

JAPN-1011: BEGINNING JAPANESE LANGUAGE AND CULTURE I

Cuyahoga Community College

Viewing: JAPN-1011 : Beginning Japanese Language and Culture I

Board of Trustees:

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Academic Term:

Fall 2023

Subject Code

JAPN - Japanese

Course Number:

1011

Title:

Beginning Japanese Language and Culture I

Catalog Description:

Introduction to modern Japanese through class interaction, audio and video. Development of listening, speaking, reading, and writing skill, as well as culture. Basic grammatical structures, with emphasis on appropriate social use of the language within Japanese culture. Writing systems Hiragana, katakana, and 45 kanji characters. Basics of kanji dictionaries.

Credit Hour(s):

4

Lecture Hour(s):

3

Lab Hour(s):

2

Other Hour(s):

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Requisites

Prerequisite and Corequisite

None.

Outcomes

Course Outcome(s):

Interpretive Listening: Demonstrate language comprehension through simple exchanges and discussions of familiar topics such as introductions, hobbies, shopping, scheduling daily activities, and understanding directions; and demonstrate having developed listening comprehension strategies and a sense of how to listen Japanese.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

- a. Transcribe orally presented information using the correct characters (Hiragana, Katakana or Kanji) for each part of speech.
- b. Recognize greetings, numbers, time, and phone numbers.
- c. Interpret personal introductions including names, age, school year, majors, occupation, and country of origin.
- d. Recognize affirmative and negative statements, interrogative sentences, and affirmative and negative answers to interrogative sentences.
- e. Identify conversation patterns used when shopping including how prices are asked for and determined, the vocabulary related to currencies and credit card payments, and demonstratives.

- f. Identify conversation patterns used in restaurants when ordering from menus and the essential vocabulary heard in such situations.
- g. Recall commonly used expressions in classroom settings.
- h. Distinguish basic sentence patterns used in discussing one's activity plans (where, when, who, and how).
 - i. Recognize commonly used sentence patterns for suggestions, recommendations.
 - j. Identify basic patterns and vocabulary related to locations and days of the week.
- k. Respond appropriately to past, present, and future tenses in the Japanese language.
 - l. Name some commonly used adjectives.
- m. Recognize expressions of likes/dislikes and suggested plan of action.
- n. Recognize basic vocabulary used in counting items.

Course Outcome(s):

Presentational Speaking and oral interpersonal communication: Engage in simple exchanges regarding familiar topics and activities such as making friends, introductions, hobbies, shopping, scheduling daily plans, giving directions, and reporting on travel experiences.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

- a. Effectively enunciate in Japanese so that the listener can distinguish words that are to be written in hiragana, katakana, or Chinese character (kanji).
- b. Utilize greetings, numbers, expressions of time, and phone numbers in presentational speaking.
- c. Ask and respond to polite questions about time, phone numbers, and how much something costs.
- d. Introduce oneself, family members, and friends, with the inclusion of key details such as names, age, school year, majors, occupation, and country of origin.
- e. Articulate affirmative and negative statements, interrogative sentences, and affirmative and negative answers to interrogative sentences.
- f. Conduct conversations necessary for shopping, including asking about prices, after-purchase service, and including other vocabulary and sentence patterns essential for these situations.
- g. Communicate in restaurants and order from menus.
- h. Use common expressions habitual in most classroom settings.
 - i. Discuss one's activity plans (where, when, who, how) using basic sentence patterns, both in presentational speaking as well as in oral interpersonal communication (asking and answering questions).
 - j. Utilize often-used sentence patterns for suggestions, recommendations.
- k. Utilize basic patterns and vocabulary related to locations, days of the week, months, and other time words.
 - l. Express oneself in the past, present, and future tenses.
- m. Apply some of the basic and commonly used adjectives for descriptions involving another person or place (such as a person's home country), or thing.
- n. Employ expressions of likes or dislikes, and in suggesting plans of action.
- o. Use basic vocabulary for counting items.
- p. Make a very simple presentation about very familiar topics using a variety of highly practiced words, phrases, sentences, culturally appropriate gestures, and formulaic expressions.

