

## Course Alignment Guide OFL043 - Beginning Japanese Course I

**Prerequisite:** None

**Number of Credits:** 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:** Students initiate and sustain meaningful spoken, written, face-to-face or virtual communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language at home or abroad. Students actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

**\*By the end of the first beginning Japanese course,** 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.

### **Sample Contexts, Tasks, and Topics**

- Students can greet and leave people and introduce themselves and others in culturally appropriate ways.
- Students can ask and answer simple questions about people, places, things, and very familiar topics (e.g., likes and dislikes, course content they have learned, time and place of an event).
- Students can communicate basic information about themselves and others on topics related to everyday living (e.g., name, family members, where someone lives, what courses they are taking and when).

**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.

### **Sample Contexts, Tasks, and Topics**

- Students can exchange some personal information (e.g., address, e-mail address, nationality, people's characteristics and personalities).
- Students can exchange some information using texts, graphs, or pictures (e.g., dates, times, places, and events on schedules, posters, and tickets; weather maps; numbers or statistics in graphs).
- Students can ask for and give simple directions to a place or event.
- Students can make plans, share opinions and preferences, and interact with others in everyday situations (e.g., accept or reject invitations, invite and make plans with someone, order a meal, make purchases).

**Interpretive Listening/Viewing:** Students demonstrate comprehension of the main idea and relevant details in a variety of live and recorded texts ranging from messages, songs, personal anecdotes, narratives, lectures, and presentations to films, plays, videos, and information from other media sources. By using a variety of listening/viewing strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. Students reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from a variety of media.

**\*By the end of the first beginning Japanese course,** 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.

### **Sample Contexts, Tasks, and Topics**

- Students can demonstrate understanding of speakers greeting, introducing each other, telling where they are from, and saying good-bye.
- Students can demonstrate understanding of simple conversations (e.g., family introductions, relationships, careers/jobs, where they live; academic courses, times offered, simple descriptions of instructors; daily activities, where they take place, when, and who participants are).
- Students can demonstrate understanding of simple discussions (e.g., parties, meetings, sports, leisure time activities and determine when and where the events occur and who the participants are).
- Students can identify the main idea and a few details in simple, short excerpts of conversations, narratives, anime, and other texts on very familiar topics from a variety of media sources.

**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.

### Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of the main idea and some details in simple exchanges on familiar topics (e.g., conversations between a student/instructor, customer/sales clerk, parent/child, friend/friends, anime characters; where one lives or works; free-time activities, interests).
- Students can demonstrate comprehension of the main idea and some details in simple, short reports on familiar topics (e.g., news programs, student presentations; documentaries on historical, artistic, social, or political events).
- Students can demonstrate understanding of the main idea and some details about people, places, and things, as well as products, practices, and perspectives of the target culture(s).

**Interpretive Reading:** Students demonstrate comprehension of the main idea and relevant details in a variety of written texts, ranging from messages, personal anecdotes, and narratives in contemporary magazines, newspapers, and Internet sources to classical literary texts in a variety of genres. By using a variety of reading strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. They reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from print and digital sources.

**\*By the end of the first beginning Japanese course,** 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.

### Sample Contexts, Tasks, and Topics

- Students can recognize and identify high frequency characters in a variety of texts (e.g., schedules, menus, applications, brochures, headlines).
- Students can connect some words, phrases, and short, simple sentences to their meanings (e.g., greetings, introductions, some family relations, holiday/birthday wishes).
- Students can recognize and identify a few countries, cities, or places on a map; a few items on a menu; or a few products for sale in an ad or catalogue.

**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.

### Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of familiar words, phrases, and a few idiomatic expressions (e.g., numbers and time expressions on a schedule, family members on a family tree, a list of educational materials, sports teams and events, categories on a food pyramid, information on a weather map).

- Students can identify a few distinguishing features (e.g., type of resource, intended audience, purpose) of texts (e.g., brochures, posters, real estate listings, categories on a graph).
- Students can demonstrate understanding of the main idea and a few details about people, places, and things (e.g., personal characteristics, places on a map, music genres) in a variety of texts (e.g., brochures, ads, titles, captions, manga, sayings).
- Students can demonstrate understanding of the main idea and a few details about products, practices, and perspectives of the target language culture(s) in very simple, short texts.

**Presentational Speaking:** Students give live or recorded presentations to diverse audiences at home or abroad for varied purposes using information, concepts, ideas, and viewpoints on a variety of topics, sometimes supported by props, pictures, realia (objects from everyday life used in instruction), or media. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into presentations in a manner that facilitates comprehension where no direct opportunity for interaction between the presenter and audience exists.

**\*By the end of the first beginning Japanese course,** 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.

### **Sample Contexts, Tasks, and Topics**

- Students can present very simple information about themselves and others (e.g., looks, personality; class schedule, weekend activities; likes and dislikes, such as sports, foods, beverages).
- Students can present very basic information about familiar places and things (e.g., home, school, workplace, room, office, community, town, state, country).
- Students can present very basic information about something they have learned (e.g., holiday celebrations; places on a map; animals, foods, historical figures, sports).
- Students can present very simple songs, skits, or dramatizations (e.g., children’s stories, proverbs, nursery rhymes, or poems, such as haiku; skits, dialogs, or speeches).

**Students are also working towards** making simple presentations on familiar topics using phrases and sentences that they have practiced.

### **Sample Contexts, Tasks, and Topics**

- Students can present some basic information about themselves and others (e.g., family, friends, and school; where they work and what they do; likes and dislikes, such as free-time activities).
- Students can present some basic information about familiar people, places, or things (e.g., historical figures, favorite musical group, actor, or author; landmarks, vacation locations; weather; clothing; useful websites).

- Students can give some basic instructions on how to make or do something (e.g., preparing something simple to eat, giving simple directions to a nearby location or online resource, how to plan a trip).
- Students can present some basic information about things they have learned (e.g., simple science experiments; some basic cultural products, practices, and perspectives; historic or academic facts).

**Presentational Writing:** Students write presentations in print and digital formats for diverse audiences at home or abroad using information, concepts, ideas, and viewpoints on a variety of topics for varied purposes. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into texts in a manner that facilitates interpretation where no direct opportunity for interaction between the author and audience exists.

**\*By the end of the first beginning Japanese course,** 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.

### **Sample Contexts, Tasks, and Topics**

- Students can trace characters on paper or in a software application.
- Students can copy characters, words, phrases, and very short sentences (e.g., names of countries, "Thank you").
- Students can write words, phrases, and very short, simple sentences, especially those related to course content (e.g., labels in a family photo montage; short to-do lists; a very short, simple "meet and greet" skit).

**Students are also working towards** writing basic information on very familiar topics using highly practiced words, phrases, and simple sentences.

### **Sample Contexts, Tasks, and Topics**

- Students can fill out very simple forms or schedules with very basic personal information (e.g., name, address, phone number, birthday, nationality, work or course schedules).
- Students can write about themselves and others using learned phrases and expressions (e.g., likes and dislikes, such as favorite subjects, sports, or free-time activities; family members, their ages, relationships to each other, and what they do; courses and what time they start and end; very simple statements about where they live).
- Students can write lists that help them in day-to-day life (e.g., activities and times in planners; to-do lists; shopping lists).

- Students can write brief notes about something learned using lists, phrases, expressions, and short, simple sentences (e.g., main cities of a specific country, holiday greetings and celebrations in a specific country, topics or categories related to what they have learned).
- Students can write short, simple skits and poems (e.g., inviting someone to do something, ordering food, shopping for something, answering a call; writing simple concrete poems).