



JAPN 2950

Division: Humanities

Department: Foreign Language

Course: JAPN 2950

Title: Undergraduate Tutoring

Catalog Description:

This course is for native or more proficient speakers of Japanese who will use their knowledge to help other students review, strengthen, and apply language skills taught in all Japanese courses at Snow College. This includes both conversation practice and grammar instruction. Tutors will also staff the Digital Media Center (DMC) during their assigned tutoring hours and be responsible for safeguarding equipment, registering DMC users in a log, answering basic questions, and enforcing all DMC rules. Tutors may be asked to proofread documents, grade quizzes or homework, provide feedback, and perform other small tasks as directed by the instructor.

Tutors will receive training and support from the instructor.

General Education Requirements: N/A

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 1; Lecture: 0; Lab: 3

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Credit/Clock Comments: Credit variable from 1 to 2 hours (1-2:0:3-6)

Prerequisites: Instructor approval and advanced proficiency in Japanese
Recommended courses include TSFL 1400, TSFL 1600, and TSFL 2660

Corequisites: See recommended courses above

Justification:

This course provides students with native or advanced proficiency in Japanese the opportunity to continue to use and refine their language skills while providing a valuable service for their fellow students. It also provides staffing for the language lab (the Digital Media Center or DMC).

Student Learning Outcomes:

Students in JAPN 2950 will

- Meet regularly with students enrolled in beginning Japanese classes and provide grammar review, pronunciation practice, and conversation practice
- Hold weekly tutoring hours in the DMC

- Grammar review dependent on the content being covered in beginning Japanese courses
- Conversation practice dependent on the topics being covered in beginning Japanese courses

General Education Outcomes:

1) Read effectively, constructively, and critically.

Although not a General Education course, Japanese 2950 requires students to read and interpret various formats of text on an advanced level, thus allowing them to assist less proficient students in their comprehension and enjoyment of foreign language texts.

3) Speak effectively in a variety of contexts.

Although not a General Education course, Japanese 2950 requires students to engage in conversations in Japanese with less proficient speakers of Japanese. Students must use vocabulary and forms that are appropriate to the topic and sociolinguistic context, thus reinforcing effective and efficient production and comprehension of spoken Japanese.

5) Apply a cultural and historical awareness to a variety of phenomena.

Students in Japanese 2950 are often asked to provide less proficient speakers with information about countries where Japanese is spoken. They are asked to reflect on similarities and differences between cultures and discuss their own experiences with and resolution of "culture shock."

Key Performance Indicators:

- Attendance (3 hours per credit hour enrolled): 70-100%
- Interaction with students: 0-10%
 - Criteria include
 - Use of Japanese during conversation practice
 - Willingness to help students with their questions
 - Respect and attitude toward students and other tutors
 - Behavior in the DMC
- Ability to help students and teachers: 0-10%
 - Criteria include
 - Knowledge of and ability to explain Japanese grammar and writing systems
 - Oral proficiency
 - Performance of assigned tasks
- Enforcement of DMC rules: 0-10%
 - No food or drink in the DMC
 - Computers are for use on foreign language course assignments only
 - No unauthorized students in the DMC

Representative Text and/or Supplies:

Optimum Class Size: 12
Maximum Class Size: 15

Signatures:

I hereby submit this course syllabus:

Sheryl James Bodrero, PhD, Associate Professor

I hereby find this course consistent with the goals and resources of the Foreign Language Department:

Travis Schiffman, MA², Assistant Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)