Focus Designation Proposal Form

for individual instructors who want a Focus designation for their Fall 2015 course section(s) 1

Instructions. Fax this page and the requested information (see pp. 2-10) to the General Education Office (fax: 956-9170). Please keep the original form for your records. A Faculty Board will review the materials and contact you if clarification or additional information is needed.

Deadline. FRIDAY, FEBRUARY 6, 2015 2

Subject: Japanese | Course #: 311
Title: Third-Year Japanese for Professional Communication I

# of credits: 3

If the course is officially cross-listed, please provide the following:

Cross-listed subject:
Cross-listed course #:

Does the course have an honors counterpart? □ Yes □ No

Successful proposals may be shared with faculty and departments who request a sample Focus proposal.

Initial here if you do NOT want your proposal to be shared:

FOCUS AREA(S) REQUESTED

<table>
<thead>
<tr>
<th>Contemporar** Ethical Issues (pp. 2-3)</th>
<th>NEW</th>
<th>RENEWAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaiian, Asian, &amp; Pacific Issues (pp. 4-6)</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Oral Communication (pp. 7-8)</td>
<td>x</td>
<td>□</td>
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<tr>
<td>Writing Intensive (pp. 9-10)</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

NOTE: Requests for multiple designations must include:
1. an integrated syllabus that shows how all requested Focus areas will be addressed; and
2. information (see pp. 2-10) for all requested Focus areas, even if some approvals are still active. 4

Signatures:
Instructor's printed name: Emi Murayami
Instructor's email address: emim@hawaii.edu

Date: 25/2015
Department Chair's printed name: Robert Huey

Signature:
Department Chair's email address:

Date: 2/6/2015

Instructor's UH #:
Campus address: Dept. of EALL, Moore Hall 382

Phone #: (808) 956-5200

Important Points to Note

- Instructors with Focus approval for a course that is active through Fall 2015 or later (check www.hawaii.edu/gened) will have that designation placed on their Fall 1015 sections by the General Education Office provided that they are listed in Banner as the instructor of record before students begin registering for classes.
- Requests to remove an active Focus designation from a Fall 2015 section must be received by the General Education Office by Friday, March 6, 2015, before the designation has been "advertised" to students on Class Availability.
- Courses that fulfill a Foundations requirement are not eligible for a Focus designation.
- New Focus requests are given a 3-year approval. Renewal requests receive a 5-year extension upon approval. Exception: Directed reading/research/study courses (e.g., 499) receive approval for one semester only.
- This form should not be used for an unstaffed section. Department Chair should submit the "STAFF Focus Designation Proposal Form" to request a Focus designation for a section that does not have an assigned instructor.

Footnotes

1 Complete this form if you will be teaching in Fall 2015 and a) you do not have active Focus approval for your Fall 2015 course(s) or b) you want an additional Focus designation for one or your already-approved Fall 2015 courses. (Check active approvals on the "Focus status list" at www.hawaii.edu/gened.)
2 Proposals received by the February 6 deadline will have first priority for review by the Faculty Boards. Proposals submitted between February 6 and March 6 will be reviewed by the Boards thereafter, with the understanding that there may not be time for the negotiation that is sometimes necessary to secure approval.
3 Check the correct box to identify the requested focus designation(s). Indicate whether the request is "new" (you are applying for the first time) or a "renewal" (you previously applied as an instructor and received approval).
4 The addition of another Focus area presumes a shift in how the course is taught. Therefore, submission of Focus information for all requested areas is required.
## ORAL COMMUNICATION: Request for an O Focus Designation

This form and additional resources are available online at [www.hawaii.edu/grad/focus-o.htm](http://www.hawaii.edu/grad/focus-o.htm)

**NOTE:** All information provided on this chart should also appear on your syllabus, which should be marked to expedite Board review.

To request an O Focus designation, please complete the chart below. The information will allow the O Focus Board to determine whether your class meets the O Focus Hallmark. The Board will contact you if clarification or additional information is needed.

