**JPN 1301-N1 NSE Introductory Japanese *Fall 2020***

**MWF 11:15-12:05 AND Lab Thursdays 3 credit hrs.**

***Yoshiko Fujii Gaines***

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***Phone: (254)710-1720***

***Office: Draper 158.02***

***E-mail: Yoshiko\_Gaines@baylor.edu***

***Office Hours: Please check the Canvas for current office hours.***

***Course Description***

# Mission Statement:

## *The mission of Baylor University is to educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community.*

JPN1301 is an introduction to the language and cultures, which aims to comprehensively develop the four basic language skills (listening, speaking, reading, and writing) in Elementary Japanese. Students will be introduced Japanese characters of hiragana and katakana in the first four weeks, and 58 kanji characters starting from Lesson 3. It is a ***performance-based class***.

This is a hybrid-style course, which includes both classroom meetings and significant online Lab work outside of class. Students meet on Monday, Wednesday, and Friday in the traditional classroom as well as complete additional work independently outside of class via Canvas. Students must have access to a computer and the Internet to successfully complete the class.

**Computers are available in iMLC. iMLC** is the interactive Media and Language Center, which serves the students and faculty of the Department of Modern Languages and Cultures and supports their technology-assisted language learning. The facility is located on the third floor of the Draper Academic Building, suite 356 and room 355. See hours [here](https://www.baylor.edu/imlc/).

\*Please note that some on-campus computers may not have Japanese language input.

**Goals**

Upon successful completion of this course, students will achieve the followings:

Listening: Understand short, learned utterances and some sentence-length utterances that are clearly audible about topics in the basic personal information or the immediate physical setting.

Speaking: Make simple statements and to demonstrate basic communicative exchanges by relying heavily on learned utterances. (greetings, time, shopping, request, etc.)

Reading: Interpret written language in areas of practical need such as instructions, directions, short messages, or expressions (menus, schedules, timetables, maps, and signs) where vocabulary has been learned.

Writing: Write simple, fixed expressions and limited memorized material such as names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists.

In addition, students will be able to understand the connection between the perspectives, practices and products of the Japanese society demonstrated in interpersonal, presentations, and interpretive modes of communication.

Baylor cares about your transition into college; so, all incoming students are required to take a **New Student Experience (NSE)** course. NSE courses provide the opportunity for first-semester students to form meaningful connections with each other and with faculty in an academic community. NSE courses also introduce students to the key values of a liberal education including critical thinking, the integration of faith and learning, and social responsibility through the lens of the Japanese language and culture. NSE courses are designed to support your success by engaging you academically, socially, and spiritually in the earliest stages of student development.

By the end of the first semester, through your participation in the overall New Student Experience programming at Baylor including Orientation, Line Camp, Move-In, Welcome Week, Chapel, and this NSE course, we hope you will:

1. Understand Baylor’s mission and learning outcomes
2. Connect to Baylor
3. Engage in spiritual formation
4. Develop personal and professional goals
5. Succeed academically
6. Develop autonomy through caring community

Learn more at <http://www.baylor.edu/nse>

***NSE Course Goals***

The specific goals of NSE Japanese 1301 are:

* Connect to Baylor and the Japanese learners’ community at Baylor.
* Develop foundational academic habits through language learning and succeed academically.
* Explore your role in the NSE community and develop personal goals.
* Understand Baylor’s mission and explore how academic life and career aspirations integrate with faith and calling.
* Recognize a cultural/spiritual/value system of Japan and in comparison, identify students’ own.
* Develop cultural humility through learning Japanese and various aspects of the Japanese culture.

Both our in-class and out-of-class activities will develop these goals and support Baylor’s mission.

CORE CURRICULUM STATEMENT*: This course is designed to help students move toward the goal of novice-level proficiency (proficiency standards established by the American Council on the Teaching of Foreign Languages or ACTFL), in three communicative modes: interpersonal, presentational (speaking, writing), and interpretive (listening, reading). Modern Language classes assess all three modes. Language courses equip students for “informed and constructive civic engagement” in our “local, national, and global communities,” encouraging them to “articulate and practice compassion and justice in the pursuit of peace.” Specifically, language students will engage in the Five Cs of the World Readiness Standards for Learning Languages (ACTFL, 2015): \*Communication: communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes; \*Cultures: interact with cultural competence and understanding; \*Connections: use another language to connect with other disciplines and acquire information and diverse perspectives on the student’s chosen major/career \*Comparisons: develop insight into the nature of language and culture \*Communities: participate in multilingual communities (contemporary and historical) at home* and around the world.

