

## GRADING SYSTEM

A grade is given as recognition of a certain degree of accomplishment in a course and is to be interpreted as follows:

| Letter Grade | Grade Point Value | Percent Grade | Definition  |
|--------------|-------------------|---------------|---|
| A+           | 4.00              | 98-100%       | <b>Outstanding</b><br>Honors-level performance with superior quality and extraordinary distinction.   |
| A            | 4.00              | 93-97%        |   |
| A-           | 3.67              | 90-92%        |   |
| B+           | 3.33              | 87-89%        | <b>Good</b><br>Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.      |
| B            | 3.00              | 83-86%        |   |
| B-           | 2.67              | 80-82%        |   |
| C+           | 2.33              | 77-79%        | <b>Adequate</b><br>Students have achieved the level of competency needed for advancing to a subsequent course that has this course as prerequisite. |
| C            | 2.00              | 70-76%        |   |
| D            | 1.00              | 60-69%        | <b>Deficient</b><br>Minimal passing, but not adequate to take a subsequent course that has this course as prerequisite.                             |
| F            | 0.00              | ≤60%          | <b>Failure</b><br>Inadequate to receive credits.  |
| P            | -                 |               | <b>Pass</b>   |
| I            | -                 |               | <b>Incomplete</b>   |
| NC           | -                 |               | <b>No Credit</b>  |

Students may re-register for courses in which they received a grade of C+ or below or for courses that are more than seven years old. In these instances, all grades will become part of the permanent record, but only the grade in the course in which the student has most recently registered will be computed in the total cumulative Grade Point Average (GPA).

Special Projects (690) and Thesis (695 and 696) use different grades. The usual grades listed above normally awarded for the completion of a course are not used for these courses. Grades of "T" (terminated) and "P" (pass) are given for thesis and special project courses.

*\*An A+ grade is a qualitative grade difference from an A, but both grades carry the same quantitative points.*



[College of Liberal Arts & Social Sciences]  
[Humanities]

## FANUCHĀNAN (FALL) SEMESTER

### [JA101-30A] [Elementary Japanese I] OLL-HYB

Course Syllabus and Calendar (subject to change)

#### **Section Information** [JA101-30A]

[Course Schedule: Online-HYB]

[Location: Online]

#### **Instructor Information**

[Masumi Kai]

[Email: kai@triton.uog.edu]

[Office Location: HSS 120D]

[Office Hours: M: 7:30am-8:00pm, 11:00pm-2:30pm, T:

7:30am-8:00am, W: 7:30am-9:00am]

[Office Phone Number: 671-735-2814]

The course starts on **8/20 (W)**

*This is an intensive **eight-week course** (8/20-10/11). Highly recommended that you look at 2 to 3 days of course schedule and homework in advance.*

#### **COURSE CATALOG DESCRIPTION**

This course provides beginners with basic skills in listening, speaking, reading and writing in Japanese. Special Emphasis is on oral-aural skills.

#### **COURSE CONTENT**

You will learn Japanese characters (hiragana, katakana, and basic kanji) and the beginning level grammars. There are oral practices with a partner(s) and the teacher, quizzes, and daily assignments.

You need to spend a certain amount of time every day (M-F) watching the lesson video of the day and doing the assignments (quizzes and written homework). Lesson videos and quizzes are on Moodle. Please see the schedule for which video you need to watch. You can speed up and watch more videos or do more quizzes in a day, but never get behind the schedule. You must complete the assignments by the due date.

\*\*\* This is an online course, but it only means that instructions are not delivered in face-to-face classroom environment. Online course does not mean that you just look at something on a computer. Learning a language is very different from other subjects. This course is designed to be equivalent to a face-to-face JA101 course. There is a standard goal that you need to reach to finish JA101, and there are several requirements you must complete.

#### **REQUIRED ACTIONS ON THE FIRST AND THE SECOND DAY (8/20 W & 8/21 Th):**

- Before 8/20 You will receive "Student Schedule Information Sheet". Please fill it out and send it back to the teacher at "kai@triton.uog.edu" **asap or by 8/12 (T)**.
- 8/20 (W):
- 1) Read the course syllabus and course schedule
  - 2) Obtain the textbooks
- 8/21 (Th):
- 1) **contact the teacher at 8:30am or 11:30am** using "Zoom with Teacher" link on the course main page. In this meeting, we will discuss about the course syllabus, course requirements, activities, etc. If you cannot attend the online meeting on this day due to a justifiable reason, please inform the teacher through the 'Communication and Announcement' page asap.

## COMMUNICATION & ANNOUNCEMENT

Any messages to the teacher should be posted on the 'Communication & Announcement' page. There is an icon on the course main page. Important messages and announcements from the teacher will also be posted on this page. This way, we can share all important messages with everyone and also it will be your proof that you informed something to the teacher. Sending an email to the teacher's UOG address or use the Moodle message function is not recommended (except very personal matters). Email is not guaranteed to be read and responded to in a timely manner.

A message to the students who missed the assignments will be posted on this page to confirm if it was a mistake (c.f. you did it but it was not recorded properly, etc.) and to help you not to fail the course. But if you do not want your name listed on this page when you missed the assignment, you need to inform it on the Student Schedule Information Sheet.

## COURSE REQUIREMENTS [IMPORTANT]

**1) Mandatory Attendance:** There are following activities you are required to participate:

- practice with your partner(s) (T, W, & Th);
- oral activity with the teacher on the assigned day and time (M);
- daily Moodle quiz (M-F);
- Written assignments (see the schedule)

\* Work, family, or personal matters (except serious matters) cannot be a valid reason to miss these activities and assignments. If you know that you would be busy on the due date, please do assignments in advance. If you are going to miss or missed the oral practice with the partner or the teacher, please inform it to the teacher immediately (or within 24 hours) and seek some advice.

\* *During online meetings (oral activity with the teacher & oral practice with a partner):*

You need to behave the same way you would if you were in the classroom. Find a good Wi-Fi connection. Please dress appropriately and sit in a chair during the meeting. Do not attend an online meeting from a car, while driving or walking. Find a quiet environment to "sit down at the desk" to learn. Absolutely do not talk to others or look at other things on the internet. You should look at the shared screen and take notes while you are practicing. If any of the above inappropriate behavior is discovered, attendance and participation points will be deducted. If the same behavior continues in the future, you will be asked to leave the class.

\* *Written assignments:* When uploading writing assignments to Moodle, please **convert it to a "PDF"** file. Do not use other file formats, especially "HEIC" file. I cannot open that type of file on Moodle and cannot give you any points. You will receive a 0 point. Also, please **be aware of your uploaded file size**. It should fit to the screen size.

**2) Absences and Unsubmitted Homework:** In order to pass this course (to avoid getting an *F* in this course), do not miss:

- more than 3 oral practices with your partner(s);
- more than 2 oral activities with the teacher;
- more than 10 Moodle quizzes; and
- avoid committing academic dishonesty (cheating, plagiarism, etc.)

\* **Copying and pasting the Moodle quiz answers or written assignments from somewhere, getting answers from your classmates, or entering random answers on Moodle quizzes is prohibited.** If such action is found, you will get 0 point for that quiz or assignment, and it will be counted as a missed quiz or assignment.

\* The minutes you show up late for the oral activity with the teacher will be summed up. If it becomes equal to the activity time, it will be counted as a 1 day absent.

\* Students cannot change the oral practice day with a partner without the teacher's approval. If your partner does not respond to your message or does not show up on zoom, inform it to the teacher immediately. If you do not inform it to the teacher right away (within 24 hours), it will be counted as an absence.

### 3) Course Policy for Points and Grades

- *Moodle quiz:* You need to think and answer the quizzes or do the writing assignments by yourself. **Copying & pasting** the quiz answers from somewhere, getting quiz answers from someone, using translation programs and just copy it without try, or entering **random answers** on quiz to get correct answers and copy them is prohibited. If such action is found, you will get 0 point for that quiz, and it will be counted as a missed quiz. If such actions are found multiple times, you will receive and **F** in this course.
- *Written assignment:* **Copying** someone's work or some sources (e.g. online translation, etc.) on writing assignments is prohibited. If such action or any SUSPICIOUS actions are found, you will get 0 point for that assignment, and it

will be counted as a missed assignment. If such action or suspicious action is found more than ONCE, you will receive an **F** in this course.

- Being able to **write (handwrite) hiragana characters correctly** is a **minimum requirement** to pass JA101. If you are not able to write (handwrite) many hiragana characters correctly by the end of the semester, you will not pass this course, regardless of your course total score. The Midterm and the Final exams will be used for that evaluation. To pass this course, you need to receive a minimum of **15 points** on the Midterm and the Final exams, also **should not get a 0 point** on either the multiple-choice part or written part both on the Midterm and the Final exams.
- Assignments and Exams: **Cheating and plagiarism** are strictly prohibited in this course. If such action or any suspicious action is found, your final grade of this course will be an **F**, regardless of your course total points. The examples of Cheating or Plagiarism on the quiz, writing assignments, or the exam can be (but not limited to) sharing answers with classmates, getting answers from someone, searching answers on internet or looking at a memo or textbook or any other sources during the exam, using a translation tool, obtaining exam questions from someone before the exam, etc. For writing homework, discussion with your classmates is allowed, but do not copy someone's work.

#### 4) Assignment Make-up Policies

- Written assignments must be submitted by the due date. **No late submission will be accepted.**
- Moodle quizzes will be closed at **11:59pm** on the due date. **Requests to reopen the quizzes will NOT be accepted for any reasons** (except island-wide power outage, natural disaster like typhoon, or teacher's setting mistake). Try to do the quizzes in advance. If you experience power outage at your house, or if your computer is broken, try to find an alternative solution (c.f. UOG computer center is open) and inform it to the teacher asap.
- When uploading written assignments to Moodle, please convert your files to "**PDF**". Do not use other file formats, especially "HEIC" file. I cannot open that type of file, and you will not receive any points.

#### 5) Device

You need a computer with a camera. Using a cellphone is NOT recommended. A camera is needed to meet with the teacher and your partners for conversation practices and oral performance tests.

#### 6) Required Course Materials

- (1) a kanji booklet (download from the course page)
- (2) a dictionary: an English-Japanese & a Japanese-English dictionary (online dictionary is fine too)
- (3) *Genki vol. 1*, second edition (PDF version is available from *Genki* website)

### EVALUATION and GRADING

In order to determine whether or not students have achieved the course learning objectives, students will be evaluated and graded as follows:

#### Grading Methodology

Below is a breakdown of the grade distribution for this course as well as how percentages translate to letter grades for the course:

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|  |      |
|--|------|
| Moodle Quizzes (Grammar and characters)              | 10%  |
| Written Assignments, Hiragana and Katakana exercises | 10%  |
| Oral Performance Tests                               | 25%  |
| Oral practice with a partner, with the teacher       | 20%  |
| Chapter Test   | 15%  |
| Final Exam   | 20%  |
| <hr/>  |      |
| TOTAL  | 100% |

\*To pass this course, you need to get minimum **15 %** on the Midterm and the Final exams. Also, you should not get a **0 point** on the multiple-choice part or written part on the Midterm and the Final exams.

| Letter Grade | Grade Point Value | Percent Grade | Definition  |  |
|--------------|-------------------|---------------|-------------|--|
| A+           | 4.00              | 98-100%       | Outstanding | Honors-level performance with superior quality and extraordinary distinction.  |
| A            | 4.00              | 93-97%        |             |  |
| A-           | 3.67              | 90-92%        |             |  |
| B+           | 3.33              | 87-89%        | Good        | Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.    |
| B            | 3.00              | 83-86%        |             |  |
| B-           | 2.67              | 80-82%        |             |  |
| C            | 2.33              | 77-79%        | Adequate    | Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite. |
| C-           | 2.00              | 70-76%        |             |  |
| D            | 1.00              | 60-69%        | Deficient   | Minimal passing, but not adequate to take a subsequent course which has this course as prerequisite.                               |
| F            | 0.00              | < 59%         | Failure     | Inadequate to receive credits  |
| P            |                   |               | Pass        |  |
| I            |                   |               | Incomplete  |  |
| NC           |                   |               | No Credit   |  |

\* Being able to **write (handwrite) hiragana correctly** is a **minimum requirement** to pass JA101. If you are not able to write (handwrite) many hiragana characters correctly by the end of the semester, you will not pass this course. The Midterm and the Final exams (writing part) and writing assignments will be used for that evaluation.

\* **Cheating and Plagiarism** are strictly prohibited in this course. If such an action or any suspicious actions are found on the homework, Moodle quiz, oral tests, and exams, you will receive an F regardless of your total grades.

\* Special requests or negotiations with regards to your missed homework and quizzes, attendance, or grades not indicated on this syllabus will not be entertained. Procedures laid out in the syllabus are final.

\* Attendance points will be deducted for behaviors that disturbs other students, doing other things, not concentrating, etc. during the online practice and oral activity with the teacher.

\* The final grade also take into account a student's participation engagement in the course. The course total points shown on the Moodle Grades page may not be same with your final grade for the course.

\* **There is no extra credit system for this course.** Do not expect to receive extra credit without doing the basics – the assignments and oral practices indicated on the course syllabus.

### Grades page

The course total on the grades page starts from 0. Blank items are treated as 0 point. As you complete quizzes, submit assignments, taking the tests, etc., your score will increase.

### Writing Assignments Rubric

Writing assignments will be graded as follows.

| 10pt                           | 8pt   | 6pt                       | 4pt  | 2pt  | 0pt   |
|--------------------------------|---|---------------------------|--|--|---|
| Less than 2 different mistakes | Less than 2 different mistakes, but the dialogue is too short | 3 to 5 different mistakes | More than 5 different mistakes / Incomprehensible / Illegible / Dialogue too short | Submitted, but incomplete / Did not follow the instruction | No submission / File irretrievable/ Did not follow the instruction at all |

### \* Convert to a PDF file:

When uploading written assignments to Moodle, please convert your assignment to a "pdf" file. Do not use other file formats, especially "HEIC" file. I cannot open that type of file, so I cannot give you any points.

### Oral Performance Tests

The oral performance test is not a reading test. You are not allowed to look at anything (e.g. memo, textbook, notebook, translation tool, etc.)

