**Japanese Website Design**

**JAPN 4231/6231**

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**Description**

This is a content-based course which examines the recent history of social media development in Japan; in addition, the course shows how social media is reshaping the nature of communication in Japan andcompares the differences among its popular platforms; finally, this courseexplores intercultural communication issues in designing effective and sustainable Websites to promote communication across language and culture especially between Japanese-speaking communities and English-speaking communities. Through the discussion and practice, you will identify what language and communication issues may arise when designing Websites/social media platforms for a different culture (i.e., Japanese/American) and discuss solutions to avoid pitfalls due to cultural misunderstanding and communicative inexperience across language and culture. During the last discussion phase of designing Websites, we will additionally focus on the concept of *sustainability*, defined as an innovative but ethically responsible way to seek balance between the needs for growth and the needs for maintaining the quality of life in natural, social and cultural environments. All classes are conducted primarily in Japanese.

**Prerequisites**

* 4231 students: JAPN 3001 or equivalent or permission of instructor (also JAPN 4113 preferred).
* 6231 students: graduate standing.
* Japanese typing input skills are assumed for both levels of students.

**Course Goals and Learning objectives**

At the completion of the course, students will:

* increase their knowledge about the Japanese language and society and improve their language skills;
* develop a professional writing styles within a Website adapted for a target audience
* demonstrate your understanding about the history and characteristics of a selected social media development in Japan
* apply your understanding about intercultural communication issues by localizing a Website used for B2C communication).
* create in Japanese a Website design or social media app proposal to appeal to a particular target audience (e.g., a mobile app that uses GPS functions for some online activities)
* and (for JAPN 6231 students only) discuss the sustainability issues of your proposed design

**Class structure**

The following is a typical flow of the class to reinforce language skills (listening, speaking, reading and writing) as well as critical thinking on intercultural communication and/or sustainability issues:

* Students will read assigned materials and watch video clips (if any) before coming to class, and do the homework;
* In class, a short vocabulary quiz is administered to check on the students’ engagement in the homework and video;
* In class, students participate in activities and discussion to gain full comprehension of the content. (Discussion topics will include such questions as “What cultural characteristics in Japan promote/hinder the development of a given social media? Are there similar sociocultural phenomena outside of Japan? What are the implications toward the issues in intercultural communication and sustainable development?”);
* Language skill building exercises;
* After each topic is completed (some topics may take more than one class period), students write in Japanese a short blog on what they have learned on the topic and what it means in their personal context and share it among the classmates;
* Leave at least one comment on at least one of the shared blogs of other classmates.

**Course Materials**

All the necessary course materials and homework sheets are uploaded on T-square.

**Course requirements and grading**

Class Participation 20%

Vocabulary Homework (0.5% each) 5%

Vocabulary Quiz (0.5% each) 5%

Blogs (1% each) 12%

Chapter Tests (7% each) 28%

Group Project (Localization of a Website from E to J or J to E) 10%

Individual project (Proposal of a Website/App in Japanese) in Japanese 20%

Total 100%

Each item in the above grade distribution is explained below:

Class Participation

Students are expected to come to class fully prepared to participate in class activities. Your class participation is evaluated on a 10-point in each class period:

10 = high degree of both active participation and preparedness

9 = moderate degree of active participation and high degree of preparedness

8 = moderate degree of both active participation and preparedness

7 = low degree of active participation and preparation

5 = present but barely effective or often shows signs of inattention (See Grading Policies for examples.)

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0 = absent

Your overall average is used to calculate the class participation part of the grade (e.g., If your average score is 8.5, your participation grade is 20% x 8.5 = 17%). If students engage in activities which indicate their inattention or non-participation in the classroom activities (e.g. falling asleep, text-messaging, doing homework, reading irrelevant materials, etc.), they will receive a score of 7 or below for the class period. Students are not allowed to use their computers, cellphones in class unless directed otherwise. Failure to comply with this will result in lowering their participation and performance grades. Students are allowed to miss a class without penalty up to two times. At the same time, the GT’ rules and regulations (<http://www.catalog.gatech.edu/rules/4/> ) will be honored, which allow the absences due to the participations in approved Institute activities and governs other attendance issues, such as absences due to funerals, participation in particular religious observation, jury duty, etc.

Daily participation grades can be accessed through T-square’s Gradebook weekly.

Homework

Each homework is posted on the Assignments in T-square and a total of 100 points are assigned to short essays, fill-in-the-blanks and multiple-choice questions, etc. You are required to submit your completed assignment to the Assignment tool. The graded assignments will be returned through the Assignment tool by the next class.

Blogs

Approximately once a week, there is a short blog assignment in Japanese approximately (360 to 400 characters without counting English characters for JAPN 4231 students; 720 to 800 characters without counting English characters for JAPN 6231 students). Your blog should demonstrate your understanding of the given topic (e.g., reflections on the given social media), or observation on other related social media phenomena in question. After completing each blog, you need to “publish” it so other classmates can view it and leave any comments on it if they are so inclined. Separately, each posting is reviewed by the instructor and graded in terms of its topic relevancy (10 pts), language accuracy (20 pts), and clarity of ideas (10 pts) and your grade will be returned to Assignment Tools on T-Square. The averge of your blog grades will be used to calculate the blog portion of your final grade (e.g., If your average is 35 pts, your blog portion of the grade will be 12% x 35/40=10.5%). (The comment you leave on other people’s blog will not be graded, but you are required to leave at least one comment in one of the blogs for each topic.)

Chapter Tests

At the completion of each topic (chapter), a chapter test will be given, testing your comprehension of the topic, the mastery of new grammar and vocabulary.

Group Project (Localization of a B2C Website: E to J or E to J)

This is a collaborative project. Form a group of two students to localize a selected Website . Here are the steps to complete this project:

1. Select an established B2C Website that has not been localized to Japanese/English before but could be a good candidate for localization. You are strongly advised to select the area related to your interest, major or expertise.
2. Decide on which pages (maximum of 5 pages; up to 300 English words per page or up to 1000 Japanese characters per page) to localize. Not all linked pages need to be localized, but the pages to be localized need to form a meaningfully linked unit within the Website. If some pages contain a greater number of words/characters per page, a fewer number of pages are allowed. Divide the selected pages among the group members.
3. Inform the instructor about your selection and receive an approval before going ahead with localization. Include the rationale for your selection: Why did you select it? Does the Website pose special challenges in localization?
4. Apply machine translation first (e.g., Google Translate). As we discuss in class, machine translation produces many issues, but in some cases, it could help you save time in vocabulary look-up.
5. Make sure the vocabulary used in translation is consistent across all pages and among the group members. (If different translations are used for the same phrases, explain why they are translated differently.)
6. Take snapshots of the original and your own localized pages to be highlighted in the subsequent PowerPoint presentation. You are not required to include screenshots of machine translation, but you can use some to make a point in your presentation.
7. Prepare a PowerPoint presentation of 20 minutes followed by a 5 minute Q&A session. For each presentation, JAPN 4231 students can present primarily in Japanese but are allowed to use some English (up to 20%); JAPN 6231 students are expected to present entirely in Japanese. Each presentation will be peer-reviewed in terms of clarity of content (10 points) and informativeness regarding localization issues (10 points). It will also be graded by the instructor using the following criteria totaling 80 points:
   1. Submission of the first script (5); Submission of the final script (10)
   2. Proportion of Japanese to English used in the presentation: Was it satisfactory? (15)
   3. Topic: Was the content appropriate for the topic of localization of a B2C Website? (5)
   4. Organization: Was the presentation well organized (clearly stated thesis, sufficient supporting materials)? (15)
   5. Time limit: Was the presentation within the time limitation? (5)
   6. Language accuracy: Did the presentation contain grammatical structures and appropriate vocabulary? (15)
   7. Delivery: Was the presentation clear (e.g., pronunciation, fluency, intonation, etc)? (5)
   8. Visual aids and glossary: Was the visual aid helpful? Was the glossary for special vocabulary, if any, helpful? (5)

Individual Project

This project consists of the paper and presentation. Students will propose their own design of a B2C Website or social media app (e.g., a mobile app that uses GPS functions for some online activities) that may appeal to a target audience by incorporating some of the characteristics of social media discussed in this course. The target audience does not have to be limited to a Japanese community, but the presentation and the draft must be in Japanese. JAPN 6231 students are additionally required to include critical reflection on sustainability issues (Does the approach taken in the B2C Website/App promote growth and maintain the quality of life in natural, social and cultural environments at the same time? If not, what are the likely consequences of the approach taken in your B2C communication? Is there any evidence of such consequences from our past experience?).

4231 students can elect to mix Japanese and English (up to 20%) in conducting the presentation and writing the paper of 6 to 8 pages. 6231 students must conduct the presentation and write the paper of 8 to 10 pages entirely in Japanese.

Your project paper is evaluated on the following criteria totaling 100 points:

1. Submission of the first draft (5); Submission of the final draft (10)
2. Proportion of Japanese to English: Was it satisfactory? (15)
3. Topic: Was the content consistent with the stated topic/purpose of the project? (10)
4. Organization: Was the research well organized (Did it have a clearly stated thesis, sufficient supporting materials, etc.)? (25 for 4231 students; 20 for 6231 students)
5. Citation: Were the sources well documented? (10)
6. Language accuracy: Did the paper contain grammatical structures and appropriate vocabulary? (25 for 4231 students; 20 for 6231 students)
7. Sustainability discussion: Did students demonstrate critical analyses of their own proposed design based on some past evidence? (10 for 6231 students only)

Your final grade will be assigned as a letter grade according to the following scale:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

All final grades will be accessible through T-square.

## Course expectations and guidelines

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code> / or <http://www.catalog.gatech.edu/rules/18/>. Any student suspected of cheating or plagiarizing on a quiz, exams, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Disabled Students Assistance

Reasonable accommodations are provided to self-identified students with disabilities who meet the academic and technical standards requisite to admission or participation in the program of study. Consideration may be given to the substitution or modification of certain course requirements as long as such changes do not detract from the quality of the educational experience and the changes remain within the accreditation criteria for the degree program. Such substitutions or modifications must be approved by the school chair, department head, or college dean, and the Undergraduate Curriculum Committee and/or the Graduate Committee. For further information, please go to <http://disabilityservices.gatech.edu>

Late Assignments, & Re-Scheduled/Missed Exams

Late assignments receive no credit. Make-up quizzes and exams can be given with 20% penalties. If you know you will surely miss quizzes or examples, please make an arrangement with the instructor to take a quiz/an exam in advance to avoid the penalty.

**Schedule:**

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| --- | --- | --- |
|  | In class | Homework (before coming to class) |
| Week 1 | | |
| 1 | Orientation   * Chapter 1: Chat, BBS & Blogs * Tips to expanding vocabulary |  |
| 2 | * ASCII Art * Kaomoji (Emoticons) * “Gal” moji | VH01 (VH=Vocabulary Homework) |
| 3 | * VQ01 (VQ=Vocabulary Quiz) * Early social media: Train Man (2005) | VH02  Blog 1 |
| Week 2 | | |
| 1 | * VQ02 * “2 Channel” (BBS)Galapagos cell phones | VH03 |
| 2 | * VQ03 * Galapagos cell phones * Advent of smart phones |  |
| 3 | * Recent trends in smart phones | VH04  Blog 2 |
| Week 3 | | |
| 1 | * VQ04 * Blogs (Hatena Diary) * Trackback * Keyword links/Footseps |  |
| 2 | * FC2, Livedoor, Ameba * Review for Chapter Test 1 | VH05  Blog 3 |
| 3 | * Chapter Test 1 (VQ05 included) | Chapter Test 1 |
| Week 4 | | |
| 1 | * Welcome Back Mr. McDonald (1) --- Asynchronous experience |  |
| 2 | * Welcome Back Mr. McDonald (2) --- Synchronous experience |  |
| 3 | * Welcome Back Mr. McDonald (3) --- Discussion on the concept of “Moriagaru--Swelling” | Blog 4 |
| Week 5 | | |
| 1 | * Chapter 2: Recent Trend in Social Media | VH06 |
| 2 | * VQ06 * Mixi (1) |  |
| 3 | * Mixi (2) | Blog 5 |
| Week 6 | | |
| 1 | * Facebook | VH07 |
| 2 | * Japanese attitude toward Facebook * Real name account vs. Anonymous account |  |
| 3 | * VQ07 * Synchronous media vs. asynchronous media | VH08  Blog 6 |
| Week 7 | | |
| 1 | * VQ08 * Twitter | VH09 |
| 2 | * VQ09 * Nicovideo (1) |  |
| 3 | * Nicovideo (2) | Blog 7 |
| Week 8 | | |
| 1 | * Review for Chapter Test 2 | VH10 |
| 2 | * Chapter Test 2 (VQ10 included) | Chapter Test 2 |
| 3 | * Chapter 3: Localization of Websites for B2C communication | Blog 8 |
| Week 9 | | |
| 1 | * Discuss group projects * Localization vs. Translation |  |
| 2 | * Translator competence * Kinds of meanings |  |
| 3 | * Professional writing style | Blog 9 |
| Week 10 | | |
| 1 | * Technical Japanese |  |
| 2 | * Sample localization (Bletaverse) * Sample project paper |  |
| 3 | * Comparison of game characters between Japanese games and US games | Blog 10 |
| Week 11 | | |
| 1 | * Group project presentations (1) |  |
| 2 | * Group project presentations (2) |  |
| 3 | * Group project presentations (3) |  |
| Week 12 | | |
| 1 | * Chapter Test 3 | Chapter Test 3 |
| 2 | * Chapter 4: Designing Websites/App * Common factors in “Moriagaru” (e.g., Makankou Sappou, JK Phenomena, Japanese Halloween) * Discuss individual projects |  |
| 3 | * Cool Japan, “Barus Matsuri”, Otaku, Niconico Cho Kaigi, Oympics advertisement * PPAP, “Pockey” incidents, Pokemon Go phenomena (Augmented Reality) in the world | Blog 11 |
| Week 13 | | |
| 1 | * High Context vs. Low Context (1) |  |
| 2 | * High Context vs. Low Context (2) |  |
| 3 | * High Context vs. Low Context (3) | Blog 12 |
| Week 14 | | |
| 1 | * Review for Chapter Test 4 |  |
| 2 | * Chapter Test 4 | Chapter Test 4 |
| 3 | * Individual Project Presentations (1) |  |
| Week 15 | | |
| 1 | * Individual Project Presentations (2) |  |
| 2 | * Individual Project Presentations (3) |  |
| Week 16 | | |
|  | Individual Project Presentation/Paper |  |