



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Japanese 3
Descriptive Title: Intermediate Japanese I
Course Disciplines: Foreign Languages
Division: Humanities

Catalog Description:

In this first intermediate course, taught within the context of Japanese culture, students develop their functional communication skills in Japanese through listening, speaking, reading, and writing practice. Students expand their knowledge of the Japanese language and culture. Students read material drawn from daily Japanese life.

Note: The prerequisite for this course is comparable to three years of high school Japanese.

Conditions of Enrollment:

Prerequisite: Japanese 2 with a minimum grade of C or equivalent

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	5.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	5.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: Prior to July 1992
Transfer UC: X Effective Date: Prior to July 1992

General Education:

El Camino College:
 3 – Humanities
 Term: Other: Approved

CSU GE:

C2 - Humanities
 Term: Other: Approved

IGETC:

3B - Humanities
 Term: Fall 2010 Other:
 6A - Languages other than English (UC Requirement Only)
 Term: Fall 1991 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

SLO #1 Converse in Standard Japanese in a culturally appropriate manner (e.g., using appropriate speech style and perspective) with Japanese speakers about everyday life situations (e.g., employment, traveling, gift-giving). Students will do so within the limits of vocabulary and structures appropriate to the intermediate Japanese 3 level.

SLO #2 Read and write hiragana, katakana, and approx. 200 kanji characters and demonstrate comprehension of longer (3-4 paragraph) prepared narratives and texts (e.g., diaries, travelogues, social letters, advice columns) written in them.

SLO #3 Compose a short essay in Japanese that develops a given theme (e.g., a memorable experience/favorite place/biographical account of someone) in 2-3 related paragraphs, using learned kanji, vocabulary, idiomatic/cultural expressions, and structures appropriately.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below)

1. Comprehend Japanese oral sentences referring to personal backgrounds and needs, social conventions, and routine tasks of daily life.
2. Respond orally in a culturally appropriate manner to Japanese expressions on topics such as traveling, finding employment, meeting people, and discussing Japanese products.
3. Summarize main ideas and facts derived from Japanese texts that deal with personal and social needs, such as public announcements, narratives, and journals.
4. In written Japanese, describe people, places, events, and other activities, using *hiragana*, *katakana*, and 200-250 *kanji* characters.
5. Discuss views regarding Japanese cultural practices and Japanese innovative cultural contributions.

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	25	I	Introduction and review of vocabulary and phrases. A. Review sentence patterns and basic grammar B. Intermediate verb conjugations C. Intermediate grammar D. Intermediate phrases E. Build knowledge of the components of <i>kanji</i> characters: students can reproduce 250-300 <i>kanji</i> characters F. Construction of intermediate-level sentences in oral discourse
Lecture	10	II	Japanese culture. A. Common expressions B. Appropriate and inappropriate mannerisms C. Travel, Japanese products, finding employment, and social interactions
Lecture	15	III	Oral conversation. A. Idiomatic expressions and vocabulary B. Teacher-student conversations C. Student-student conversations
Lecture	15	IV	Reading Japanese prose and expository paragraphs. A. Public announcements, narratives, and journals B. Summarizing paragraph contents C. Discussing paragraph contents
Lecture	15	V	Writing Japanese. A. Personal journals B. Short essays C. Formal letters using <i>kanji</i> characters D. Job applications
Lecture	10	VI	Aural comprehension. A. Computer programs and software B. Movies, radio, television programs, and music C. Conversation
Total Lecture Hours		90	
Total Laboratory Hours		0	
Total Hours		90	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

A. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read the model Japanese paragraphs featuring a biography of a native Japanese person. Following the chronological sequences in the reading material, summarize in a written Japanese paragraph the key characteristics of the person described. Then, using the same format, vocabulary, and expressions similar to those in the model reading material, write three paragraphs (at least 5-7 sentences per paragraph) in Japanese about one of your friends or another person you know well.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a two-page essay written in Japanese, identify the proper usage of Japanese helping verbs within a Japanese social and cultural context, such as *ageru/kureru/morau*, and explain the reason why a particular form is appropriate in situations demanding different degrees of politeness.
2. In a two-page essay written in Japanese, identify the important radicals in each *kanji* character as a cue to analyzing the meaning of Japanese words and text.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Objective Exams
Other exams
Reading reports
Written homework
Class Performance
Multiple Choice
Completion
Matching Items
True/False
Other (specify):
Oral presentations

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Group Activities
Lecture
Role Play
Simulation

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Skill practice
Required reading
Written work
Journal

Estimated Independent Study Hours per Week: 10

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

E. Banno, Y. Ohno, Y. Sakane, C. Shinagawa, and K. Tokashiki. Genki: An Integrated Course in Elementary Japanese. 2nd ed. The Japan Times, 2011.
NOTE: Revised 3rd edition (ISBN: 978-4-7890-1732-9) pending in September 2020.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Japanese-2 or	Sequential
Non-Course Prerequisite	The prerequisite for this course is Japanese 2. However, students may have gained language skills outside the college classroom that fulfill the prerequisite. Japanese 3 is a course demanding Japanese vocabulary, sentence structure, and conversation in context at an intermediate level, and students who have not taken Japanese 2, or do not have the equivalent skills gained outside the college classroom, are highly unlikely to succeed.

B. Requisite Skills

Requisite Skills
The student must be able to compose paragraphs in Japanese. JAPA 2 - Compose extended paragraphs in Japanese, incorporating complex sentence structures.
The student must recognize and be familiar with Japanese cultural situations and be able to analyze them in relation to other cultures. JAPA 2 - Compare and contrast Japanese cultural situations, such as introducing people, talking about families, planning travel, parties, and vacations, and negotiating time for an appointment.
The student must be able to use the Japanese language to discuss daily situations. JAPA 2 - Identify and develop correct oral and written sentences in Japanese with greater vocabulary and structural dexterity than that evidenced in Japanese 1.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Moriyuki Takata on 08/31/1974.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 10/19/2020

Last Reviewed and/or Revised by Nina Yoshida

Date: 4/20/2020

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