The course is the second semester course of first year Japanese. It is designed to provide a hybrid experience, including both face-to-face and online works.

Instructor/Office Hours/Phone/e-mail

Michiyo Kaya Wojnovich (Lecturer)
Office: HU 247
Office Hours: Monday 12:30 – 1:30, Tuesday 1:15 – 2:15 and by appointment
Phone: 442-4126
e-mail: mwojnovich@albany.edu

Textbooks:


3. i>clicker (Required)

Meeting Time/ Locations

Call NO 1546 (Kaya) M.W. On-Line
T.TH. 2:45 – 4:05 (BB 356)

Call NO 1547 (Kaya) M.W. On-Line
T. TH. 10:15 – 11:35 (ED126)

On Monday and Wednesday, new expressions and grammar materials are introduced on-line. Students watch grammar lecture videos to learn new grammar. They will practice basic grammar using audio files, and web links. At the end of the practices, they can check their comprehension by completing homework exercises. **Online sessions are asynchronous, which means that you do not need to log on at a specific time on Mondays and Wednesdays. However, you must log on and complete the lesson (i.e., learn the new expressions, study the grammar, etc. and complete the homework exercises) on or before the date specified on Blackboard.**

On Tuesday and Thursday, we meet in class. Students practice conversation using new sentence structures with their partners and group members.
Technical Assistance
If you need technical assistance when you are using Blackboard or to report a problem with Blackboard, you can call the ITS desk.

- **UAlbany ITS Help Desk** (weekdays)
  Open M-F during daytime business hours
  Phone: 518-442-3700
  Online: [http://www.albany.edu/its/help](http://www.albany.edu/its/help)

- **Blackboard Support Center** (evenings & weekends)
  Open M-F overnight (5:00PM - 9:00AM) and 24x7 on weekends
  Phone: 844-852-5696
  Online: [http://albany.edusupportcenter.com](http://albany.edusupportcenter.com)

If you are not sure about using Blackboard, you can visit these Blackboard resource links:

- **Check your browser**
  Be sure you are using a compatible browser and operating system.
  [https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)

- **Blackboard Help for Students**
  A set of FAQ and instructions on how to use Blackboard's features.
  [https://help.blackboard.com/Learn/Student](https://help.blackboard.com/Learn/Student)

- **Blackboard's YouTube Playlist for Students**
  Video tutorials about how Blackboard can support your online learning needs.
  [https://www.youtube.com/user/BlackboardTV/playlists?shelf_id=3&sort=dd&view=50](https://www.youtube.com/user/BlackboardTV/playlists?shelf_id=3&sort=dd&view=50)

This course fulfills the General Education Category of **Foreign Language**

**General Education Learning Objectives of Foreign Language Courses**
([http://www.albany.edu/generaleducation/foreign-language.php](http://www.albany.edu/generaleducation/foreign-language.php))

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.

Class Work:

1. Students will review basic adjective and verb conjugations (long forms of verbs and adjectives, te-form 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.

To meet the learning objectives for the course, students must:
- Attend both online and face-to-face sessions regularly
- Participate in online discussions and group/partner conversation practice
- Follow the homework assignment directions, and complete all assignments in a timely fashion
- Take all quizzes and tests

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Homework Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Participation/ Preparation</td>
<td>10%</td>
</tr>
<tr>
<td>Lesson Tests</td>
<td>30%</td>
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<tr>
<td>Kanji Quizzes</td>
<td>10%</td>
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<tr>
<td>Verb/Adjective Conjugation Quiz</td>
<td>3%</td>
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<tr>
<td>Vocabulary Quizzes</td>
<td>5%</td>
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<tr>
<td>Mid Term Examination</td>
<td>15%</td>
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<tr>
<td>Listening Test</td>
<td>5%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>12%</td>
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</tbody>
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(Grammar, Kanji 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.

- Two vocabulary quizzes, a kanji quiz, and 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).
- Speaking skill is evaluated during class work activities; being absent from face to face class many times will lead to a poor speaking skill grade.
- Students who are absent from face to face class more than 50% (15 times) of the total number of face to face class days will fail the course.
- All assignments must be completed and turned in on time. No late assignments will be accepted.
There will be **NO MAKE-UP Quiz/Exam** given unless formal written proof of 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.

**Course Policies:**

- **Attend Class**
  Students are expected to attend all sessions of both online and face-to-face class. Attendance is essential for the success of the course. Your instructor will grade on how you participate in class for every session.

- **Establish Rapport**
  Make a lot of good friends in class to study with. Have studying sessions with your group before quizzes and tests. Also if you have any trouble with keeping up with your course work, please let your instructor know as soon as you can, so that we can find a solution.

- **No Cheating/Plagiarizing**
  Cheating/Plagiarizing will lead to **failure** on the test/assignment.
  You are expected to commit active learning in class and integrity in your behavior.  

- **Netiquette**
  Please observe proper "netiquette" -- courteous and appropriate forms of communication and interaction over the Internet (within your online course). This means no personal attacks, obscene language, or intolerant expression. All viewpoints should be respected.
  NOTE: The instructor of this course reserves the right to remove any questionable or offensive material from public areas of this course.

- **Accommodating Disabilities**
  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. The University provides a great deal of information on the services it offers to disabled students.  

  **Contact Information:**
  Carolyn Malloch, Director of Disability Resource Center  
  cmalloch@albany.edu  
  CC 130 Phone (518) 442-5490 Fax (518) 442-5400

- **Be Responsible**
  Keep your appointment with instructors. 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.

- **Instructors are your Learning Tools.**
  You are here to learn. We are here to teach. 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.

- **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.

- **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.

- **Study Hard!**
  It takes TIME, EFFORT, and a RELAXED ATTITUDE to master a foreign language. Be patient, relaxed, and STUDY HARD.

**General Education Information**

*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.

  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.

([http://www.albany.edu/generaleducation/](http://www.albany.edu/generaleducation/))
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.