

# CITRUS COMMUNITY COLLEGE DISTRICT CREDIT COURSE OUTLINE

**DEPARTMENT** Foreign Language

**COURSE NUMBER** JPN 102

**TITLE** Japanese II

**COURSE PURPOSE**(check all that apply)

Degree Applicable

**UNIT VALUE** 5

LECTURE HOURS 90

LAB HOURS 0

HOURS ARRANGED 0

**Transfer Options:**

CSU Transferable

UC Transferable

**ENTRANCE SKILLS, PREREQUISITES, OR CO-REQUISITES**

**Prerequisite**

JPN 101: Japanese I or

**Other**

Two years of high school Japanese.

**MINIMUM QUALIFICATIONS**

Foreign Languages

**REPEATABILITY:** Student may receive credit for this course up to (1) time(s).

**MAXIMUM ENROLLMENT:** 30

**GRADING METHOD:** Grade or Pass/No Pass .

**FEES**

None

**CATALOG COURSE DESCRIPTION**

A further study of elementary Japanese grammar and vocabulary which develops understanding, speaking, reading, and writing skills. Includes additional study of Japanese culture.

**COURSE CONTENT**

I. Introduction

- A. Brief review of Japanese 101
- B. Brief history of the Japanese language

II. Sentence Enlargement

- A. The te form of verbs
- B. The pre-nai form of verbs
- C. The dictionary form of verbs
- D. Imperatives
- E. Ten kan 'ji

III. Speech Level

- A. In-group vs. out-group vocabulary
- B. Informal vs. formal verb forms
- C. The progressive verb
- D. More kan 'ji

IV. Expressions of intention, adjectival expressions

- A. Tsumori, Ioto ga dekimasu, hazu desu
- B. Motte kimasu, surete kimasu
- C. Pre-nouns, adjectives
- D. Ten kan 'ji
- E. Japanese in Social Situations

V. Relative Clauses

- A. With no, ga B. With dictionary form of verbs
- C. The ta form
- D. Pre-nai form of verbs, past and present
- E. Clause omission
- F. More kan 'ji

#### VI. Verbal Patterns

- A. Permission
- B. Injunction
- C. Kute form D. Emphasis with ne and yo
- E. Ten kan 'ji

#### VII. Adjective Enlargement

- A. Comparative and superlative
- B. Hoo
- C. Yori
- D. Narmasu
- E. Becoming
- F. Approximation
- G. Ten kan 'ji

#### VIII. Conditional Forms

- A. Provisional, or be form of a very
- B. Mushi + noun + ga + noun + nara
- C. Provisional clauses
- D. Kareba, nakereba, takereba

#### IX. Japanese Culture

- A. Culturally appropriate verbal and non-verbal behavior
- C. History and geography of Japan

#### X. Expressions of Giving and Receiving

- A. Honorifics o, go, sama
- B. Yarimasu vs agemasu and sashiagemasu
- C. Kuremasu, kudasaimasu

D. Moraimasu

XI. Review

## LAB CONTENT

### ARRANGED HOURS CONTENT:

#### STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to do the following:

1. Communication (personal expression and information acquisition)

A. OUTCOME: Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

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RATIONALE: in order to gain intermediate-level oral skills

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ASSESSMENT: as demonstrated by a final oral exam.

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2. Communication (personal expression and information acquisition)

A. OUTCOME: Understand and interpret written and spoken Japanese on a variety of topics

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RATIONALE: to gain intermediate level receptive skills

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ASSESSMENT: as demonstrated by a final comprehension exam.

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3. Communication (personal expression and information acquisition)

A. OUTCOME: Present information, concepts and ideas to an audience of listeners or readers on a variety of topics

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RATIONALE: to gain intermediate-level productive skills

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ASSESSMENT: as demonstrated by final class presentation given by

students.

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#### 4. Community/Global Consciousness and Responsibility

A. OUTCOME: Examine Japanese practices, products, and perspectives

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RATIONALE: in order to recognize and differentiate the viewpoints that are only available through Japan and its cultures

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ASSESSMENT: as demonstrated by a cultural awareness project.

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#### 5. Community/Global Consciousness and Responsibility

A. OUTCOME: Use Japanese within and beyond the school setting

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RATIONALE: in order to experience using Japanese for personal enjoyment and enrichment

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ASSESSMENT: as demonstrated in journal entries.

### **OBJECTIVES**

1. give and ask for personal biographical information, find his or her way around, describe and locate possessions, compare and identify things and people, shop, and order food
2. express wishes, requests, intentions, and expectations, with moderate accuracy and in a culturally acceptable manner, consisting mainly of sentences and strings of sentences
3. read correspondence such as postcards, short personal letters, or essays written in simple Japanese
4. write diaries and personal letters by utilizing Hiragana, Katakana, and approximately 180 Kanji
5. recognize and speak both colloquial and formal Japanese in a limited manner

### **METHODS OF INSTRUCTION**

1. Lecture
2. Observation
3. Group Discussions
4. Audio Visual Presentations
5. Collaborative Group Work
6. Computer-aided Presentation
7. Evaluation
8. Class Activities
9. Class Discussions
10. Lecture/Discussion
11. Other: Other visits to museums, cultural centers, cultural events, theatre

## **METHODS OF EVALUATION/ASSESSMENT**

### **Typical classroom assessment techniques**

Exams/Tests

Quizzes

Research Projects

Oral Presentation

Projects

Simulation

### **Required assignments**

Group Projects

Class Participation

Class Work

Home Work

Competency based written and practical tests which demonstrate the students' ability to apply skills and concepts learned to minimum standards established by the instructor

## **REQUIRED TEXTS AND MATERIALS**

### **Required**

Makino, Seiichi, Yukio Abe Hatasa, and Kazumi Hatasa *Japanese Communication, Culture, Context* (second edition). Boston Houghton Mifflin Company. (2008).

Adopted: 05/00/2001

Revised: 09/00/2001

Revised: 07/00/2002

Revised: 10/00/2002

Revised: 11/06/2008

**Outside Assignments      Suggested reading other than required textbook**

Level appropriate short stories and magazine articles.

**Examples of Outside**

**Assignments**      Students will have watch Japanese movies and documentaries.

Students will conduct a series of on line oral and listening comprehension exercises.

**Examples of Required Writing Assignments**

Students will have to write a research paper on a cultural topic and then do an oral presentation of the topic to the class.