



COURSE OUTLINE

Course Number JPN102	Course Title Beginning Japanese II	Credits 3
Hours: 3 Lecture	Co- or Pre-requisite:	Implementation Semester & Year Fall 2022

Catalog description: For students who either completed JPN101 or have otherwise gained elementary prior knowledge of Japanese. Spoken communication in Japanese is the goal and means of instruction. Reading and writing are assigned out of class to facilitate effective listening and speaking practice in class. Basic grammar and culture are introduced.

General Education Category:
Goal 6: Humanities

Course coordinator: Daniel D'Arpa, (609) 570-3318,
darpad@mccc.edu

Required texts & Other materials:

- An Integrated Course in Elementary Japanese: GENKI 1 (Second Edition)
ISBN: 9784789014403
- An Integrated Course in Elementary Japanese: GENKI 1 Workbook (Second Edition)
ISBN: 9784789014410
- *Extemporeapp.com*

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Demonstrate reading comprehension of written Japanese on basic level. (ILG 6, 10; PLO 1)
2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6, 10; PLO 1)
3. Write Japanese on a basic level. (ILG 6, 10; PLO 1)
4. Identify basic grammatical elements of Japanese sentence structure. (ILG 4, 6, 10)
5. Demonstrate knowledge of the daily lives of the Japanese-speaking peoples of the world; and current and past contributions made by Japanese-speaking peoples to world literature, art, music, science, and commerce. (ILG 8, 10)

Course-specific Institutional Learning Goals (ILG):

Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work

Program Learning Outcomes for Liberal Arts (PLO)

1. Speak, write, read, and comprehend a world language commensurate with the level of study

Units of study in detail – Unit Student Learning Outcomes:

Students will demonstrate in Japanese how to:

Unit 6: Making Appointments [SLO 1-5]

Students will demonstrate in Japanese how to:

1. Make a professional phone call.
2. Request assistance and negotiate meeting times
3. Recognize, list and produce in a communicative context prepositions, auxiliary verbs, and directional complements
4. Identify social behaviors regarding conversations by phone, computer, and other telecommunication in a Japanese community.
5. Compare and formal and informal address to a superior or to a friend when requesting help between North American and Japanese cultures.

Unit 7: Studying Japanese [SLO 1-5]

Students will demonstrate in Japanese how to:

1. Describe course objectives and personal achievements in a course.
2. Direct students to complete tasks.
3. Recognize, list and produce in a communicative context descriptive complements, adverbs, ordinal numbers, and forming questions.
4. Compare and contrast constructions between classwork and academic standards in North American and Japanese cultures.

Unit 8: School Life [SLO 1-5]

Students will demonstrate in Japanese how to:

1. Discuss daily routines.
2. Talk about events at school.
3. Compose a letter to a friend and write a diary entry.
4. Recognize, list and produce in a communicative context expressions of time, adverbs, serial verb phrases, double objects, and particles.
5. Record and tell stories and share correspondence in Japanese culture.
6. Compare and contrast daily routines at home and at school between North American and Japanese cultures.

Unit 9: Shopping [SLO 1-5]

Students will demonstrate in Japanese how to:

1. Shop for and purchase items in a store.
2. Assist a customer in purchasing or exchanging an item.

3. Recognize, list and produce in a communicative context auxiliary verbs, negation, measure words, questions, and countables vs. noncountables.
4. Describe common Japanese shopping habits for food, clothing and home amenities.
5. Compare and contrast taxes and tipping between North American and Japanese cultures.

Unit 10: Talking about the Weather [SLO 1-5]

Students will demonstrate in Japanese how to:

1. Describe the weather.
2. Make appropriate plans based on a weather forecast.
3. Recognize, list and produce in a communicative context: comparatives and intensifiers, affirmative and negative forms of verbs, and additional work with adverbs.
4. Identify seasons and climates in Japanese-speaking regions and their relation to cultural constructions like architecture and art.
5. Compare and contrast perceptions of weather and climate between North American and Japanese cultures

Evaluation of student learning:

Homework(flipped class design): reading/written practice activities/ recorded voice activities (20% of final grade)

Required work in preparation for each class includes the reading and practice of vocabulary lists and grammar explanations. Activities that contextualize these points will be completed on a daily basis. These assignments can be done individually by students and are not necessarily communicative in nature.

Participation during class meetings in small and large group discussion; guided dialogue (20% of final grade)

In-class course work will be comprised of communicative activities which develop precisely those skills that the student cannot perform alone at home: that is, speaking with others in Japanese. The language of instruction and classroom business is in the target language.

Short spoken presentations (prerecorded or during class) (15% of final grade)

Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of spontaneous dialogue.

Short essays (15% of final grade)

Assessment of writing skills will be evaluated by at least three in-class short essay writing.

Written unit tests (20% of final grade)

Students will complete a written test after each unit. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.

Final exam or project (10%)