

College Of the Desert
School of Communication and Humanities
ELEMENTARY JAPANESE-001 Fall 2019
Syllabus

Section: JPN-001-1536

Section: JPN-001-1558

Date: 8/31 – 12/18 T TH

Instructor: Claudia Dealba-Yount
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E-mail : cdealbayount@collegeofthedesert.edu
Location: Online Zoom Meeting Room
Lecture Hours: T TH / 2:00pm-4:30pm (JPN-001-1536)
T TH / 5:00pm-7:30pm (JPN-001-1558)
Office Hours: T TH / 1:30pm-2:00pm, 4:30pm-5:00pm, 7:30pm-8:00pm (by appointment)
Course website: <http://codjpn001.weebly.com/>

Materials:

Required Textbook: [GENKI: An Integrated Course in Elementary Japanese Vol.1 \[3rd Edition\]](#)
[Eri Banno, Yoko Ikeda, Yutaka Ohno, Chikako Shinagawa, Kyoko Tokashiki](#)
ISBN: 978-4-7890-1730-5
Published: 2011-02-11
Publisher: Japan Times Ltd.

Required Workbook: [GENKI: An Integrated Course in Elementary Japanese Workbook Vol.1, \[3rd Edition\]](#)
[Eri Banno, Yoko Ikeda, Yutaka Ohno, Chikako Shinagawa, Kyoko Tokashiki](#)
ISBN: 978-4-7890-1731-2
Published: 2011-02-11
Publisher: Japan Times Ltd.

Recommended Kanji Book: [KANJI LOOK AND LEARN: 512 Kanji with Illustrations and Mnemonic Hints](#)
[Banno Eri, Yoko Ikeda, Chikako Shinagawa, Kyoko Tokashiki, Kaori Tajima](#)
ISBN: 978-4-7890-1349-9
Publisher: Japan Times

[KANJI LOOK AND LEARN - Workbook](#)
[Banno Eri, Yoko Ikeda, Chikako Shinagawa, Kyoko Tokashiki, Kaori Tajima](#)
ISBN: 978-4-7890-1350-5
Publisher: Japan Times

Textbook Website: http://genki.japantimes.co.jp/self_en

Dictionary Reference: (Not Required for this Course)

- *The Kenkyusha Japanese-English Learner's Pocket Dictionary*, --- Kenkyusha, Shigeru Takebayashi (ed.)
- *Kodansha's Pocket Romanized Japanese-English Dictionary*, --- Kodansha Amer Inc; Timothy J. Vance
- *The Japan Foundation Basic Japanese-English Dictionary*, --- Bonjinsha
- *kodansha's Compact Kanji Guide*, --- Kodansha International. Tokyo

- *New Japanese-English Character Dictionary*, --- Kenkyusha

Note : The book is required for the class. Xeroxing or otherwise duplicating the textbook is a violation of the U.S. Copyright Act of 1976 and is prosecutable under federal law. This act provides for the assessment of civil and/or criminal penalties for copyright infringement.

Additional related cultural and conversational materials (articles, short readings, Internet pages, instructor-produced activities) will be distributed in class.

1. ABOUT THE COURSE

Course Description:

This is a study of the fundamentals of the Japanese language as well as the culture, history and society of Japan. In this interactive course students concentrates on developing basic skills in listening, reading, speaking and writing of Japanese language at the beginning level. Emphasis is placed on the acquisition of vocabulary, structures and grammatical patterns necessary for the comprehension of native spoken and written Japanese. The course also prepares students to be able to demonstrate their proficiencies across **the three communication modes: interpretive, interpersonal, and presentational**.

In addition to **communication**, the course also includes expanded addressing of the **cultural competence, connections** to other disciplines, **comparisons** between the Japanese language and culture and those of the students, and the use of the language in multilingual **communities** beyond the school setting.

The class is conducted almost exclusively in Japanese to expand students' productive and receptive skills as well as the cultural knowledge necessary to communicate with and understand native speakers and writers of Japanese. Additional language structures and vocabulary for communication are examined and explored in Japanese. 90 hours lecture and recommended laboratory.

Prerequisite: none

***Reference Source:** https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

Note: This is a synchronous online class. The class meeting will be conducted through the *ConferZoom* in the Canvas. The student is required to have the comparable device and tech such as *Computer / Laptop / Tablet / Smartphone, Webcam, Microphone, WiFi / Internet access*.

