AEAJ102 (1772/1773/1774/4367/6042) Elementary Japanese II
Spring, 2016

The course is the second semester course of first year Japanese.

Instructors/Office Hours/Phone/e-mail

Michiyo Kaya Wojnovich (Lecturer)
Office: HU 247
Office Hours: Wednesday 12:30 – 1:30, Thursday 2:45 – 3:45 and by appointment
Phone: 442-4126
e-mail: mwojnovich@albany.edu

Kyoko Mano Ullrich (Lecturer)
Office: HU 266
Office Hours: Monday 10:00 – 11:00, Friday 12:00 – 1:00 and by appointment
Phone: 442-4117
e-mail: kullrich@albany.edu

Genevieve Hill (Lecturer)
Office: Hu 264
Office Hours: Wednesday 1:30 – 2:30, Thursday 1:30 – 2:30 and by appointment
Phone: 442-4117
e-mail: ghill@albany.edu

Learning Objectives of Foreign Language Courses

Students will demonstrate:

1. proficiency in the understanding and use of fundamental elements of a foreign language;
2. knowledge of distinctive features of the culture(s) associated with the language they are studying.

Course Objectives:
The goal of this course is for the students to increase their knowledge of basic Japanese grammar, and to acquire basic Japanese language skills (listening, speaking, writing, and reading). By the end of this course, the students will be able to engage in basic Japanese conversation to satisfy their survival level needs in a culturally appropriate manner. The students will be able to read some information from the simplest texts dealing with familiar topics. They will be able to create statements and formulate questions based on familiar material. The students are expected to reach the ACTFL intermediate low level for listening, speaking writing and reading skills.

Meeting Time/ Locations

Call NO 1772 (Kaya) M.W. 10:25 – 11:20 (BB221)
T. TH. 10:15 – 11:35 (BB221)
Policies:

1. Two vocabulary quizzes, a kanji quiz, a lesson test will be given for each lesson. We also have verb/adjective conjugation quizzes, mid-term exams (Kanji, listening, and grammar) and final exams (listening, kanji, and grammar).

2. Speaking skill is evaluated during class work activities.

3. Students who were absent from class more than 45% of the total number of class days will fail the course. (25 times or more)

4. All assignments must be completed and turned in On Time. One day late will earn 70% of the score for the assignment. Even though overdue work more than one class/day late will earn 0% for the assignment, it will be corrected and returned to the students for reviewing the material.

5. No Cheating/Plagiarizing
   Cheating/Plagiarizing will lead to failure on the test/assignment.

6. When you are absent, it is YOUR responsibility to find out what work and homework you missed. Homework should be turned in on the day that you return to class. (Please write “absent date” at the top of your homework. – example: Absent __/___/2016)

7. There will be NO MAKE-UP Quiz/Exam given unless a written proof for a legitimate reason is provided, such as a medical emergency. The time for taking the make-up must be as soon as possible after the original test/quiz.

8. If you have a disability, please submit official documentation to prove your disability, and make an appointment with your instructor to discuss ways to help you succeed in the course.

   Be punctual. If you cannot come at the scheduled time or must reschedule, call beforehand. If for some reason, you could not call in advance, call afterward as soon as you can.

10. Participation
    Students are always expected to fully participate the class. Your instructor will grade on how you participate in class for every session.
11. Instructors are your Learning Tools.
   You are here to learn. If you do not understand the material, please make appointments with the instructor. You may ask any of the instructors, not just the instructor of your class.

12. Make Many Mistakes!
   You learn the best when you make mistakes. Others can learn from your mistakes, too. Do not be afraid of making mistakes.

13. Ask Many Questions!
   You also learn the best when you ask questions. If you do not understand something, do not hesitate to ask your instructor questions.

14. It takes TIME, EFFORT, and a RELAXED ATTITUDE to master a foreign language. Be patient, relaxed, and STUDY HARD.

Textbooks:


Grading:

Homework Assignments 10%
Participation/ Preparation 10%
Lesson Tests 30%
Kanji Quizzes 10%
Verb/Adjective Conjugation Quiz 3%
Vocabulary Quizzes 5%
Mid Term Examination 15%
Final Examinations 17%
(Listening 5%/ Grammar, Kanji, and Culture 12%)

The grading scale is shown below.
93-100%=A; 90-92%=A-; 87-89%=B+; 83-86%=B; 80-82%=B-; 77-79%=C+;
73-76%=C; 70-72%=C-; 67-69%=D+; 63-66%=D; 60-62%=D-; 0-59%=E.
Class Work:

1. Students will review for basic adjective and verb conjugations (long forms of verbs and adjectives, te-forms of verbs)
2. Students will review kanji characters (Genki I, Lesson 3 – Lesson 6)
3. Students will practice reading and writing 87 new Kanji characters. (Lesson 7 - Lesson 12)
4. Students will study from Genki I Lesson 7 to Lesson 12.
5. Japanese culture issues are discussed from time to time throughout the semester.

**General Education Information**
This course fulfills the General Education category of Foreign Language Courses.

Characteristics of all General Education Courses

The General Education Program as a whole has the following characteristics. Different courses within the Program emphasize different characteristics.

*General education offers explicit understandings* of the procedures and practices of disciplines and interdisciplinary fields.

*General education provides multiple perspectives* on the subject matter, reflecting the intellectual and cultural diversity within and beyond the University.

*General education emphasizes active learning in an engaged environment* that enables students to become producers as well as consumers of knowledge.

*General education promotes critical thinking* about the assumptions, goals, and methods of various fields of academic study and the interpretive, analytic, and evaluative competencies central to intellectual development.

2012 Intermediate low definition of the ACTFUL Proficiency Guidelines.

Speaking: Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Writing: Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are re-combinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is
adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols.

Listening: listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

Reading: readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.