Elementary Japanese I
Course Design
2008-2009

Course Information

Organization
Eastern Arizona College

Division
Communicative Arts

Course Number
JPN 101

Title
Elementary Japanese I

Credits
5

Developed by
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Lecture/Lab Ratio
5 Lecture/0 Lab

Transfer Status
Under evaluation

Activity Course
No

CIP Code
16.0302

Assessment Mode
Pre/Post Test (50 Questions/100 Points)

Semester Taught
Fall and Spring

GE Category
None

Separate Lab
No

Awareness Course
No

Intensive Writing Course
No

Prerequisites
None

Educational Value
This course is designed for students at the Beginning Japanese I level who wish to learn speaking, listening, reading and writing skills.

Description
Introduces Japanese speaking culture and emphasizes communication skills and basic skills in grammar, reading, and writing, including HIRAGANA, KATAKANA, 70 KANJI, through a variety of approaches.

Supplies
None
Competencies and Performance Standards

1. **Demonstrate Beginning I level conversation.**

   **Learning objectives**

   What you will learn as you master the competency:
   a. Engage in conversation about limited topics at the Beginning I level.
   b. Utilize frequently used expressions to describe self and others.
   c. Formulate questions to satisfy basic needs.
   d. Express basic needs and use basic courtesy expressions.
   e. Respond to anticipated questions on familiar topics.
   f. Display appropriate non-verbal communication.
   g. Ask basic questions relating to the topic.
   h. Respond correctly to anticipated questions.
   i. Exhibit pronunciation and intonation understandable by a highly sympathetic audience.
   j. Communicate information, express ideas and accomplish tasks at the beginning I level.
   k. Develop grammatical structures.
   l. Develop active and passive vocabulary.
   m. Maintain a basic conversation on limited topics with little accuracy.

   **Performance Standards**

   Competence will be demonstrated:
   o without the use of notes, textbooks and dictionaries.
   o in oral exercises.
   o in the completion of assignments and activities.
   o in the completion of unit tests.

   **Criteria - Performance will be satisfactory when:**
   o learner converses three minutes with the instructor using grammar and vocabulary at the Beginning I level. Learner will ask two open-ended questions pertaining to the discussion and respond to all open-ended questions asked by the instructor.
   o learner gives a three minute oral presentation in front of the class on a topic pertaining to the Japanese language that meets the rubric standards outlined.
   o learner participates in classroom discussions.
   o learner converses for two minutes at the beginning I level with a sympathetic interlocutor without a language breakdown on a topic known to the learner.
   o learner shows interest in conversation.
   o learner uses non-verbal communication in conversation.
   o learner's speech is understood by a sympathetic interlocutor.
   o learner's speech demonstrates correct word order.
   o learner responds to anticipated questions on familiar material.
2. **Demonstrate listening skills.**

*Learning objectives*

*What you will learn as you master the competency:*

a. Demonstrate comprehension of main ideas of extended aural discourse of simple topics.

b. Recognize spoken Japanese at the Beginning I level.

c. Demonstrate comprehension of simple messages from authentic and other sources to gain information.

d. Interpret and respond appropriately to specific instructions on familiar topics.

e. Develop grammatical structures.

f. Develop active and passive vocabulary.

g. Comprehend the main ideas and significant details in oral presentations at the Beginning I level.

h. Demonstrate comprehension of high frequency and some limited terms of low frequency of learned vocabulary in structurally simple sentences and questions in a limited number of content areas.

*Performance Standards*

*Competence will be demonstrated:*

- **without** the use of notes, textbooks and dictionaries.
- **in** the completion of assignments and activities.
- **in** the completion of unit tests.

*Criteria - Performance will be satisfactory when:*

- **learner** converses three minutes with the instructor recognizing spoken Japanese at the Beginning I level.

- **learner** participates in classroom discussions.

- **learner** answers questions after listening to a passage or conversation.

- **learner** responds appropriately to questions in Japanese.

- **learner** follows directions expressed in Japanese.

