

# Stanford | Syllabus

[Return to syllabi search](#)

**JAPANLNG 1A: Accelerated First- Year Japanese, Part 1 (Momoe Saito Fu, Yoshiko Tomiyama)**

## **JAPANLNG 1A First-Year Japanese**

[MTWTh 9:00-10:15 AM @ Lathrop-191](#)

|               |   |
|---------------|---|
| Instructors   | Yoshiko Tomiyama (とみやまよしこ; 富山佳子)<br>Momoe Saito Fu (さいとうももえ; 斉藤百恵)                          |
| Office        | Tomiyama: Knight Building Room 213<br>Saito: Knight Building Room 211                       |
| Phone & Email | Tomiyama: (650) 497-9688, ytomiyam@stanford.edu<br>Saito: (650) 724-7480, msfu@stanford.edu |
| Office hours  | See the office hour information on Canvas   |

### **Course description:**

This course is for those with little or no knowledge of Japanese. Students will work toward becoming fully proficient in both written and spoken Japanese by mastering fundamental grammar and basic vocabulary followed by conversation practices in a fun and nurturing environment. This is a rigorous course where hiragana, katakana, over 300 kanji (Chinese characters), over 1,000 vocabulary words, and almost all the basic grammatical constructions of the language will be introduced in the JAPANLNG1, 2 and 3 course sequence.

### **Our goal:**

Students develop all four language skills: reading, writing, speaking, and listening. Students who have successfully completed the course will:

Speaking:

- Be able to satisfy basic needs: Perform tasks such as introducing oneself, ordering a meal, asking directions, making purchases, and asking for permission, favors, and advice.

- Carry on a conversation with a native speaker in a friendly manner on topics such as daily life, hobbies, personal history, leisure time activities, and sharing personal episodes.

#### Listening:

- Understand the gist of short conversations on familiar topics.
- Be able to satisfy basic needs to survive in Japanese speaking communities.

#### Reading:

- Read and have an accurate understanding of various materials written in kanji, hiragana and katakana with the help of vocabulary lists.
- Read and understand letters and emails on familiar topics.

#### Writing:

- Be able to satisfy basic needs to survive in Japanese-speaking communities: Write short messages, postcards, letters, thank you notes, etc.
- Be able to write short paragraphs on familiar topics using *hiragana*, *katakana*, and *kanji* both by hand and on a computer.

Students are also expected to bring about awareness of the differences between one's own culture and the Japanese culture and begin to understand the perspectives of the Japanese people.

#### **Materials:**

- *GENKI: An Integrated Course in Elementary Japanese I*. [  
(<https://bookclub.japantimes.co.jp/en/book/b497763.html>) **Third**  
(<https://bookclub.japantimes.co.jp/en/book/b497763.html>) Edition]  
(<https://bookclub.japantimes.co.jp/en/book/b497763.html>) (The Japan Times)

ISBN: 978-4-7890-1730-5 (**We will cover up to Lesson 7**)

(available at the Stanford Bookstore (<https://www.bkstr.com/stanfordstore/shop/textbooks-and-course-materials>), Kinokuniya usa (<https://united-states.kinokuniya.com/bw/9784789017329>), and Amazon (<https://www.amazon.com/dp/478901732X/>))

- Canvas (written homework (both lesson homework and kana/kanji sheets), online homework, PowerPoint slides, announcements, and review sheets, etc. will be available)

#### **Students Responsibilities:**

- **Active class participation** is important in language learning classes.
- Be sure to **communicate** with your instructors via written forms such as emails or Canvas messages when you need to be absent for any reason.
- Read the pertinent chapter in the textbook **before attending class**.

- Submit homework and complete assignments **on the scheduled dates**.
- **Use Japanese** outside class regularly.
- **Review** previously introduced materials on a regular basis, and make a consistent effort to maintain accuracy in speech and writing.

### **Attendance Guidelines:**

Stanford language classes are taught in the target language. Class attendance and participation are essential to acquiring active language skills through in-person practice of conversation, reading, writing, and listening in real time. Attendance is essential to develop the skills to interact in the language. For this reason, students are expected to attend and actively participate in all class meetings.

Learning begins in the first week of classes. Shopping is not permitted, and students will not be permitted to join a class after missing the first full week of instruction.

### **Absence and make-up policy:**

Given the importance of attendance and participation to student learning, the below policies and expectations have been adopted for all language courses. If a student expects regular or extensive absences for any reason, the Language Center recommends taking a language class during a different quarter.

