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COLLEGE OF SAN MATEO

COURSE OUTLINE

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DEPARTMENT: Japanese

NUMBER : 122

COURSE TITLE: **Advanced Elementary Japanese II**

UNITS: 3

LECTURE HOURS/WEEK: 3

LAB HOURS/WEEK.: 1

OTHER HOURS/WEEK.: 0

LENGTH OF COURSE: X SEMESTER-LONG \_\_\_\_ SHORT COURSE (SPECIFY NO. OF WEEKS\_\_\_\_)

\_\_\_\_ OPEN ENTRY/OPEN EXIT

GRADING: \_\_\_\_ LETTER \_\_\_\_ CREDIT/NO CREDIT X GRADE OPTION (letter or Credit/No Credit)

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(Please use *Stylistic Considerations in Writing Course Outlines of Record*; copies available in Division Offices.)

1. **PREREQUISITE** (*Attach Enrollment Validation Form*) (*See models of Validation narratives.*)

Japanese 121 or equivalent with Credit or a grade of C or higher.

2. **COREQUISITE** (*Attach Enrollment Validation Form*)

None

3. **RECOMMENDED PREPARATION:** (*Attach Enrollment Validation Form*)

None

4. **CATALOG DESCRIPTION** (*See Stylistic Considerations, pp. 4-10; include prerequisites/Co-requisites/Recommended Preparation*):

122. Advanced Elementary Japanese II (3) (Credit/No Credit or letter grade option.) Three lecture hours plus one lab hour by arrangement per week. Covers approximately the second half of the semester's work in Japanese 120. To be transferable to UC, this class must be taken for letter grade. This course fulfills the language requirements of the California State University and the University of California systems.

5. **CLASS SCHEDULE DESCRIPTION** (*See Stylistic Considerations, p. 10; include Prerequisites/Co-requisites/Recommended Preparation*):

A continuation of Japanese 121, Advanced Elementary Japanese I, with further development of understanding, listening, speaking, reading and writing, including cultural aspects of the language, and some Chinese characters (kanji) in addition to Japanese syllabaries (hiragana and katakana).

6. **COURSE OBJECTIVES** (*See Stylistic Considerations, pp. 11-13*):

See attached.

7. **COURSE CONTENT AND SCOPE** (*See Stylistic Considerations, pp. 13-14*):

(*Attach topical outline and relate specific objective with content*)

See attached.

8. **INSTRUCTIONAL METHODS** (*Instructor-initiated learning strategies; see Stylistic Considerations, pp. 14-16*):

The class will be conducted in Japanese as much as possible. A variety of language teaching methods may be used depending upon students needs. Students will be encouraged to participate actively in Japanese for all activities in class.

(Also see attached)

9. **MULTIPLE METHODS OF EVALUATION** (*Measurements of course objectives; see Stylistic Considerations, pp. 14-16*):

1. Written test.

Quizzes will be given after every lesson.

Midterm examination.

Final examination

2. Homework assignments.

3. Regular and punctual classroom attendance. Maximum allowable absences will be 6 hours.

4. Participation and class discussions, activities and oral presentations.

5. Regular laboratory attendance. Practicing with tapes for 1 hour per week will be required.

(Also see attached)

10. **REPRESENTATIVE TEXT MATERIALS** (*See Stylistic Considerations, pp. 17*):

An Integrated Course in Elementary Japanese: GENKILII. Banno, E., Ohno, Y., Sakane, Y., & Shinagawa, K. (1999). Tokyo, The Japan Times.

Genki: Workbook II. Banno, E., Ohno, Y., Sakane, Y., & Shinagawa, K. (1999). Tokyo, The Japan Times.

11. **REQUIRED OUT-OF-CLASS ASSIGNMENTS** (*Supplemental reading, outside projects; see Stylistic Considerations, pp. 14-16*):

Students will be expected to demonstrate proficiency with regard to the text and materials covered in the course by preparing oral presentations, group projects and compositions in both Japanese syllabaries (hiragana and katakana) and further Chinese characters (kanji).

(Also see attached)

12. **WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:**

See 11 above.

