JAPN100

Course Summary

Course : JAPN100 **Title :** Introduction to Japanese
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course introduces students to the fundamentals of the Japanese language using an online immersion technique developed by Rosetta Stone. Students will learn basic vocabulary, verb conjugations, and grammatical usage through online listening, speaking, reading and writing exercises. Students will also learn about Japanese culture. Please note the technical specifications below. These are required to interface with the online language content provider. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact classroomsupport@apus.edu if you are unsure or have any questions. • The ability to download and install the speech component. • A working microphone installed on the computer for speech recognition. • Access to streaming media is also required and should be confirmed before registering for the class.

Course Scope:

The JAPN100 course at APUS is aligned with the American Council on the Teaching of Foreign Languages (ACTFL) guidelines. Through activities and assignments within the course, students can meet the course objectives and
have the real opportunity to using the four skills (Listening, Speaking, Reading and Writing) in Japanese, as well as obtaining a deeper knowledge and understanding of the Japanese culture.

Within the ACTFL standards, the five Cs are emphasized, namely

- Communication: In Communication, the four skills of Listening, Speaking, Reading and Writing are emphasized. The key is to communicate in languages other than English.
- Cultures: In Cultures, the focus is really on gaining knowledge and understanding of other cultures.
- Connections: Connections, i.e. Connect with Other Disciplines and Acquire Information, is not something that is emphasized in our JAPN100 course given that students are not using the Japanese language to learn another subject.
- Comparisons: To a certain extent, Comparisons in terms of Developing Insight into the Nature of Language and Culture is covered in the course through the discussion of various language and cultural topics thereby allowing students to develop their own perception about the differences between the English language and Japanese.
- Communities: Finally, to allow students the opportunity to use the language in Communities, by participating in Multilingual Communities at Home & Around the World – that is something that some of

the students in the course are doing, and is the motivation for most of them in wanting to take the course.

Objectives

After successfully completing this course, you will be able to:

► Listen, Speak, Read, and Write

1. Accurately pronounce specific sounds of the Japanese language that are important to meaning, and link sounds together in words and sentences at a basic level with sufficient accuracy (pronunciation) to be understood by Japanese speakers.
2. Speak Japanese using high-frequency vocabulary, grammar, and brief sentence structures in everyday situations (for example: greetings, asking for directions, answering short questions, expressing basic needs and reactions, exchanging information, or persuading others).
3. Read and demonstrate understanding of basic, non-technical, narrative common Japanese high-frequency vocabulary words, grammatical forms, and brief sentence structures.
4. Write specific sounds, words, and brief sentences in Japanese language using English (Romaji), Japanese characters (Hiragana) and appropriate characters for "borrowed" Japanese words (Katakana).
5. Respond to spoken or written questions both orally and in writing, using Japanese high-frequency vocabulary, grammar, and brief sentence structures.
6. Determine the meaning of unfamiliar words or phrases through logical guessing based on contextual clues.

► Understand

7. Describe specific Japanese culture traditions (for example: formality or familiarity in addressing people, gestures used in

greeting others, and table manners).

Outline

Week 1:

Topic(s)

LANGUAGE BASICS: direct objects, people and animals.

Learning Objective(s)

Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order. See, hear, speak, and write using topics in a meaningful way.

Reading(s)

Rosetta Stone Unit 1 - Lessons 1 & 2

Assignment(s)

Unit 1, Lesson 1: Complete Unit I, lesson I (core lesson [the diamond] and the focused activities, which are the squares that follow.

Unit 1, Lesson 2: Complete lesson 2 (core lesson [diamond] and the focused activities [squares] that follow).
Forums 1A & 1B
Quiz #1

Week 2:

Topic(s)

LANGUAGE BASICS: colors, sizes, pronouns, professions, questions and answers, numbers 1-6, clothing, and quantities.

Learning Objective(s)

Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order.

Reading(s)

Rosetta Stone Unit 1 - Lessons 3 & 4

Assignment(s)

Unit 1, Lesson 3: Complete lesson 3 (core lesson and the focused activities that follow.
Unit I, Lesson 4: Complete lesson 4 (core lesson and the focused activities that follow).
Forums 2A & 2B
Quiz #2

Week 3:

Topic(s)

GREETING AND INTRODUCTIONS
family relationships, numbers 7-12, ages, prepositions of place, family at home, location and ownership.

Learning Objective(s)

See, hear, speak, and write using topics in a meaningful way.
Demonstrate proficiency with vocabulary from Unit 1.

Reading(s)

Rosetta Stone Unit 2 - Lessons 1 & 2

Assignment(s)

Unit 2, Lesson 1: Complete core lesson 1 and focused activities that follow.
Unit 2, Lesson 2: Complete core lesson 2 and focused activities.
Speaking Assignment #1
Forums 3A & 3B
Quiz #3

Week 4:

Topic(s)

GREETING AND INTRODUCTIONS

Where are you from? Greetings and introductions. Clothing, colors, and physical attributes; physical states, conversational dialogue.

Learning Objective(s)

Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order. See, hear, speak, and write using topics in a meaningful way.