- We provide some flexibility to all students. Students may miss up to two class hours with no penalty. Each subsequent missed class hour counts as a one percent (1%) deduction from the final course grade.
- Tardies impact your class performance and will reflect on your grade. 3 tardies equal 1 absence. (Coming to class more than 10 minutes late counts as a tardy).
- If a student needs to be absent for health reasons (including the isolation period for a positive COVID-19 case) or a personal emergency, they should consult with their instructor as soon as possible to consider the number of classes that will be missed and to review options. In reasonable cases, the instructor will arrange for the student to make up a missed class. If you have made up the missed classes, those absences will not count against you.
- Students who will miss class for official University-sponsored activities such as athletic competition should notify their instructor during the first week of class, providing a list of anticipated missed class dates. The instructor will then work with the student to arrange for the student to make up the missed class.
- When approved by the instructor, absences must be made up within two weeks of the absence date and no later than the end of Week 7; make up sessions are not held during end-quarter or final exam periods.

Students with OAE disability-related academic accommodations that may require absences for medical reasons should consult with the program coordinator for that language prior to enrolling in a language course.

## **Course work & Evaluation**

### **Evaluation:**

|                                    |           |
|------------------------------------|-----------|
| Lesson Assessments (8%x3)          | 24%       |
| Lesson Written Homework (3%x7)     | 21%       |
| Lesson Online Homework (2%x7)      | 14%       |
| Other Homework (Kana/Kanji sheets) | 7%        |
| Vocab Checks (6 times)             | 10%       |
| Skit Presentation                  | 5%        |
| Oral Interview                     | 6%        |
| Participation                      | 6%        |
| Conversation Checks (2 times)      | 5%        |
| <u>Kanji Check</u>                 | <u>2%</u> |
| Total                              | 100%      |

### **Course grade:**

Students who receive a C- or better will have their grade recorded as S, and students who receive less than a C- will receive NC if you choose CR/NC grade option.

A+ 100-98.0/ A 97.9-93.0/ A- 92.9-90.0

B+ 89.9-86.0/ B 85.9-83.0/ B- 82.9-80.0

C+ 79.9-76.0/ C 75.9-73.0/ C- 72.9-70.0

D+ 69.9-66.0/ D 65.9-63.0/ D- 62.9-60.0

### **Class Participation (6%):**

**This is a participatory class.** Students are expected to prepare for class (preview, review and homework) and actively participate in in-class activities. If the instructor notices any defiant attitudes or lack of active involvement, she may take some points off (up to 6%).

### **Lesson Homework (35%):**

This type of assignments consists of **written** and **online** homework, and they will be graded. See the course schedule for due dates.

#### 1. Written Homework

Turn in your written homework to your instructor in class. You also can submit your written homework in the pdf/jpg file format through Canvas on the due date **by 4:00pm**.

## 2. Online homework on the Canvas Site

The online assignments are also **due at 4:00 pm**. Please *submit* (not just save) all your answers **on time**.

### Late homework

Late homework will result in a **5% deduction per week** from the assignment grade. For example, an assignment receiving 95% (A) turned in two weeks late would result in a grade of 85% (B).

**One** late weekly homework assignment (both written and online) will be accepted without penalty if it is turned in **within a week** from the due date, and if **it is accompanied by an email written to your instructor (in Japanese if possible) explaining the reason**.

### Other Homework (7%):

The aim of this type of assignments is for you to practice writing in Japanese using newly learned Hiragana, Katakana and/or Kanji in class. Look carefully at the course schedule for due dates. Turn it in in class, or by **4:00pm** on the due date.

### Vocab Checks (12%) + Kanji Check (2%):

1. There will be a short Vocab Check for **each lesson**. See the vocab check schedule to find out what you will be tested on for each check.
2. The **lowest score** will be **dropped** at the end of the quarter. Also, **one** make-up or retake will be allowed without penalty during the course if it is taken **within one week from the original date**.
3. There will be a kanji check during Week8 to assess acquisition of J1 (Lesson3 through Lesson7) kanji. Kanji Check Review Sheets will be available for your review.

**Lesson Assessments (24%):** There will be three lesson assessments; details will be announced later.

**Conversation Checks (5%):** You will schedule two 10-15 minutes appointments to practice conversation outside class during the quarter. The first one with the instructor during Week 2 and 3 and the second one with your classmate and the instructor during Week 6 and 7. This schedule is tentative and details will be announced later.

**Project (5%):** Details will be announced later.

## University Policies

All students should familiarize themselves with Stanford's Honor Code as well as University policies on sexual harassment and resources for students with disabilities. Please see:

<https://language.stanford.edu/academics/policies> (<https://language.stanford.edu/academics/policies>) for statements regarding the Honor Code, the Office of Accessible Education, and Academic Integrity and Outside Assistance.