Course Outcome(s):

Interpretive Reading: Recognize basic reading patterns as they differ from speaking patterns through analysis of texts used in class and translation of Japanese-language texts into English.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

- a. Read all hiragana and katakana characters
 - b. Read 45 Chinese characters (kanji)
 - c. Use roots, radicals, and patterns to figure out the meaning of words, phrases, short and simple sentences.
 - d. Read and summarize short texts such as memos, postcards, restaurant menus, invitations to events (with times and dates indicated), and shopping ads.
 - e. Read and demonstrate comprehension of longer texts about introductions, explanation of daily routine and habits, past events, location of objects, short travel accounts, letters making requests or asking permission, and warnings expressing prohibition.
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Course Outcome(s):

Writing: Write basic sentence patterns using proper punctuation and a traditional style that differs significantly from speaking patterns.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

- a. Write all hiragana and katakana characters with ease.
 - b. Write 45 Chinese characters (kanji).
 - c. Write various essays that cover a limited selection of topics.
 - d. Introduce oneself and family members, including key details such as names, age, school year, majors, occupation, and country of origin.
 - e. Describe one's daily routine, including the time, dates, and description of activities undertaken.
 - f. Compose short memos expressing plans for the immediate present and future.
 - g. Compose correspondence letters, including expressing likes/dislikes, and other personal activities.
 - h. Tell/narrate about one's past, as a child, and as a high school student.
 - i. Describe one's family, friends, pets, favorite locations, and hobbies.
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Course Outcome(s):

Culture: Use basic knowledge of Japanese culture to interact in a culturally sensitive way in various settings such as meeting people for the first time visiting the home of another person, and applying basic living skills.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

- a. Use Japanese names in their proper word order, and apply greetings and introductions (including bowing).
 - b. Apply proper usage of generic and honorific titles.
 - c. Demonstrate familiarity with and ability to use Japanese currency.
 - d. Describe Japanese housing—style, structure, etc. and other essential aspects.
 - e. Recognize and describe Japanese holidays and festivals.
 - f. Identify and describe Japanese sports (i.e. sumo); and the performing arts (i.e. Kabuki, Noh).
 - g. Identify basic geographic and geopolitical information of Japan (i.e. location, main metropolitan areas).
 - h. Apply some of the manners and customs, including body language.
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Methods of Evaluation:

- a. Attendance and class participation (in listening, speaking, reading and interpersonal communication activities)
- b. Homework exercises and activities (practicing and applying listening, speaking, reading and writing skills)
- c. Essays
- d. Quizzes
- e. Chapter tests
- f. Oral presentation
- g. Final exam (includes listening, reading and writing segments)

Course Content Outline:

- a. Interpretive Listening, Presentational Speaking, and Oral Interpersonal Communication
 - i. Transcription of orally presented information
 1. Hiragana characters
 2. Katakana characters
 3. Kanji characters
 - ii. Importance of proper enunciation
 1. Hiragana characters
 2. Katakana characters
 3. Kanji (Chinese character)
 - iii. Simple conversations
 1. Greetings
 2. Numbers
 3. Time
 4. Phone Numbers
 5. Introductions
 - a. Names
 - b. Age
 - c. School year
 - d. Majors
 - e. Occupation
 - f. Country of origin
 6. Affirmative/negative responses
 7. Basic question sentences
 8. Expressions of likes/dislikes
 - iv. Conversation patterns used when shopping and eating in a restaurant
 1. Asking for prices and after purchase services
 2. Currency and credit-card related vocabulary
 3. Demonstratives
 4. Ordering from a menu
 5. Essential vocabulary
 - v. Conversational patterns used in Classroom settings
 - vi. Basic Sentence patterns for activity plans
 1. Where
 2. When
 3. Who
 4. How
 5. Locations
 6. Days of Week
 7. Suggestions
 8. Recommendations
 - vii. Basic grammar
 1. Past tense
 2. Present tense
 3. Future tense
 4. Common adjectives
 5. Basic counting vocabulary
- b. Interpretive Reading