3. **Demonstrate reading abilities.**

*Learning objectives*

*What you will learn as you master the competency:*

a. Derive meaning from the written target language from texts that are structurally simple.

b. Acquire knowledge from a variety of printed materials.

c. Develop grammatical structures.

d. Develop active and passive vocabulary.

e. Read authentic newspapers and magazine articles.

f. Comprehend the main ideas and significant details in written text at the Beginning I level.
g. Identify and comprehend cultural nuances including humor, in written language.

**Performance Standards**

*Competence will be demonstrated:*

- without the use of notes, textbooks and dictionaries.
- in the completion of assignments and activities.
- in the completion of unit tests.
- in oral and written exercises.
- when learner reads some KANJI using notes.

**Criteria - Performance will be satisfactory when:**

- learner answers questions relating to the reading selection.
- learner summarizes the main idea of a text.
- learner identifies cultural differences that may or may not be evident in written texts.
- learner derives meaning from the written target language from simple, connected texts dealing with a variety of basic and social needs.
- Learner can read completely HIRAGANA and KATAKANE as well as basic 70 KANJI.
- Learner can read short topics using the three alphabets.

4. Demonstrate writing abilities.

**Learning objectives**

*What you will learn as you master the competency:*

- Recombine learned vocabulary into structurally simple written statements and questions.
- Follow writing process (i.e., organizing, revising, proofreading) in target language.
- Show evidence of grammatical accuracy at the Beginning I level.
- Describe and narrate in coherent unified paragraphs.
- Demonstrate control of basic sentence structure.
- Communicate information and express ideas in written form for limited audiences and purposes.
- Develop active and passive vocabulary.

**Performance Standards**

*Competence will be demonstrated:*

- without the use of notes, textbooks and dictionaries.
- in the completion of written assignments and activities.
- in the completion of unit tests.

**Criteria - Performance will be satisfactory when:**

- learner writes essays (3) on a basic topic.
- learner passes tests (6) and quizzes (3) by objective measurement, by short answer, and by essay with a score of 70% or higher. Shows knowledge of numerous relevant vocabulary items and grammatical structures studied in class.
- learner participates in peer-critique essays in groups and individually.
o learner revises essays from holistic comments by instructor.
o learner creates and connects structurally simple statements or questions in writing within the scope of limited language experience.
o learner follows the writing process (i.e., organizing, revising, proofreading) in the target language.
o learner can write KATAKAN, HIRAGANA, AND 65~70 KANJI.
o learner passes chapter test and quizzes with a core of 70% or higher.
o learner writes sentences using chapter topics.
o learner shows knowledge of numerous relevant vocabulary and grammatical structures studied in class

5. Increase knowledge of the cultural variety and richness of the Japanese world.

Learning objectives
What you will learn as you master the competency:
a. Use common social conventions, social courtesies and non-verbal cues in conversation.
b. Recognize simple cultural norms, beliefs, and regional variations of areas where the target language is used.
c. Recognize key social and cultural traditions.
d. Demonstrate basic knowledge of geography in Japanese countries.
e. Compare and contrast the Japanese culture with student's own cultural background.
f. Use behavior that is appropriate and consistent with Japanese customs.
g. Use formal and informal language appropriately.
h. Explain how the target language and its culture add to the richness of our cultural diversity.
i. Identify, analyze and discuss various patterns of behavior or interactions typical of the culture studied.
j. Investigate and explain the function of products of the culture (e.g., institutions, crafts, laws, music) and their relationship to cultural perspectives.

Performance Standards
Competence will be demonstrated:
o without the use of textbooks, notes or dictionaries.
o in the completion of assignments and activities.
o in the completion of unit tests.
o in oral and written exercises.

Criteria - Performance will be satisfactory when:
o learner completes tests (6) and quizzes (3) by objective measurement, by short answer, and by essay with a score of 70% or higher.
o learner answers questions relating to cultural topics.
o learner demonstrates understanding of norms, values, and beliefs of areas where the target language is used.
learner’s behavior is appropriate with Japanese customs.

Types of Instruction
Classroom Presentation
Other Supplemental Activities

Grading Information
Grading Rationale
Class attendance and participation 10%
Assignments and quizzes 25%
Chapter exam (written and oral) 40%
Final oral exam 10%
Final written exam 15%

Grading Scale
A  90% - 100%
B  80% - 89%
C  70% - 79%
D  60% - 69%
F  0% - 59%