- For how to use **Canvas**: <https://community.canvaslms.com/t5/Video-Guide/Canvas-Overview-Students/ta-p/383771>
- For how to use **ConferZoom**: <https://www.youtube.com/watch?v=nLoNfurcdQ8&feature=youtu.be>

Student Learning Outcomes:

Upon the completion of this course students are expected to be able to do the followings although not limited to:

1. Demonstrate listening and reading comprehension of basic everyday materials related to oneself, family and immediate surroundings within a cultural context. These may include, but are not limited to, advertisements, timetables, short personal letters, dialogues, readings, conversations, and video and audio recordings.
2. Communicate in simple conversations about familiar topics and activities requiring a simple and direct exchange of information within a cultural context.
3. Create simple text exchanges such as notes, messages and paragraphs related to oneself, family and immediate surroundings.

4. Reflect on and evaluate similarities and differences in specific cultural practices and perspectives.

Course Objectives:

Upon successful completion of the course, students should be able to demonstrate the following activities:

1. Comprehend standard spoken Japanese related to the individual and his/her surroundings, likes and dislikes, daily routine, leisure activities and past experiences with a recognition vocabulary of 350 words.
2. Apply reading strategies in order to understand and analyze 150- to 200-word short articles, dialogues, stories and other authentic literary and factual texts related to the self, family and surroundings, written in hiragana, katakana and approximately 50 kanji characters.
3. Use acquired elementary vocabulary and grammar to communicate orally about emotional and mental states; the individual; school and work; origin and family; plans and needs; sports and cultural events with an active vocabulary of approximately 250 words.
4. Use targeted beginning-level grammar and vocabulary to compose 100- to 150-word paragraphs of connected discourse on personal, familiar and cultural topics using hiragana, katakana and approximately 50 kanji characters.
5. Identify and use the polite form (-masu form) of verbs in the simple present, near future and preterite when engaged in receptive and communicative activities.
6. Recognize and apply phrase and sentence particles, personal pronouns and demonstratives, interrogatives, adjectives, adverbs, locatives and positional words when using both receptive and expressive skills.
7. Understand and use imperative, declarative, negative and interrogative simple and compound sentences in oral and written activities.
8. Identify verbal and non-verbal differences between Japanese-speaking cultures and their own as related to greetings, leave-taking, and levels of formality.
9. Identify verbal and non-verbal differences between Japanese-speaking cultures and their own as related to education, family, daily life, traditions, holidays, and artistic expression.

Course Content:

Lectures, class practice and laboratories will be dedicated to the logical presentation of the topics listed below. The structural and grammatical patterns necessary for effective communication at the beginning level will be introduced, but not limited to the following:

(1) Writing

- Hiragana, katakana and proximally 50 basic kanji
- A series of simple sentences, paragraphs, short compositions using vocabulary from semantic areas.

(2) Grammar:

- numbers and counters
- the copula of identification
- phrase and sentence particles
- nouns and personal pronouns
- omission of subjects
- demonstratives sentence
- interrogatives sentence
- using of adjectives, adverbs, locatives, positional words
- basic structure of Japanese verb conjugation and adjective conjugation in polite non-past and past form
- conjoining nouns, connecting disjunctive sentences

(3) Communication skills:

- Greetings and expressions,
- Introductions of your personal information and others,
- Basic descriptions of yours or others daily routines, leisure activities in the present and past
- Describe your surroundings such as your house, school, work, places and neighborhood

- Descriptions of personalities, hobbies, events, etc.,
- Getting around like to shopping, ask directions, to visit a friend or a new place, to ride transportations, etc.,
- Comparisons between Japanese culture and American culture in variety topics like Holidays, traditions, customs, sports and arts, etc.,

(4) Listening Comprehension:

- Comprehension of the global meaning of standard spoken Japanese with a recognition vocabulary of approximately 500-800 words;
- with appropriate context, understanding of vocabulary and grammar slightly above the beginning level;
- ability to respond to simple and complex command forms.

(5) Reading Comprehension:

- Application of standard reading strategies in order to understand the global meaning of short articles, dialogues, stories, and other authentic literary and factual texts.