<How to see your oral performance test results>

- 90 or higher: very good
- 80-89: good, but need to review particles and vocabulary
- 65-79: review particles, vocabulary, and structures more carefully
- 56-64: remember all vocabulary first and then review all grammars from L1
- below 55: need to spend more time to study and review everything

\*\*\*\*\*

**COURSE OBJECTIVES/STUDENT LEARNING OBJECTIVES (SLO), INTERSTATE TEACHER & SUPPORT CONSORTIUM (InTASC) (PLO), INSTITUTIONAL LEARNING OUTCOME (ILO's),**

The main goal of this course is to develop proficiency in the four language skills: listening, speaking, reading and writing. By the completion of this course, students will demonstrate the ability to:

**Outcomes:**

- **1: Proficient skills:** *Develop proficiency in the four Japanese language skills of listening, speaking, reading and writing, and also culture*
- **2: Listening:** understand everyday conversation
- **3: Speaking:** introduce yourself, express your own needs, and describe past events & future plan
- **4: Reading** read short materials
- **5: Writing** write sentences or essays using hiragana, katakana, and kanji

**STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX**

The main goal of this course is to develop basic skills in the four language skills: listening, speaking, reading and writing. By the completion of this course, students will demonstrate the ability to:

ILOs/IGLOs/PLO Mapping

|  |   | Program Learning (PLOs)   |  |   |   |  |
|--|---|---|--|---|---|--|
|  |   | <i>PLO #1: interpersonal, interpretive, and presentational</i><br>To develop proficiency of language skills of listening, speaking, reading, and writing in three modes of communication (interpersonal, interpretive, and presentational.) | <i>PLO #2: Intermediate-high</i><br>To develop Japanese language proficiency to "Intermediate-high" level according to the ACTFL proficiency guidelines. | <i>PLO #3: intercultural communication</i><br>To develop skills for effective intercultural communication with Japanese people. | <i>PLO #4: Japanese culture</i><br>To gain knowledge and understanding of Japanese culture. | <i>PLO #5: comparisons of Japanese culture and their own</i><br>To demonstrate understanding of the concepts of culture through comparisons of Japanese culture and their own. |
| Institutional Student Learning Outcomes (ILOs/IGLOs) | <b>Institutional Learning Outcome 1:</b> Student shall demonstrate a mastery of critical thinking and problem solving.  | ✓   |  |   | ✓   | ✓  |
|  | <b>Institutional Learning Outcome 2:</b> Student shall demonstrate a mastery of quantitative analysis.  |   |  |   |   |  |
|  | <b>Institutional Learning Outcome 3:</b> Student shall demonstrate effective oral and written communication skills.   | ✓   | ✓  | ✓   |   |  |
|  | <b>Institutional Learning Outcome 4:</b> Student shall demonstrate an understanding and appreciation of culturally diverse people, ideas, and values in a democratic context. |   |  | ✓   | ✓   | ✓  |
|  | <b>Institutional Learning Outcome 5:</b> Student shall demonstrate responsible use of knowledge, natural resources, and technology.   | ✓   | ✓  | ✓   | ✓   | ✓  |
|  | <b>Institutional Learning Outcome 6:</b> Student shall demonstrate an appreciation of the arts and sciences   |   |  |   |   |  |
|  | <b>Institutional Learning Outcome 7:</b> Student shall demonstrate interest in personal development and lifelong learning.  | ✓   |  |   | ✓   | ✓  |

### ADA Statement

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, [disabilitysupport@triton.uog.edu](mailto:disabilitysupport@triton.uog.edu) or telephone/TDD 671-735-2460.

### Online Class Policies

#### 1) NO UNAUTHORIZED RECORDING:

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

#### 2) REMINDER OF SOME BEST PRACTICES FOR THE ONLINE COURSE MEETINGS:

- Pick a quiet room so background noise is minimized.
- Log in a little early so there is no delay in your efforts to connect. Maybe 10 minutes
- before start time.

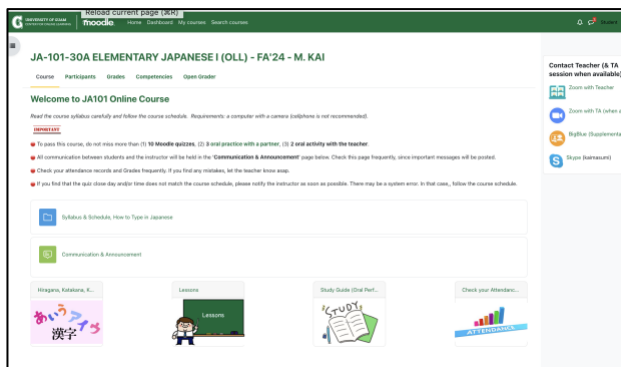
### VIRTUAL CLASSROOM INTERACTION

There are a number of things to keep in mind with regards to interaction in the virtual classroom.

- Communicating with the Instructor
  - I have included an “*Communication and Announcement*” forum in the class where you can post any questions you might have regarding the class. I will post answers to your questions in this forum so that you, and anyone else with the same questions, can always refer back to the forum for answers. Students are also welcome to provide their own answers and feedback based on their own experience. Such sharing of information allows us all to help each other.
- Online Etiquette (aka: Netiquette)
  - Be prompt. Follow class schedules and respond to email messages promptly.
  - Participate. Participation is part of your grade and also helps to move the class along. Especially for group activities, be sure to do your share of the work.
  - No flaming, trolling, or cyber bullying. You are all expected to be respectful and professional. If you have any concerns with classmates, please contact your instructor regarding the problem.
  - Stay on topic and try to back up any claims or statements that you make.
  - Do not plagiarize.
  - Avoid jokes and sarcasm as these are often misinterpreted online.
  - Respect the privacy of others. Do not post or communicate other person’s personal or confidential information that is not related to the course in the virtual classroom.
  - Remember that the UOG Moodle system keeps logs of all your activity inside of UOG Moodle.

## INSTRUCTIONS: HOW TO LEARN

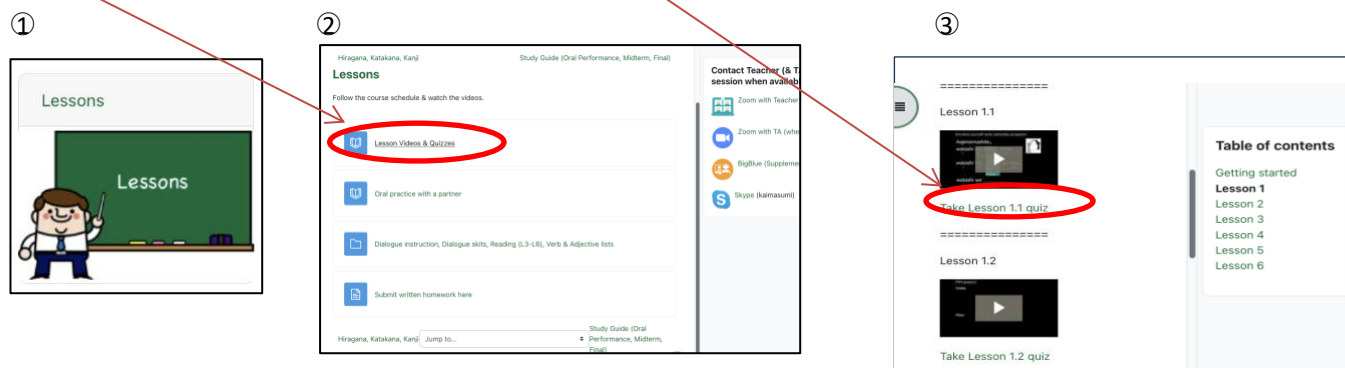
The course main page looks like this. There are several grids.



### 1) How to Learn Grammar

You follow the course schedule and watch the lesson video(s) of the day and do the assignments (Moodle quizzes and writing homework).

To watch the lesson videos and take quizzes, ① open the “Lessons” grid, and then ② click “Lesson Videos & Quizzes” icon. ③ Watch the video of the day and click the quiz icon under it to take the quiz.

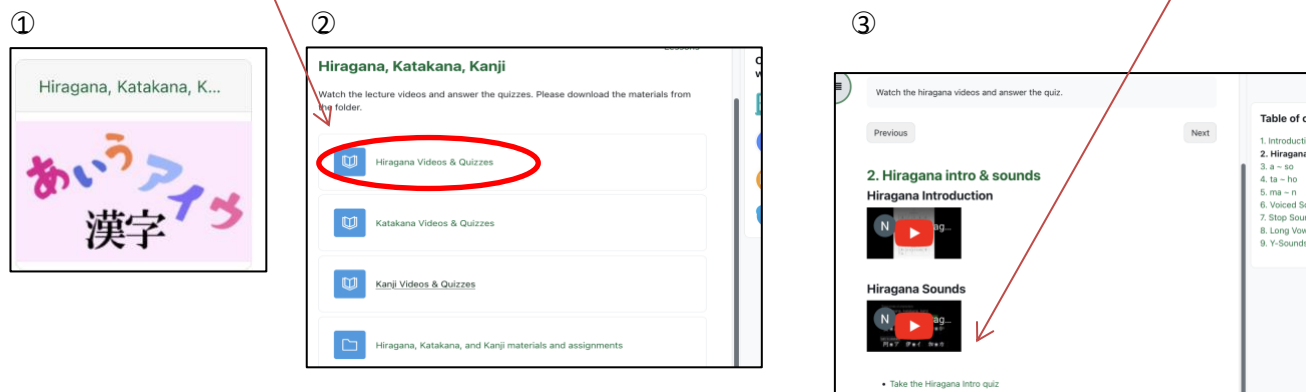


### 2) How to Learn Hiragana, Katakana, and Kanji

**Hiragana and Katakana:** You watch the character videos to learn Hiragana and Katakana. There are Hiragana and Katakana quizzes. They are under the videos. There are also ‘Hiragana exercises’ and ‘Katakana exercises.’

\* Download **“JA101 Hiragana Katakana booklet”** and study hiragana and katakana using it. The booklet is downloadable from the “Hiragana, Katakana, and Kanji materials and assignments” folder in the “Hiragana, Katakana, Kanji” grid.

To watch the Hiragana videos and take quizzes, ① open the “Hiragana, Katakana, Kanji” grid, and then ② click “Hiragana Videos & Quizzes” icon. ③ Watch the video of the day and click the quiz link under the videos to take the quiz.



**Kanji:** You need to download two files: JA101 Kanji booklet and JA101 Kanji writing homework. The kanji booklet is for your practice (no need to submit). The kanji writing homework has a due date to submit (see the schedule). Click the

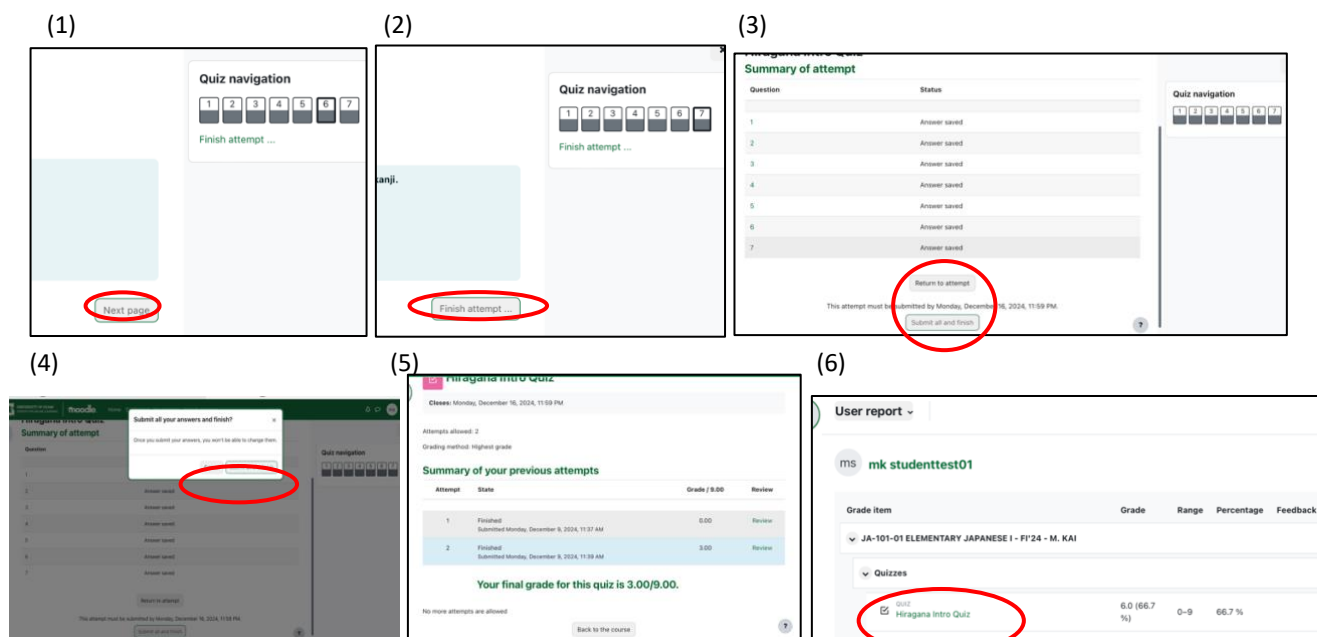
'[Hiragana, Katakana, Kanji materials and assignments](#)' icon under 'Hiragana, Katakana, Kanji' grid to download the kanji homework sheets. Kanji starts from Lesson 3. Watch the kanji lesson video first, and then trace each kanji shape on the kanji booklet carefully. You also need to learn stroke orders of kanji and how each kanji is used in a word. Examples are in the kanji booklet. You will learn 3 to 4 new kanji a date. If you want, you can speed up and learn more kanji in a day.

### 3) Moodle Quizzes

Do not miss more than **10 Moodle quizzes** in total, or you will get an **F** in this course.

**Lesson Quizzes:** After you watch each lesson video, you must take the quiz of the day. You need to complete the Moodle quiz **by 11:59pm** on the due date. Each quiz is under the video. You can try each quiz **twice** and the highest score will be recorded as your grade. The lesson quizzes are NOT time controlled. You can spend as much time as you want. You can also look at a dictionary or the textbook.

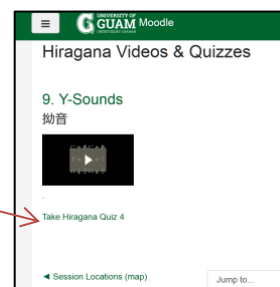
- Questions may have several pages. Click "[Next page](#)" to continue (1 below).
- After answering all questions, click the "[Finish attempt...](#)" button (2 below). You can review if your answers were correct or not.
- To take the second attempt, click the "[Return to the attempt](#)" button (3 below).
- When finish the second attempt, click the "[Submit all and finish](#)" button (3 below). The system will ask you confirmation. Please confirm it. You will see the summary of your attempts (4 below).
- To review the correct answers after taking the second attempt, [go back to the course main page](#) and [go to the "Grades page"](#). Under "User report", choose the quiz you want to review (5 below). You can review the correct answers before the due date.



