

# Course Syllabus

## Instructor

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Office hours by appointment

## Course Details

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

Classroom: F204

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 with others 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) 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

The goal of this course is to achieve Intermediate-Mid or above of the ACTFL Proficiency Guidelines. Upon successful completion of the course, the students will:

- have a command of intermediate-level grammar and vocabulary including kango 漢語 vocabulary and idiomatic expressions (equivalent to JLPT N3);
- understand general ideas presented in both speaking and writing;
- be able to participate in discussions on a wide range of topics;
- be able to narrate and describe people, places, and events effectively and at length;
- be able to infer the meaning of unknown words/phrases/passages from context;
- acquire skills and strategies for self-directed learning.

## Course Materials

国際基督教大学 教養学部 日本語教育課程（2023）『タスクベースで学ぶ日本語 中級1』

アスク出版（2011）『初級が終わったら始めよう にほんご漢字トレーニング』

**If you do not have this textbook, purchase a paper copy at Doshisha CO-OP (10% discount). E-books are NOT allowed.**

**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, with others including classmates;
- Audio- or video-record class meetings;
- Take screenshots or photos at any time during online/in-person class meetings.

# Course Policy

## General

- In the event of illness or other absence, please notify your language instructor, the director or the office staff as soon as possible via e-mail.
- Students are expected to abide by the “Participation Agreement” they signed during the admissions process for KCJS, as well as [the code of Academic Conduct outlined in Columbia University’s General Handbook](#) and your KCJS Handbook.
- Students with disability paperwork should contact their instructors as soon as possible at the beginning of the term in order to discuss accommodations.
- You are strongly encouraged to communicate with each other in Japanese in the Fusokan.
- No consuming food in class.
- Use formal speech (です/ます) style when talking to faculty and staff members.
- Email sent after 5pm Monday through Thursday will NOT be answered until the following morning. Emails sent after 5pm on Friday as well as Saturday and Sunday will not be answered until Monday morning.
- Use a binder as your “portfolio” to organize handouts, quizzes and exams.

## Attendance/Participation

- Daily attendance is mandatory. NO make-up classes will be given.
- Your preparation, attendance and participation will be assessed per class meeting.
- If you are absent from or late to class, one point will be deducted from your participation score for every 5 minutes you are absent. Tardiness of 1, 2, 3, or 4 minutes will be treated as 5 full minutes. In other words, your score will be as follows, if you arrive:

<1<sup>st</sup> period> 9:00-9:05 = 9 points

<2<sup>nd</sup> period> 10:10-10:15 = 9 points

9:06-9:10 = 8 points

10:16-10:20 = 8 points

9:11-9:19 = 7 points

10:21-10:29 = 7 points

After 9:20 = 0 point

After 10:30 = 0 points

- At the end of the semester, your lowest *six* performance scores will be dropped from your record when your grade is calculated. You should save them for illness and emergencies that prevent you from attending class.
- From the *seventh* class absence, you will receive a zero for each class you missed, including 1<sup>st</sup> and 2<sup>nd</sup> [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.]
- For absences arising due to extenuating circumstances beyond the seven class absences (e.g., return to your country for the funeral of a relative), 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 within five

days upon your return. If you fail to submit the written explanation within five business days upon your return, then, your scores for those days will not be dropped at the end of the semester, and they will remain as zero.

- Do not come to class if you have a temperature of 37.5°C (99.5F) or higher even if you tested negative for COVID-19.

## Quizzes & Lesson Tests

- When paper-and-pencil quizzes are administered, you will be notified beforehand and must be present when the quiz is distributed. If not, you will not be allowed to take the quiz.
- The lowest quiz grade will be dropped from the final score at the end of the semester.
- You will not be allowed to make up or reschedule quizzes under any circumstances.
- You may be permitted to make up lesson tests at the discretion of the instructor, except for personal reasons.
- The Participation Agreement you signed stipulates the following

"I understand that attendance in class and any required activities are mandatory and I will not plan any personal travel that might interfere with the academic program."