(See attached)

Prepared by:       Etsuko Wright

**Course Outline Attachment**  
**Japanese 122, Advanced Elementary Japanese II**

<b>Course objectives</b>	<b>Methods of instruction</b>	<b>Assignments</b>	<b>Evaluation</b>
<p>To speak clearly regarding basic needs, applying pronunciation principles, vocabulary and sentence structure capable of being understood by an ordinary listener.</p>	<p>Modeling by instructor, tapes and DVD, in-class practice as a whole, in small groups, and individually, plus out-of-class practice.</p>	<p>Listening, practicing and creating oral and written statements and questions regarding basic needs in Japanese.</p>	<p>Instructor will evaluate the students' written and spoken mastery based on accuracy and communicative effectiveness. This may involve oral and/or written tests and individual and/or group presentations.</p>
<p>To express ability &amp; possibility using the potential form. (<i>-eru-rareru</i>).</p> <p>To add nuance using <i>-soo desu</i> (It is <i>seemingly</i> the case).</p> <p>To express tentativeness (<i>-te miru</i>).</p> <p>To express limitation &amp; contrast (<i>-nara</i>).</p> <p>To describe the frequency of events over time.</p> <p>To give multiple reasons using <i>-shi</i>.</p>	<p>Modeling by instructor, tapes and DVD, in-class practice as a whole, in small groups, and individually, plus out-of-class practice.</p>	<p>Listening, practicing and creating oral and written statements and questions regarding subject matter described in this objective.</p>	<p>Instructor will evaluate the students' written and spoken mastery based on accuracy and communicative effectiveness. This may involve oral and/or written tests and individual and/or group presentations.</p>
<p>To give &amp; receive (<i>-ageru, -kureru &amp; -morau</i>).</p> <p>To express desires (<i>-hoshii</i>)</p> <p>To make guesses (<i>-kamoshinai</i>).</p> <p>To advise (<i>-tara doodesuka</i>).</p> <p>To count various objects (<i>-satsu, -hiki, -hon, -dai, -mai</i>).</p>	<p>Modeling by instructor, tapes and DVD, in-class practice as a whole, in small groups, and individually, plus out-of-class practice.</p>	<p>Listening, practicing and creating oral and written statements and questions regarding subject matter described in this objective.</p>	<p>Instructor will evaluate the students' written and spoken mastery based on accuracy and communicative effectiveness. This may involve oral and/or written tests and individual and/or group presentations.</p>

<p>To suggest a plan to a close friend using the volitional form (-<i>tabeyoo</i>).</p> <p>To describe an action performed in preparation for something else (-<i>te okai</i>).</p> <p>To use verbs to modify nouns. (-<i>ta</i> form, e.g., <i>kaita tegami</i>).</p> <p>To make hotel or <i>ryokan</i> reservations.</p>	<p>Presentation of situations, dialog practice and group work to create conversations, as a whole class, in small groups and individually.</p>	<p>Apply vocabulary, grammar and cultural knowledge to understand and create dialogs involving subject matter described in this objective.</p>	<p>Instructor will evaluate the students' written and spoken mastery based on accuracy and communicative effectiveness. This may involve oral and/or written tests and individual and/or group presentations.</p>
<p>To learn and apply more <i>kanji</i> from the textbook.</p> <p>(Please note that it is a prerequisite that students can read and understand all <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> learned in Japanese 121 and write short sentences using <i>hiragana</i>, <i>katakana</i> &amp; simple <i>kanji</i>).</p>	<p>Presentation of more <i>kanji</i>; in-class and out-of-class practice; contextualized reading and writing practice.</p>	<p>Reading and writing work sheets and work book. Preparation and presentation of dialogs.</p>	<p>Instructor will evaluate the students' written mastery based on accuracy and communicative effectiveness. This may involve written tests and individual and/or group presentations.</p>
<p>To do for others (-<i>te ageru</i>, -<i>kureru</i> &amp; -<i>morau</i>).</p> <p>To make polite requests (-<i>te itadakemasenka</i>).</p> <p>To wish good luck (-<i>to ii</i>)</p> <p>To describe events (-<i>toki</i>).</p> <p>To apologize (-<i>te sumimasen deshita</i>).</p>	<p>Presentation of situations, dialog practice and group work to create conversations, as a whole class, in small groups and individually. Culturally appropriate use of polite forms and giving/receiving expressions requires a focus on culture.</p>	<p>Apply vocabulary, grammar and cultural knowledge to understand and create dialogs involving subject matter described in this objective.</p>	<p>Instructor will evaluate the students' written and spoken mastery based on accuracy and communicative effectiveness. This may involve oral and/or written tests and individual and/or group presentations.</p>