\* **Copying and pasting** the Moodle quiz answers from the 1<sup>st</sup> attempt results, getting answers from someone and just copy it, typing in random answers on the first attempt to get correct answers, using a translation tool and just copy it, etc. are prohibited. If such action or any suspicious action is found, you will get 0 point for that quiz, and it will be counted as a missed quiz. If such an action is taken multiple times, it will be considered **CHEATING or PLAGIARISM** and you will fail the course.

**Hiragana, Katakana, and Kanji Quizzes:** There are hiragana, katakana, and kanji quizzes on specified dates. The quiz is under the video. These quizzes are NOT time controlled, however, **the kanji quizzes have time limitations**. You have access to the quiz for only a limited time (there is an instruction on the quiz page). So, study well before you start taking the kanji quiz.

**NOTE: Type in Japanese:** You need to know how to type in Japanese to answer Moodle quizzes, starting from Lesson 2. Download the 'how to type in Japanese' instruction file on the course main page and set up the Japanese language bar on your computer.



#### 4) Writing Homework and How to Submit

There is several writing homework. You need to use a **regular pen and paper** to do these assignments.

(1) **Hiragana, Katakana, Kanji**: You must **download the sheets** to do these writing assignments. Sheets are on the course main page. Scratch paper will not be accepted. Click the icon titled "Hiragana, Katakana, and Kanji materials" in the "Hiragana, Katakana, Kanji" folder on the course main page.

(2) **Dialogue**: Watch the dialogue video or read the dialogue skit first, then create your "own" dialogue along with the topic. "Own" dialogue means to change the contents a bit but still follow the main topic of the dialogue (e.g. New Friends, Shopping, etc.). You must use hiragana and katakana (and kanji, if you like) to write your dialogue. Do not type. There are video links at the bottom of each Lesson page. The dialogue skits are also in "Dialogue skits, Reading (L3-L6), Verb & Adjective lists" in the "Lessons" grid. You can also search dialogue videos on Youtube (search by "Genki dialogue").

(3) **Reading** (depends on the semester; if this homework is required, it is indicated on the course schedule): Use the textbook 'Genki I', L3-L6 reading and writing pages, or you can download the same contents from the course main page (in the "Lessons" folder).

For (1), download the sheets from the course main page. (2) to (4) use the textbooks. For (2) and (4), you need to make a copy of the page(s) to submit (do not submit the textbooks).

Note:

- All writing homework must be hand-written. Typing will not be accepted (you will receive a 0 point for it).
- Do NOT use a stylus pen/touch pen (e.g. Apple pen) for the writing homework. You need to use a regular pen or pencil and write on paper by hand. If there is a specific paper for the assignment, you need to use it.
- Late homework submissions will NOT be accepted regardless of the reason. Early submission is welcomed.
- Starting from L2 dialogue homework, write your name in katakana on top of the homework sheet.
- Writing homework must be uploaded to a proper submission folder by due date. Each homework has a different submission folder.
- Copying another student's work is prohibited and it will be considered as **CHEATING or PLAGIARISM**. If such action is found, your final grade of this course will be an F.
- *Convert to a PDF file*: When uploading writing assignments to Moodle, please convert your assignment to a "pdf" file. Do not use other file formats, especially "HEIC" file. I cannot open that type of file, so cannot give any points.

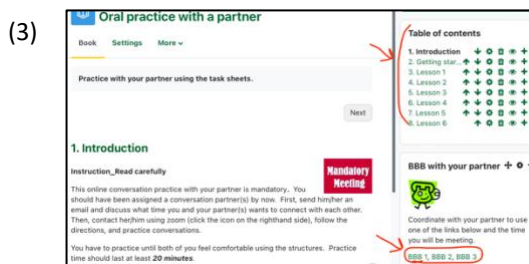
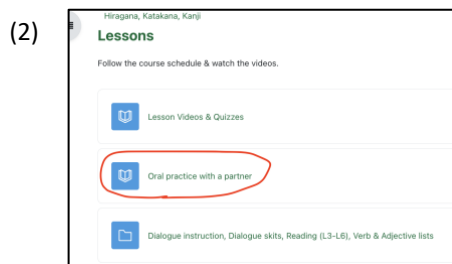
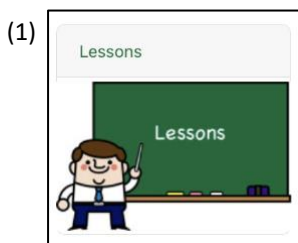
#### 5) Oral Practice with Your Partner

You will be assigned a conversation partner(s). Depending on availability, you may also have a Japanese partner(s) besides an UOG partner. Information about your partner will be announced after the semester starts. For oral practice, you use a 'BBB'(BigBlueButton) link on the practice page (see below) and use task sheets assigned on the day. Do not use your private conference tools. Oral practice is scheduled on **every Tuesday, Wednesday, and Thursday**. You cannot change the practice day or practice by yourself without a partner unless you have a special reason and get an approval from the teacher. The online practice with your partner is **mandatory**. If you **miss it more than three times** without a reasonable reason, you will get an **F** in this course.

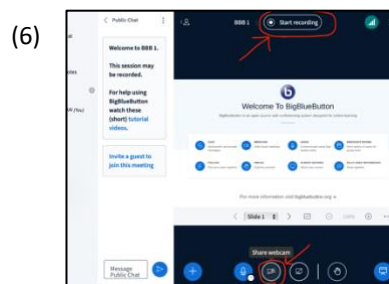
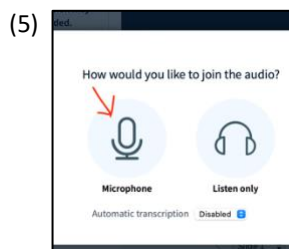
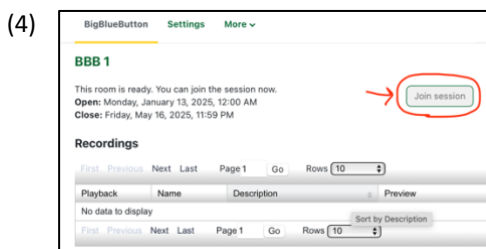
Once you received the contact information of your partner, please discuss the time to practice with your partner. You can do it any time during the practice day (T,W &TH). You need to watch the lesson video first, before you practice with your partner.

<How to use BBB>

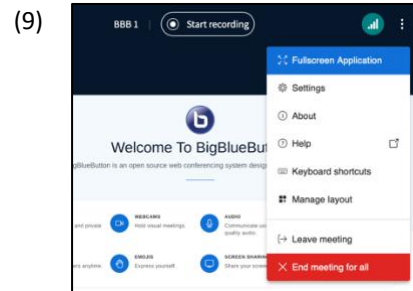
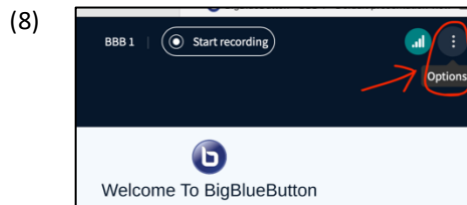
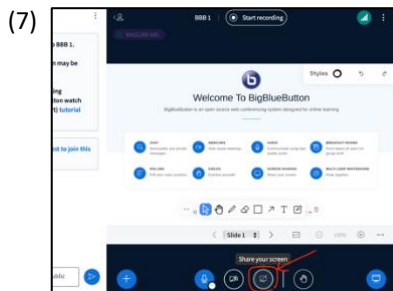
- Open the "Lesson" gride (1 below) and then click "Oral practice with a partner" (2 below). You will see the task sheets and several BBB links on the left side of the page (3 below).
- Choose the Lesson of the day from the "Table of contents". To meet with your partner, you use one of the BBB. Please try **"BBB 1" first**. If another group is already using it when you login, use **"BBB 2"**. If it is also taken, then use **"BBB 3"**.



- BBB page will be open on a new tab. Click the “Join session” button (4 below). On the next page, choose “Microphone” (5 below), and choose “Allow”, then “Join audio”.
- Make sure to click **“Start recording”**. Also click the **“Share webcam”**, and then “Start sharing” button. If you do not do these, your practice will not be recorded, and you will not get the attendance point. You will be counted as absent.



- To share your screen, you need to click “Share your screen” (7 below) icon. Note that this function may not be available on *Firefox*. If so, use another browser such as *Safari*.
- To exit, click “Option” on top right corner (8 below), then choose “Exit meeting for all” (9 below).



**NOTE**

**\*Keep the camera on during the practice**

\*Use the **“share screen”** function to show which task you are doing

\* You must practice at least for **20 minutes**. If your practice is less than 20 minutes, you will not receive full points for attendance. If you finish practicing your task sheets earlier, you can review other lessons.

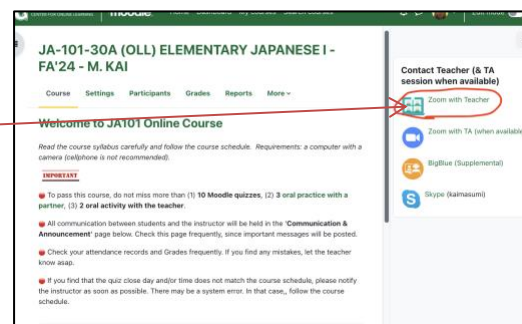
**Note:**

- If your partner does not respond to your message/calls or does not show up on BBB, please contact the teacher immediately. If you do not do anything, you will be considered as having missed this practice.

## 6) Oral Activity with the Teacher

You need to contact the teacher on the 'oral activity with the teacher' day to practice conversation and grammar. Look at the course schedule to check which day it will be. We will use **"Zoom with Teacher"** link on the course main page. If you do not see the zoom icons, pull the tag on the right top corner of the course main page.

If you are going to miss the practice for a justifiable reason, please contact the teacher immediately. If you miss the practice more than **twice** without a reasonable reason, you will get an **F** in this course.



*\* Behavior that students should be careful of during the oral activity with the teacher*

The oral activities with the teacher are equivalent to in-class exercises. If an inappropriate behavior is noticed, you will **NOT get full attendance points**. If such behavior continues, you may be asked to leave the class (it will be counted as an **absence**). Examples of such behavior include (but are not limited to):

- Having someone sit next to you who is not enrolled in this course
- Having conversation or exchanging text message with other people
- Intentionally turn off your camera (other than internet connection issue)
- Watching something else on the computer screen
- Doing something (e.g., walking around, eating, doing some private things, etc.)
- Lying down
- Other acts that disrupt classes or cause a nuisance

## 8) Oral Performance Tests

You will have oral performance tests on the specified dates (see the schedule). See the study guide on the course main page for the details.

## 9) Midterm and Final Exam

The midterm and the final exam will be held on the specified date. See the study guide for the details on the course page. The exams are **NOT an open book exam**. You are **NOT allowed** to look at the internet, notes, memos, textbooks, or use translation tools, etc. Obtaining exam questions from someone before the exam is also prohibited. If such or any suspicious behavior is found, the exam will be invalid (0 points) and you will receive an **F** in this course.

\*If you are going to miss or missed an oral performance test, Midterm, or Final exam for a valid reason, consult with the teacher ASAP (**in advance, or within 24h after the test**). Rescheduling of oral test and the exams may be considered, if you have a valid reason.

## 10) Any help?

Contact UOG OLC (Online Learning Center) office in House 6 of the Deans Circle (Alstrom Drive).

TEL: (671) 735-2620 / 2621

Email : moodlehelp@triton.uog.edu




## JA 101 Online Course Schedule OLL-HYB (subject to change)


This is an intensive course. One-day equals to *three days* in a normal semester. Look at the schedule carefully and never get behind. **Do not miss more than 10 Moodle quizzes, 3 oral practices with a partner, 2 oral activities with the teacher.**


- Watch the lesson videos and character videos (hiragana, katakana, or kanji) of the day, and do your homework.
- Lesson and character **quizzes** (hiragana, katakana, kanji) are on Moodle. You need to complete them **by 11:59pm** on the due day. Requesting to reopen Moodle quiz will not be entertained, except island-wise disaster or setting errors.
- All **written homework** must be **handwritten** (do not type). Typed homework will not be accepted (you will get 0 point for it). Submit (upload) your assignments to an appropriate submission folder by the due date. No late submissions will be accepted. Do not use a scratch paper for kanji writing homework (and reading homework if there are). For **dialogue**, you need to watch the dialogue video or read the dialogue skit and create your own dialogue. Dialogue skits and **reading** materials are in "Dialogue skits, Reading, Verb & Adjective lists" folder under "Lesson". Written assignments are usually submitted by Wednesdays. However, it is a "submission" deadline. Do your homework on the day indicated. Do not wait until the due day (usually Wednesday) to do all your written homework.
- You will be assigned an oral practice **partner** (plus a Japanese student if available). You need to discuss the practice time and zoom link number with your partner. The practice must be at least for 20 minutes. You may stop practicing after reaching 20 minutes. You do not need to complete all tasks if the time runs out. Note that there is time difference between Guam and Japan (Guam is 1 hour ahead). Japanese partners participate this activity voluntarily. So, do not show up late and make them wait. **Keep the camera on during the practice to show your face. Use the "share screen" function to show which task you are doing.**


<Symbols used in the schedule below>

 = watch a video.





 = oral practice with a partner or oral activity with the teacher.