***Required Textbooks***

* Banno, En., et al. *GENKI: An Integrated Course in Elementary Japanese I [Second Edition] w/ CD*

Tokyo: The Japan Times, 2011: ISBN4-7890-1440-3

* GENKI I Workbook [Second Edition] w/ CD: ISBN4-7890-1441-0

***Digital copies and photocopies are not allowed as they violate copyright. The publisher has confirmed.***

***Recommended Reference Materials:***

* Genki Self-Study Room <http://genki.japantimes.co.jp/self_en>
* <http://app.kanjialive.com/> (Type in the search box “text:gen:c3” for Lesson 3 kanji.)
* [www.renshuu.org](http://www.renshuu.org)
* News Web Easy <http://www3.nhk.or.jp/news/easy/>
* <http://web-japan.org/index.html>
* <https://jisho.org/> (Japanese-English Dictionary, text reading assistance etc.) – web & mobile app

***Technology Requirement***

* **Canvas:** You can access all information relating this course on the internet through Canvas. MAKE SURE YOU HAVE TURNED ON NOTIFICATIONS FOR ANNOUNCEMENTS. Canvas is also available for iOS and Android devices.
* Must install (or have access to) free software “Audacity” to produce MP3 files for audio drill assignments.
* Must have word-processing capability in Japanese for research and writing assignments.

***Course Work and Assessment***

**Grade Distribution**

1. Dialogue performance X6/Lab Assignments X20 (drop 3 lowest) 12%

2. Participation Grade X7, NSE x2 10%

3. Vocab. & Grammar Quiz X24; Kana/kanji Quiz X16 (drop 3 lowest) 15%

4. Workbook 10%

5. Audio Drill X6 5%

6. Chapter Quiz (ChQ) X6 15%

7. Mid & Final Oral Interview 10% (5% ea.)

8. Final Examination 15%

9. Digital Storytelling Group Presentation 8%

**Grading Scale:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **A (4.00)** | **A- (3.67)** | **B+ (3.33)** | **B (3.00)** | **C+ (2.33)** | **C (2.00)** | **D (1.00)** | **F (0.00)** |
| 93.0-100 | 89.0-92.9 | 85.0-88.9 | 79.0-84.9 | 75.0-78.9 | 69.0-74.9 | 60.0-68.9 | 0-59.9 |

**1. Dialogue performance and Lab Assignments**

***Dialogue***: Students will be required to MEMORIZE and act out the assigned Dialogue. The Dialogue performancegrade will be based on how well students understand and can reproduce the dialogue under a given context.

Grade Scale: 10: excellent, native-like fluency

9: very good, few minor mistakes

8: fair

7: prepared, but needs more practice

6: some evidence of prep, but inadequate

5: present, but unprepared

0: absent

***Online Lab Activities:*** While there are no in-class meetings on lab days, Thursday, students are required to complete online activities instead. Each lab assignment must be completed and submitted by 5:00 pm on the assigned date. During the lab hours, you may meet with the instructor of your lab section in person or via Canvas Conferences for questions, help and extra practices.

\* There are no make-ups for the dialogue performance and online lab assignments; however, the 3 lowest scores will be dropped.

**2. Participation Grade** includesactive participation in class, which means being adequately prepared before coming to class. Students are expected to listen and practice the assigned drills with the Genki audio CD in addition to completing the assigned reading and writing exercises before coming to class. Therefore, you will be ready to participate in every class activity. Your grade is based on your overall participation, preparedness and performance for each chapter as well as the composition assigned at the end of each chapter. Poor attendance will affect your class participation grade. (*\*See the rubric on p10*.) **I encourage you and challenge you to use Japanese to share your story with your classmates through in-class speaking and out-of-class writing activities.**

**All JPN1301-NSE students are expected to complete the out-of-class activities in each strand below as a part of Participation Grade. See Canvas for details. Earn up to 10 (or more, but max 10) in each strand:**

1. **Explore your future at Baylor/Required for ALL JPN1301-NSE students: Max. Pts.**

* Attend Late Night on <TBD>!  1
* Degree Audit – print out and bring to the meeting with the instructor. 1
* 10-minute individual meeting with the instructor in Sep. Make an appointment, please. 2
* Meet individually with a professor in your major or area of interest. Post results. 2
* Complete New2BU Survey. (Time: TBA) 2
* Tour the Library, the Writing Center & the Sid Rich Success Center in Sep. 2

