



JAPN 1020

Division: Humanities

Department: Foreign Language

Course: JAPN 1020

Title: Elementary Japanese II

Catalog Description:

This is the second course in the study of Japanese conversation, grammar, pronunciation, reading and writing. Numerous *kanji* characters are introduced. Course ACTFL proficiency level goals include intermediate-low for listening/speaking, and novice-high 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: TBA

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

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: JAPN 1010 or equivalent

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 intermediate-low level of the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL), and will also be increasingly proficient in reading and writing each of the three writing systems of Japanese, with introduction to approximately 100 *kanji*, acquiring reading/writing skills at the approximate novice-high level of the ACTFL proficiency guidelines. Students will be prepared to enroll in a

second-year 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 1020 include, but are not limited to:

- Making/accepting/declining invitations
- Using the telephone
- Describing the weather/climate
- Making comparisons/contrasts
- Giving reasons/explaining why
- Talking with friends/plain form
- Speaking at discourse level (multi-sentential)
- Expressing probabilities/guesses
- Talking about hobbies
- Telling what good/bad at; responding
- Describing family members
- Responding to compliments
- Describing what you are currently doing
- Talking about abilities
- Describing how long something takes place
- Describe future goals
- Telling whether has happened or not
- Talking about food/drink/tastes
- Restaurant/shopping/station/etc., deeper level
- Describing colors/personalities
- Expressing simultaneous actions
- Discussing clothing
- Writing letters, email messages
- Reading menus, schedules, other realia
- Reading and writing 100 new Chinese characters
- Comparisons/superlatives
- Conjoining sequential actions
- Probability
- Making polite requests
- Nominal verbs ing
- In group/out group differences
- Something/anything/everything differences
- Can do forms
- Particles that connect nouns
- Interrogatives
- Am doing
- Already/not yet

- Relative clauses
- Expressing desires/wants/intentions/opinions
- Everyday life in Japan
- Employment opportunities with my major related to Japanese
- Weather/climate
- Plain/polite speech, in-group/out-group
- Hobbies and interests of Japanese
- Refusing praise, expressing opinions
- The Japanese family
- Japanese food and drink
- Role of religion in Japan

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.

Representative Text and/or Supplies:

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)