 (under 'Homework due') = writing assignments

 = Hiragana exercises (in the 'Hiragana, Katakana, Kanji' folder)

 = Katakana exercises (in the 'Hiragana, Katakana, Kanji' folder)

NOTE: If you find that the quiz close date or/and time on Moodle does not match the course schedule below, please notify the instructor asap. There may be a system error. In that case, follow the course schedule.

|             | Contents  | Homework due   |
|-------------|---|--|
| before 8/20 | 1) Submit "Student Schedule Information Sheet" to the teacher at "kai@triton.uog.edu" asap or by <b>8/12 (T)</b>  |  |
| Week 1      | Contents  | Homework due   |
| 8/20 (W)    | <ul style="list-style-type: none"> <li>• Read the syllabus and course schedule carefully.</li> <li>• Obtain the textbooks from the UOG bookstore or website and download the course materials from Moodle.</li> <li>• Check <b>Zoom</b> links to see if it works on your computer (Click the Zoom icons on the course main page and on the practice page: two different Zooms).</li> </ul>  | 1) If you cannot contact the teacher between tomorrow with a valid excuse, inform it on the 'Communication & Announcement'.<br>2) Answer Questionnaire 1 on the main page <b>by 8/22 (F)</b> . |
| 8/21 (Th)   | 1)  Oral Activity with the teacher<br><b>Contact the teacher using Zoom with Teacher on the course main page at 8:30am or 11:30am</b>  |  |
|             | 1)  Hiragana: Hiragana intro & sounds<br>2)  Getting started - Part 2 (Greetings)<br>3)  Getting started - Part 3 (Student's expressions, Teacher's commands)<br><br>*** You will receive the following information soon:<br>• Your oral practice partner's information. | 1) Hiragana Intro Quiz   |
| 8/22 (F)    | <i>*Contact your oral practice partner(s).</i><br><i>Review of the week:</i><br>1) Review (self-study): greetings, students' expressions, teacher's command, etc.   | 1) Getting started 2 Quiz<br>2) Getting started 3 Quiz   |

| Week 2    | Contents   | Homework due   |
|-----------|--|--|
| 8/25 (M)  | 1) ☺ Oral Activity with the teacher<br>Contact the teacher using Zoom at your assigned time<br><b>(10:00AM)</b><br>2) 📺 Hiragana: あ～お、か～こ、さ～そ<br>3) 📺 Getting started - Part 4 (Useful words)<br><b>LESSON 1</b><br>4) 📺 Lesson 1 Vocabulary   | 1) HE 1 (a~ko)<br>2) Getting started 4 Quiz<br>3) Lesson 1 Vocabulary Quiz   |
|           | 1) Hiragana Quiz 1 (あ～そ)<br>2) 📺 Lesson 1.1 (Name, Nationality, Occupation)<br>3) 📺 Lesson 1.2 (Hobby, Major, WH-type question: hobby & major)   | 1) <b>Hiragana Quiz 1 (あ～そ)</b><br>2) Lesson 1.1 Quiz<br>3) Lesson 1.2 Quiz  |
| 8/26 (T)  | 1) 📺 Hiragana: た～と、な～の、は～ほ<br>2) 📺 Lesson 1.3 (Yes-No type question: nationality, Review questions: name, occupation, major, hobby)  | 1) HE 2 (sa~to)<br>2) HE 3 (na~ho)<br>3) Lesson 1.3 Quiz   |
|           | 1) Hiragana Quiz 2 (た～ほ)<br>2) 📺 Lesson 1.4 (Numbers 1~10, Year grade)<br>3) 📺 Lesson 1.5 (O'clock)<br>4) ☺ Oral practice with your partner: Getting started 1~5 tasks, L1 vocabulary, L1.1, L1.2, L1.3 tasks<br><i>* Contact your oral practice partner using BBB and practice conversation task(s) on Moodle. Before the practice, you must watch the lesson videos.</i> | 1) <b>Hiragana Quiz 2 (た～ほ)</b><br>2) Lesson 1.4 Quiz<br>3) Lesson 1.5 Quiz  |
| 8/27 (W)  | 1) 📺 Hiragana: ま～も、や～よ、ら～ろ、わ～ん<br>2) 📺 Lesson 1.6 (Tel Number)<br>3) 📺 Lesson 1.7 (Age)  | 1) HE 4 (ma~yo)<br>2) HE 5 (ra~n)<br>3) Lesson 1.6 Quiz<br>4) Lesson 1.7 Quiz  |
|           | 1) Hiragana Quiz 3 (ま～ん)<br>2) 📺 Lesson 1.8 (Talk about family members)<br>3) ☺ Oral practice with your partner: L1.4, L1.5, L1.6, L1.7, L1.8 tasks  | 1) <b>Hiragana Quiz 3 (ま～ん)</b><br>2) Lesson 1.8 Quiz  |
| 8/28 (Th) | 1) 📺 Hiragana: Voiced sounds, Stop sounds<br>2) 📺 Lesson 1.9 (どこ, Review: introduce yourself)<br>3) 📺 Lesson 1.10 (の)  | 1) HE 6 (voiced sounds)<br>2) HE 7 (words: a~n, voiced sounds, stop sounds)<br>3) Lesson 1.9 Quiz<br>4) Lesson 1.10 Quiz   |
|           | 1) 📺 Hiragana: Long vowels, Y-sounds<br>2) 📺 Lesson 1.11 (minutes)<br>3) 📺 Lesson 1.12 (month)<br>4) ☺ Oral practice with your partner: L1.9, L1.10, L1.11, L1.12 tasks (if time allows, review L1.6, L1.7, L1.8, tasks)   | 1) HE 8 (words: long vowels, y-sounds)<br>2) HE 9 (How to type in hiragana)<br>3) HE 10 (Useful words)<br>4) Lesson 1.11 Quiz<br>5) Lesson 1.12 Quiz<br>6) 📺: Hiragana writing: <u>Download the sheets (Do not use scratch paper)</u> , write answers on it ( <u>must be handwritten</u> ), and upload it to the "submission folder", by 8/29 (F), 11:59pm |
| 8/29 (F)  | <i>Review of the week:</i><br>1) Review (self-study): Hiragana 'a' to Y-sounds, numbers, introduce yourself<br>2) Hiragana writing due   |  |

| Week 3  | Contents         | Homework due |
|---------|------------------|--------------|
| 9/1 (M) | <b>Labor Day</b> |              |
|         |                  |              |

|          |   |   |
|----------|---|---|
| 9/2 (T)  | 1) Hiragana Quiz 4 (All)<br>2) 📖 Lesson 1.13 (Day of the week)<br>3) Dialogue L1: Watch the L1 dialogue video or look at the skit and create your own dialogue followed by the topic and use the structures & vocabulary in L1                              | 1) <b>Hiragana Quiz 4 (All)</b><br>2) Lesson 1.13 Quiz<br>3) 📺: Dialogue L1: Watch L1 dialogue video or read the dialogue skits (available to download from the course main page) and make your own dialogue, upload it to the submission folder, due by 9/5 (F), 11:59pm. <b>Use handwritten hiragana (no Roma-ji). Read the instructions on the course main page.</b> |
|          | 1) 📖 Katakana: ア～オ、カ～コ、サ～ソ<br><b>LESSON 2</b><br>2) 📖 Lesson 2 Vocabulary<br>3) 📖 Lesson 2.1 (これ/それ/あれは～です)<br>4) ☺ Oral practice with your partner: L1.13, L1 dialogue (read the dialogue skit with your partner), L2 vocabulary, review numbers (0 to 10) | 1) <b>KE</b> 1 (a~ko)<br>2) <b>KE</b> 2 (words: a~so)<br>3) Lesson 2 Vocabulary Quiz<br>4) Lesson 2.1 Quiz  |
| 9/3 (W)  | 1) Katakana Quiz 1 (ア～ソ)<br>2) 📖 Katakana: タ～ト、ナ～ノ、ハ～ホ<br>3) 📖 Lesson 2.2 (Numbers ~100,000,000, いくらですか)  | 1) <b>Katakana Quiz 1 (ア～ソ)</b><br>2) <b>KE</b> 3 (sa~to)<br>3) <b>KE</b> 4 (na~ho)<br>4) <b>KE</b> 5 (words: ta~ho)<br>5) Lesson 2.2 Quiz  |
|          | 1) Katakana Quiz 2 (タ～ホ)<br>2) 📖 Lesson 2.3 (この/その/あの～)<br>3) 📖 Lesson 2.4 (だれの)<br>4) ☺ Oral practice with your partner: L2.1, L2.2, L2.3, L2.4 tasks (if time allows, review L2 vocabulary)   | 1) <b>Katakana Quiz 2 (タ～ホ)</b><br>2) Lesson 2.3 Quiz<br>3) Lesson 2.4 Quiz   |
| 9/4 (Th) | 1) 📖 Katakana: マ～モ、ヤ～ヨ、ラ～ロ、ワ～ン<br>2) 📖 Lesson 2.5 (も)<br>3) 📖 Lesson 2.6 (～じゃありません)   | 1) <b>KE</b> 6 (ma~yo)<br>2) <b>KE</b> 7 (ra~n)<br>3) <b>KE</b> 8 (words: ma~n)<br>4) Lesson 2.5 Quiz<br>5) Lesson 2.6 Quiz   |
|          | 1) Katakana Quiz 3 (マ～ン)<br>2) 📖 Lesson 2.7 (ここ/そこ/あそこ)<br>3) ☺ Oral practice with your partner: L2.5, L2.6, L2.7 tasks (if time allows, review L2 vocabulary, L2.1, L2.2 tasks, review big numbers)  | 1) <b>Katakana Quiz 3 (マ～ン)</b><br>2) Lesson 2.7 Quiz   |
| 9/5 (F)  | <i>Review of the week:</i><br>1) Review (self-study): high numbers, ～は～です (affirmative), ～は～じゃありません (negative), verbs, etc.<br>2) L1 dialogue due   |   |

| Week 4  | Contents   | Homework due   |
|---------|--|--|
| 9/8 (M) | 1) ☺ Oral Activity with the teacher<br>Contact the teacher using Zoom at your assigned time<br>2) 📖 Katakana: Voiced sounds, Stop sounds<br>3) 📖 Lesson 2.8 (どこ)<br>4) Dialogue L2: Watch the L2 dialogue video or look at the skit and create your own dialogue followed by the topic and use the structures & vocabulary in L2 | 1) <b>KE</b> 9 (words: voiced sounds, stop sounds)<br>2) Lesson 2.8 Quiz<br>3) 📺: Dialogue L2: Make own dialogue L2: upload to the submission folder, due by 9/12 (F), 11:59pm |
|         | 1) 📖 Katakana: Long sounds, Y-sound, Special sounds<br>2) <b>LESSON 3</b><br>3) 📖 Lesson 3 Vocabulary<br>4) 📖 Lesson 3.1 (verbs)   | 1) <b>KE</b> 10 (words: long vowels, y-sounds)<br>2) <b>KE</b> 11 (How to type in katakana)<br>3) Lesson 3 Vocabulary Quiz<br>4) Lesson 3.1 Quiz                               |

|           |  |   |
|-----------|--|---|
| 9/9 (T)   | * <i>Check Study Guide for Oral Performance 1</i><br>1) Katakana Quiz 4 (All)<br>2) ㊦ Lesson 3.2 (は、を)<br>3) ㊦ Lesson 3.3 (Yes-No question: ~ます、~ません)  | 1) <b>Katakana Quiz 4 (All)</b><br>2) ㊦: Katakana writing: due by 9/12 (F), 11:59pm<br>3) Lesson 3.2 Quiz<br>4) Lesson 3.3 Quiz |
|           | 1) ㊦ Kanji Intro<br>2) ㊦ Lesson 3.4 (なにを~ますか)<br>3) ☺ Oral practice with your partner: L2.8, L3 vocabulary, L3.1, L3.2, L3.3 tasks (if time allows, review L2.4, L2.5, L2.6, L2.7 tasks)       | 1) Lesson 3.4 Quiz  |
| 9/10 (W)  | 1) Kanji Intro Quiz<br>2) ㊦ Lesson 3.5 (direction + に)   | 1) <b>Kanji Intro Quiz (*time controlled)</b><br>2) Lesson 3.5 Quiz   |
|           | 1) ㊦ Kanji L3 (一、二、三、四)<br>2) ㊦ Lesson 3.6 (なんじに)<br>3) ☺ Oral practice with your partner: L3.4, L3.5, L3.6 tasks (if time allows, review L3.1, L3.2, L3.3 tasks)                              | 1) Lesson 3.6 Quiz  |
| 9/11 (Th) | 1) ㊦ Kanji L3 (五、六、七)<br>2) ㊦ Lesson 3.7 (place + で)   | 1) Lesson 3.7 Quiz  |
|           | 1) ㊦ Kanji L3 (八、九、十)<br>2) ㊦ Lesson 3.8 (~ませんか)<br>3) ㊦ Lesson 3.9 (Time frequency)<br>4) ☺ Oral practice with your partner: L3.7, L3.8, L3.9 tasks (if time allows, review L3.5, L3.6 tasks) | 1) Lesson 3.8 Quiz<br>2) Lesson 3.9 Quiz  |
| 9/12 (F)  | <i>Review of the week:</i><br>1) Review (self-study): verb sentence, time, expression of invitation, time frequency<br>2) L2 dialogue, Katakana writing due                                    |   |

| Week 5   | Contents   | Homework due  |
|----------|--|---|
| 9/15 (M) | 1) ☺ Oral Activity with the teacher<br><b>Oral Performance Test 1</b><br>Contact the teacher using Zoom at your assigned time  |   |
|          | 1) ㊦ Kanji L3 (百、千、万)<br>2) ㊦ Lesson 3.10 (Month, Day of the week, Day of the month)<br>3) Dialogue L3: Watch the L3 dialogue video and create your own dialogue followed by the topic and use the structures & vocabulary in L3 | 1) Lesson 3.10 Quiz<br>2) ㊦: Dialogue L3: Make own dialogue L3: upload to the submission folder, due by 9/19 (F), 11:59pm.  |
| 9/16 (T) | * <i>Check the Study Guide for the Chapter Test</i><br>1) ㊦ Kanji L3 (円、時)<br><b>LESSON 4</b><br>2) ㊦ Lesson 4 Vocabulary<br>3) ㊦ Lesson 4.1 (Position words, ~の + position です)  | 1) ㊦: Kanji L3 Writing Homework: Download <u>the sheet from the course main page</u> , upload to the submission folder due by 9/19 (F), 11:59pm.<br>2) Lesson 4 Vocabulary Quiz<br>3) Lesson 4.1 Quiz |
|          | 1) Kanji L3 Quiz<br>2) ㊦ Lesson 4.2 (あります vs. います)<br>3) ㊦ Lesson 4.3 (~に~があります/います)<br>4) ☺ Oral practice with your partner: L3.10, L4 vocabulary, L4.1, L4.2 tasks   | 1) <b>Kanji L3 Quiz (*time controlled)</b><br>2) Lesson 4.2 Quiz<br>3) Lesson 4.3 Quiz  |
| 9/17 (W) | 1) ㊦ Kanji L4 (日、本)<br>2) ㊦ Lesson 4.4 (~の~に~があります)  | 1) Lesson 4.4 Quiz  |
|          | 1) ㊦ Kanji L4 (人、月)<br>2) ㊦ Lesson 4.5 (Schedule: ~に~があります)<br>3) ☺ Oral practice with your partner: L4.3, L4.4, L4.5 task (if time allows, review 4.1, L4.2 tasks)  | 1) Lesson 4.5 Quiz  |

|           |  |  |
|-----------|--|--|
| 9/18 (Th) | 1) ㊦ Kanji L4 (火、水)  | 1) Lesson 4.6 Quiz                       |
|           | 2) ㊦ Lesson 4.6 (Time words、～ました)  |  |
| 9/19 (F)  | 1) ㊦ Kanji L4 (木、金)  | 1) Lesson 4.7 Quiz<br>2) Lesson 4.8 Quiz |
|           | 2) ㊦ Lesson 4.7 (Time frequency + question)  |  |
|           | 3) ㊦ Lesson 4.8 (～じかん)   |  |
|           | 4) ☺ Oral practice with your partner: L4.6, L4.7, L4.8 tasks (if time allows, review L4.3, L4.4, L4.5 tasks)                       |  |
| 9/19 (F)  | <i>Review of the week:</i><br>1) Review (self-study): position, location, past event, etc.<br>2) L3 dialogue, Kanji L3 writing due |  |

