

Course Alignment Guide OFL045 - Intermediate Japanese Course I

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

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 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: 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 intermediate Japanese course,** 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.

Sample Contexts, Tasks, and Topics

- Students can have conversations on a greater variety of familiar topics (e.g., role of family members, household tasks, hobbies and interests, school or work).
- Students can ask and answer questions on factual information familiar to them (e.g., questions related to arts and literature, social sciences, sciences, current events).
- Students can use the language to meet basic needs in familiar situations (e.g., ask for help at school, work, or in the community; make appointments or reservations; arrange for transportation, such as by train, bus, taxi, or a ride with friends).

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.

Sample Contexts, Tasks, and Topics

- Students can initiate, maintain, and conclude conversations on a wide variety of familiar topics (e.g., daily routines, interests and hobbies, preferences, courses, work, short- and long-term plans, role of education).
- Students can use the language to handle tasks related to personal needs (e.g., request phone or car service, arrange for a make-up exam, or reschedule an appointment).
- Students can ask for information, details, and explanations in casual conversation on subjects of personal interest or interview someone.

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 intermediate Japanese course,** 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.

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of the main idea and many details of an event or news report (e.g., expositions, concerts, job fairs, cultural events; current or historical events; stories about social or political issues, such as the role of family members).
- Students can identify the main idea and many details about an unfamiliar film or anime on a familiar topic (e.g., in movie trailers, online videos, radio broadcasts).
- Students can demonstrate understanding of the main idea and many details of an exchange between speakers (e.g., conversations about arts and literature, social sciences, sciences, or current events).

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.

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of the main idea and many details in reports (e.g., the importance of family, sporting events, demonstrations, the environment).
- Students can demonstrate understanding of the main idea and many details of interviews and reports from a variety of speakers (e.g., reporter, foreign visitor, politician, actor, well-known person, author, tour guide).
- Students can demonstrate understanding of the main idea and many details of an exchange between speakers (e.g., discussions about arts and literature, social sciences, sciences, current events).

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 intermediate Japanese course,** 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.

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of simple forms and descriptions (e.g., locations on a map, hotel registration, passport and visa applications, menu selections, calendars, invitations, catalogues).
- Students can demonstrate understanding of simple exchanges between a student/instructor, parent/child, or friend/friend on postings from social media (e.g., free-time activities, interests, plans).
- Students can demonstrate understanding of the main idea and some details about well-known individuals (e.g., sports stars, actors, singers, authors).
- Students can demonstrate understanding of the main idea and some details in short texts that introduce them to the target language culture(s) (e.g., art, architecture, folklore of ancient or modern cultures).

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.

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of the plot of simple, short stories, manga, or plays on familiar topics (e.g., people at their own age, families, and well-known persons; identify character traits; identify actions).
- Students can demonstrate understanding of the main idea and many details about well-known individuals (e.g., sports stars, actors, singers, politicians, scientists, authors).
- Students can demonstrate understanding of the main idea and many details in short texts on history, architecture, the arts, and the sciences as they relate to ancient or modern cultures.

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 intermediate Japanese course,** 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.

Sample Contexts, Tasks, and Topics

- Students can present basic information about people, activities, events, and experiences with many details (e.g., physical appearance, personality, and biographical information about friends, family members, or well-known people; school or workplace; places they have visited or want to visit).
- Students can present basic instructions, plans, and directions (e.g., the rules of basic games; multi-step directions for preparing a basic recipe; weekend, summer, holiday, or vacation plans; how to access medical care or other services; future work or personal pursuits).
- Students can give basic presentations where they express thoughts and reactions on topics of interest (e.g., movies or television shows; well-known athletes, celebrities, historical figures, or authors; events they have learned about or researched).
- Students can present short songs, skits, or dramatizations of their own creation or from the target culture (e.g., karaoke; children's stories, proverbs, nursery rhymes, or poems, such as haiku; skits, practiced dialogs, or speeches).

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.

Sample Contexts, Tasks, and Topics

- Students can make simple presentations about personal and social experiences, as well as other activities (e.g., childhood or past experiences, social events, something they did, future plans, aspirations).
- Students can make simple presentations on something learned or researched (e.g., current or historical events; well-known people or landmarks; similarities or differences in cultural practices, products, and perspectives, such as the role of family and education; topics from academic subjects, such as science, mathematics, or art).
- Students can make simple presentations and express opinions about common interests and issues (e.g., identify favorite movies, songs, books, plays, or works of art and tell why students like them; identify well-known people, historical or influential figures, and tell why they are important; react to current events and explain why they are newsworthy).

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 intermediate Japanese course,** 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.

Sample Contexts, Tasks, and Topics

- Students can write about daily life in sentences with some details (e.g., introduce themselves; describe family, friends, school, where they work).
- Students can write short notes using phrases and sentences (e.g., postcards; messages for special occasions, such as birthdays or congratulatory notes; announcements; invitations; thank-you notes).
- Students can write about familiar experiences or events using practiced material (e.g., what they do in class or at work, what happens after school or on weekends, or about excursions or activities).
- Students can make basic requests for information in writing (e.g., meeting or event details, brochures, sign-ups for digital subscriptions or social media).
- Students can create short, simple multimedia presentations using phrases and sentences related to familiar topics (e.g., personal and general interest; cultural products, practices, and perspectives).
- Students can write simple skits, stories, or poems (e.g., visit to a physician's office, convince someone to attend an event, follow a model to create a fable/tale, write simple poetry using metaphors and similes).

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.

Sample Contexts, Tasks, and Topics

- Students can write about people, activities, events, and experiences (e.g., physical appearance, personality, likes and dislikes of friends, family members, or influential people; holidays, vacations, celebrations; future plans).
- