



JAPN 1010

Division: Humanities

Department: Foreign Language

Course: JAPN 1010

Title: Elementary Japanese I

Catalog Description:

This is a sequential course in the study of Japanese conversation, grammar, pronunciation, reading and writing. Numerous *kanji* characters are introduced. Course ACTFL proficiency level goals include novice-high for listening/speaking, and novice-mid for reading/writing. Elemental cultural themes are also explored. Students meet with the instructor daily, and are assigned individually to native-speaking and other language-proficient tutorial assistants for additional in-class as well as out-of-class practice. Field trips, study abroad program, speech contest, internships, and Japanese Club activities are sponsored.

General Education Requirements: Foreign Language

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 4; Lecture: 5; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: None

Justification:

This course helps satisfy the language requirement for the A.A. degree. It is a prerequisite for intermediate and advanced study of the language. It may be credited towards the General Education requirements of most schools to which Snow College students transfer.

Japanese is one of the world's most commonly spoken languages, and Japan currently maintains the world's second most powerful economy. Learning Japanese, particularly in combination with studies in other science, technical, or business fields, can provide an extremely valuable and employable life resource. Moreover, the Japanese culture is uniquely rich, and is distinct from Western culture; Japanese studies provides students with a world perspective quite different from the perspectives gained in the studies of other, European-based languages and cultures.

Student Learning Outcomes:

Students will gain a cognitive grasp of basic Japanese grammar, pronunciation, and vocabulary. They will also gain a basic knowledge of Japanese cultural traditions, customs, and values.

Students will be able to perform basic, yet meaningful, communicative tasks in Japanese. They will be comfortable working with the spoken language, acquiring speaking/listening skills at the approximate novice-high level of the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL), and will also be proficient in reading and writing two of the three writing systems of Japanese (*hiragana* and *katakana*), with some introduction to the third system, *kanji*, acquiring reading/writing skills at the approximate novice-mid level of the ACTFL proficiency guidelines. Students will be prepared to enroll in

Japanese 1020 or in another second-semester Japanese course.

As a result of learning about the Japanese culture, students will increase not only their appreciation and understanding of the Japanese culture and language, but also of their own. Students will also feel a desire to continue educating themselves, formally or informally, in areas such as history, geography, languages, and literature.

Content:

The topics covered in Japanese 1010 include but are not limited to:

- Everyday greetings, fundamental formulaic speech
- Discussing objects in the classroom
- Counting to 10,000, telling time, giving telephone numbers
- Various counting systems
- Discussing directions, locations
- Talking about basic daily activities, weekly schedules
- Talking about activities and events in the past
- Talking about future activities and events
- Discussing days of the week, month
- Making invitations
- Ordering food in a restaurant
- Talking about the weather
- Shopping in a store
- Expressing likes/dislikes
- Discussing nationalities and languages
- Expressing possession
- Exchanging routine personal information
- Discussing college topics
- Asking and answering basic questions
- Introducing self, friends
- Providing basic descriptions of people, places, things
- Asking questions about Japanese, in Japanese
- Reading and writing *hiragana* at the sentence/simple paragraph level
- Reading and writing *katakana* at the word level
- Reading and writing 50 *kanji* characters, individually and in combinations
- Writing a letter to a pen pal
- Basic vocabulary for all relevant topics
- Basic verb conjugation
- Use of pronouns and demonstratives
- Basic use of Japanese particles
- Basic Japanese geography, important places
- Basics of the Japanese educational system
- Basic Japanese history
- Personal topic, chosen at student s discretion

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students are required to read and interpret various formats of text on a basic level, acquiring and implementing reading skills that will allow them to be effective and efficient readers in Japanese. Students are also required to read and interpret material written in English on advanced topics related to Japan.

2) Write clearly, informatively, and persuasively.

Students are required to write various formats of text on a basic level, acquiring and implementing writing skills that will allow them to be effective and efficient writers in Japanese. Students also are required to write essays in English on substantive topics related to Japan.

3) Speak effectively in a variety of contexts.

Students are required to produce and interpret various formats of oral language on a basic level, acquiring and implementing conversational skills that will allow them to be effective and efficient in both their production and comprehension of spoken Japanese.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students utilize various traditional and electronic media in the course of their Japanese acquisition process, including computer-assisted language learning (CALL) materials, electronic dictionaries, the Internet, email, videos, and classroom text materials. Students communicate with native speakers through the medium of email, and utilize assigned web sites to enhance their acquisition of Japanese in specific areas.

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

Students are assigned readings, discussions, and other assignments that require reflection on multiple cultures and analysis of underlying similarities between cultures. They are required to explore the basis for cultural traditions, customs, music, and art. They are able to appreciate similarities and differences across cultures. Such study can also lead to more informed and less ethnocentric discussions about current events and/or seasonal topics.

8) Apply ethical reasoning to a variety of contexts.

Cultural discussions lead students to look at and to reevaluate specific issues, such as the effect of World War II on Japan and similarities/ differences between U.S. and Japanese educational systems, from the Japanese perspective as well as from their own.

Key Performance Indicators:

Percentage of course grade:

1. attendance/participation	10%
2. module homework assignments	15%
3. weekly quizzes	15%
4. midterm examination	15%
5. final exam	20%
6. final oral assessment	15%
7. personal project	10%

The overall effectiveness of the course is also assessed through the specific tracking of graduates who go on to Japanese studies at transfer institutions, or who otherwise use Japanese in their employment.

Tohsaku, Yasuhiko (1994). *Yookoso: An Invitation to Contemporary Japanese*, Book One and Workbook/Laboratory Manual Second Edition. New York: MacGraw-Hill, Inc.

Extra tapes and listening scripts provided by instructor

CALL materials and videos available in the library

Optimum Class Size: 20

Maximum Class Size: 25

Signatures:

I hereby submit this course syllabus:

Sheryl James Bodrero, PhD, Associate Professor

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

Travis Schiffman, MA², Assistant Professor, Chair

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

Sheryl James Bodrero, PhD, Associate Professor, Dean

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

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

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)