| Week 6    | Contents   | Homework due   |                    |
|-----------|--|--|--------------------|
| 9/22 (M)  | <b>Chapter Test 1 (L1-L3)</b> *include L3 kanji, plus kanji '日本人 (にほんじん)'<br>It is a 50-minute exam. Dictionaries, textbooks, and notebooks are not allowed to use |  |                    |
|           | 1) ㊦ Kanji L4 (土、曜)<br>2) ㊦ Lesson 4.9 (～でした)  | 1) Lesson 4.9 Quiz   |                    |
| 9/23 (T)  | <i>*Check Study Guide for Oral Performance 2</i>   | 1) Lesson 4.10 Quiz<br>2) Lesson 4.11 Quiz   |                    |
|           | 1) ㊦ Kanji L4 (上、下)  |  |                    |
|           | 2) ㊦ Lesson 4.10 (も)   |  |                    |
| 9/24 (W)  | 3) ㊦ Lesson 4.11 (dictionary form)   | 1) <b>Kanji L4 Quiz</b><br>2) ㊦: Dialogue L4: Make own dialogue L4: upload to the submission folder, due by 9/26 (F), 11:59pm. |                    |
|           | 1) ㊦ Kanji L4 (中、半)  |  |                    |
|           | 2) Dialogue L4: Watch the L4 dialogue video and create your own dialogue followed by the topic and use the structures & vocabulary in L4                           |  |                    |
|           | 3) ☺ Oral practice with your partner: L4.9, L4.10, L4.11 tasks (if time allows, review L4.7, L4.8 tasks)   |  |                    |
| 9/24 (W)  | 1) ㊦ Kanji L5 (山、川)<br><b>LESSON 5</b>   | 1) ㊦: Kanji L4 Writing Homework: upload to the submission folder, due by 9/26 (F), 11:59pm<br>2) Lesson 5 Vocabulary Quiz      |                    |
|           | 2) ㊦ Lesson 5 Vocabulary   |  |                    |
|           | 1) ㊦ Kanji L5 (元、気、天)  |  |                    |
| 9/25 (Th) | 2) ㊦ Lesson 5.1 (Adjectives)   | 1) Lesson 5.1 Quiz   |                    |
|           | 3) ☺ Oral practice with your partner: L5 vocabulary, L5.1 task (if time allows, review L4.9, L4.10, L4.11 tasks)   |  |                    |
|           | 1) ㊦ Kanji L5 (私、今、田)  |  | 1) Lesson 5.2 Quiz |
|           | 2) ㊦ Lesson 5.2 (Negative of adjective)  |  |                    |
| 9/25 (Th) | 1) ㊦ Kanji L5 (女、男)  | 1) Lesson 5.3 Quiz   |                    |
|           | 2) ㊦ Lesson 5.3 (Past of adjectives)   |  |                    |
|           | 3) ☺ Oral practice with your partner: L5.2, L5.3 tasks (if time allows, review L5 vocabulary, L5.1 task, L4.11 task)   |  |                    |
| 9/26 (F)  | <i>Review of the week:</i><br>1) Review (self-study): ～は～でした (past), dictionary form, adjectives, etc.<br>2) L4 dialogue, Kanji L4 writing due                     |  |                    |

| Week 7   | Contents  | Homework due                             |
|----------|---|--|
| 9/29 (M) | 1) ☺ Oral Activity with the teacher<br><b>Oral Performance Test 2</b><br>Contact the teacher using Zoom at your assigned time |  |
|          | 1) ㊦ Lesson 5.4 (Give a comment)<br>2) ㊦ Lesson 5.5 (Like & Dislike)  | 1) Lesson 5.4 Quiz<br>2) Lesson 5.5 Quiz |

|           |   |  |
|-----------|---|--|
| 9/30 (T)  | <p><i>*Check Study Guide for Oral Performance 3</i></p> <p>1) ㊦ Kanji L5 (見、行)</p> <p>2) ㊦ Lesson 5.6 (Negative form of like &amp; dislike、とても&amp;あまり)</p>   | 1) Lesson 5.6 Quiz   |
|           | <p>1) ㊦ Lesson 5.7 (どんな)</p> <p>2) ☺ Oral practice with your partner: L5.4, L5.5, L5.6 tasks (if time allows, review L5 vocabulary)</p>   | 1) Lesson 5.7 Quiz   |
| 10/1 (W)  | <p>1) ㊦ Kanji L5 (食、飲)</p> <p>2) ㊦ Lesson 5.8 (～ましょうか&amp;～ましょう)</p>  | 1) Lesson 5.8 Quiz   |
|           | <p>1) ㊦ Lesson 5.9 (Counters)</p> <p>2) Dialogue L5: Watch the L5 dialogue video and create your own dialogue followed by the topic and use the structures &amp; vocabulary in L5</p> <p>3) ☺ Oral practice with your partner: L5.7, L5.8, L5.9 tasks (if time allows, review L5.4, L5.5, L5.6 tasks)</p> | <p>1) Lesson 5.9 Quiz</p> <p>2) ㊦: Dialogue L5: Make own dialogue L5: upload to the submission folder, due by 10/3 (F), 11:59pm.</p>   |
| 10/2 (Th) | <p>1) ㊦ Kanji L6 (東、西)</p> <p><b>LESSON 6</b></p> <p>2) ㊦ Lesson 6 Vocabulary</p> <p>3) ㊦ Lesson 6.1 (How to make the て-form)</p>   | <p>1) <b>Kanji L5 Quiz</b></p> <p>2) ㊦: Kanji L5 Writing Homework: upload to the submission folder, due by 10/3 (F), 11:59pm.</p> <p>3) Lesson 6 Vocabulary Quiz</p> <p>4) Lesson 6.1 Quiz</p> |
|           | <p>1) ㊦ Kanji L6 (南、北、口)</p> <p>2) ㊦ Lesson 6.2 (～てください)</p> <p>3) ☺ Oral practice with your partner: L6 vocabulary, L6.1 (1)(2), L6.2 tasks (if time allows, review L5.7, L5.8, L5.9 tasks)</p>  | 1) Lesson 6.2 Quiz   |
| 10/3 (F)  | <p><i>*Check the Study Guide for the Final Review of the week:</i></p> <p>1) Review (self-study): adjectives, te-form, etc.</p> <p>2) L5 dialogue, Kanji L5 writing due</p>   |  |

| Week 8    | Contents   | Homework due  |
|-----------|--|---|
| 10/6 (M)  | <p>1) ☺ Oral Activity with the teacher</p> <p><b>Oral Performance Test 3</b></p> <p>Contact the teacher using Zoom at your assigned time</p>   |   |
|           | 1) ㊦ Lesson 6.3 (～てもいいです&～てはいけません)   | 1) Lesson 6.3 Quiz  |
| 10/7 (T)  | <p>1) ㊦ Kanji L6 (出、右、左)</p> <p>2) ㊦ Lesson 6.4 (～て、～)</p>   | 1) Lesson 6.4 Quiz  |
|           | <p>1) ㊦ Kanji L6 (分、先、生)</p> <p>2) ㊦ Lesson 6.5 (～から)</p> <p>3) ☺ Oral practice with your partner: L6.3, L6.4, L6.5 tasks (if time allows, review L6.1, L6.2 tasks)</p>  | 1) Lesson 6.5 Quiz  |
| 10/8 (W)  | <p>1) ㊦ Kanji L6 (大、学)</p> <p>2) ㊦ Lesson 6.6 (～ましょうか)</p>   | 1) Lesson 6.6 Quiz  |
|           | <p>1) ㊦ Kanji L6 (外、国)</p> <p>2) Dialogue L6: Watch the L6 dialogue video and create your own dialogue followed by the topic and use the structures &amp; vocabulary in L6</p> <p>3) ☺ Oral practice with your partner: L6.6 tasks (if time allows, review L6 vocabulary, L6.3, L6.4, L6.5 task)</p> | <p>1) <b>Kanji L6 Quiz</b></p> <p>2) ㊦: Dialogue L6: Make own dialogue L6, upload to the submission folder, due by <b>10/9 (Th)</b>, 11:59pm.</p> <p>3) ㊦: Kanji L6 Writing Homework: upload to the submission folder, due by <b>10/9 (Th)</b>, 11:59pm</p> |
| 10/9 (Th) | <p><b>Final Exam</b></p> <p>The use of dictionaries, textbooks and notebooks is not allowed.9</p>  |   |
| 10/10 (F) | preliminary day  |   |

# **PI 101 Introduction to Philosophy**

Course Syllabus and Calander

## **Section Information**

Section 01

Fanuchanan Semester 2025

Course Delivery Asynchronous Online

There is no physical meeting space for this course

## **Instructor Information**

Dr. Joshua Mills-Knutsen

[Mills-knutsenj@triton.uog.edu](mailto:Mills-knutsenj@triton.uog.edu)

Available via WhatsApp: +44 780 142 1623

Virtual Office Hours will Be Monday and Thursday from 10 am to 1 pm and Tuesday from 10 am to 11 am.

and by appointment. Office hours are virtual. Meaning I will be available for immediate response from email or text.

## **Course Catalogue Description**

This Course introduces the student to the nature of Philosophy and to philosophical thinking, through a discussion of various important topics in philosophy. Issues can include the philosophy of mind, death and immortality, knowledge, time and time travel, free will, personal identity, the nature of morality, the existence of God, more.

## **Course Content**

The reflective stance inspired by philosophical inquiry has toppled dictators and dispersed mobs. It has shaped religions and birthed science. It has motivated rulers like Marcus Aurelius and Mao Zedong, it has served religious leaders like St. Paul, reformers like Martin Luther King and Elizabeth Cady Stanton, and it has motivated revolutionaries from Thomas Jefferson to Mohandas Gandhi. Philosophy has inspired the brightest minds in the midst of the most zealous persecution of free thought. In a very real way, philosophy is for the mind what running is for the heart.

This semester, we will explore the impact and significance of philosophy on humanity by examining classic texts from the history of philosophy. Through these texts the class will encounter philosophical positions concerning the nature and existence of God, the role and meaning of Truth, the scope and limits of human freedom, and nature of Self.

## **Course Texts**

All texts for this course will be available for free online or on moodle. Links to the readings are below in the schedule of readings.

### Student Learning Outcomes Alignment Matrix

| Institutional (ILO)   | Program (PLO)  | Course Student Learning Outcomes (SLO)   |
|---|--|--|
| Mastery of Critical Thinking and Problem Solving.   | (A) Justify positions with reasoned arguments in a rigorous way.             | Justify Philosophical positions with reasoned argument in a rigorous way.                                |
| Mastery of Quantitative Analysis  |  |  |
| Effective Oral and Written Communication  | (B) Express themselves Orally and in Writing Precisely and CClearly          | Express philosophical positions orally and in writing clearly and precisely.                             |
| Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context. | (C) Understand and engage with perspectives different to their own.          | Understand and engage with perspectives on problems in the history of philosophy different to their own. |
| Responsible use of knowledge, natural resources, and technology.  | (D) Analyze real-world problems using philosophical tools.                   |  |
| An Appreciation of the Arts and Sciences  | (E) Reconstruct the positions of authors through the close reading of texts. | Reconstruct the philosophical position of authors through the close reading of texts                     |
| An Interest in Personal Development and lifelong learning.  | (F) Practice philosophical virtues in their interactions with others.        | Practice philosophical virtues in their interactions with others.  |

### Grading Scale

|    |         |    |        |
|----|---------|----|--------|
| A+ | 98-100% | C  | 73-76% |
| A  | 93-97%  | C- | 70-72% |
| A- | 90-92%  | D+ | 67-69% |
| B+ | 87-89%  | D  | 63-66% |
| B  | 83-86%  | D- | 60-62% |
| B- | 80-82%  | F  | <60%   |
| C+ | 77-79%  |    |        |

### **Student Support:**

The following is a list of resources that students can turn to when they need support:

- Problems with the course instructions or other content?  
Contact your Instructor for clarification and assistance.
- Technical problems with UOG Moodle system?  
Contact the UOG Moodle Help team by email at moodlehelp@triton.uog.edu or by phone at (671) 735-2620.
- Problems with WebAdvisor or GoTritons student email service?  
Contact the UOG Office of Information Technology (aka: the Computer Center) by email at helpdesk@uog.edu or by phone at (671) 735-2640.
- UOG Library Resources and Services  
Go online to <https://www.uog.edu/student-services/rfk-library/>
- UOG Student Services  
Go online to <https://www.uog.edu/student-services/enrollment-management-student-success/> to contact the Admissions and Records office, Financial Aid office, Student Life office, Housing and Residence, Counselling, Student Health, and other services.

### **Grading Information**

#### *Attendance (10%)*

Yes, I know. We are an asynchronous online class, so what is there to attend? Well Every Wednesday I will post a lecture based upon the weeks reading. You are expected to have not only read the material for that week by Wednesday, but also to watch the lecture after it is posted. Keep up with this. Do not fall behind. We do not have a scheduled meet time, but you should make a scheduled class time for yourself. There will be posted every week short quizzes to make sure you have done this. Not hard, just to make sure you are watching.

#### *Weekly Question (20%)*

Every week there are readings due to be completed by the time of the posted lecture, which again will be on Wednesday. Every week by Tuesday at Midnight Guam time, you

are responsible for posting a question you have about what you are reading. Question, comment, meandering whimsical flight of fancy. Something that demonstrates you are engaging thoughtfully with the text. Questions are to be posted in the weekly chat. DO NOT SEND ME QUESTIONS LIKE “What does he mean on page x when he says blah blah blah” That is not thoughtful or engaging. Show you are thinking. These questions and comments are to be posted in the chat room for the week. Special note will be made of students who engage in on going conversations. Posting a single question a week is a bare minimum, average response to this task. Rules of civility and decency apply.

### *Two Papers (40%)*

The goal is to get you to engage with the text, with the lecture, with the questions posed by this class to help you become better thinkers and also to help you better express yourself. To that end there are two short papers due over the course of the semester. They will be written in response to prompts posted on Moodle. The first, handed out at the end of our section on Plato, will be written in stages. Each part written over the course of a month. Each student will be required to meet with me once online to discuss their paper’s progress. You are NOT to use AI to generate text for these papers. I don’t care what AI thinks about Plato. You will struggle. You will falter. But you will think for yourself and you will learn to express those thoughts. Otherwise, what’s the point? I will discuss this more in a posted lecture forthcoming. I have faith in your abilities. Have faith in yourselves.