(6) Cultural Topics:

- verbal and non-verbal language as a means of conveying attitudes, feelings and emotions.
- the role of age and gender in interpersonal relationships and language exchange.
- geography and topography and their influence on language and culture.
- holidays, traditions, customs and religious beliefs as seen through music, literature, art and film.
- familial roles and responsibilities.
- customs relating to marriage and family relations, and the roles of men and women in the target language cultures.
- preparation of foods unique to the target language cultures.
- health and health improvement activities in the target culture(s).
- individuals of the target culture who have made important cultural, technological, and historical contributions to their own country and the world.
- differences and similarities between the daily life and leisure activities of the students' native culture and those of the target cultures (travel and tourism, dining out, soap operas, banking, medical insurance, voting practices, etc.).
- Dialectical variations

Note: Complete accuracy in speaking cannot be expected at the beginning level. However, students will attempt to communicate using the grammatical forms listed above. **More accuracy is expected in writing than in speaking.** Students will communicate meaning in sentences, short paragraphs and compositions using the listed grammatical forms above.

Methods of Instruction:

Methods of instruction used to achieve student learning outcomes may include, but are not limited to, the following activities:

- Presenting lectures and discussions in Japanese illustrated with visual and audio effects in order to increase students' ability to comprehend the spoken language; reinforce targeted cultural, semantic, syntactical and morphological items; and guide students in the application of listening, reading, speaking and writing strategies when communicating about themselves, their family and immediate surroundings
- Showing/playing videos, music, interactive DVD's, and selections recorded from TV, radio or the Internet in order to help students improve their ability to comprehend communication about familiar topics when Japanese is spoken at native speed; provide them with virtual access to Japanese-speaking communities as they compare to those of the students' cultures and their products; stimulate discussion about life, culture and history within these communities; and encourage the expression of opinions at the beginning level.

- Presenting reading activities, which may include cultural selections and anecdotes, narratives, authentic poems and stories, magazines, newspapers, children's literature, Web articles, comic books, grammar, etc., that guide students in the application of reading strategies, help them draw logical conclusions from their reading materials and lead them in a sensitive comparison and contrast between the culture, history, current events and daily life of Japanese-speaking communities and their own.
- Creating and assigning pair and small group communicative activities such as interviews, post-reading activities, dialogues, picture descriptions, games, skits, student creation of PowerPoint presentations, short group compositions, problem-solving puzzles, and other oral/aural communicative activities in order to help students practice specific speaking strategies and skills in the context of the target culture, vocabulary and grammar.
- Developing and assigning writing activities, which may include creative in-class sentences, short descriptions, paragraphs, compositions, written exercises from workbook and textbook and cloze activities in order to aid students in mastering beginning-level syntax, semantics and morphology, and to help them in writing well-structured compositions about topics related to their daily lives and surroundings
- Conducting individual conferences in order to advise students on their needs and progress.
- Instructing and aiding students with computer-based language programs that reinforce targeted vocabulary and grammatical structures.
- Developing and assigning online tasks such as written and oral discussion board postings; viewing of online PowerPoint presentations; completion of functionally-oriented website-specific vocabulary, cultural, listening, viewing, reading and writing tasks; interactive vocabulary, grammar and culture games; web quests; and textbook companion website interactive activities in order to reinforce targeted cultural, semantic, syntactical and morphological items; provide an opportunity for the practice of listening, reading and writing strategies and skills; present students with up-to-date information on and virtual access to Japanese-speaking countries, communities and cultures; encourage consideration of and respect for cultural differences as well as an awareness of similarities; and stimulate and guide oral and written interactive communication about topics related to themselves, their surroundings, family, daily routine, leisure activities, abilities and past experiences.

Tip for effective language acquisition:

1. Focus on language contents that is relevant to you
Make the new language direct connect to mental images. Focus on the core and using it as tool to make it useful to you
2. Use your new language as a tool to communicate from day one.
When you are speaking, remember to relax and concentrate on making your point, rather than on speaking with perfect grammar.
3. Focus on getting the meaning first before the words.
Make educated guesses about what is being said by watch the body language and gesture, ask questions, ask for repetitions, and trust your instincts. When you first understand the message, you will unconsciously acquire the language.
4. A lot of physiological training in listening, speaking and writing.
When you are listening, concentrate on the key words. And don't worry if you don't understand everything that is said. Pay attention to the native speaker's mouth movement when they are speaking and copy it.
5. Put yourself in a target language environment as much as you can beyond the classroom.
6. Exercise to increase your Alpha Brainwave.
Be happy, relaxed, and curious. Be tolerant of ambiguity.

Methods of Evaluation

Students will be evaluated for progress in and/or mastery of learning outcomes by methods of evaluation which may include, but are not limited to:

1. Oral reports/presentations/performances designed to evaluate students' ability to communicate about familiar topics and activities
2. Participation in class discussions and activities designed to evaluate competency in and understanding of

assigned material

3. Written assignments designed to assess progress in the ability to create simple notes, messages and paragraphs
4. Listening, reading and essay-type quizzes/examinations designed to evaluate student ability to understand and draw logical conclusions from conversations and authentic cultural material on targeted topics
5. Student portfolios, workbook and textbook assignments designed to evaluate student mastery of specific vocabulary, grammatical and cultural topics
6. Class and individual projects designed to assess student ability to make thoughtful comparisons between the target culture and their own
7. Final examination designed to evaluate student learning outcomes and readiness for Japanese 2

Assignment and Exam:

- **Assignments:**

- (1) Written compositions
- (2) Oral Skits Video (Creating dialogues and stories)
- (3) Reading the Textbook and other simple fiction and articles from magazines, newspapers, instructed websites
- (4) Textbook and workbook exercises on paper, Canvas and Quizlet
- (5) Listening exercises by using the GENKI audio CDs and other Japanese learning links on the class and college websites
- (6) Viewing exercise from YouTube, selected Japanese TV programs, movies and other online visual materials.
- (7) Cultural comparison Power Point Presentation

- **Quizzes and Exams:**

Quizzes	3 mini Hiragana Quizzes 3 mini Katagana Quizzes 3 Kanji Quizzes (L3, L4, L5) 5 Chapter Vocabulary Quizzes 5 Chapter Particle Quizzes
Tests	1 Hiragana test 1 Katagana test 1 Greeting test 5 Chapter tests
Composition	5 mini Compositions (5 chapters)
Presentation (PPT)	Culture comparison
Oral skit	1 Oral skit video
Final	1 final Oral exam 1 final composition (combining of 5 mini writings) 1 final listening exam 1 Final reading comprehensive exam

Grading Assessment:

- (1) **Grading Criteria:**

Your grade in this class will be determined on the basis of the following **criteria**:

Classroom Participation

10%

Homework	20%
Quizzes	15%
Chapter Exams	20%
Presentation /Mini Composition /Skit	15%
Final Exam	20%
Total:	100%

(2) Grading Rubrics:

Your grade will be determined follow the below basic rubrics. For the specific assignment's rubric will be announced and posted on your class website.

Grading Rubrics:

Quiz & Test	Correct and no mistake	Attempt but few mistakes	Attempt but many mistakes	Incorrect/ no attempt		
Speaking Holistic	Task Completion	Comprehensibility	Fluency	Pronunciation	Vocabulary	Language Control
Writing	Task Completion	Comprehensibility	Level of Discourse	Vocabulary	Language Control	Mechanics
Presentation	Task Completion	Comprehensibility	Level of Discourse	Fluency	Vocabulary	Language Control

*Reference Source: <http://www.fcps.edu/is/worldlanguages/pals/#rubric>

(3) Grading scale:

Your **grading scale** used in this class is:

	Letter Grade	Percentage	GPA
Excellent	A	90-100	4
Good	B	80-89	3
Satisfactory	C	70-79	2
Passing but less than satisfactory	D	60-69	1
Failing	F	0-59	0

Note :

- It is the student's responsibility to understand the above grading criteria. If there are any questions and concerns, students are expected to initiate a dialogue with the instructor. **Students are expected to review and keep all the quizzes and tests to observe their progress regularly.**
- Other grading criteria may apply to the quizzes and tests that are not listed above. The instructor will provide an explanation if necessary.
- Although a letter grade will be given based on the results of the above assessment tools, it is extremely important that students come to class regularly since successful language learning cannot be accomplished by a lack of participation.
- Mid-term grade will be provided only if students contact the instructor in person.
- Students will receive a grade of W if they drop by the established deadline. For the exact date of the deadline, refer to the Class Schedule. **If students have any concerns regarding their grades, they are expected to discuss the issue with the instructor during the semester before the deadline to receive a W. It is the student's responsibility to initiate a dialogue with the instructor regarding his/her grade concerns.**

Admissions Deadlines:

Last day to add/drop the class with refund	09/08/2020
Last day to drop without a grade of "W"	09/13/2020
Last day to drop with a grade of "W"	11/20/2020
Final Exam	12/10 – 12/16/2020

Note: If you desire to drop this class, go to the Admissions Office to withdraw it. It is basically student's responsibility to officially report the withdrawal, and failure to do so may result in a grade of an F. Keep in mind the important dates in relation to the drop and withdrawal matters are in the schedule book.

Special Needs:

If you have a physical, psychiatric/emotional, medical or learning disability that may impact on your ability to carry out assigned course work, please contact the staff in Craven's Student Services Center, Room 101. They can be reached at Phone (760) 773-2534, dspsinfo@collegeofthedesert.edu, TDD (760) 773-2598. DSP&S will review your concerns and determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Note: If you have an emergency situation, please contact the **campus police** at **(760) 341-2111** or call **911** immediately

Early Advantage (EA):

Research demonstrates students who receive specialized support from the college are more likely to succeed. In order to assist students, College of the Desert utilizes an Early Advantage system that allows your instructor to contact you. The goal is to provide an advantage and awareness of student potential early in the semester, while providing individualized attention to help you achieve success.

A member of the Early Advantage Team may contact you by phone and email to discuss your progress and any campus resources available to you, so please use WebAdvisor to keep your contact information up-to-date. You may also contact the Early Advantage Coach with any questions at (760) 674-7635 or visit the link below at:

<http://www.collegeofthedesert.edu/students/tilev/Pages/Early%20Advantage.aspx>

2. STUDENT RESPONSIBILITIES:

Attendance and Participation:

Attendance is mandatory. This course is designed as one in which students participate. For this reason, in addition to school policy about attendance, class performance and Language Success Center participations are of utmost importance and thus count towards your grade. Students are expected to come to each class meeting on time, stay the whole period of instruction time. Absences should be reserved only for emergency. It will be excused and rewarded to 70% for that day. If students are willing to make up for the full points of the absent day, they must do the "Meeting Review" on the discussion board. Tardiness, leaving early and slipping away from the class in the middle of the instruction will be recorded as an absence. Basically, if students miss part of the time these ways three times, they will be recorded as one absence. However, exceptions for these rules may occur under the following situations but not limited to:

Participation Roll Call Chart:

Each meeting full Attendance	100%
Excusable Absent (emergency)	70%
Non-excuse absent	0%

Moreover, regular attendance is not sufficient. Students should not assume just coming to the class will assure them passing grades. Students have to actively participate in the class activities. Inattentive or disturbing students will not succeed in this course. Also, students who disturb another students' learning will be asked to leave.

For the reason stated above, participation has 10% allocated in the criteria. It means students whose participation is marginal WILL NOT be given an A even if they earn high points in other criteria.

Note: I reserve the right to drop students who inactive more than 4 class sessions, whether or not these absences are consecutive. In special circumstances, I may allow you to make up a session by going to Tutorial Services or completing an agreed-upon assignment. This will be reserved for verified illnesses or emergencies, not for routine failure to participate. Please contact me via e-mail, by phone or arrange a Zoom meeting with me individually to discuss your situation.

Homework:

Due to the very limited time to cover the content for this course, it is a must for each student to study at home. It is said that the estimated out of class study hours needed for successful completion of this course may be at least 14 hours a week with wide range of individual differences. Assignments are given to help students keep up in the class. Therefore, it is extremely important to do the assigned homework in a timely manner.

These assignments will serve as preparation for the new chapter and/or review for the previous ones. Each assignment has certain points counted toward your final grade. Thus, failure to turn in assignments on time will adversely affect your grade. Although the instructor accepts assignments turned in late, 40 % of the points will be taken away as penalty. In principle, this is applicable even if you are absent although the instructor may give you special consideration in the case of emergency. Such considerations, however, are solely up to the instructor based on the nature of absences and the degree of students' commitment to the class, and students have no right to demand for it. **Students must know what is the assignment even when they are absent.**

Students should be responsible to do their own homework, and having their tutor or classmates do it is not acceptable. If such cases are recognized, the penalty will be assessed. (for instance, if 2 or more students copy one another and the answers are identical, no points will be given to all of the students involved in the plagiarism.)

Late paper / missed exam policy:

- The assignments including take-home quizzes must be turned in to the instructor **follow the deadline. Late turn in will deduct 10% of the assignment points for one class day, 20% of the assignment points for 2 class days.**
- If a student fail to take a quiz or test as a result of their absences, he/she will be allowed to take it as a late assignment at their request at the after of the next class meeting. **This means that students can only make up for the quiz or test that they missed during the previous class meeting. However, 10 % will be deducted as a penalty.** There will be no exception to this rule.
- Make-up final exam will not be offered unless students have a legitimate reason, such as illness and family emergency. Vacations are not considered to be a legitimate reason. Students are expected to notify the instructor in advance in person or via e-mail. **Students must arrange a make-up final exam date with the instructor prior to the final exam day.** If a student fails to contact the instructor prior to the exam day due to unforeseen circumstances such as a sudden illness, he/she could do so **up to 24 hours after the scheduled starting time of the final exam to seek a make-up final exam with documented evidence.** For the exact scheduled time, refer to the Class Schedule. There will be no exception to this rule.
- The group presentations/skits will be given as it is scheduled (See the tentative schedule below). If students need to reschedule the group presentation for a legitimate excuse, they are expected to discuss with the instructor and their group members prior to the presentation day. If a student misses on the presentation day without making

an arrangement required above, he/she will be excluded from the group and the presentation will be given without the student's presence.

- Other forms of quizzes or tests may be offered depending on students' progress and needs.

Language Lab:

The Language Lab participate is strongly recommended for all the language learners. You will get 10% of your total participate hours as the extra points towards your final grades. The Language Lab is located at TASC room 4 and it is available from the beginning to the end of the Fall and Spring semesters. A free tutoring service is also offered to the enrolled students in Japanese courses at the TASC Language Lab. For more information regarding the lab activities and the free tutoring service, contact the TASC Language Lab at (760) 776-7287, or visit the link below at:

<http://www.collegeofthedesert.edu/students/asc/Pages/default.aspx>

Code of Conduct:

All members of this class have the responsibility to join together to create an effective academic community. This includes treating each other courteously; exhibiting a positive attitude; demonstrating standards of ethical behavior and academic integrity in class, on homework and on tests; respecting the health and safety of others; refraining from the use of offensive language; and refraining from any conduct which might interfere with or obstruct the functioning of the class. In short, class members are expected to demonstrate a spirit of cooperation and mutual respect at all times. Any student who does not demonstrate appropriate behavior will be asked to leave the meeting for the day. The Dean of Students will be informed and appropriate action will be taken.

Academic Integrity:

Be aware that in this class you must follow acceptable standards of academic honesty. Cheating of any kind will not be tolerated. You may work in study groups to help you prepare homework and to study for exams. This can be a very effective manner of learning the material. However, when working in groups, each member must vary his/her answers so that the homework turned in reflects individual work. Copying another student's answers is considered plagiarism. Also, since you will be using the Internet to complete research in this course, I want to be sure that you understand that COPYING ANYTHING (e.g., reviews, articles, summaries, etc.) in total or in part is PLAGIARISM. You can quote using quotation marks and reference the article or review, but you cannot simply copy what someone else has written. Please remember that a serious academic penalty can be applied to cases of cheating including being dropped from the course, receiving a failing grade in the course, and/or suspension from the college.

Note: Any **Dishonesty** during assignment, quizzes, tests and the final exam will result in the score of an F.

Communicating With Your Instructor:

Your professor is fully committed to supporting your learning in this class. Not hesitating to freely communicate with your professor is the key. Therefore, in this class, besides using e-mails, phone calls, text messages, and personal Zoom meetings, each student is required to join the **LINE** class group chatroom for better communication with your professor and your peers in this distant education environment. For the details of how to use the LINE App, please check the instructions in your class website.

3. CAMPUS RESOURCES

School general information:

<http://www.collegeofthedesert.edu/students/Pages/default.aspx>

Admissions & Records:

Location: Cravens Student Services Center, 2nd Floor

Phone: 760-773-2516

<http://www.collegeofthedesert.edu/students/ar/Pages/default.aspx>

Student Service:

<http://www.collegeofthedesert.edu/students/Pages/default.aspx>

Disabled Students Programs and Services (DSPS):

<http://www.collegeofthedesert.edu/students/dsps/Pages/default.aspx>

Health Service:

<http://www.collegeofthedesert.edu/students/hs/Pages/default.aspx>

Student Psychological Services:

Location: Cravens Student Services Center, Student Health Services (1st Floor)

Phone: 760-776-7211

<http://www.collegeofthedesert.edu/students/sps/Pages/default.aspx>

Counseling:

Location: Cravens Student Services Center (CSSC), 2nd Floor

Phone: 760-773-2521.

