

COMMON COURSE OUTLINE FOR JAPN 1100: BEGINNING JAPANESE I**A. COURSE DESCRIPTION**

1. Number of credits: 5
2. Lecture hours per week: 5
Lab hours per week: None
3. Prerequisites: None
Recommended: None
4. Co-requisites: None
5. MnTC Goals: Goal 8/Global Perspective

Catalogue Description:

Introduction to basic language skills. Development of listening, reading, speaking, and writing skills to become proficient at the appropriate level. Cultural understanding and sensitivity are important aspects of the course.

B. DATE LAST REVISED: February 2021**C. OUTLINE OF MAJOR CONTENT AREAS**

1. Listening: understanding simple dialogues and classroom instructions; participating in small and large group exchanges
2. Speaking: describing oneself (being a student, American, etc.), as well as common things with adjectives, expressing what one does / will do, etc.
3. Reading: understanding the content of basic written expressions such as what happens/will happen, and happened, as well as how things are/were, etc.
4. Writing: writing simple sentences with HIRAGANA and KATAKANA characters
5. Grammatical topics: A=B structure using nouns and adjectives with the focus marker WA, non-past verb structure (first with common actions with the object marker O and the place marker DE, then with motion – going/coming – verbs with the place marker E)
6. Culture: acquiring cultural information for the purpose of understanding and appreciating the way of life and the contributions of other cultures. Topics include: kimono, foreign-origin words in Japanese, things in a typical room in Japan for a student

D. COURSE LEARNING OUTCOMES

Upon successful completion of JAPN 1100, students will be able to: (Letters in parentheses refer to the relevant competencies of the Minnesota Transfer Curriculum, Goal 8—Global Perspective.)

1. Write short compositions on familiar topics.
2. Participate in paired and group activities to practice self-expression on personal, cultural, and current topics within limits of linguistic ability. (8b)
3. Read and discuss level-appropriate, authentic materials.
4. Communicate in the target language demonstrating awareness of protocol.

5. Understand the spoken language according to the student's level of proficiency.
6. Compare and contrast cultural behaviors in everyday situations. (8b)
7. Gain an increased understanding of history, political science, art, and music of the target culture through the target language. (8a, b, c)
8. Use the language beyond the school setting for lifelong personal enjoyment and participate in the global community. (8d)

E. METHODS USED FOR ASSESSING STUDENT LEARNING

1. Written and oral tests, quizzes
2. Class participation
3. Homework
4. Compositions
5. Final exam

F. SPECIAL INFORMATION

None