- i. Hiragana and Katakana characters (all)
- ii. 45 Kanji (Chinese characters)
- iii. Grammar
 - 1. Roots
 - 2. Radicals
 - 3. Patterns
- iv. Short texts
 - 1. Memos
 - 2. Postcards
 - 3. Restaurant menus
 - 4. Invitations
 - 5. Shopping ads
- v. Longer texts
 - 1. Introductions
 - 2. Daily routine and habits
 - 3. Past events
 - 4. Location of objects
 - 5. Short travel accounts
 - 6. Letters making requests/asking permission
 - 7. Warnings expressing prohibition
- c. Writing
 - i. Hiragana and Katakana characters (all)
 - ii. 45 Kanji (Chinese characters)
 - iii. Essays on limited selection of topics
 - 1. Introducing oneself and family members
 - 2. Description of daily routines
 - 3. Short memos regarding present and future plans
 - 4. Correspondence letters
 - 5. Narration of childhood/high school experiences
 - 6. Descriptions of family, friends, pets, favorite places and hobbies
- d. Culture
 - i. Introductions
 - 1. Proper word order of Japanese Names
 - 2. Proper method for greetings and introductions
 - 3. Proper use of generic and honorific titles
 - ii. Usage of Japanese currency
 - iii. Japanese housing
 - 1. Style
 - 2. Structure
 - 3. Other essential aspects
 - iv. Japanese holidays and festivals
 - v. Japanese sports and performing arts
 - vi. Basic geographic and geopolitical information of Japan
 - vii. Manners and customs, including body language

Resources

Banno, Eri; Ikeda, Yoko; and Ohno, Yutaka. *Genki I – An Integrated Course in Elementary Japanese*. 2nd. Tokyo: Japan Times, March 2011.

Banno, Eri; Ikeda, Yoko; and Ohno, Yutaka. *Genki I – An Integrated Course in Elementary Japanese Workbook*. 2nd Edition. Tokyo: Japan Times, March 2011.

Banno Eri, Yoko Ikeda, Chikako Shinagawa, Kyoko Tokashiki. *Genki Plus: Kanji Look and Learn*. Tokyo: Japan Times, March 2009.

Banno Eri, Yoko Ikeda, Chikako Shinagawa, Kyoko Tokashiki. *KANJI LOOK+LEARN-WORKBOOK*. Tokyo: Japan Times, March 2009.

Hakone, Kaori and Timothy G. Stout. *Japanese Kanji for Beginners*. Tuttle Publishing, 2017.

Hatasa, Yukiko Abe, Kazume Hatasa, and Seiichi Makino. *Nakama 1*. 3rd ed. Cengage, 2021.

Kindaichi, Haruhiko. *The Japanese Language*. Tuttle Publishing, 2017.

Oxford Beginner's Japanese Dictionary(Multilingual Edition). Bilingual edition. Oxford University Press, October 2006.

Stalker, Nancy K. *Japan History and Culture from Classical to Cool..* University of California Press, 2018.

Stout, Timothy G. *Japanese Picture Dictionary..* Tuttle Publishing, 2019.

Resources Other

Current National and State Standards for Foreign Language

- a. Performance Descriptors for Language Learners. ACTFL American Council on the Teaching of Foreign Languages, 2015. https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors.pdf
- b. World Readiness Standards for Learning Languages. ACTFL American Council on the Teaching of Foreign Languages, 2015. <https://www.actfl.org/sites/default/files/publications/standards/World-> (<https://www.actfl.org/sites/default/files/publications/standards/World-/>) [ReadinessStandardsforLearningLanguages.pdf](https://www.actfl.org/sites/default/files/publications/standards/World-/)
- c. Foreign Language Initiative Documents. Ohio Department of Higher Education, 2013. <https://transfercredit.ohio.gov/educational-partners/educational-partner-initiatives/foreign-language-initiative/foreign-language-initiative-documents> (<https://transfercredit.ohio.gov/educational-partners/educational-partner-initiatives/foreign-language-initiative/foreign-language-initiative-documents/>)

Japanese on the Internet

- a. NHK World. <https://www3.nhk.or.jp/nhkworld/> 2020.
- b. Genki home website. http://genki.japantimes.co.jp/index_en (http://genki.japantimes.co.jp/index_en/)

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