<table>
<thead>
<tr>
<th>Hallmark #1a: Each student will conduct or participate in a minimum of three oral communication assignments or a comparable amount of oral communication activity during the class. In addition, list each oral communication assignment or activity during class that involves the O Focus (e.g., presentation, discussion, oral critique of other's performance).</th>
<th>Hallmark #2b: At least 40% of the final grade for a 3-credit course (60% for a 4-credit course; 100% for a 5-credit course; 60% for a 6-credit or more course) will be a function of the student's oral communication activities. Indicate what percentage of the student's grade will be a factor of the assignment/activity.</th>
<th>Hallmark #3b: Each student will receive specific feedback, critiquing, and grading of the oral communication assignment or activities from the instructor. Indicate how the instructor will provide feedback regarding the students' performance in each oral communication assignment.</th>
<th>Hallmark #4: Will the instructor provide feedback primarily to individual students or to groups? **</th>
<th>Hallmark #5: The class will be numbered at the 300- or 400-level. Indicate on which page(s) of the syllabus the assignment information can be found, and mark the section(s) accordingly.</th>
</tr>
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<tbody>
<tr>
<td><strong>1. Conversation Practice + Oral Test #1</strong> (conversation in business contexts) 1%</td>
<td>- lecturing on the linguistic and (socio-)cultural elements of each communicative context. - having students engage in oral practices with their peers. - showing video clips as homework. - sharing video clips as an in-class activity.</td>
<td>- a numerical grade and written feedback will be provided. - general comments on students' performance will be shared in class.</td>
<td>Individual student and in-class (see Hallmark #2)</td>
<td>p. 1 “SLOs” p. 2 “Grading”</td>
</tr>
<tr>
<td><strong>2. Conversation Practice + Oral Test #2</strong> (conversation in business contexts) 1%</td>
<td>- lecturing on the linguistic and (socio-)cultural elements of each communicative context. - having students engage in oral practices with their peers. - showing video clips as homework. - sharing video clips as an in-class activity.</td>
<td>- a numerical grade and written feedback will be provided. - general comments on students' performance will be shared in class.</td>
<td>Individual student and in-class (see Hallmark #3)</td>
<td>p. 1 “SLOs” p. 2 “Grading”</td>
</tr>
<tr>
<td><strong>3. Conversation Practice + Final Oral Test (conversation in business contexts) 2%</strong></td>
<td>- lecturing on the linguistic and (socio-)cultural elements of each communicative context. - having students engage in oral practices with their peers. - showing video clips as homework. - sharing video clips as an in-class activity.</td>
<td>- a numerical grade and written feedback will be provided via Laulima.</td>
<td>Individual student only</td>
<td>p. 1 “SLOs” p. 2 “Grading”</td>
</tr>
<tr>
<td><strong>TOTAL:</strong> 45%</td>
<td></td>
<td></td>
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</tbody>
</table>
Course Description
Japanese 311 (3 credits) is the first half of the third-year Japanese course with an emphasis on the spoken language used in professional environments. It is designed for students who have a foundation in grammar and are interested in developing further communication skills essential for operating in a Japanese-speaking professional environment or workplace. The primary emphasis of this course is on spoken Japanese. Class time will also provide opportunities for students to compose simple written messages. Students will also learn to read unmodified, authentic written Japanese with help from Japanese colleagues and online dictionaries. [Oral Communication Focus]

The class meets three times a week (MWF) and will be conducted as much as possible in Japanese.

Prerequisite: Satisfactory completion of Japanese 202, 205, or 212 with a grade of a "C" or better, or a "CR," or qualification by placement test. All students will have background taking language courses in this program for the first time and students returning from an exchange program in Japan with the exceptions noted below, must take a regularly scheduled placement test. Please contact Mr. Todd Ashida (tashida@hawaii.edu), Undergraduate Academic Advisor in Moore Hall 378 for screening. For continuing UHM students, a grade of C or better or CR is the prerequisite course is required for continuation.

Taking the placement exam is optional for students who have already earned prerequisite-college credits for Japanese language at one of the UH campuses, including community colleges, or in the Konan or Obirin study abroad programs, with a grade of C or better, or CR. However, the placement exam is strongly recommended if you are interested in taking advanced courses (300-400 level), if there has been a gap since your last language class, or if you would like a firmer sense of your proper placement.

Goal
The goal of this course is to enable students to: (1) develop oral communication skills essential for operating in a Japanese-speaking professional environment or workplace, and (2) obtain cultural knowledge necessary to effectively and appropriately perform various kinds of interpersonal, presentational, and interpretive communication tasks required in professional contexts in Japanese society.

