

**Japanese Transfer Assurance Guide (TAG)**  
**March 3, 2015**

<b>OFL043 Beginning Course I</b>	Credits: 3-4 semester hours
Advising Notes:	
<b>OFL044 Beginning Course II</b>	Credits: 3-4 semester hours
Advising Notes: Prerequisite: Beginning Japanese course I or demonstrated performance in the indicated area of study	
<b>OFL045 Intermediate Course I</b>	Credits: 3-4 semester hours
Advising Notes: Prerequisite: Beginning Japanese course II or demonstrated performance in the indicated area of study	
<b>OFL046 Intermediate Course II</b>	Credits: 3-4 semester hours
Advising Notes: Prerequisite: Intermediate Japanese course I or demonstrated performance in the indicated area of study	
<b>OFL047 Beginning Courses I and II</b>	Credits: 6-8 semester hours
Advising Notes: OFL047 is a combination of OFL043 and 044.	
<b>OFL048 Intermediate Courses I and II</b>	Credits: 6-8 semester hours
Advising Notes: OFL048 is a combination of OFL045 and 046.	

## **OFL047 – BEGINNING COURSES I & II SEQUENCE**

### **6-8 Semester Hours**

This sequence OAN is a combination of the outcomes in OFL043 and OFL044.

## **OFL043 – BEGINNING COURSE I**

### **3-4 Semester Hours**

#### **Course Description:**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students perform real-world communicative tasks in culturally appropriate ways, attending to honorifics and register, as they gain familiarity with products, practices, and perspectives of the target culture(s). Students are introduced to recognizing and using appropriately the three orthographic systems (katakana, hiragana, and kanji) and may briefly use romaji as they learn to recognize kana. In addition, knowledge of correct romanization supports students' computer keyboarding skill development. Students learn grammar, vocabulary, and structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students generally perform in the Novice range, although a few abilities may emerge in the Intermediate range.

#### **Statewide Learning Outcomes (Learning outcomes with an asterisk are essential.)**

##### Interpersonal Communication:

- \*1. Students can engage in very simple exchanges in culturally appropriate ways on very familiar topics using contextualized words, phrases, a few common idiomatic expressions, and simple sentences in highly practiced situations.
  - a. Functional ability includes:
    - listing, naming, and identifying;
    - stating what people, places, and things are like with a few details; and
    - asking and answering highly predictable, formulaic questions.
  - b. Students may use culturally appropriate gestures and formulaic expressions in highly practiced applications and may show awareness of the most obvious cultural differences or prohibitions.
2. Students are also working towards exchanging information about familiar topics, sometimes supported by highly practiced language, and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering basic questions.

##### Interpretive Listening/Viewing:

- \*1. Students can demonstrate understanding of the main idea, as well as a few details, loan words, and idiomatic and formulaic expressions, in a variety of oral texts and media on very familiar topics.
  - a. Students can use keywords and phrases to demonstrate understanding of very simple oral texts and media on very familiar topics, with or without visual support.
  - b. Students begin to use context cues for basic comprehension.
  - c. Students use their own cultural background to derive meaning from texts.

2. Students are also working towards demonstrating understanding of the main idea and some details in a variety of oral texts and media on familiar topics.

#### Interpretive Reading:

- \*1. Students can recognize and identify high frequency characters tied closely to course content. They can demonstrate understanding of a few highly practiced words, phrases, and short, simple sentences that they read, especially when accompanied by visual support.
  - a. Students may begin to use context cues for basic comprehension.
  - b. Students may begin to use roots, radicals, and patterns to figure out the meaning of words, phrases, and short, simple sentences.
  - c. Students use their own cultural background to derive meaning from texts.
2. Students are also working towards recognizing and identifying more characters tied to course content. They are also working on demonstrating understanding of the main idea, as well as a few details and idiomatic expressions, in simple, short, and highly predictable texts on very familiar topics, with or without visual support.

#### Presentational Speaking:

- \*1. Students can make very simple presentations about themselves and some other very familiar topics using a variety of highly practiced words, phrases, sentences, and expressions.
  - a. Functional ability includes:
    - introducing, telling, and listing;
    - expressing likes and dislikes; and
    - stating what people, places, and things are like with a few details.
  - b. Students may use highly practiced, culturally appropriate gestures and formulaic expressions during their presentations.
2. Students are also working towards making simple presentations on familiar topics using phrases and sentences that they have practiced.