<http://www.collegeofthedesert.edu/students/c/Pages/default.aspx>

TENTATIVE CLASS SCHEDULES

(COD Jpn-001-1536/1558_Fall 2020)

The course will progress according to the following schedule:

Week	Date	Lesson Schedule	Assignment/Quizzes/Tests
WK-1	9/1 (T)	Orientation; Emergency Procedures; Introduce Japanese writing / Pronunciation system; Hiragana Chart (basic 46); Greetings-1	
	9/3 (TH)	Hiragana Chart (ga-25 & kya-33); Greetings-2 *Class-1536: 3:30 Japanese visitor activity *Class-1558: 6:20 Lab Orientation	
WK-2	9/8 (T)	Greetings & Hiragana Practice, Lesson 1 *Class-1536: Lab Orientation	
	9/10 (TH)	Lesson 1	Hr-46-qz
WK-3	9/15 (T)	Lesson 1 Katakana Chart (basic 46);	Hr-25-qz
	9/17 (TH)	Lesson 1;	Hr-33-qz; L1-vocab-Qz;
WK-4	9/22 (T)	Lesson 1 & Lesson 2 Katakana Chart (ga-25 & kya-33)	L1-gram-Qz
	9/24 (TH)	Lesson 2	Hr-Test; Greeting Test
WK-5	9/29 (T)	Lesson 2	Kt-46-qz
	10/1 (TH)	Lesson 2	Kt-25-qz; L2-vocab-Qz
WK-6	10/6 (T)	Lesson 2	L1-Test;
	10/8 (TH)	Lesson 2 & Lesson 3	Kt-33-qz; L2-gram-qz
WK-7	10/13 (T)	Lesson 3	Kt-Test
	10/15 (TH)	Lesson 3	L2-Test;
WK-8	10/20 (T)	Lesson 3	L3-vocab-Qz
	10/22 (TH)	Lesson 3	L3-gram-Qz
WK-9	10/27 (T)	Lesson 3 & Lesson 4; Oral Skit-1	L3-Kanji-Qz
	10/29 (TH)	Lesson 4; Oral Skit-1	
WK-10	11/3 (T)	Lesson 4	L3-Test
	11/5 (TH)	Lesson 4	L4-vocab-Qz
WK-11	11/10 (T)	Lesson 4	L4-gram-Qz
	11/12 (TH)	Lesson 4 & Lesson 5	L4-Kanji-Qz
WK-12	11/17 (T)	Lesson 5;	L4-Test
	11/19 (TH)	Lesson 5	L5-vocab-Qz;
WK-13	11/24 (T)	Lesson 5	L5-gram-Qz
	11/26 (TH)	Thanksgiving Day. School Closed	
WK-14	12/1 (T)	Lesson 5	L5-Kanji-Qz;
	12/3 (TH)	Lesson 5 & Oral Exam	Kanji-Test;
WK-15	12/8 (T)	Listening Exam; Video/ PPT presentation	L5-Tes;
	12/10 (TH)	Video/PPT presentation;	
WK-16	12/12-12/18	Final Reading Comprehensive Exam	Merry Christmas & Happy New Year! 😊

The instructor reserves the right to change the above schedule with prior notice.

JPN-11-1536/1558 Syllabus Contract

I have read the syllabus for JPN-001-1536/1558 Fall 2020 at College Of the Desert and I agree to abide by the guidelines set forth. I understand that class participation/ homework and presentations, together with quiz scores and final project grade are the basis for my final class grade. I also understand the code of conduct and agree to demonstrate a spirit of cooperation and respect in class at all times. If I am not interested in receiving a grade, I am aware that it is my responsibility to sign up for the course on a Credit/No-credit basis and I understand that I will need 70% overall in order to get credit for the course.

I understand that grades cannot be changed after they have been assigned and that incompletes are given only under emergency situations, not for routine failure to complete the requirements of the course.

Print name _____

Signature _____ Date _____

***Note: Please circle your class code when you sign.