### 1. **Statement on Academic Integrity and Outside Assistance**

All students are expected to read and uphold the Stanford Honor Code (<https://communitystandards.stanford.edu/policies-and-guidance/honor-code>) with regard to language course classwork, activities, and assignments. Academic integrity is at the heart of language acquisition; only you are responsible for your own learning and can demonstrate what you can do. Unless specified otherwise, the expectation is that all work is your own without the use of any collaborative tools.

To ensure that you understand how the Honor Code applies to language courses, please carefully review the information below.

#### **Permitted**

- For collaborative or group work, your instructor will issue guidelines on what is appropriate. Your instructor may also ask you to declare the amount and type of assistance you have received on any written or oral assignment.
- It is always helpful to have another person listen to you practice your oral presentations and provide feedback on your manner of expression. For this reason, assistance in the preparation of oral assignments is encouraged.
- While preparing for oral interviews it is always helpful to practice conversation with native speakers or someone more knowledgeable as a way to increase your comfort level.
- Digital language tools may be helpful if used judiciously and only with the guidance of your instructor.

#### **Unpermitted**

- Under no circumstances is another person, tool, or service to generate an essay for you or to contribute to the ideas or substantive expression of individual assignments.
- Plagiarism (i.e., unattributed, direct copying of text and/or ideas from a source other than yourself) is not allowable. In language courses, this includes translations of source material into the target language.
- The use of translation services and apps during language exams, including but not limited to tools such as Google Translate, is not allowable. This is considered to be unpermitted aid and a hindrance to student learning.
- Divulging the content of an oral interview and assessments to others is not permitted, as this violates Stanford's Honor Code.

### 2. **Students with Documented Disabilities**

Stanford is committed to providing equal educational opportunities for disabled students. Disabled students are a valued and essential part of the Stanford community. We welcome you to our class.

If you experience disability, please register with the Office of Accessible Education (OAE). Professional staff will evaluate your needs, support appropriate and reasonable accommodations, and prepare an Academic Accommodation Letter for faculty. To get started, or to re-initiate services, please visit **oae.stanford.edu** (<http://oae.stanford.edu/>).

If you already have an Academic Accommodation Letter, we invite you to share your letter with us. Academic Accommodation Letters should be shared at the earliest possible opportunity so we may partner with you and OAE to identify any barriers to access and inclusion that might be encountered in your experience of this course.

### 3. **Title IX Office** (<https://titleix.stanford.edu/> (<https://titleix.stanford.edu/>))

The Title IX Office collaborates with the Stanford community to stop, prevent, and remedy interpersonal violence and gender-based discrimination through education, culture change, accountability, and empowerment. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process.

### 4. **Statement on Inclusivity**

All language courses at Stanford are inclusive. Everybody has a name and a pronoun. We are committed to referring to students with the correct pronoun. Please feel free to correct us if there is an error.

## **Student Support**

### **Accommodations in Stressful Times**

I care deeply about your well-being. Small classes mean individual support in your language learning. Please speak with me if you are having any academic or personal difficulties. It is very important that we stay connected, especially during troubled times. I can be flexible about assignment and project completion dates. However, I want you to continue to attend class. We are a community and we need to support one another.

### **Virtual Well-Being**

You can find accessible support available wherever you are.

<https://vaden.stanford.edu/virtualwellbeing/resources>  
(<https://vaden.stanford.edu/virtualwellbeing/resources>)

**Technical Support** (<https://stutech-help.stanford.edu/hc/en-us/> (<https://stutech-help.stanford.edu/hc/en-us/>))

  
**Return to syllabi search**

(<https://www.stanford.edu>)

Stanford Home  
(<https://www.stanford.edu>)

Maps & Directions  
(<https://visit.stanford.edu/plan/>)

Terms of Use  
(<https://www.stanford.edu/site/terms/>)

Privacy  
(<https://www.stanford.edu/site/privacy/>)

Search Stanford

(<https://www.stanford.edu/search/>)

Emergency Info

(<https://emergency.stanford.edu>)

Copyright

(<https://uit.stanford.edu/security/copyright-infringement>)

Trademarks

(<https://adminguide.stanford.edu/chapter-1/subchapter-5/policy-1-5-4>)

Non-Discrimination

(<http://exploreddegrees.stanford.edu/nonacademic>)

Accessibility

(<https://www.stanford.edu/site/accessibility>)