**2025-26 JPNS 2010** A logo for a college

AI-generated content may be incorrect.

*[days & times here]*

Utah Valley University

*[instructor’s name]*

*[instructor’s email]*

*[office hours]*

Textbook & Workbook: *Genki 1*, 3rd Ed.

Course Schedule: [2025-26 JPNS 2010 Schedule](https://uvu365-my.sharepoint.com/:x:/g/personal/10092303_uvu_edu/EQlQAgX9ZfVKown5zq-Jq_YB4hMiUg1y2oTtOdnu06rtDw?e=kx0L8X)

Course Description:

*Offers an introduction to basic Japanese. Uses various methods of instruction that focus on the development of functional competence in listening, speaking, reading, and writing. Provides comprehensive explanations of basic Japanese grammar along with structural practice for building language accuracy. Lab access fee of $10 applies.*

Course Learning Objectives:

Upon successful completion, students should be able to:

1. Communicate in spoken and written conversations at the "novice high" level.
2. Express feelings or opinions on a given topic at least at "novice high."
3. Present information orally and in writing at least at "novice high."
4. Summarize the main idea in informational texts that are spoken and written at least at "novice high."
5. Describe the main idea and key information in simple fictional texts at least at "novice high."
6. Develop a better conceptual understanding and partial control over basic Japanese structures at least at "novice high."
7. Reproduce aspects of Japanese grammar at least at "novice high."
8. Recognize aspects of Japan's cultural heritage, society and everyday life.

**Grades:**

Grades are based on nine categories.

* Attendance and participation 10%
* Tutoring Assignments (3 x 4%) 12%
* Vocab and kanji quizzes 10%
* Kanji worksheets 8%
* Workbook exercises 8%
* Unit Projects (2 x 6%) 12%
* Unit Quizzes (3 x 5%) 15%
* Midterm Exam 10%
* Final Exam 15%

These categories will be further elaborated below.

**Attendance and participation 10%**

There are approximately 60 classes in the semester. This provides an opportunity for consistent exposure to Japanese, while also getting regular practice and feedback. If you are serious about learning to speak Japanese, you don’t want to miss class! Three classes may be missed, without penalty, no questions. Any additional absences will lower your participation grade. ***International students,*** *please note that poor attendance that leads to a loss of course credit may affect your visa status!*

**Tutoring Assignment**

At the end of each unit, students are required to visit the Language Hub to meet with a Japanese tutor and complete a set of practice tasks. This is a vital component of your learning process, allowing you to reinforce and apply the skills you have just learned in class. The tasks you will complete with the tutor include:

1. Dictation: You will listen to and write down a short passage read by the tutor to practice your listening comprehension and writing skills.
2. Short Interview: Engage in a brief conversation with the tutor based on the unit's topics. This will help you improve your speaking and listening abilities in a real-time setting.
3. Tutor’s Signature: Once you have completed the tasks, the tutor will sign off on your assignment sheet.

**Vocab and kanji quizzes**

The foundation for Japanese proficiency at the intermediate level is built on a solid knowledge of the vocabulary and kanji. This involves being able to say the vocab in Japanese from memory and reading the kanji and understanding the meaning. You don’t have to write the kanji from memory. To be successful you should spend 10 to 20 minutes each day studying and reviewing them. For convenience you can use the Quizlet sets for this course; the links to these sets can be found on our Canvas “Resources” page. You could also make your own flashcards. It is your responsibility to keep up with these vocab and kanji assignments.

**Kanji worksheets**

This course introduces 77 new kanji characters, bringing the total to 317, including those in JPNS 1010, 1020, and 2010. The emphasis in these courses have been on kanji recognition, not writing. This will continue to be the emphasis in this course. However, writing the kanji by hand provides many benefits, including muscle memory, pattern recognition, similar-character discrimination, contextualization, cultural connection, and longer overall retention. Kanji worksheets should be submitted at the beginning of class.

**Workbook exercises**

The workbook exercises will help you to solidify the grammar concepts you are learning. These exercises will also improve your writing skills, provide opportunities for self assessment, and build confidence in expressing oneself in Japanese. They will also prepare you for the unit quizzes, which have sections that are very similar to the workbook. We will not go over all of the workbook exercises in class. However, you should check your own answers online, and then raise any questions you have in class. Workbook exercise should be completed, and then a photo should be submitted on Canvas before the beginning of the class they are due.

