ccschonorcode>
- 5) The students who improve the most dramatically are those who go beyond the minimum requirements to develop their own innovative methods for *recording, recalling, and making use* of new words and grammar. This might include keeping a hand-written journal, using cue cards, or perhaps integrating words and simple illustrations. The more effort you put into your own, unique learning method, the greater the rewards.

### **Columbia University Statement on Academic Integrity**

The intellectual venture in which we are all engaged requires faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity.

Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that informs our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited. In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent.

Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate being asked to leave Columbia.

Students are expected to do their own work on all tests and assignments for this class and act in accordance with the Faculty Statement on Academic Integrity and Honor Code established by the students of Columbia College and the School of General Studies. Because any academic integrity violation undermines our intellectual community, students found to have cheated, plagiarized, or committed any other act of academic dishonesty can expect an automatic F on the assignment and may be referred to the Dean's Discipline process. It is students' responsibility to ensure their work maintains the standards expected and should you have any questions or concerns regarding your work, you can ask the instructor and refer to the Columbia University Undergraduate Guide to Academic IntegrityLinks to an external site.

### **Plagiarism**

The use of words, phrases, or ideas that do not belong to the student, without properly citing or acknowledging the source, is prohibited. This may include, but is not limited to, copying computer code for the purposes of completing assignments for submission.

To avoid committing plagiarism, cite **all sources** properly.

## Grade Breakdown

Course grades will be based on the following items and percentages.

- Attendance, Preparation & Participation: 20%
- Homework Assignments: 20%
- Lesson Tests: 20%
- Quizzes: 15%
- Presentations (Sakubun, Happyo, and Project): 20%
- CIP: 5%

## GRADING CRITERIA FOR PREPARATION, PARTICIPATION, ATTENDANCE

- 10 : Preparation for assigned materials is thoroughly done including looking up vocabulary and kanji.  
The student is able to actively participate in class activities, and their performance is smooth.  
In student's preparation, unclear areas are identified clearly.  
The content of the material is understood accurately.  
Performance clearly reflects the feedback instructors have given previously.
- 8 : Participation is active, but preparation has not been thoroughly performed including looking up vocabulary and kanji.  
In the student's preparation, unclear areas are not identified clearly.  
The content of the assigned material is not understood thoroughly or accurately.  
Performance is not smooth in order to communicate without difficulty.  
Mistakes are repeatedly made in the same areas where instructors have given feedback previously.
- 6 : Lack of thorough preparation hinders active participation in class activities.  
In the student's preparation, unclear areas are not identified clearly.  
Half of the vocabulary and kanji are not looked up.  
The content of the assigned material is only partial or greatly misunderstood.
- 5 : Preparation has not been performed, and nor is there participation in class activities.  
In the student's preparation, unclear areas are not identified clearly.  
Most of the vocabulary and kanji are not looked up.  
The content of the assigned material is not understood.
- 0 : Absent

## GRADE

Based on the relative weights indicated on the previous section, a composite numerical grade will be computed, to which a letter grade will be assigned as follows:

A	100 - 94	B	86.9 - 83	C	76.9 - 73	D	66.9 - 63
A-	93.9 - 90	B-	82.9 - 80	C-	72.9 - 70	D-	62.9 - 60
B+	89.9 - 87	C+	79.9 - 77	D+	69.9 - 67	F	59.9 -

## GRADE REPORT

Your grade is updated in the online grade book. You should access the grade book regularly to gauge your progress. If you find an error, it is your responsibility to let the instructor know immediately so that necessary adjustments are made in a timely manner. **Please note that we do not round numbers when we determine your final grade. To earn the below letter grades your final numerical grade must fall within the given ranges.**

Language learning is a cumulative process that requires discipline and daily efforts. Missing even one class can create a gap affecting your entire subsequent study. **COME TO EVERY CLASS!** You are urged to bring ANY problem you have to the coordinating instructor's attention, no matter how minor you may think it is.

## To Ensure a Successful Working Relationship:

In our course, there will be many opportunities to discuss ideas in small groups. To support a productive, respectful, and learning-focused discussion, I ask that you participate with the following classroom norms, which we will review and add to together as a class:

- Listen respectfully. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
- Be open to changing your perspectives based on what you learn from others.
- Understand that we are bound to make mistakes in this space, as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process.
- Understand that your words have effects on others. Speak with care.
- Understand that others will come to these discussions with different experiences from yours. Be careful about assumptions and generalizations you make based only on your own experience.
- Understand that there are different approaches to solving problems. If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty.
- Differentiate between opinion--which everyone has--and informed knowledge, which comes from sustained experience, study, and practice. Hold your opinions lightly and with humility.