### *Two Exams (30%)*

There will be two exams posted online for you to take. They will be a mix of multiple choice questions and short answers. They are closed book and timed. You are expected to honor this assignment’s rules. They are not meant to be difficult, again, trust yourself. I will discuss this more as the time approaches and post a review sheet ahead of each exam.

### *Extra Credit (5%)*

While everyone is required to post a meaningful comment in chat discussions each week. Students who frequently engage in conversation in chat while giving space for others and following basic rules of social behavior, will receive up to 5% extra credit on the semester.

### **Academic Misconduct**

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UOG community, students accept the expectations of the Student Code of Conduct Policy and are encouraged when faced with choices to always take the ethical path. An example of academic

misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources.

**\*\*\*THIS INCLUDES USING GENERATIVE AI TO CREATE ANSWERS TO CLASS PROMPTS\*\*\***

See the Student Code of Conduct Policy in the Student Handbook.

([http://www.uog.edu/sites/default/files/student\\_handbook\\_10.7.16.pdf](http://www.uog.edu/sites/default/files/student_handbook_10.7.16.pdf)) For this class, any plagiarism will be evaluated by incident. All incidents, at minimum, will automatically receive a failing grade for the assignment. If an incident of plagiarism occurs more than once in the same course, the student may receive a failing grade for the class.

### **Certify Original Work**

All students must be able to assert the following when handing in assignments for an online class such as this. The following statement should be included with any submitted writing assignment:

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

### **Anti-Discrimination Statement**

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TOD 671-735-2243 or [eeo-ada@trlton.uog.edu](mailto:eeo-ada@trlton.uog.edu). For immediate assistance in an emergency call 911.

### **ADA Statement**

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the

Student Counseling and Advising Service Accommodations Office to discuss your confidential request. A faculty notification letter will be from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS Counselor in the School of Education the Student Center, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.

### **Computer and Internet Access**

Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Learning Management System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.

Please note that significant aspect of this syllabus are created from a template provided by the University and/or College and/or Department of Philosophy and have been included as a requirement.

| Date Lecture Posted?Topic                             | Readings to be Completed before Lecture   | Assignments Due  |
|---|---|--|
| August 20<br>Syllabus<br>What is Philosophy?          | None  | None   |
| August 27<br>Socratic Philosophy                      | Plato, "Meno"<br><a href="https://tinyurl.com/mu9mm89k">https://tinyurl.com/mu9mm89k</a>  | Post Question to Chat<br>Attendance Quiz   |
| September 3<br>Trial of Socrates                      | Plato, "Apology"<br><a href="https://tinyurl.com/yc348dkp">https://tinyurl.com/yc348dkp</a>   | Post Question to Chat<br>Attendance Quiz   |
| September 10<br>Death of Socrates<br>Intro to Writing | Plato, "Phaedo" Marignal 114C to the end.<br><a href="https://tinyurl.com/3xjrpuew">https://tinyurl.com/3xjrpuew</a>  | Post Question to Chat<br>Attendance Quiz   |
| September 17<br>Buddhism                              | Siddhatha Gautama, "Sutra of the Wheel of Dhamma" Summary and translation sections.<br><a href="https://tinyurl.com/mryrvayt">https://tinyurl.com/mryrvayt</a>  | Post Question to Chat<br>Attendance Quiz<br><b>Paper 1:</b> Introduction to Paper Due<br>Thesis Clearly Marked |
| September 24<br>Taoism                                | Chuang Tzu, Complete Works, Chapter 3 "The Secret of Caring for Life" and Chapter 13, "The Way of Heaven"<br><a href="https://terebess.hu/english/chuangtzu.html#3">https://terebess.hu/english/chuangtzu.html#3</a>  | Post Question to Chat<br>Attendance Quiz<br><b>Paper 1:</b> Five Body Paragraph Topic Sentences.               |
| October 1<br>From the Ancient to the Modern World     | NONE  | Attendance Quiz<br><b>Complete Exam 1 by October 1.</b>  |
| October 8<br>"I think; therefore, I am."              | Descartes, Meditations I and II, pages 9-19 in the book<br><a href="https://tinyurl.com/2pm5z339">https://tinyurl.com/2pm5z339</a>  | Post Question to Chat<br>Attendance Quiz<br><b>Paper 1:</b> Two fully formed body paragraphs                   |
| October 15  | NO CLASS  | NO CLASS   |
| October 22<br>"Does God Exist?"                       | Descartes, Meditations III and V<br><a href="https://tinyurl.com/56397udf">https://tinyurl.com/56397udf</a><br>AND<br><a href="https://tfreeman.net/resources/Phil-340/Descartes-Meditation-V.pdf">https://tfreeman.net/resources/Phil-340/Descartes-Meditation-V.pdf</a> | Post Question to Chat<br>Attendance Quiz<br><b>Paper 1 DUE: Finish Writing Papers</b>                          |

|  |  |   |
|--|--|---|
|  |  |   |
| October 29<br>Sigmund Freud  | Ego and the Id, Chapters 1 and 2<br><a href="https://www.sigmundfreud.net/the-ego-and-the-id-pdf-ebook.jsp">https://www.sigmundfreud.net/the-ego-and-the-id-pdf-ebook.jsp</a>  | Attendance Quiz   |
| November 5<br>Sigmund Freud Continued  | Ego and the Id, Chapters 3, 4, and 5.<br><a href="https://www.sigmundfreud.net/the-ego-and-the-id-pdf-ebook.jsp">https://www.sigmundfreud.net/the-ego-and-the-id-pdf-ebook.jsp</a>   | Post Question to Chat<br>Attendance Quiz  |
| November 12<br>Feminism and Critical Theory                                      | Lorde, “The Master’s Tools Will Never Dismantle the Master’s House.” and “Age, Race, Sex, and Class.”<br><a href="https://tinyurl.com/3xeapsuu">https://tinyurl.com/3xeapsuu</a><br>AND<br><a href="https://theanarchistlibrary.org/library/audre-lorde-the-master-s-tools-will-never-dismantle-the-master-s-house">https://theanarchistlibrary.org/library/audre-lorde-the-master-s-tools-will-never-dismantle-the-master-s-house</a> | Post Question to Chat<br>Attendance Quiz  |
| November 19<br>Feminism and Critical Theory Continued                            | Lorde, “Poetry is Not a Luxury” and “Uses of the Erotic: The Erotic as Power”<br><a href="https://tinyurl.com/2z6tp96y">https://tinyurl.com/2z6tp96y</a><br>AND<br><a href="https://tinyurl.com/4dzw5yy8">https://tinyurl.com/4dzw5yy8</a>   | Post Question to Chat<br>Attendance Quiz  |
| November 26  | THANKSGIVING   | NO CLASS  |
| December 3   | Sartre, “Existentialism”<br><a href="https://tinyurl.com/2nfzcmka">https://tinyurl.com/2nfzcmka</a>  | <b>Paper 2:</b> Introduction to Paper Due<br>Thesis Clearly Marked                  |
| December 10<br><br>Final thoughts on Education, Philosophy, and Western Identity | Adrienne Rich, “Claiming an Education”<br><br><a href="https://net-workingworlds.weebly.com/uploads/1/5/1/5/15155460/rich-">https://net-workingworlds.weebly.com/uploads/1/5/1/5/15155460/rich-</a>  | <b>Paper 2:</b> Two Full Body Paragraphs Written, topic sentences for what remains. |

|             |   |   |
|-------------|---|---|
|             | <a href="#">claiming an education-1.pdf</a> |   |
| December 17 | STUDY FOR EXAM                              | Take Exam 2 by December 17.<br><b>Paper 2 DUE in FULL</b> |

## PY100-04 Personal Adjustment

Section 04: **ONLINE Hybrid** Tuesday / Thursday 4:00 PM to 5:20 PM

**Instructor:** Andrea Santos, M.S.

**Office Hours:**

By appointment

**Office:** ONLINE

**Class Location:**

Online via Zoom

**E-mail:** [santosar@triton.uog.edu](mailto:santosar@triton.uog.edu)

### Course Catalog Description

This is an applied introductory-level course intended to help students learn personal adjustment skills through a variety of experiential activities and projects. In class, you will be encouraged to work together to create a supportive environment where we can discuss important psychological issues, such as self-concept, identity, stress, anxiety, depression, loneliness, substance use, relationships, conflict resolution, gender norms, sexuality, family, and culture. Student projects will focus on practices that spur and support personal adjustment and self-acceptance.

As you develop a deeper understanding of yourself and others and as you come to see how your current ideas and life philosophies have been co-constructed in relationships, you will be able to explore the array of new choices available to you, learn new ways of coping with personal and social problems, develop practices that engender self-acceptance and finally develop effective strategies for creating change within yourself, your relationships, and society. I hope that through the course you will grow in ways that you find both meaningful and satisfying.

Classes will include lectures on selected topics in life stages and changes, self-awareness and critical thinking experiences, films, group discussions (both live and Moodle Forums) and student presentations. I expect a high level of class participation in all these activities.

### Student Learning Outcomes (SLOs)

| Course Student Learning Outcomes (SLO)   | Program (PLO)  | Institutional (ILO)   |
|--|--|---|
| <i>Upon completion of the course, students will have demonstrated:</i>   | <i>The student learning objectives for the Psychology Program are articulated with those of the American Psychological Association. Graduating students will demonstrate that they have:</i> | <i>Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:</i> |
| Knowledge of effective self-awareness strategies.  | Developed a broad and deep knowledge base in Psychology;   | Mastery of critical thinking and problem solving.   |
| Knowledge of a variety of skills for coping with stress as well as personal, interpersonal, and social problems.                           | Acquired and can appropriately apply knowledge of psychological research skills;   | Mastery of quantitative analysis.   |
| Knowledge of a variety of strategies that psychological research has proven effective in changing emotions, thinking styles, and behavior. | Acquired and can appropriately apply critical thinking skills in Psychology;   | Effective oral and written communication  |
| A deeper understanding of themselves, their relationships, families, and cultures.   | Developed competence in making appropriate applications of Psychology;   | Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.  |
|  | Acquired and can appropriately apply the values of Psychology;   | Responsible use of knowledge, natural resources, and technology.  |
|  | Developed competence in information and technology literacy;   | An appreciation of the arts and sciences.   |
|  | Developed competence in communication skills;  | An interest in personal development and lifelong learning.  |
|  | Acquired and can appropriately apply sociocultural and international awareness;  |   |
|  | Acquired effective personal development skills;  |   |

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**Required Text:** Corey, G., Corey, M. S., & Muratori, M. (2018). *I Never Knew I Had a Choice: Explorations in Personal Growth* (11th Edition). Pacific Grove, CA: Brooks/Cole.

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**Teaching Methodologies:** Our class will be administered virtually via **Zoom** (<https://zoom.us/>) and **Moodle** (<https://moodle.uog.edu/login/index.php>). Synchronous virtual lectures, class discussions, journals, and asynchronous Moodle forums are the primary tools for instruction. Educational videos, documentaries, and media pertinent to the course material will supplement the instructional methods. Follows is a direct link:  
<https://us02web.zoom.us/j/87582333707?pwd=K0CvR9Hfa6MAxQ3CMBXvx3GAKpWCyJ.1>

**Evaluation Methods:** Your final grade will be based on class participation and attendance, personal response papers / reflective journals, Moodle Forums, two personal adjustment projects, and the personal adjustment retreat. It will be calculated as follows:

- 25% - Class Participation and Attendance **via ZOOM**
- 25% - Journal Entries and Moodle Forums
- 25% - Personal Adjustment Project: Interpersonal Relationships
- 25% - Personal Adjustment Project: Gratitude

**Grading Scale:** Numerical scores will be converted to letter grades based on the following percentages:

|    |   |   |        |    |        |
|----|---|---|--------|----|--------|
| A+ | 98-100%   | A | 93-97% | A- | 90-92% |
| B+ | 87-89%  | B | 83-86% | B- | 80-82% |
| C+ | 77-79%  | C | 70-76% |    |        |
|    |   | D | 60-69% |    |        |
| F  | 59% and below   |   |        |    |        |
| P  | Pass  |   |        |    |        |
| I  | Incomplete  |   |        |    |        |
| NC | No Credit   |   |        |    |        |
| UW | Unofficial withdrawal assigned by Registrar—Student stopped attending classes and did not submit/file required documents. |   |        |    |        |
| W  | Withdrawal assigned by Registrar—Student stopped attending classes and submits/files required documents.                  |   |        |    |        |

**Class Participation and Attendance:** You will receive credit each time you are present in class and participate in class activities. Students who come late to class (15 minutes) will only receive half credit for attendance. **Students who miss more than six (6) classes (including cumulative tardies) will be asked to withdraw from the course.** We will be meeting online via Zoom for our class sessions. Please download the app on your phone and/or computer at <https://zoom.us/>. The Zoom invitation you received via email will contain the course meeting link, ID, and passcode. Alternatively, a link to our Zoom classroom can be found under the course banner in Moodle.

To foster a more engaging and interactive learning environment, I require that you to keep your cameras on during our online sessions. While I understand that there may be situations where this isn't possible, your participation with cameras on will help us build a stronger sense of community and connection. Please communicate with me directly if there is a situation that requires you to turn off your camera.

**Journal Entries and Moodle Forums:** You will be assigned a personal response paper / reflective journal based on the "Take Time to Reflect" exercises in the textbook or a Moodle Forum for each chapter. **The journals** are designed to prepare you for class discussions and thus should be submitted to Moodle at the beginning of each class. Each paper should be a minimum of two pages, double spaced, and 12-point font with one-inch margins to receive full credit. Late journal entries will not be accepted unless there is documented proof (e.g. doctor's note, jury duty) of extenuating circumstances. **Moodle Forums** are assigned either on the first or second day of each chapter, these forums are opportunities to further and with greater depth have us engaging the material and one another. You are required to post one discussion and respond to two or three of your classmates per Moodle Forum assignment.

**Personal Adjustment Projects:** You are required to complete two (2) personal adjustment projects during the course of the semester: (i) Interpersonal Relationships and (ii) Gratitude. Project requirements and directions are detailed in Moodle and will be discussed in class. Projects will be uploaded to Moodle.

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### **Student Disclosure of Personal Information**

As this course addresses personal adjustment, the class discussions and exercises will focus on personal issues such as our emotions, ideas about identity and self-esteem or self-concept, and our interpersonal relationships. In class, students will often be invited to participate by sharing experiences and stories from their life. While I do ask that these stories be about real events or experiences, ***you are not required to disclose personal information that you do not wish to disclose.*** Moreover, if at any time you do not wish to participate in a particular activity, you may choose to pass. Passing will not have any adverse effect on your grade.