**Unit Projects**

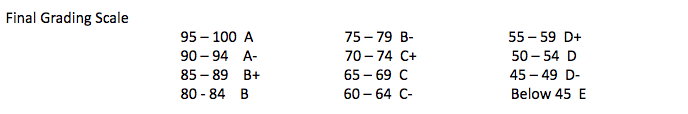
Unit projects are a chance to showcase your growing proficiency with Japanese. These are videos or written assignments that are submitted on the “Discussions” section on Canvas. This semester there are three projects: Writing a letter to a famous Japanese person, creating and narrating a four-column comic in Japanese, and debating educational priorities and practices in Japanese. The criteria and timelines for these projects will be published on Canvas.

**Unit Quizzes**

Language learning improves with regular assessments. We usually begin class with a quick daily quiz, covering the vocabulary and kanji introduced the previous day. We will also have a quiz at the end of each learning unit, which is about every two weeks. Anyone who scores less than 80 percent on a quiz may retake it for up to 80 percent. But, always plan on doing your best the first time!

**Midterm Exam and Final Exam**

There will be two exams--the midterm in October and the final exam in December. The midterm will be taken during regular class time. The final will be taken out of the regular class time, so please note the change. Both exams will include a conversation portion.



**“Come as you are. UVU has a place for you.”--President Tuminez.**

Your experience in this class is important to me. As your instructor, it is my intent to create an inclusive and equitable climate that fosters a safe and successful learning environment. My main goal is to provide you with equal opportunities to succeed in this class. Please feel free to contact me if you would like to talk about any suggestions and/or concerns.

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

**Accommodation:**

Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email nicole.hemmingsen@uvu.edu or text 385-208-2677.

**Student Care Webpage** <https://www.uvu.edu/studentcare/>

Please be aware that UVU has a new Student Care web page. I encourage you to visit it so you are familiar with the many resources available to students. If your basic needs are not being met, or if life issues are causing you stress and distracting you from your studies, you won't be able to maximize your efforts to educate yourself. The resources available here include food, health, housing, and safety. And watch out for others who might need help but who might not know these resources exist. If you or anyone you know needs help, you can email care@uvu.edu for assistance.

**Japanese Language Certificate of Proficiency**

UVU currently does not have a Japanese minor, but students may earn the Japanese Language Certificate of Proficiency by completing the five courses listed below. This program provides students an opportunity to demonstrate their proficiency in the Japanese language at the intermediate level and prepare to use their cultural competencies in their future careers. All students studying Japanese at UVU are invited to earn this meaningful distinction.

Total Program Credits: 18

Discipline Core Requirements:

* JPNS 1020 Beginning Japanese II 4 Credits
* JPNS 2010 Intermediate Japanese I 4 Credits
* JPNS 202G Intermediate Japanese II 4 Credits
* JPNS 3050 Advanced Japanese 3 Credits
* One second 3000-level course (3200, 351R, etc) 3 Credits

Graduation Requirements:

1. Completion of a minimum of 18 semester credits.

2. Minimum grade of C required in all courses.

3. Overall grade point average of 2.0 (C) or above.

4. Residency hours--minimum of 6 credit hours through course attendance at UVU.

**SRIs (Student Ratings of Instructions)**

Your feedback is crucial for the continuous improvement of this course and your learning experience. At the end of the semester, you will have the opportunity to fill out the Student Rating of Instruction (SRI) form online. Completing the form not only helps us enhance the course quality and teaching methods but also gives you a voice in shaping future classes. To show our appreciation for your valuable input, you will receive extra credit for submitting your SRI form equivalent to 3 homework assignments. Please check your email for the notification and complete the forms promptly to ensure your feedback is heard.

**Classroom recordings prohibited:** Our classes will be recorded and you will be able to access those recordings on Canvas. Please don’t record them on your own.

**Essential Learning Outcomes**

Upon successful completion of your coursework at Utah Valley University you should have acquired confidence and proficiency in the following areas:

1. Integrated & Applied Learning

2. Intellectual Practical Skills

3. People of Integrity

4. Professional Competency

5. Stewards of Place

6. Knowledge Foundation

Learn more about UVU's Essential Learning Outcomes: <https://www.uvu.edu/catalog/current/policies-requirements/essential-learning-outcomes.htm>

**University Policies on Accessibility, Academic Integrity and More**

Please visit the following URL for current UVU policies:

https:// [greengold.uvu.edu/\_crs\_info\_master/success.html](http://greengold.uvu.edu/_crs_info_master/success.html)

There you will find a wide range of information including policies on accessibilities, student grievances, academic integrity, the withdrawal policy, online etiquette standards and a host of videos at the bottom of the page aimed at helping you succeed. If you have concerns about anything that has happened in our class, please speak with me first. Then, if your concerns aren’t yet resolved, please speak with the Department Chair, Dr. Bryan Eldredge.

