COURSE OBJECTIVES: Japanese 301 follows successful completion of Japanese 202 or Japanese 221, and continues your study of basic elements of the Japanese language, including reading, writing, and grammar. In addition, it satisfies the Advanced Languages component of the Languages of Learning portion of the General Education requirements, and thus includes substantial cultural content. We hope you will progress in your Japanese language study to the point of being able to discuss basic Japanese history and literature in Japanese, and that you will gain a fundamental knowledge of Japanese history and literature. In addition, you should be familiar with some 1000 kanji characters by the time you finish this course.

TEXTS:
PACKET: Watabe: JAPANESE HISTORY AND LITERATURE: INTERMEDIATE READER
JAPAN: ITS HISTORY AND CULTURE (MORTON)
JAPANESE-ENGLISH CHARACTER DICTIONARY (NELSON) (RECOMMENDED)
HANDBOOK OF MODERN JAPANESE GRAMMAR (McCLAIN) (RECOMMENDED)

A WORD ABOUT TEXTS: The main text for the course is the packet listed above. It was written by our faculty (Professor Watabe) with our students in mind (though, of course, it is an excellent text for any student seeking to improve reading and grammatical ability). Our goal was to provide an opportunity to learn to read Japanese, both in terms of kanji and grammar, while at the same time providing interesting and useful information about Japan, its history, culture, and literature as topics for discussion in class. The text provides opportunities for discussion and oral work as well as reading.

Morton’s text, Japan: Its History and Culture, provides helpful historical background information for the material we are reading, and the assignments from this book follow the same sequence as our main text. If you read it carefully, learning names, historical periods, basic facts, etc., you will find it very helpful in understanding the text, and in remembering facts from the reading you will need to know for tests. It is not a comprehensive work, but the material it covers with reference to Japanese history and culture is particularly suited to the main text material.

COURSE FORMAT:
MWF you will meet with a native Japanese speaker, who will conduct sessions entirely in Japanese. No English is allowed on those days; the instructor will conduct various exercises, observe your reading strengths, and provide answers to questions only in Japanese. These are designated “Act” days, giving students the opportunity to work in the target language on materials discussed on other class days and studied in preparation for class. Prof. Perkins will teach TTh sessions. These are designated “Fact” days, and will be conducted primarily in English. Your instructor will speak in both Japanese and English (primarily English), and will discuss factual information (grammar, historical background, idioms, etc.).
REQUIREMENTS:

1. Each student is expected to be prepared for the scheduled lesson to the extent of having memorized kanji and vocabulary, practiced reading the text to the point of smooth fluency, and translated reading passages. Classroom work (reading, discussion, and activities) will be evaluated on a daily basis, constituting 10% of the final grade, so good preparation is in your best interest. Failure to attend will result in a score of “0” for the day, whereas the lowest daily score you can receive if you are in attendance is “1,” so you are better off attending even when poorly prepared. If you arrange in advance when you will be absent, or inform us immediately of illnesses and other emergencies resulting in absence, the instructors will give you an excused absence for the day.

2. There will be a vocabulary quiz as we complete each lesson covering kanji and vocabulary in the lesson, with kanji tests following lessons 4, 7, 10, and 14 covering all kanji studied to that point. The lowest two scores on vocabulary quizzes will be dropped; the lowest score on kanji tests will be dropped. NO MAKEUPS WILL BE ALLOWED IN EITHER CASE. You may raise the score on any previous vocabulary quiz you took by scoring higher on a subsequent kanji test. Students should be able to recognize (i.e. know readings and definitions) for all compounds or vocabulary items appearing in vocabulary lists and exercises, and to write from memory the first 21 compounds in Kanji mondai 漢字問題 2 of each lesson (it is in your best interest, of course, to be able to write from memory any kanji that has appeared in any kanji kōnā to that point, including Japanese 221). This implies familiarity with readings, both on and kun, of those kanji.

3. Take-home quizzes on readings in the Morton text are to be handed in as per the schedule that follows.

4. Kanji mondai 1 and 2 following the kanji kōnā in each lesson are to be handed in the first day scheduled for the lesson as per the schedule below. Please submit these on a separate sheet rather than handing in part of your textbook. Generally speaking, exercises that are legible, with relatively few errors, will earn full points, but the reader, a native Japanese speaker, will pay attention to sloppiness or carelessness in execution of hane, harai, tome, etc. You will lose 1 point for every ten errors on each exercise.

5. There will be four unit tests and a final (see schedule attached). To preserve class time, unit tests will be given in the Testing Center. The lowest of the unit test scores will be dropped; again no make-ups allowed (NO EXCEPTIONS PLEASE).

A WORD ABOUT STUDYING FOR THIS CLASS: You will be learning many new kanji as well as patterns and vocabulary you may not have fully mastered. Unfortunately, the Japanese script (kanji and kana) is the medium through which the patterns, grammar, content, etc. will be presented to you on tests. Lack of strength in kanji recognition can lead to difficulty in dealing with the text in class and on tests. Hence, I believe it is important for you to establish a consistent study pattern to deal with kanji, persistently reviewing kanji learned earlier, and reading through lessons many times to become thoroughly familiar with them. Try to review every kanji you learn this term at least once weekly, making old kanji you forget part of the new kanji you are learning. You will be pleasantly surprised at the added strength such a pattern will provide you. You should plan to spend a minimum of 2 hours outside class for each hour in class preparing for each day’s work (some of you will need more).

Much of your time in acts sessions will be devoted to discussion, in Japanese, of the material we have read. Needless to say, the more familiar you are with the text, vocabulary, and
personalities in the text, and the Morton text, the better you will be able to participate in discussions. These discussions will be the major part of oral work in Japanese we do this term, so please prepare well so you may benefit most from the exercise.

GRADING:

1. Weighting of various categories of course work will be as follows:

   - Homework    10%
   - Vocabulary Quizzes  15%
   - Kanji Tests     5%
   - Morton Homework  10%
   - In Class Work    15%
   - Unit Tests      30%
   - Final Exam      15%

2. Grades will be determined by the following scale:

   - 93-100% = A
   - 77-79% = C+
   - 60-62% = D-
   - 90-92% = A-
   - 73-76% = C
   - 0-59% = E
   - 87-89% = B+
   - 70-72% = C-
   - 83-86% = B
   - 67-70% = D+
   - 80-82% = B-
   - 63-66% = D

ON SEXUAL HARASSMENT AND DISABILITIES:

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor, contact the Equal Employment Office at 422-5895 or 367-5689 (24 hrs), or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895 (D-282 ASB).