Students Learning Outcomes
Students will be able to demonstrate linguistic, cultural, and strategic knowledge. They will be able to:
- Introduce themselves and/or others in business and other professional environments. [O focus]
- Understand the role of greetings in various contexts.
  - Utilize the greeting customs to which Japanese business professionals are accustomed. [O focus]
- Understand the role of apologies in Japanese culture.
  - Identify situations in which apologies are necessary. [O focus]
  - Provide appropriately phrased apologies as needed. [O focus]
- Understand the role of small talk in various contexts.
  - Employ the conversational structures and linguistic resources commonly used in small talk as it occurs in the workplace and in other professional contexts. [O focus]
- Exchange short text messages and emails with colleagues.
- Comprehend written Japanese with help from colleagues and online dictionaries.
Course materials

- 311 Course Packet (downloadable from Laulima)
- Worksheets (downloadable from Laulima)*
- Audio Materials (CIT Language Audio)
- Video Clips (Laulima)

*Course Packet and Worksheets (incl. homework assignments) for each lesson will be uploaded to the course site on Laulima. You are expected to (print them out and) bring them to class according to the lesson schedule.

Grading

Final course grades will be based on the results of:

- Final Oral Test ................................................. 20% (O focus)
- Final written exam (including listening comprehension [10%]) .............. 15%
- Two oral tests (10% and 15%): ........................................... 25% (O focus)
- Two listening comprehension tests (10% and 10%) ............................. 20%
- Daily performance defined by the instructor* ...................................... 20%

*Daily performance defined by instructor (total: 20%)

1. Daily class attendance, active participation, daily performance and preparation .... 7%
   - Attendance  Regular attendance is essential. It is your responsibility to find out about any assignments that you have missed. You are allowed up to three absences with a reasonable cause.
   - Punctuality  Punctuality is important for Japanese people, particularly in work contexts. In this class, three unexcused late arrivals will count as one absence.
   - Active participation  Students should take an active role in their learning process inside as well as outside the classroom.
   - Daily performance  During each class period students should make every effort to use the grammatical patterns, vocabulary, and strategies that they have learned. Frequent attempts to use Japanese in class are strongly encouraged.
   - Preparation  It is your responsibility to prepare for each class according to the lesson schedule. You are expected to bring your OWN COPY of the necessary materials (course packet and worksheets). To summarize: (1) find materials on Laulima (*Resources* folder), (2) print them out, and (3) bring them to class. (You can also use your tablet/laptop to read/write in the materials.)

2. Homework ..... 6%
   Students will be assigned homework. Homework will be credited without grades. Copies of another student’s work or of work produced by a Japanese speaker will not be considered as completion of the task.

3. Mini quizzes ..... 7%
   Vocabulary, Key Expression, and Grammar quizzes will be given for every lesson.

Students taking the course on the Cr/NC option must achieve at least a “C” overall average to receive credit. A course grade of a “C” or better, or a “CR” is a prerequisite for taking Japanese 312.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97.0% and above</td>
</tr>
<tr>
<td>A</td>
<td>92.0 – 96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 – 91.5%</td>
</tr>
<tr>
<td>B+</td>
<td>87.0 – 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83.0 – 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 – 82.5%</td>
</tr>
<tr>
<td>C+</td>
<td>77.0 – 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73.0 – 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70.0 – 72.9%</td>
</tr>
<tr>
<td>D</td>
<td>60.0 – 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>59.9% and below</td>
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</table>
Keeping a record

Students are responsible to keep a record of their own grades, assignments, and attendance. A report on each student's pre-final grade will be provided on the last day of instruction.

Makeup

- Students who cannot take a quiz on the scheduled date may take it later if they have a reasonable excuse for their absence. Remember that each student may have a makeup on no more than three occasions.
- Makeups for the Oral Tests and the Listening Comprehension Tests should be avoided at all costs.
- No makeup is available for the final exam.

Listening Exercise

All students are required to spend regular hours of independent practice with audio/video materials to enhance their listening skills.

Bomb threat

In case of emergency situations, such as a bomb threat, we will meet on the lanai in back of Jefferson Hall (by the Japanese garden).

Certificate or Minor in Japanese

JPN 311 and JPN 312 will both count towards either a Certificate or Minor in Japanese. For more information, please go to http://www.hawaii.edu/eall.

In-Class rules

In order to have a focused and involved interaction in class, students are asked to follow the following rules:

- Please refrain from texting while class is in session.
- Laptops, tablets and smartphones may be used ONLY when they are necessary for in-class activities. (Needless to say, keep your phone on silent!)
- Please refrain from eating, drinking and chewing gum during class.
- Please do not walk out of classroom unless it is an emergency.

Students will be held to the highest standards of conduct. Go to the link below for details:

If you feel you need reasonable accommodation because of the impact of a disability, please 1) contact the KOKUA Program, Queen Liliuokalani Center for Student Services, Room 03, (V/T) 956-7311 or 956-7612, kokua@hawaii.edu (http://www.hawaii.edu/kokua/), and 2) speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.