**AI Statement**

A note on the use of artificial intelligence (AI) tools. The use of artificial intelligence is not prohibited in itself. AI has many beneficial uses, and you will do well to learn how to use AI tools effectively. We will discuss this during the semester. Just keep in mind that it is not appropriate to have an AI tool produce work that you submit as your own. It is appropriate to use AI tools to help you develop ideas, explore counter arguments, get feedback on areas your work might improve, and for many other uses. If you find that you are using AI to help you learn (e.g., to take full advantage of your educational opportunity) rather than to do work for you so you can turn something in (e.g., educational obligation), you are probably doing it right. If you copy and paste something, it better have a proper citation. When you see school as an opportunity rather than as an obligation, you open the door to the full benefits.

**Academic Dishonesty/Plagiarism:**

All work must be original, and each student is expected to uphold the standards of academic honesty. Presenting the work of another as your own, whether through direct copying, plagiarism, forgery, cheating, unintended paraphrasing, and/or inadequate citation practices constitutes plagiarism. If you do not know how to give credit where it is due, please see me. An assignment that is plagiarized in whole or in part will receive a failing grade, the student producing it will receive a failing grade, and the assignment will be turned over to the administrative supervisors to determine further action. Please remember that plagiarism is grounds for dismissal from the university. Any violation of this code will be vigorously pursued. You can find UVU’s plagiarism policy at

<https://www.uvu.edu/legal/copyright/just_4_stu/>

**Student and Faculty Conduct**

Student Responsibilities and Behavior. Students are expected to perform in accordance with the Student Rights and Responsibilities Code - Policy 541 (<https://www.uvu.edu/studentconduct/students.html>). This includes the following:

* Attend and actively participate in class regularly.
* Learn to use and navigate Canvas through the tutorial and contact the Help Desk (See UVU Policies & Services or Get Help menu to your left) if you have any problems with "technology-related" aspects of the course.
* Learn and use the communication tools in the online course to be present and meaningfully participate.
* Be accountable for course requirements, including adequate preparation through related course materials, and learning activities.
* Complete all assignments on time as noted in the lessons.
* Abide by ethical standards. Your work must be your own.
* Contact me as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension. Extensions are only given when a viable emergency exists AND you have communicated with me early.

Instructor Responsibilities: As the instructor, I will:

* Respond to emails promptly, within 24 hours on school days. If multiple emails are received regarding the same question or concern, they may be responded to with an Announcement to the entire class.
* Provide timely, meaningful and constructive feedback on assignments.
* Help guide and facilitate students through course material to provide an effective learning experience.
* Refer students to appropriate services for issues that are non-course content specific. For instance, technical issues, writing labs, accessibility services, etc.
* Mentor students through the course.

Everything else is the student’s responsibility.

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# Paul Nation’s Four Pillars of Proficiency (“Four Strands”)

1. Meaningful input
2. Meaningful output
3. Form-focused learning
4. Fluency practice

Each of these four areas should receive roughly equal attention during the language acquisition process to improve proficiency quickly and effectively. Our class also strives to strike a balance between these four priorities.

**Meaningful input** includes books you read, films you watch, and basically anything you do to enjoy the language and culture. This usually involves using the “interpretive mode” of language, reading and listening. At the start, this even includes vocab and kanji flashcards as long as these sessions are “meaningful” and purposeful, such as playing a game with them. As learning progresses in their proficiency this looks more and more like the kinds of things that native speakers do, reading for enjoyment or information, listening to podcasts, watching videos, and attending professional workshops or conferences.

**Meaningful output** includes speaking and writing, in both interpersonal and presentational ways. In the beginning of one’s learning journey, this can look like simple pair work activities and short presentations you might give in class. We use our unit projects and tutoring assignments to make sure students get opportunities to express themselves in meaningful ways in Japanese, even if that is very simple and somewhat scripted. As proficiency develops this looks more like extended conversations, transactions, and presentations, both orally and in writing.

**Form-focused learning** is basically what you think about when someone says the word, “school.” Most world language classes traditionally spend most of their time in this area–workbook assignments, kanji worksheets, and vocabulary and kanji flashcards. These things are not bad; they are necessary, but not sufficient for real language proficiency development.

**Fluency practice** is the “fun” part of language learning, because it allows you to use your growing skills to tackle language tasks perfect for your level. The perfect level is called “i+1” meaning that the task is just a little bit higher than your comfortable level. This allows you to intuit or guess the meaning of new words and expressions without relying on your mother language. Early in your language journey this looks like some pair work activities, some graded readers, and some conversations with tutors and others who control their language to match your level.

Reference: Nation, Paul (1996). <https://www.wgtn.ac.nz/lals/resources/paul-nations-resources/paul-nations-publications/publications/documents/1996-Four-strands.pdf>