We will discuss, at the onset of the semester, the purpose of group processes as a psychological intervention. Together we will work to create group norms that will be focused on confidentiality and other components of safe and supportive interactions and relationships.

### **EEO/ADA Statement**

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, [disabilitysupport@triton.uog.edu](mailto:disabilitysupport@triton.uog.edu) or telephone/TDD 671-735-2460.

# PY370 Introduction to Clinical Psychology

## University of Guam

### Fanuchanan (Fall) 2025

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|             |                           |                 |            |                    |
|-------------|---------------------------|-----------------|------------|--------------------|
| Instructor: | Iain K. B. Twaddle, Ph.D. | Class Time:     | T/Th       | 12:30 pm – 1:50 pm |
| Office:     | HSS 202                   | Class Location: | HSS 203    |                    |
| Phone:      | 735-2883                  | Office Hours:   | Tuesdays   | 2:00 pm – 4:00 pm  |
| E-mail:     | psychology@triton.uog.edu |                 | Wednesdays | 12:30 pm – 2:30 pm |
|             |                           |                 | Thursdays  | 2:00 pm – 4:00 pm  |

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#### Catalog Course Description

This course offers an examination of the methods and profession of clinical psychology, including history, theories, types of psychological problems, methods of assessment, forms of intervention, current development. *Prerequisite: PY101.*

#### Course Content

This course provides an intensive overview of the history, theories, methods, and professional issues associated with the field of clinical psychology. Emphasis will be placed on learning the traditional paradigms that have guided clinical psychology practice throughout the past century (e.g., psychoanalysis, psychodynamic psychotherapy, humanistic psychotherapy, existential psychotherapy, behavior therapy, cognitive therapy, child therapy, family systems therapy), as well as a number of alternative clinical practice models that have gained popularity in recent years (e.g., multicultural counseling, feminist therapy, community psychology). In addition to the course text, we will study books by theorists who have had a significant impact on the practice of clinical psychology—the founder of psychoanalysis Sigmund Freud, existential therapist Victor Frankl, cognitive therapist Albert Ellis, and one of the pioneers of child play therapy Virginia Axline—as well as several films. Together, these materials will allow for in-depth study of a number of theoretical perspectives and approaches to applied clinical practice. In our analysis, we will consider the social, political, cultural, and historical contexts in which these theories are embedded. In particular, we will examine the cultural context of Guam and Micronesia and the suitability of Western approaches to psychological assessment and treatment in the Micronesian region.

#### Class Sessions

Classes will be interactive and will include lectures, discussion, live readings, films, and clinical exercises. I encourage active participation in each of these activities.

#### Required Readings

##### Course Text:

- Todd, J., & Bohart, A. C. (2006). *Foundations of clinical and counseling psychology* (4<sup>th</sup> ed.). Waveland Press.

##### Primary Source Readings:

- Freud, Sigmund. (1997). *Dora: An analysis of a case of hysteria*. Touchstone.
- Frankl, Viktor E. (2006). *Man's search for meaning*. Beacon Press.
- Ellis, Albert, & Lange, Arthur. (2017). *How to keep people from pushing your buttons*. Citadel Press.
- Axline, Virginia M. (1986). *Dibs in search of self*. Ballantine Books.

##### Journal Articles:

- Gammelgaard, J. (2017). Why Dora left: Freud and the master discourse. *Studies in Gender and Sexuality*, 18(3), 201-211.
- Jennings, J. L. (2022). Freud's case of Dora: Wellspring of discovery and discourse. *Open Journal of Social Sciences*, 10, 290-314.

**Evaluation Methods**

Final grades will be based on attendance, class participation, four clinical theory tests, and four film quizzes. Grades will be calculated as follows:

- 20% – Attendance
- 20% – Class Participation
- 40% – Clinical Theory Tests (4 x 10%)
- 20% – Film Quizzes (4 x 5%)

Numerical scores will be converted to letter grades based on the following percentages:

- A+ 98-100%
- A 93-97%
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 70-76%
- D 60-69%
- F <60%

**Attendance (20%):** As attendance is worth 20% of the final grade, I encourage students to attend each class. You will receive credit each time you are present in class and will be marked absent each time you miss class. However, you are permitted to miss two classes for illness and other emergencies without losing points.

**Class Participation (20%):** I encourage students to read the assigned readings and come to class prepared to contribute regularly to class discussions. You will receive participation credit each time you are present in class and participate in class activities.

**Clinical Theory Tests (40%):** There will be a total of four clinical theory tests—one for each of the primary models of psychotherapy studied in the course: (1) psychoanalysis, (2) humanistic and existential therapies, (3) behavioral and cognitive therapies, and (4) child therapy. The tests will be based on the relevant chapters from the course text, the primary source readings (i.e., Freud, Frankl, Ellis, and Axline), films shown in class, and the class lectures and activities. Each test is worth 10 points for a total of 40 points (4 tests x 10 points = 40 points).

**Film Quizzes (20%):** Over the course of the semester, we will watch four feature-length clinical intervention films, each highlighting a different approach to psychotherapy or mental health treatment. A quiz will be given for each film. Each quiz is worth 5 points for a total of 20 points (4 quizzes x 5 points = 20 points).

## **Overview of Student Learning Outcomes (SLOs)**

**PY370 Student Learning Outcomes (SLOs)**

Upon successful completion of this course, students will be able to:

- 1) Discuss the historical roots of the profession of clinical psychology and the professional issues that emerged from this background.
- 2) Recognize the social, political, cultural, and historical contexts in which clinical psychology theories are embedded.
- 3) Explain the assessment process and describe the major techniques and tests clinical psychologists use to conduct psychological evaluations.
- 4) Discuss the major theories used by clinical psychologists to understand abnormal behavior.
- 5) Compare, contrast, and critique the various clinical theories and intervention strategies for working with adults, children, and families.
- 6) Identify and describe new clinical practice models and recent trends in psychological services for both the Micronesian region and the international context.
- 7) Critically examine the suitability of Western approaches to psychological assessment and treatment for Guam and the Micronesian region.

**Psychology Program Student Learning Outcomes (PLOs)**

The student learning objectives for the Psychology Program are articulated with those of the American Psychological Association. Graduating students will demonstrate that they have:

- 1) Developed a broad and deep knowledge base in Psychology.
- 2) Acquired and can appropriately apply knowledge of psychological research skills.
- 3) Acquired and can appropriately apply critical thinking skills in Psychology.
- 4) Developed competence in making appropriate applications of Psychology.
- 5) Acquired and can appropriately apply the values of Psychology.
- 6) Developed competence in information and technology literacy.
- 7) Developed competence in communication skills.
- 8) Acquired and can appropriately apply sociocultural and international awareness.
- 9) Acquired effective personal development skills.
- 10) Acquired knowledge and competence in career planning and development.

**Institutional Student Learning Outcomes (ISLOs)**

The expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:

- 1) Mastery of critical thinking and problem solving.
- 2) Mastery of quantitative analysis.
- 3) Effective oral and written communication.
- 4) Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.
- 5) Responsible use of knowledge, natural resources, and technology.
- 6) An appreciation of the arts and sciences.
- 7) An interest in personal development and lifelong learning.

**SLO Alignment Matrix**

Alignment of PY370 Course Assignments with  
 PY370 Course Student Learning Outcomes (SLOs),  
 Psychology Program Student Learning Outcomes (PLOs),  
 and Institutional Student Learning Outcomes (ISLOs)

| <b>PY370 Course Assignments</b> | <b>PY370 Course Student Learning Outcomes (SLOs)</b> | <b>Psychology Program Student Learning Outcomes (PLOs)</b> | <b>Institutional Student Learning Outcomes (ISLOs)</b> |
|---------------------------------|--|--|--|
| 1. Attendance                   | 1, 2, 3, 4, 5, 6, 7                                  | 1, 3, 4, 5, 7, 8, 9, 10                                    | 1, 3, 4, 5, 6, 7                                       |
| 2. Class participation          | 1, 2, 3, 4, 5, 6, 7                                  | 1, 3, 4, 5, 7, 8, 9, 10                                    | 1, 3, 4, 5, 6, 7                                       |
| 3. Clinical theory tests        | 1, 2, 4, 5, 6, 7                                     | 1, 3, 4, 5, 7, 8, 9, 10                                    | 1, 3, 4, 5, 6, 7                                       |
| 4. Film quizzes                 | 1, 2, 4, 5, 6, 7                                     | 1, 3, 4, 5, 7, 8, 9, 10                                    | 1, 3, 4, 5, 6, 7                                       |

## University of Guam Policies

### **Technical Assistance**

For technical support, please contact the Center for Online Learning by phone at 671-735-2620 or by email at moodlehelp@triton.uog.edu. You can also contact the Office of Information Technology by phone at 671-735-2640/30 or by email at oit@triton.uog.edu or helpdesk@triton.uog.edu.

### **Communication Policy**

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University (OIT policy manual, 3.10, p. 36).

### **Student Evaluations of Faculty**

In the final week of classes, the Administrative Assistant or a teaching assistant from the Division of Social and Behavioral Sciences will meet with students during class time to provide instruction on the completion of the student evaluations of faculty. The course instructor will not be present during this part of the class.

### **UOG Writing Center**

If you need assistance with writing for this course, please contact UOG's Writing Center. The University of Guam's Division of English and Applied Linguistics (DEAL) Writing Center is a tutorial resource run by students for students and is funded by course fees from those enrolled in composition classes. The main goal of the Writing Center is to help students become better writers. The Writing Center is located on the second floor of the English & Communications Building in room EC204. Students may either walk-in or email writingcenter@triton.uog.edu to schedule an appointment with one of the Writing Center tutors.

### **ADA Accommodation Services**

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.

### **EEO/ADA & Title IX Office**

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

### **Certification of Original Work**

All work submitted for course credit must be the student's original work. Students are not permitted to submit work that has been written or submitted by anyone else. Any section of an assignment or paper which has been submitted previously must be attributed and cited as such. Students should identify the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings.

### **Plagiarism Policy**

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course the penalties for plagiarism may include: (1) no credit for the assignment, or (2) failure in the course.

### **Tobacco-Free/Smoke-Free Policy**

UOG is a tobacco-free/smoke-free campus. Thank you for not using tobacco products on campus, for helping to fight cancer, and for helping to make UOG a healthy learning environment.

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## PY370 Class Schedule

| <u>Date</u>                    | <u>Topic</u>                                  | <u>Assignment</u>   |
|--------------------------------|---|---|
| Aug 21                         | <b>Course Overview</b>                        | <i>Professional Psychology in Context</i> (Ch.1)  |
| Aug 26                         | <b>Psychoanalysis</b>                         | <u>Film</u> – <i>Sigmund Freud</i> plus 2 articles: <i>Why Dora Left &amp; Freud's Case of Dora</i> |
| Aug 28                         | – continued                                   | <i>Sigmund Freud and Psychoanalysis</i> (Ch.6)  |
| Sept 02                        | – continued                                   | <i>Dora</i> (Freud, pp. 1-24)   |
| Sept 04                        | – continued                                   | <i>Dora</i> (Freud, pp. 25-55)  |
| Sept 09                        | – continued                                   | <i>Dora</i> (Freud, pp. 56-112)   |
| Sept 11                        | – continued                                   | <b>Clinical Theory Test #1</b>  |
| Sept 16                        | – continued                                   | Clinical Intervention Film 1 / <b>Film Quiz #1</b>  |
| Sept 18                        | – continued                                   | – continued   |
| Sept 23                        | <b>Humanistic &amp; Existential Therapies</b> | <i>Client- and Person-Centered Therapies</i> (Ch.8) / <u>Film</u> – <i>Carl Rogers</i>              |
| Sept 25                        | – continued                                   | <i>Experiential and Existential Psychotherapies</i> (Ch.9) / <u>Film</u> – <i>Frederick Perls</i>   |
| Sept 30                        | – continued                                   | <i>Man's Search for Meaning</i> (Frankl, pp. 3-93)  |
| Oct 02                         | – continued                                   | <i>Man's Search for Meaning</i> (Frankl, pp. 97-134)  |
| Oct 07                         | – continued                                   | <u>Film</u> – <i>Victor Frankl</i>  |
| Oct 09                         | – continued                                   | <b>Clinical Theory Test #2</b>  |
| Oct 13-18                      | Fall Break – No classes                       | —   |
| Oct 21                         | – continued                                   | Clinical Intervention Film 2 / <b>Film Quiz #2</b>  |
| Oct 23                         | – continued                                   | – continued   |
| Oct 28                         | <b>Behavioral &amp; Cognitive Therapies</b>   | <i>Behavioral Approaches to Therapy</i> (Ch.10)   |
| Oct 30                         | – continued                                   | <i>Cognitive and Cognitive-Behavioral</i> (Ch.11) / <u>Film</u> – <i>Albert Ellis</i>               |
| Nov 04                         | – continued                                   | <i>How to Keep People From Pushing Your Buttons</i> (Ellis, pp. 3-83)                               |
| Nov 06                         | – continued                                   | <i>How to Keep People From Pushing Your Buttons</i> (Ellis, pp. 85-195)                             |
| Nov 11                         | Veterans' Day – No classes                    | —   |
| Nov 13                         | – continued                                   | <b>Clinical Theory Test #3</b>  |
| Nov 18                         | – continued                                   | Clinical Intervention Film 3 / <b>Film Quiz #3</b>  |
| Nov 20                         | – continued                                   | – continued   |
| Nov 25                         | <b>Child Therapy</b>                          | <i>Marr, Fam, &amp; Child Therapy</i> (Ch.13; pp. 329-334) / <i>Dibs</i> (Axline, pp. 13-67)        |
| Nov 27                         | Thanksgiving Day – No classes                 | —   |
| Dec 02                         | – continued                                   | <i>Dibs in Search of Self</i> (Axline, pp. 68-138)  |
| Dec 04                         | – continued                                   | <i>Dibs in Search of Self</i> (Axline, pp. 139-220)   |
| Dec 09                         | – continued                                   | <b>Clinical Theory Test #4</b>  |
| Dec 11                         | <b>Family Therapy</b>                         | <i>Marriage, Family, and Child Therapy</i> (Ch.13; pp. 340-358)                                     |
|                                |   | Clinical Intervention Film 4 / <b>Film Quiz #4</b>  |
| <b>Final Exam</b>              |   |   |
| Dec 16 (Tuesday) 12:00-1:50 pm |   | Clinical Intervention Film 4 and Film Quiz #4 (continued)   |

**PY492a-01**  
**Psychology Practicum:**  
**Introduction to Individual Counseling**  
**University of Guam**  
**Fanuchanan (Fall) 2025**

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|             |                           |                 |                               |
|-------------|---------------------------|-----------------|-------------------------------|
| Instructor: | Iain K. B. Twaddle, Ph.D. | Class Time:     | Wednesdays 9:30 am – 12:20 pm |
| Office:     | HSS 202                   | Class Location: | HSS 202                       |
| Phone:      | 735-2883                  | Office Hours:   | Tuesdays 2:00 pm – 4:00 pm    |
| E-mail:     | psychology@triton.uog.edu |                 | Wednesdays 12:30 pm – 2:30 pm |
|             |                           |                 | Thursdays 2:00 pm – 4:00 pm   |

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**Catalog Course Description**

This practicum course in clinical psychology places students in a mental health or social service facility under the supervision of an approved practicum supervisor. Students are required to attend a weekly seminar on professional issues and ethics and minimally spend one day a week in a placement setting. This course is restricted to psychology majors. PY492a and/or PY492b may be repeated for elective credit. Prerequisites: PY101, PY370, PY420, or consent of instructor.