Therefore, makeup tests will not be scheduled especially for you before or after your travel, nor can you ask for the schedule to be changed for the test.

You are expected to take full responsibility for the consequences of your absence for personal travel.

## Homework

- All assignments must be handed in on time, i.e. at the beginning of the class or otherwise instructed.
- It will be considered late if it is turned in after the class on the assigned day.
- If an assignment is turned in late, 50% will be deducted from the grade.
- No homework handed in beyond two days late will receive a grade.
- Outstanding homework assigned during your absence must be submitted no later than the second day of your return to class. A 50% grade penalty will be applied to the outstanding assignment after the third day of your return to class.  
Completed homework assigned during your absence will not be accepted beyond the fourth day of your return to class.
- All homework must be done INDIVIDUALLY. If it is discovered that a student has done any action against [the Columbia University's Honor Code](#), they will be penalized accordingly.
- You will be required to re-submit homework assignments that require self-corrections for “redoing (やり直し)”. You must correct and resubmit the homework by the date indicated on the returned assignments or the original grade you received for that work will stand.

- Under no circumstances will students be allowed to submit redo homework after the last day of class.
- Homework must be written in pencil.

## 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. 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 inform 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, all work submitted in this course, whether in draft or final form, must be your own. 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.

### Use of Generative AI

Absent a clear statement from a course instructor granting permission, the use of Generative AI tools to complete an assignment or exam is prohibited. The unauthorized use of AI shall be treated similarly to unauthorized assistance and/or plagiarism (page 11 of Standards and Discipline at <https://universitypolicies.columbia.edu/content/standards-and-discipline>).

### Policy

KCJS expects all KCJS community members to follow these guidelines when using Generative AI tools for teaching and learning, research, and work-related functions.

- Do not input Confidential Information;
- Do not input Personal Information;
- Do not input information that violates IP or general contract terms and conditions;
- Confirm the accuracy of the output provided by Generative AI tools;
- Check the output of Generative AI tools for bias;
- Disclose the use of Generative AI tools;
- Comply with third-party intellectual property rights.

For more detailed information, please refer to the following page.

<https://provost.columbia.edu/content/office-senior-vice-provost/ai-policy>

### Plagiarism

The use of words, phrases, or ideas that do not belong to the student, without properly citing or acknowledging the source, is prohibited whether in draft or final form. 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.

1. Preparation, participation, attendance 25%
2. Homework 15%
3. Quizzes 10%
4. Lesson Tests 10%
5. 日本の学生と話そう & 多読 5%
6. Community Involvement Project 5%
7. 中間テスト (Mid-term exam) 10%
8. 期末テスト (Final exam) 10%
9. 期末プロジェクト (Final Project) 10%

# 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	C	76.9 - 73
A-	93.9 - 90	C-	72.9 - 70
B+	89.9 - 87	D	69.9 - 60.0
B	86.9 - 83	F	59.9 -
B-	82.9 - 80		
C+	79.9 - 77		

# 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 letter grades below, your final numerical grade must fall within the given ranges.**

# Grading Scale For Preparation, Participation, Attendance

*Note:* “Preparation” includes, but not limited to, reading textbooks, watching grammar videos and taking self-check quizzes. Your access logs to materials in CourseWorks will be reviewed and used as the basis for assessing your preparation.

<10>

- Preparation for assigned materials is thoroughly done.
- 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.
- 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.

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- Lack of thorough preparation hinders active participation in class activities.
- In the student’s preparation, unclear areas are not identified clearly.
- The content of the assigned material is only partial or greatly misunderstood.

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- Preparation has not been performed, and nor is there participation in class activities.
- In the student’s preparation, unclear areas are not identified clearly.
- The content of the assigned material is not understood.

<0>

- Absent

# 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.