#### Presentational Writing:

- \*1. Students can write high frequency characters tied closely to course content. Students can write some very basic information on a few very familiar topics using highly practiced words, phrases, and simple sentences.
  - a. Functional ability includes:
    - giving information, listing;
    - expressing simple likes and dislikes; and
    - stating what people, places, and things are like with a few details.
  - b. Students may use highly practiced, culturally appropriate idiomatic expressions and basic writing conventions.
2. Students are also working towards writing basic information on very familiar topics using highly practiced words, phrases, and simple sentences.

## **OFL044 – BEGINNING COURSE II**

### **3-4 Semester Hours**

**Prerequisite:** Beginning Japanese course I or demonstrated performance in the indicated area of study

#### **Course Description:**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students perform real-world communicative tasks in culturally appropriate ways, attending to honorifics and register, as they gain familiarity with products, practices, and perspectives of the target culture(s). Students continue to build skills in recognizing and using appropriately the three orthographic systems (katakana, hiragana, and kanji) and increase their ability in correct romanization technique to enable computer keyboarding. Students learn grammar, vocabulary, and structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students perform better and stronger in the Novice range while some abilities emerge in the Intermediate range.

#### **Statewide Learning Outcomes (Learning outcomes with an asterisk are essential.)**

##### Interpersonal Communication:

- \*1. Students can show evidence of the ability to create with language in various timeframes to exchange information on familiar topics and to handle short, social interactions in culturally appropriate ways using contextualized words, phrases, common idiomatic expressions, and sentences, sometimes still supported by highly practiced language.
  - a. Functional ability includes:
    - asking and answering basic questions;
    - giving simple explanations and excuses;
    - asking for and giving simple directions and advice;
    - stating simple comparisons and contrasts;
    - making selections and participating in basic negotiations; and
    - stating what people, places, and things are like with some details.
  - b. Students use culturally appropriate gestures and formulaic expressions in highly practiced situations and show awareness of the most obvious cultural differences or prohibitions.
2. Students are also working towards participating in conversations in various timeframes on a greater variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering questions.

##### Interpretive Listening/Viewing:

- \*1. Students can demonstrate understanding of the main idea, as well as some details, loan words, and idiomatic and formulaic expressions, in a variety of oral texts and media on familiar topics.
  - a. Students can use keywords and phrases to understand simple oral texts and media on familiar topics, with or without visual support.
  - b. Students use context cues for basic comprehension.
  - c. Students use their own cultural background and some easily recognizable elements from the target language culture(s) to derive meaning.

2. Students are also working towards demonstrating understanding of the main idea and many details on a greater selection of familiar topics in a variety of oral texts and media.

#### Interpretive Reading:

- \*1. Students can recognize and identify more characters tied to course content. Students can demonstrate understanding of the main idea, as well as a few details and idiomatic expressions, in simple, short, and highly predictable texts on very familiar topics, with or without visual support.
  - a. Students begin to use context cues for basic comprehension.
  - b. Students begin to use roots, radicals, and patterns to figure out the meaning of words, phrases, and simple sentences.
  - c. Students use their own cultural background to derive meaning from texts.
2. Students are also working towards demonstrating understanding of the main idea and some details and idiomatic expressions on familiar topics in a variety of short, simple texts.

#### Presentational Speaking:

- \*1. Students can make simple presentations on familiar topics using phrases and sentences that they have practiced.
  - a. Functional ability includes:
    - giving simple explanations and directions;
    - presenting simple comparisons and contrasts; and
    - stating what people, places, and things are like with some details.
  - b. Students use practiced, culturally appropriate gestures and formulaic expressions.
2. Students are also working towards creating with language in various timeframes to make simple presentations on familiar topics using phrases and sentences that they have practiced.

#### Presentational Writing:

- \*1. Students can write basic information on very familiar topics using highly practiced words, phrases, and simple sentences related to course content.
  - a. Functional ability includes:
    - giving information, listing;
    - expressing simple likes and dislikes; and
    - stating what people, places, and things are like with a few details.
  - b. Students may use highly practiced, culturally appropriate idiomatic expressions and basic writing conventions.
2. Students are also working towards writing short, guided messages and notes on familiar topics related to course content using phrases and sentences.

**OFL048 – INTERMEDIATE COURSES I & II SEQUENCE**  
**6-8 Semester Hours**

This sequence OAN is a combination of the outcomes in OFL045 and OFL046.