1. **Explore your interest and build community/Elective activities for JPN1301-NSE students:**

* Memorize a bible verse, a famous quote or a *kotowaza* in Japanese and recite in class. Must schedule recitation with the instructor. 5
* Create an original work in Japanese (poem, video, food, native speaker interview, singing/karaoke et.) in a digitalized format. Must schedule presentation with the instructor. 5
* Organize an out-of-class meeting for NSE classmates to enjoy games in Japanese, a Japanese meal, Japanese desserts, discussion on topics related to issues in Japan, or study/review sessions for performance grade dialogues or chapter quizzes. Invite all via Canvas at least one week ahead. 5
* Participate in the meetings above. Post photo and reflection within three days of the meeting. 5
* With a classmate(s) invite a Japanese *ryuugakusei* or a native speaker of Japanese to an activity other than studying or *ocha no jikan* such as going to SLC, taking a library tour, going to a free community dinner at BOBO etc. and post your reflection with photos within three days of the outing. 5

**3. Daily Quizzes**

There are three types of daily quizzes: (1) Vocabulary, (2) Kana/Kanji, and (3) Grammar Check Quiz.

A short vocabulary or kana/kanji quiz with a few grammar review questions is given at the beginning of each class. You will need to bring notebook paper to each class. A grammar check quiz must be taken on Canvas before 9:00 a.m. on the day a new chapter begins. There are no makeup quizzes for the daily quizzes; however, the 3 lowest scores will be dropped.

**4. Workbook and other homework assignments**

Workbook assignments are listed in the class schedule. You must tear out the sheet after finishing every two pages (except for the page marked with \* on the schedule) and turn it in at the beginning of class on the day it is due.

Each workbook assignment is two-page long and worth 10 points. The grade for your assignment will be reduced by one point for each day it is late regardless of your reasons. If you do not turn it in before or at the beginning of class, it will be counted as a late assignment. Please consider sending your assignments with your classmate or turn it in early if you know you will miss a class. No late workbook assignments will be accepted after the chapter quiz.

* Answer keys to the workbook exercises for each chapter will be posted on the Canvas File section.
* The workbook assignments will help you reinforce what you have learned in class by following the procedures below.

1. Do the assignment with pencil first. Do it without looking at the textbook so that you know what you don’t know. Then, use the textbook to fill in the missing parts.
2. Check your answers with the answer keys.
3. Correct your answers using a **colored pen**.

Workbook assignments will be graded on effort and completeness and how thoroughly you corrected your answers. You do not need to correct the free-response sections. However, turning in an incomplete assignment and/or failing to adhere to the above procedures may result in no credit for the assignment.

**5. Audio Drill**

Each chapter consists of a number of mechanical/substitute drills for you to practice with the accompanying CD. You will see a “volume/speaker” icon and the track number next to the instruction in the textbook. For each accurately completed drill numbered with alphabets A, B, C…, not the Roman Numerals I, II, III..., you will get a point towards that chapter. (Drills marked with (a), (b), (c) etc., are considered one drill.) You should record your answers using Audacity, save as MP3 file and submit it through Canvas Assignments page. You will have to record the drill number at the beginning of each drill and compile them into one audio file. The maximum points you earn per chapter is 10 points; however, you are highly encouraged to do every audio drill to improve your fluency and accuracy. For each day it is late, you will lose 1 point. No audio files will earn credit if submitted after the chapter quiz.

**5. Group Project: Digital Storytelling**

In this group project, a group of 3 to 4 students will conduct a research and create a 6-8-minute Digital Story (Narrative) about a well-known Japanese person in history. The narrative must include this individual’s brief biography, her/his contribution to the Japanese society or the world, the cultural, economic and social value of her/his work, what impacted her/his work in historical context, and the impact of her/his work in the current time and future. Each group will select from the list which includes Takayama Ukon known as “Christian samurai,” Sugihara Chiune known as “Japanese Schindler,” Endo Shusaku, an author of a novel “Silence,” Tetsu Nakamura, a physician and honorary Afghan citizen, Nitobe Inazo, an author of “Bushido,” Sen no Rikyu, the tea master, and Tsuda Umeko, a pioneer in education for women in Japan. There will be an online project orientation on <TBD>.

**6. Chapter Quizzes**, **Oral Interviews, and Final Exam**

**Chapter quizzes**, which include listening comprehension, reading fluency and a short speech, will be given following the completion of each chapter. Chapter Quizzes must be made up **within** 3 days of the original quiz time. Any chapter quiz not taken on the given time will be deducted by 10% per day. Exceptions will be given for a university excuse. **Oral interviews** must be given during your assigned time slot. Any oral interview completed at a later time is subject to 10% deduction per day. Final must be taken during the scheduled time or the dean’s approval is required to reschedule.

