

COURSE OUTLINE
Introduction to Japanese 2

Course Description:

FL126. Introduction to Japanese 2. 3 hours credit. Prerequisite: FL125 with a C or better or two units of high school Japanese. This course is designed for those continuing their basic language study and preparing themselves to enroll for foreign language credits that fulfill degree requirements. This course will enable the student to minimally communicate basic needs for survival in the target language. The student will also produce necessary grammatical structures and authentic pronunciation for a native speaker to understand. The student will also examine cultural differences and similarities in their target and native cultures. The student will recognize the importance of participating in multilingual communities at home and around the world.

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 students 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. Relate Basic Needs
- II. Ask and Answer Simple Questions

Benchmark 1.2

- I. Read and Respond to Developmentally Appropriate Material.

Benchmark 1.3

- I. Give an Oral or Written Description
- II. Summarize the Main Idea of Selected Authentic, Contextualized Material
- III. Present Prepared Material to an Audience

Benchmark 2.1

- I. Identify Culturally Appropriate Customs
- II. Identify Commonly Held Stereotypes of the Target Language Culture
- III. Identify Social and Geographic Factors that Affect Cultural Practices

Benchmark 2.2

- I. Identify Objects, Images, and Symbols of the Targe Language Culture
- II. Identify the Contributions, both Tangible and Intangible, of the Target Language Culture to One's Own Culture

Benchmark 3.1

- I. Identify and Apply Familiar Information and Skills from Mathematics
- II. Identify and Apply Familiar Information and Skills from Reading
- III. Identify and Apply Familiar Information and Skills from Physical Education

Benchmark 3.2

- I. Extract Information from Sources Intended for Native Speakers of the Language

Benchmark 4.2

- I. Compare and Contrast Verbal and Non-Verbal Behavior within Particular Activities in the Target and Native Cultures.

Benchmark 5.1

- II. Share Knowledge of Target Language with Others

Learning Activities:

Learning activities will engage the student in the whole process of communication. Lecture, discussion, worksheets, small group projects, readings, viewing of multimedia, in-class and out-of-class speakers, 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).