**OFL045 – INTERMEDIATE COURSE I**  
**3-4 Semester Hours**

**Prerequisite:** Beginning Japanese course II or demonstrated performance in the indicated area of study

**Course Description:**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students perform real-world communicative tasks in culturally appropriate ways, attending to honorifics and register, as they gain familiarity with products, practices, and perspectives of the target culture(s). Students are somewhat confident in recognizing and using appropriately the three orthographic systems (katakana, hiragana, and kanji) and correct romanization technique to enable computer keyboarding. Students learn grammar, vocabulary, and structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students can consistently perform in the Novice range while more abilities emerge and develop in the Intermediate range.

**Statewide Learning Outcomes (Learning outcomes with an asterisk are essential.)**

Interpersonal Communication:

- \*1. Students can create with language in various timeframes to initiate, maintain, and end conversations on a greater variety of familiar topics and handle short, social interactions in culturally appropriate ways using contextualized words, phrases, sentences, and series of sentences while continuing to build their repertoire of common idiomatic expressions.
  - a. Functional ability includes:
    - asking and answering a greater variety of questions;
    - satisfying basic needs and/or handling simple transactions;
    - making simple requests, apologies, and excuses;
    - stating simple contradictions;
    - giving simple advice and recommendations; and
    - giving short explanations or stating what people, places, and things are like with many details.
  - b. Students may be able to communicate about more than the “here and now,” making very simple predictions and hypotheses.
  - c. Students recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and can conform to cultural behaviors in familiar situations.
  - d. Students may also be able to correct their own errors.
2. Students are also working towards participating in exchanges on a wide variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations.

### Interpretive Listening/Viewing:

- \*1. Students can demonstrate understanding of the main idea, as well as many details, loan words, and idiomatic expressions, on a greater selection of familiar topics with or without visual support in a variety of oral texts and media.
  - a. Students can sometimes use context to figure out overall meaning.
  - b. Students generally rely on knowledge of their own culture, but also show evidence of increasing knowledge of the target language culture(s) to interpret texts.
2. Students are also working towards demonstrating understanding of the main idea and many details on a wide selection of familiar topics in a variety of oral texts and media.

### Interpretive Reading:

- \*1. Students can recognize and identify more characters tied to course content. Students can demonstrate understanding of the main idea, as well as some details and idiomatic expressions, on familiar topics related to course content in a variety of short, simple texts.
  - a. Students use context cues for basic comprehension.
  - b. Students use roots, radicals, and patterns to figure out the meaning of words, phrases, and sentences.
  - c. Students use their own cultural background and some easily recognizable elements from the target language culture(s) to derive meaning from texts.
2. Students are also working towards demonstrating understanding of the main idea and many details on a greater selection of familiar topics related to course content in a variety of short texts.

### Presentational Speaking:

- \*1. Students can create with language in various timeframes to make simple presentations on familiar topics using phrases and sentences that they have practiced.
  - a. Functional ability includes:
    - giving simple explanations or advice;
    - telling why one should do or say something;
    - presenting short comparisons and contrasts;
    - making very simple predictions and hypotheses; and
    - giving short explanations or stating what people, places, and things are like with some details.
  - b. Students can use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to spoken communication.
2. Students are also working towards creating with language in various timeframes to make simple presentations on a greater variety of familiar topics using phrases and sentences that they have practiced.

### Presentational Writing:

- \*1. Students can write short, guided messages and notes on familiar topics related to course content using phrases and sentences.
  - a. Functional ability includes:
    - informing, listing, and writing simple narratives;
    - expressing thanks;
    - giving simple reasons why someone should do or say something;
    - writing a simple invitation; and
    - stating what people, places, and things are like with some details.
  - b. Students use practiced, culturally appropriate formulaic expressions and basic writing conventions.
2. Students are also working towards writing guided texts and can sometimes create with language in various timeframes to write about a greater variety of familiar topics related to course content in a series of sentences using some culturally appropriate vocabulary and expressions.