All **chapter quizzes** and the **final exam** will be kept in my office. It will be your responsibility to check on your **own** grades throughout the semester. Your grade will not be emailed to you nor released to your friend.

***Course Policies***

**1. Attendance**

According to the Modern Languages and Cultures departmental attendance policy, you may not miss more than 20% of class. Attendance below 80% will result in an **automatic failure**. Good attendance promotes good performance! Students are expected to monitor their own attendance posted on Canvas daily.

**2. Tardiness**

If you are late for class or leave early more than twice, it will affect your grade. Each lateness or early leaving will count as 1/3 of an absence; missing more than 20 minutes of class will count as an absence. **OVERSLEEPING is not a legitimate excuse!!!**

**3. Use of Pencil**

A #2 pencil must be used for all homework, quizzes, and tests! Erase all mistakes and keep your work nice and clean. This is culturally appropriate in Japan; hence it is expected of the students in the Japanese course.

**4. Feedback**

Daily attendance will be posted on Canvas regularly. Students are encouraged to monitor their attendance online. Students will have a chance to go over the mistakes on the chapter quiz in class. All grades will be posted on Canvas regularly as well. Students are encouraged to come to the instructor’s office to share their feedback on the course throughout the semester in addition to the formal end-of-semester course evaluation.

**5. Respect**

Respect helps to build a safe environment for language learning. Humor is also essential. Laugh with but not at each other. We assume that you wish to be taken seriously when you go to Japan or talk to Japanese people. Eating and/or drinking in class, chewing gum when talking, wearing a hat, and entering the classroom late are all considered extremely disrespectful in Japanese culture. Therefore, we ask that you do not bring food or drinks into class, that you take off your hat or cap, and make sure you are on time for class. If the instructor asks you to watch your behavior in other ways such as taking your hands out of your pockets or lowering your eyes when you meet people, keep in mind that these behaviors don’t mean the same thing in Japan as they do in the U.S.

**6. Syllabus Changes**

The instructor reserves the right to alter this syllabus at any time should it be warranted by the demands of sound pedagogy. Changes to the syllabus will be announced in class. In any event, the posted versions of the syllabus and class schedules on Canvas take precedent over any printed version.

**7. Baylor email account & Canvas**

Baylor University provides the students’ Baylor email address to the instructor for communication. Canvas is an online course management system which is used to post course information, materials, discussions, etc. It is your responsibility to check your Baylor email account and Canvas regularly (at least twice a day recommended.)

## ****8. Academic Integrity****

Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own. Instances of plagiarism or any other act of academic dishonesty will be reported to the Honor Council and may result in failure of the course. Not understanding plagiarism is not an excuse. As a Baylor student, I expect you to be intimately familiar with the Honor Code at: <http://www.baylor.edu/honorcode/>

***Encouragement***

**1. How to improve your Japanese**

* Listen to the accompanied audio CD many times.
* Be consistent in studying and reviewing the course materials.
* Don’t be afraid to make mistakes or forget words. Write and speak more often.
* Expose yourself to Japanese materials. Japanese web site is the easiest place to find Japanese readings. There are also various levels of books available in the Japanese office. Watch Japanese films and TV shows with English subtitles online and listen to how Japanese people talk. See Canvas for the Japanese links.
* Participate in Japanese conversation table, make Japanese friends, seek opportunity to experience Japanese language and culture, etc.

**2. How to read the class schedule**

**G:** Grammar (G1 = Grammar 1)

**P:** Practice (P VI = Practice VI)

**RW:** Writing (RW-II = Reading & Writing section II)

**WB**: Workbook

**L# Audio:** recorded L~ drill answers

**VQ:** vocabulary quiz

**KQ:** kana/kanji quiz

**L#GQ:** L~ Grammar Quiz on Canvas

**PG:** Performance Grade (PG III = Dialogue III)

**CQ**: Chapter Quiz

**iMLC:** Interactive Media Language Center

Draper 356.03

**OL:** Online

**3. How to Study/Suggested Study Sequence Per Chapter**

Learning a foreign language is a cumulative process. It is essential for you to establish a good study routine and develop good time management skills from the beginning. The chart below illustrates a sample study routine over a period of one chapter in order to assist you in developing your own study habit that works for you. You should also take advantage of free study skill workshops at the Academic Success Center and weekly tutoring by the Japanese Honor Society.