Reading(s)

Rosetta Stone Unit 2 - Lesson 3, 4

Assignment(s)

Unit 2, Lesson 3: Complete core lesson 3 and focused activities.
Unit 2, Lesson 4: Complete core lesson 4 and focused activities.
Forums 4A & 4B
Quiz #4

Week 5:

Topic(s)

WORK AND SCHOOL
locations and times of day: when, but, before, and after; time of day greetings, numbers 13-20.
Calendar terms, polite conversation, senses and seasons.

Learning Objective(s)

Demonstrate proficiency with Units 1 and 2-Unit 3, lesson 1 (Quiz #3). Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order.

Reading(s)

Rosetta Stone Unit 3 - Lesson 1, 2

Assignment(s)

Unit 3, Lesson 1: Complete core lesson 1 and focused activities. Quiz #3.
Unit 3, Lesson 2: Complete core lesson 2 and focused activities.
Forums 5A & 5B
Quiz 5
Writing Assignment #1

Week 6:

Topic(s)

WORK AND SCHOOL
Speaking languages; numbers 21-69; teaching and studying languages.
Waking up and washing up; why and because; grooming habits.

Learning Objective(s)

See, hear, speak, and write using topics in a meaningful way.
Demonstrate proficiency with Units 1-3 (Quiz #4).

Reading(s)

Rosetta Stone Unit 3 - Lesson 3, 4

Assignment(s)

Unit 3, Lesson 3: Complete core lesson 3 and focused activities.
Unit 3, Lesson 4: Complete core lesson 4 and focused activities.
Forums 6A & 6B
Quiz 6
Speaking Assignment #2

Week 7:

Topic(s)

SHOPPING
Have and need; buying, selling, and shopping; using landmarks to provide directions.
Leisure and preferred activities; quantity comparisons and differentiation; currency and cost.

Learning Objective(s)

Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order.
See, hear, speak, and write using topics in a meaningful way.

Reading(s)

Rosetta Stone Unit 4 - Lesson 1, 2

Assignment(s)

Unit 4, Lesson 1: Complete core lesson 1 and focused activities.
Unit 4, Lesson 2: Complete core and focused activities.
Forums 7A & 7B
Quiz 7

Week 8:

Topic(s)

SHOPPING
Materials and merchandise; weight and speed, young and old.
Comparing and contrasting; size and preference.

Learning Objective(s)

Reinforce proficiency by seeing, hearing, speaking, and writing.
Demonstrate proficiency with Units 1-4 (Final exam).

Reading(s)

Rosetta Stone Unit 4 - Lesson 3, 4

Assignment(s)

Unit 4, Lesson 3: Complete core lesson and focused activities.
Unit 4, Lesson 4: Complete core lesson and focused activities.
Forums 8A & 8B
Writing Assignment #2

Evaluation

Grading:

Name	Grade %
Forums	30.00 %
Week 1 - Forum 1A	1.88 %
Week 1 - Forum 1B	1.88 %
Week 2 - Forum 2A	1.88 %
Week 2 - Forum 2B	1.88 %
Week 3 - Forum 3A	1.88 %
Week 3 - Forum 3B	1.88 %
Week 4 - Forum 4A	1.88 %
Week 4 - Forum 4B	1.88 %
Week 5 - Forum 5A	1.88 %
Week 5 - Forum 5B	1.88 %
Week 6 - Forum 6A	1.88 %
Week 6 - Forum 6B	1.88 %
Week 7 - Forum 7A	1.88 %
Week 7 - Forum 7B	1.88 %
Week 8 - Forum 8A	1.88 %
Week 8 - Forum 8B	1.88 %
Rosetta Stone Participation	30.00 %
Week 1: Rosetta Assignment #1	3.75 %
Week 2: Rosetta Assignment #2	3.75 %
Week 3: Rosetta Assignment 3	3.75 %
Week 4: Rosetta Assignment #4	3.75 %
Week 5: Rosetta Assignment #5	3.75 %
Week 6: Rosetta Assignment #6	3.75 %
Week 7: Rosetta Assignment #7	3.75 %
Week 8: Rosetta Assignment 8	3.75 %
Quizzes	20.00 %
Quiz 3: Unit 2.1 - 2.2	2.50 %
Quiz 2: Unit 1.3-1.4	2.50 %
Quiz 1: Unit 1.1-1.2	2.50 %
Quiz 4: Unit 2.3-2.4	2.50 %
Quiz 7: Unit 4.1-4.2	2.50 %
Quiz 8: Unit 4.3-4.4	2.50 %
Quiz 5: Unit 3.1-3.2	2.50 %
Quiz 6: Unit 3.3-3.4	2.50 %
Speaking Assignment	10.00 %
Week 6: Speaking Assignment #2	3.33 %
Week 8: Speaking Assignment #3	3.33 %
Week 3: Speaking Assignment #1	3.33 %
Writing Assignment	10.00 %
Week 5: Writing Assignment #1	5.00 %
Week 8: Writing Assignment #2	5.00 %

Unassigned	0.00 %
RealizeIT	0.00 %

Materials

Book Title: The RosettaStone materials will be provided via the classroom.

Author:

Publication Info: RosettaStone

ISBN: NTR

Course Materials and access to an online learning management system will be made available to each student. **Rosetta Stone is a requirement for success in this course.** Assigned faculty will support students throughout this 8-week course.

Course Guidelines

Citation and Reference Style

- Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. *Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.*

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum is due mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum may not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week may not be graded.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

University Policies

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.