## **OFL046 – INTERMEDIATE COURSE II**

### **3-4 Semester Hours**

**Prerequisite:** Intermediate Japanese course I or demonstrated performance in the indicated area of study

### **Course Description:**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students perform real-world communicative tasks in culturally appropriate ways, attending to honorifics and register, as they gain familiarity with products, practices, and perspectives of the target culture(s). Students are more confident in recognizing and using appropriately the three orthographic systems (katakana, hiragana, and kanji) and correct romanization technique to enable computer keyboarding. Students learn grammar, vocabulary, and structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students perform consistently in the Intermediate range while a few abilities may emerge in the Advanced range.

### **Statewide Learning Outcomes (Learning outcomes with an asterisk are essential.)**

#### Interpersonal Communication:

- \*1. Students can create with language in various timeframes to initiate, maintain, and conclude conversations on a wide variety of familiar topics and handle short, social transactions in culturally appropriate ways using contextualized words, phrases, sentences, series of sentences, and connected sentences, while continuing to build their repertoire of idiomatic expressions.
  - a. Functional ability includes:
    - asking and answering a wide variety of questions;
    - expressing why someone should do or say something;
    - stating differences of opinion;
    - giving short explanations or justifications; and
    - commenting on or stating what people, places, and things are like with many details.
  - b. Students can communicate about more than the “here and now,” making simple predictions and hypotheses.



- c. Students recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and can conform to cultural behaviors in familiar situations.
  - d. Students continue to develop self-monitoring skills.
2. Students are also working towards participating in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations, sometimes even when there is a simple complication.

Interpretive Listening/Viewing:

- \*1. Students can demonstrate understanding of the main idea, as well as many details, loan words, and idiomatic expressions, on a wide selection of familiar topics with or without visual support in a variety of oral texts and media.
  - a. Students can often use context to figure out overall meaning.
  - b. Students use their increasing knowledge of the target culture to interpret oral texts and media.
2. Students are also working towards demonstrating understanding of the main idea and most details on a wide selection of familiar topics in a wide variety of oral texts and media, even when something unexpected occurs.

Interpretive Reading:

- \*1. Students can recognize and identify more characters tied to course content. Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a greater selection of familiar topics related to course content in a variety of short texts.
  - a. Students use context cues for basic comprehension.
  - b. Students use roots, radicals, and patterns to figure out the meaning of some unfamiliar words and idiomatic expressions.
  - c. Students generally rely on knowledge of their own culture, but also show evidence of increasing knowledge of the target language culture(s) to interpret texts.
2. Students are also working towards demonstrating understanding of the main idea, as well as many details and idiomatic expressions, on a wide selection of familiar topics related to course content in a variety of texts.

Presentational Speaking:

- \*1. Students can create with language in various timeframes to make simple presentations on a greater variety of familiar topics using phrases and sentences that they have practiced.
  - a. Functional ability includes:
    - giving simple explanations, advice, recommendations, and opinions;
    - giving reasons why one should do or say something;
    - making simple predictions and hypotheses; and
    - giving short explanations or stating what people, places, and things are like with many details.
  - b. Students use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to spoken communication.

2. Students are also working towards creating with language in various timeframes to make presentations on a wide variety of familiar topics using sentences, series of sentences, and connecting sentences in a logical sequence.

Presentational Writing:

- \*1. Students can write guided texts and can sometimes create with language in various timeframes to write about a greater variety of familiar topics related to course content in a series of sentences using some culturally appropriate vocabulary and expressions.

- a. Functional ability includes:

- writing short narratives, summaries, or apologies;
- making simple requests for information;
- stating satisfaction or dissatisfaction with someone or something;
- presenting simple comparisons and contrasts; and
- giving short explanations or stating what people, places, and things are like with some details.

- b. Their writing reflects some knowledge of cultural differences related to written communication.

2. Students are also working towards creating with language in various timeframes to write about a greater variety of familiar topics related to course content in logically connected sentences using some culturally appropriate vocabulary and expressions.

### Foreign Language Panel Participants

Debbie Robinson	Consultant
Janice Macián	Consultant
Kwawisi Tekpetey	Central State University
Christine Evenson	Columbus State Community College
Garry Fourman	Columbus State Community College
Roser Coll-Gallo	Cuyahoga Community College
Jennifer Larson	Kent State University
Bahar Hartmann	Sinclair Community College
Kang Li	The University of Akron
An Chung Cheng	The University of Toledo
Grace Thome	University of Cincinnati
Kirsten Halling	Wright State University/Ohio Foreign Language Association
Hideo Tsuchida	Ohio Articulation and Transfer Network
Michelle Blaney	Ohio Articulation and Transfer Network