

COURSE OUTLINE
Introduction to Japanese 1

Course Description:

FL125. Introduction to Japanese 1. 3 hours credit. This course is designed for those beginning their language study at a basic level and, by itself, generally only meets Humanities requirements. This course will enable the student to communicate using fundamentals of basic vocabulary and phrases, pronunciation and reading and writing. The student will also be able to define cultural characteristics inherent to the target culture. Through the manipulation of concepts introduced in this course, the student will make connections to other disciplines. The student will learn the relevance of the target language community as it reflects on their own life.

Course Relevance: Studying another language and culture provides the powerful keys for successful communication: “knowing how, when, and why, to say what to whom” (National Standards, 1996). “The organizing principle for language study is communication, which highlights the social, linguistic and cultural aspects of language. The approach to a second language ...is meaningful interaction with others, whether they are on another continent, across town, within the neighborhood, or in the classroom” (Kansas Initiative for State Standards – Foreign Language (KISS-FL)).

Required Materials:

Makino, Hatasa, & Hatasa. (1998). *Nakama 1* and accompanying workbook/laboratory manual. Boston, MA: Houghton Mifflin.

Learning Outcomes:

The intention is for the student to be able to:

1. Communicate competently in a language other than English.
2. Demonstrate a knowledge and understanding of target language cultures.
3. Make connections to other disciplines and to authentic sources through knowledge of a foreign language.
4. Develop insight into the nature of language and culture.
5. Participate in multilingual communities at home and around the world.

Learning PACT

Through the student involvement in this course, the student will develop and document his/her achievement of the following PACT skills:

Primary skills (developed and documented – in the target language):

1. Reading
 - Through reading information.
2. Writing
 - Through creating written communication which expresses ideas and conveys needs.
3. Listening
 - Through demonstrating an ability to understand what is said.
4. Speaking
 - Through participating in oral production of the language.
5. Problem solving
 - Through creating with the language itself.

6. Critical thinking
 - Through the planning, production, and analysis of language.

Secondary skills (developed but not documented):

- Self concept
- Time management
- Effective relationships
- Valuing diversity
- Effective citizenship
- Nonverbal communication
- Internet use

Assessment Tasks:

These learning outcomes and primary Learning PACT skills will be demonstrated by: (Taken from KISS-FL Standards)

1. Using appropriate greetings, leave-takings and gestures in a dialogue with a classmate or teacher
2. Identifying famous people based on a description and completion of a list of physical descriptors while listening to a classmate tell about the family
3. Preparing and conducting a survey using family vocabulary and numbers
4. Reading and discussing a selection of material containing cultural information
5. Writing a description of daily activities that one does or does not do employing basic present tense verbs
6. Using a chart or a web to provide examples of grammatical similarities and differences

Course Content:

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Vocabulary areas
 - B. Grammatical structures
 - C. Culture
 - D. Communication
- II. Issues – Key issues that will be addressed in this course: areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Cultural differences
 - B. Over dependence on one's native language and its cultural connotations
 - C. Demographic diversity of students
 - D. Acceptance of trial and error in oral communication
- III. Concepts – that must be understood to address the issues:
 - A. Understanding of one's own language
 - B. Addressing various learning styles
 - C. Egocentrism as natural but ineffective
 - D. Quality participation
 - E. Necessity for organization in the communication process
- IV. Skills/Competencies (The following skills and competencies are taken from the KISS-FL Standards and incorporated into each specific course.)

Standard 1 -- The student communicates competently in languages other than English.

- A. Benchmark 1.1 Conversational/Interpersonal Communication. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

- B. Benchmark 1.2 Receptive/Interpretive Communication. The student understands and interprets written and spoken language on a variety of topics.
- C. Benchmark 1.3 Productive/Presentational Communication. The student conveys information, concepts, and ideas to listeners and readers for a variety of purposes.

Standard 2 -- The student gains knowledge and understanding of target language cultures.

- A. Benchmark 2.1 The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.
- B. Benchmark 2.2 The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures.

Standard 3 -- The student makes connections to other disciplines and to authentic sources through knowledge of a foreign language.

- A. Benchmark 3.1 The student reinforces and furthers knowledge of other disciplines through foreign language.
- B. Benchmark 3.2 The student uses authentic materials in the foreign language and within the culture to acquire information and perspectives.

Standard 4 -- The student develops insight into the nature of language and culture.

- A. Benchmark 4.1 The student examines cultural differences and similarities in the target and native languages.
- B. Benchmark 4.2 The student examines cultural differences and similarities in the target and the native cultures.

Standard 5 -- The student participates in multilingual communities at home and around the world.

- A. Benchmark 5.1 The student applies language skills and cultural knowledge both within and beyond the school setting.
- B. Benchmark 5.2 The student shows evidence of becoming a life-long learner by using the language for personal enjoyment and enrichment.

Learning Units:

Benchmark 1.1

- I. Express Basic Courtesies
- II. Express State of Being
- III. State Likes and Dislikes
- IV. Indicate Agreement and Disagreement
- V. Respond In A One-to-One Interaction

Benchmark 1.2

- I. Respond Appropriately to Directions, Instructions, and Commands
- II. Make Identification Based on Simple Oral and/or Written Descriptors
- III. Respond for Specific Information on a Given Topic
- IV. Identify Aural, Visual, and Contextual Clues
- V. Identify Main Ideas and Key Words in Oral and Written Material

Benchmark 1.3

- I. Give an Oral or Written Description

Benchmark 2.1

- I. Identify Culturally Appropriate Customs
- II. Identify Language and Behaviors Appropriate to the Target Language Culture

- III. Identify Commonly Held Stereotypes of the Target Language Culture
- IV. Identify Social and Geographic Factors that Affect Cultural Practices
- V. Identify Common Words, Phrases, and Idioms that Reflect the Target Language Culture

Benchmark 3.1

- I. Identify and Apply Familiar Information and Skills from Music
- II. Identify and Apply Familiar Information and Skills from Science

Benchmark 4.1

- I. Identify the Sound and Intonation Patterns of the Target Language
- II. Identify Structural (Grammatical) Patterns in the Target Language

Benchmark 4.2

- I. Identify Cultural Differences and Similarities

Benchmark 5.1

- I. Locate Connections with the Target Culture through the Use of Technology, Media and Authentic Sources

Benchmark 5.2

- I. Identify Sources of Entertainment or Enjoyment within the Target Language

Learning Activities:

Learning activities will engage the student in the whole process of communication. Lecture, discussion, worksheets, small group projects, readings, viewing of various types of multimedia, in-class and out-of-class speakers or cultural events, student participation, conversation practice, practice situations and paired activities in the target language, quizzes and tests prepare the student to be equipped to successfully complete the major assessment tasks.

Grade Determination:

The student will be graded on satisfactory completion of major assessment tasks, various other graded learning activities, attendance, and adequate participation (discussion).