|  |  |
| --- | --- |
| 2 days bfr new chapter | * Create flashcards for ALL vocabulary. * Watch animation on Genki-online hiragana/katakana chart or Kanji Alive and create flashcards. * Read through grammar notes and watch the grammar video on Canvas. Summarize grammatical rules that you need to memorize. |
| 1 day bfr new chapter | * Review grammar notes and flashcards, and take the grammar quiz on Canvas. |
| Vocabulary | * Review input and output using flashcards in small chunks following the vocabulary quiz schedule. |
| Audio Drills | * Follow the schedule and practice speaking/responding to the questions, repeat as needed * Compile the drills into one mp3 file and submit it on Canvas when it is due. |
| Workbook | * Follow the workbook schedule. Use answer keys to correct right away. |
| Reading | * Read the dialogues the first three to four days of the chapter, then read the text in the reading section the next three days or so. * Follow the schedule and complete the practices and Q&As in the reading section. |
| Dialogue | * Memorize the assigned dialogue(s) two days before it is due and practice reciting it smoothly. * Practice changing the context or substituting the vocabulary. |
| Kana/Kanji | * Review input and output using the flashcards following the quiz schedule. * Do it often than all in one sitting. |
| Composition | * Two days before the chapter quiz, write your composition following the instruction (given in class or in the textbook.) |
| Day bfr chapter Quiz | * Using flashcards review grammar, vocabulary and kana/kanji. * Review the listening section of the workbook. * Review all the workbook pages assigned for the chapter. * By shadowing the CD, read out loud the reading section until you can shadow smoothly. * Review your composition and practice speaking. |

**4. Culture TWO Points** (extra credits)

Students are encouraged to earn up to TWO points towards the final course grade by completing the following activities <tentative>:

* Dallas Akimatsuri Fall Festival (Date: TBD) - attend and post reflection with 3+ photos of activities and performances.
* MLC’s Day of the Languages (Date: TBD) – completion of language bingo
* World Cinema Series: Japan Night (Date: T.B.A.) – full attendance & reflection in English, 300-500 words
* MLC’s Carols From Around the World @ Christmas on 5th Street (Date: T.B.A.) – full participation
* Nengajo Contest (due TBD.) – complete submission to the contest

Each of these activities is worth 0.5 point if completed fully on time.  Reflection must be typed in English with specific names written in Japanese and should be 300-500 words. It should be directly posted on the Culture 2PTS Discussion Thread on Canvas **within three days of the event** **including the day of**.  Additional opportunities may be announced in class or via Canvas if they become available.

**5. How to Get Involved**

* All students currently enrolled in Japanese are invited to *Shinbokukai ~* evening of fellowship & culture with guest speakers (ex. professors in other areas such as business and film, former missionaries, former exchange students, former English teachers in Japan, local business persons with Japanese contacts) twice per semester.
* All students are encouraged to attend the following events to improve your Japanese:
* Weekly *Ocha no Jikan* ~ Japanese conversation table with students from Japan
* Weekly Japanese Honor Society tutoring

***Solid attendance in weekly conversation table and/or weekly tutoring may be considered for rounding up the final grade of .5 through.9.***

**6. Study Abroad Opportunities at Baylor & Scholarships:**

Baylor’s strategic plan, *Pro Futuris,* states: “Our students’ educational experiences must connect their academic and creative strengths to a world beyond the classroom.” *Pro Futuris* calls upon Baylor to: “Increase opportunities for students to develop cultural competency for worldwide leadership through foreign language acquisition, study-abroad opportunities, and internationally focused research.” Baylor University offers three study abroad programs in Japan: a semester or a year program at Hosei University in Tokyo and at Seinan Gakuin University in Fukukoka, a summer intensive Baylor in Japan. Please go to the website and contact the program director if you are interested.

<http://www.baylor.edu/japanese/index.php?id=12912>

There are scholarships available towards study abroad programs. Please check the College of Arts & Sciences’ scholarship website.

<http://www.baylor.edu/scholarships/index.php?id=1994>

## ****7. Students Needing Accommodations****

## Any student who needs academic accommodations related to a documented disability should inform me immediately at the beginning of the semester. You are required to obtain appropriate documentation and information regarding accommodations from the Office of Access and Learning Accommodation (OALA). Contact Information: (254) 710-3605 - Paul L. Foster Success Center, 1st floor on the East Wing of Sid Richardson.