**Course Objectives**

Through their practicum placement, students will have the opportunity to become familiar with the breadth of psychological and social service programs available in Guam, to apply knowledge and skills gained in coursework to professional work with mental health and social service clients, and to learn about the issues and concerns faced by professionals providing mental health and social services in a multicultural Pacific island community. Students will also attend a weekly seminar where they will learn applied clinical skills and discuss professional issues that arise out of their practicum work. The practicum is valuable both for students wishing to gain employable skills and for those desiring experience in psychological practice prior to attending graduate school. In PY492a, clinical training exercises conducted in class will provide an introduction to individual adult counseling.

**Course Expectations**

- Students are required to spend approximately eight hours per week in a practicum setting which has been approved by the practicum coordinator/course instructor. A minimum of 100 practicum hours should be completed by the end of the semester.
- Students should maintain a practicum journal based on their experiences in their setting and submit entries to the practicum coordinator/course instructor at midterm and again at the end of the semester.
- Students are required to attend a three-hour seminar each week. In the seminar, students will discuss assigned readings on clinical practice and professional issues, participate in a variety of clinical skills training exercises, and receive group supervision on their practicum work.

**Required Readings**

**Course text:**

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2023). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10<sup>th</sup> ed.). Cengage.

- E-book copies can be rented for \$59.90 for 24 months from Cengage Asia – [www.cengageasia.com](http://www.cengageasia.com)
- A Cengage subscription can be purchased at the UOG Bookstore: 4-months access - \$129.99.

**APA Ethics Code:**

American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. Retrieved from <http://www.apa.org/ethics/code/ethics-code-2017.pdf>

- Available on the course Moodle page.

## **Evaluation Methods**

Final grades will be based on seminar attendance and participation, hours completed in the practicum setting, two practicum journals, and two performance evaluations to be conducted by the on-site supervisor. At the end of the semester, each student will receive feedback from the course instructor in a final evaluation meeting. Grades will be calculated as follows:

- 30% - Seminar attendance
- 10% - Seminar participation
- 20% - Hours completed in the practicum setting
- 20% - Practicum journals (Midterm journal – 10%; Final journal – 10%)
- 20% - Performance evaluations (Midterm evaluation – 10%; Final evaluation – 10%)

Numerical scores will be converted to letter grades based on the following percentages:

|    |         |
|----|---------|
| A+ | 98-100% |
| A  | 93-97%  |
| A- | 90-92%  |
| B+ | 87-89%  |
| B  | 83-86%  |
| B- | 80-82%  |
| C+ | 77-79%  |
| C  | 70-76%  |
| D  | 60-69%  |
| F  | <60%    |

**Seminar Attendance (30%) and Participation (10%):** Students are encouraged to attend all seminar meetings and to actively participate in group discussions and skills training exercises. You are permitted to miss one class for illness and other emergencies without losing points. Please note that 40% of your final grade will be based on attendance and participation in the seminar meetings (30% for attendance, 10% for participation).

**Hours Completed in the Practicum Setting (20%):** Students are required to complete an average of eight hours per week at their practicum settings, for a minimum of 100 hours by the end of the semester. Students who complete their 100 hours by the last week of classes will receive full points (20/20) for their hours.

**Practicum Journals (20%):** Working with clients who are experiencing psychological distress can be challenging both professionally and personally. In order to make sense of the various thoughts, feelings, and concerns that arise, I would like all students in the class to write a journal entry at midterm and again at the end of the semester. Journals should focus primarily on your experiences in your practicum setting and your work with mental health clients. You may also write about how your practicum work has impacted you personally or you may choose to explore your day-to-day experiences outside of your practicum setting to become more self-aware. I encourage you to integrate all three of these approaches to journal writing. At midterm, students are required to submit one journal entry describing their experiences at their practicum setting during the first half of the semester. On the final day of class, students are required to submit one journal entry describing their experiences at their practicum setting during the second half of the semester. Each journal entry should be **1-2 single-spaced typed pages (to ensure that you receive full points, please write more than one page)**. When assigning your journal grades, I will consider the effort you have put into your journal writing, demonstrated level of insight into your experiences, and your intellectual growth over the course of the semester. Please note that while you are welcome to write about personal experiences in your journal, you are not required to disclose information from your personal life that you do not wish to share.

**Performance Evaluations (20%):** At the beginning of the semester, students are required to create a practicum contract, including a list of practicum objectives and activities, with the assistance of their on-site supervisor. At various times throughout the semester, I may ask your supervisor to provide feedback on your progress in meeting these objectives and your overall performance in the practicum setting (including attendance, punctuality, responsibility, use of time, respect for clients, and maintaining confidentiality). At midterm, I will ask your supervisor to complete a written evaluation of your practicum work conducted during the first half of the semester (10%). At the end of the semester, I will ask your supervisor to complete a written evaluation of your practicum work conducted throughout the semester (10%).

## Class Guidelines

### **Student Disclosure of Personal Information**

Clinical training exercises conducted in class will involve practice counseling sessions. In these practice sessions, students in the class will be invited to play the role of the client by sharing a story from their life. While I do ask that your stories be about real events or experiences in your life, you are not required to share personal information that you do not wish to disclose. Thus, I encourage you to prepare, in advance, short stories or narratives that you would feel comfortable sharing with the class. I will give you examples in class of stories that do not require disclosing sensitive personal information. If, however, you do not wish to participate as a client in these role-play exercises, you may choose to pass. Passing will not have any adverse effect on your grade. For further discussion of “Student Disclosure of Personal Information,” please see the APA’s *Ethical Principles of Psychologists and Code of Conduct 2017, 7.04*.

### **Class Environment**

Students are encouraged to contribute to creating a positive, intellectually stimulating, and supportive learning environment. To help create a positive learning environment, students are asked not to use their cell phones for texting or phone calls during class time unless permission is granted by the course instructor to use phones in class. Students who need to text or make or receive calls during class time are welcome to step outside the classroom anytime.

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## Overview of Student Learning Outcomes (SLOs)

### **PY492a Student Learning Outcomes (SLOs)**

Upon successful completion of this course, students will be able to:

- 1) Identify, describe, and evaluate a number of psychological and social service programs available in Guam.
- 2) Demonstrate fundamental clinical skills required to conduct counseling sessions with adults, children, families, and groups.
- 3) Apply knowledge and skills gained in coursework to professional work with mental health and social service clients in the practicum setting under the supervision of a qualified professional.
- 4) Recognize the issues and concerns faced by professionals providing mental health and social services in a multicultural Pacific Island community.
- 5) Demonstrate their preparedness to take on a professional role in the mental health and social service field after graduation.

### **Psychology Program Student Learning Outcomes (PLOs)**

The student learning objectives for the Psychology Program are articulated with those of the American Psychological Association. Graduating students will demonstrate that they have:

- 1) Developed a broad and deep knowledge base in Psychology;
- 2) Acquired and can appropriately apply knowledge of psychological research skills;
- 3) Acquired and can appropriately apply critical thinking skills in Psychology;
- 4) Developed competence in making appropriate applications of Psychology;
- 5) Acquired and can appropriately apply the values of Psychology;
- 6) Developed competence in information and technology literacy;
- 7) Developed competence in communication skills;
- 8) Acquired and can appropriately apply sociocultural and international awareness;
- 9) Acquired effective personal development skills;
- 10) Acquired knowledge and competence in career planning and development.

**Institutional Student Learning Outcomes (ISLOs)**

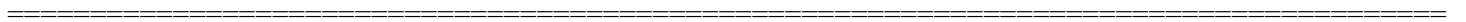
The expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:

- 1) Mastery of critical thinking and problem solving.
- 2) Mastery of quantitative analysis.
- 3) Effective oral and written communication.
- 4) Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.
- 5) Responsible use of knowledge, natural resources, and technology.
- 6) An appreciation of the arts and sciences.
- 7) An interest in personal development and lifelong learning.



**Alignment of PY492a Course Assignments with  
PY492a Course Student Learning Outcomes (SLOs),  
Psychology Program Student Learning Outcomes (PLOs),  
and Institutional Student Learning Outcomes (ISLOs)**

| <b>PY492a Course Assignments</b>            | <b>PY492a Course Student Learning Outcomes (SLOs)</b> | <b>Psychology Program Student Learning Outcomes (PLOs)</b> | <b>Institutional Student Learning Outcomes (ISLOs)</b> |
|---|---|--|--|
| 1. Seminar attendance                       | 1, 2, 4, 5  | 1, 3, 4, 5, 7, 8, 9, 10                                    | 1, 3, 4, 5, 6, 7                                       |
| 2. Seminar participation                    | 1, 2, 4, 5  | 1, 3, 4, 5, 7, 8, 9, 10                                    | 1, 3, 4, 5, 6, 7                                       |
| 3. Hours completed in the practicum setting | 2, 3, 4, 5  | 1, 3, 4, 5, 7, 8, 9, 10                                    | 1, 3, 4, 5, 7  |
| 4. Practicum journals                       | 1, 3, 4, 5  | 1, 3, 4, 5, 7, 8, 9, 10                                    | 1, 3, 4, 5, 6, 7                                       |
| 5. Performance evaluations                  | 2, 3, 4, 5  | 1, 3, 4, 5, 7, 8, 9, 10                                    | 1, 3, 4, 5, 7  |



## University of Guam Policies

### **Technical Assistance**

For technical support, please contact the Center for Online Learning by phone at 671-735-2620 or by email at moodlehelp@triton.uog.edu. You can also contact the Office of Information Technology by phone at 671-735-2640/30 or by email at oit@triton.uog.edu or helpdesk@triton.uog.edu.

### **Communication Policy**

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University (OIT policy manual, 3.10, p. 36).

### **Student Evaluations of Faculty**

In the final week of classes, the Administrative Assistant or a teaching assistant from the Division of Social and Behavioral Sciences will meet with students during class time to provide instruction on the completion of the student evaluations of faculty. The course instructor will not be present during this part of the class.

### **UOG Writing Center**

If you need assistance with writing for this course, please contact UOG's Writing Center. The University of Guam's Division of English and Applied Linguistics (DEAL) Writing Center is a tutorial resource run by students for students and is funded by course fees from those enrolled in composition classes. The main goal of the Writing Center is to help students become better writers. The Writing Center is located on the second floor of the English & Communications Building in room EC204. Students may either walk-in or email writingcenter@triton.uog.edu to schedule an appointment with one of the Writing Center tutors.

### **ADA Accommodation Services**

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2505/2460.

### **EEO/ADA & Title IX Office**

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

### **Certification of Original Work**

All work submitted for course credit must be the student's original work. Students are not permitted to submit work that has been written or submitted by anyone else. Any section of an assignment or paper which has been submitted previously must be attributed and cited as such. Students should identify the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings.

### **Plagiarism Policy**

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course the penalties for plagiarism may include: (1) no credit for the assignment, or (2) failure in the course.

### **Tobacco-Free/Smoke-Free Policy**

UOG is a tobacco-free/smoke-free campus. Thank you for not using tobacco products on campus, for helping to fight cancer, and for helping to make UOG a healthy learning environment.

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## CLASS SCHEDULE

| <u>Date</u> | <u>Topic / Skill Set</u>                          | <u>Reading Assignment</u>  | <u>Practicum Assignment</u>   |
|-------------|---|--|---|
| 8/20        | <b>Course Overview</b>                            | —  | <b>Choose practicum setting</b>   |
| 8/27        | <b>Intro to Counseling Skills</b>                 | Chapter 1: <i>Intentional Interviewing</i><br>Chapter 2: <i>Ethics and Multicultural Competence</i><br>Chapter 3: <i>Listening, Attending, and Empathy</i> | <b>Meet with supervisor this week</b>                                       |
| 9/03        | <b>Attending Behavior</b>                         | Chapter 3: <i>Listening, Attending, and Empathy</i>  | <b>Begin practicum work this week</b>                                       |
| 9/10        | <b>Observation Skills</b>                         | Chapter 4: <i>Observation Skills</i>   | <b>Practicum contract due today</b>   |
| 9/17        | <b>Observation Skills</b>                         | Chapter 4: <i>Observation Skills</i>   | —   |
| 9/24        | <b>Open-Ended Questions</b>                       | Chapter 5: <i>Questions</i>  | —   |
| 10/01       | <b>Open-Ended Questions</b>                       | Chapter 5: <i>Questions</i>  | —   |
| 10/08       | <b>Encouraging and Paraphrasing</b>               | Chapter 6: <i>Encouraging, Paraphrasing</i>  | —   |
| 10/15       | Fanuchánan Break                                  | No classes   | —   |
| 10/22       | <b>Encouraging and Paraphrasing</b>               | Chapter 6: <i>Encouraging, Paraphrasing</i>  | <b>Midterm performance evaluation and journal due today</b>                 |
| 10/29       | <b>Encouraging and Paraphrasing</b>               | Chapter 6: <i>Encouraging, Paraphrasing</i>  | —   |
| 11/05       | <b>Reflecting Feelings</b>                        | Chapter 7: <i>Observing and Reflecting Feelings</i>  | —   |
| 11/12       | <b>Reflecting Feelings</b>                        | Chapter 7: <i>Observing and Reflecting Feelings</i>  | —   |
| 11/19       | <b>Reflecting Feelings</b>                        | Chapter 7: <i>Observing and Reflecting Feelings</i>  | —   |
| 11/26       | <b>Integrating Listening Skills</b>               | Chapter 8: <i>The Five-Stage Interview</i>   | —   |
| 12/03       | <b>Integrating Listening Skills</b>               | Chapter 8: <i>The Five-Stage Interview</i>   | —   |
| 12/10       | <b>Integrating Listening Skills</b>               | Chapter 8: <i>The Five-Stage Interview</i>   | <b>Final performance evaluation, hours log sheet, and journal due today</b> |
| 12/15-16    | <b>Final evaluation meetings with Dr. Twaddle</b> | —  | —   |