**8. Title IX Office – Title IX Coordinator**

Baylor University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment on the basis of sex or gender. If you or someone you know would like help related to an experience involving sexual or gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, or retaliation for reporting one of these type of prohibited conduct, please contact the Title IX Office at (254)710-8454 or report online at [www.baylor.edu/titleix](http://www.baylor.edu/titleix).

The Title IX office understands the sensitive nature of these situations and can provide information about available on- and off-campus resources, such as counseling and psychological services, medical treatment, academic support, university housing, and other forms of

assistance that may be available. Staff members at the office can also explain your rights and procedural options if you contact the Title IX Office. You will not be required to share your experience. **If you or someone you know feels unsafe or may be in imminent danger, please call the Baylor Police Department (254-710-2222) or Waco Police Department (9-1-1) immediately.** For more information on the Title IX Office, the *Sexual and Gender-Based Harassment and Interpersonal Violence policy*, reporting, and resources available, please visit the website provided above.

9. **Military Student Advisory**

Veterans and active duty military personnel are welcomed and encouraged to communicate, in advance if possible, any special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the VETS Program Office with any questions at (254) 710-7264.

**10. First Generation College Students**

Baylor University defines a first-generation college student as a student whose parents did not complete a four-year college degree. The First in Line program at Baylor is a support office on campus for first-generation college students to utilize if they have any questions or concerns. Please contact First in Line at firstinline@baylor.edu, call 254-710-6854, or visit www.baylor.edu/firstinline to learn more about the services available. *[If you are a first gen college student, you may wish to add:]* *I was also the first in my family to graduate with a four-year bachelor’s degree and can answer questions about experiences as a first-generation college student.*

***Links to the above resources and additional resources for academic success and healthy college life and for you to get involved and enjoy Baylor and Waco can be found on Canvas 🡪 Home 🡪 +More Resources.***

* I will try to make myself as available as possible. Should you need help outside my office hours, please let me know and I will try my best to accommodate you. I want you to have a good experience in learning Japanese. It is your responsibility to seek help if you are having problems in this class. Please come by my office and talk to me.



**Good luck, and let’s have fun with 日本語、Japanese!**

|  |  |
| --- | --- |
| **Class Participation Rubric** | |
| **10** | **You're doing an exceptionally good job!**   * You help keep activities in class moving in the right direction. I can depend on you to do more than your part whether you're working individually or in a group. * You pay attention and take part actively & appropriately during the entire class. * You come to class with your homework completed. * You have clearly practiced the drills with the CD and can respond to the cues promptly and accurately. * You make a sincere effort to use Japanese to communicate whenever you can. You use Japanese for routine class requests; you apply what we've learned to situations outside of the textbook; you are curious about the language. * You don't mess around or waste time in class. * Did not miss even one day during this period. |
| **9 or**  **8** | **You're doing well!** *(expected standard for ALL students)*   * You participate appropriately in both group and individual activities. * You pay attention during class. * You come to class with your homework completed. * You have practiced the drills with the CD and can respond to the cues promptly and accurately most of the time. * You use Japanese fairly often; Instructor only has to remind you about that once in a while. * You don't mess around or waste time in class. * Missed only one day during this period. |
| **7** | **You're not quite to the standard....**   * You participate in required activities, but your participation has little negative OR positive effect on the class and its progress. * You generally come to class with your homework completed, but you tend to contribute only when called upon directly. * You show some evidence of practicing the drills, however, need to spend more time with the CD. * You use Japanese when the teacher calls on you, but you use a lot of English in class otherwise. * You use your class time to work on Japanese assignments, but when the assignment is complete; you usually work on something else or visit with friends. * Missed two days during this period. |
| **6** | **You do not meet participation standards.**   * You do not participate willingly in required activities, often requiring frequent direct supervision. It is difficult for you to stay "in Japanese." * You often come to class unprepared, and so it is difficult for you to participate. Although you are sometimes able to respond appropriately when called on, many answers are incomplete and inaccurate. * You obviously lack in practicing the drills with the CD. Take too long to respond to the cues. * Instructor has to remind you frequently to use your time in this class to focus on Japanese. Even then, you find it difficult to do so. * Other than a few stock, memorized phrases, you hardly ever use Japanese to communicate. * Missed three days during this period. |
| **0** | **You are failing!**  だるま   * You are unwilling to participate in class activities. * You come to class unprepared; thus, no idea what is going on in class. * You hardly turn in your assignment. * You cannot respond in Japanese to the cues given during the drill check. * Missed more than three days during this period. |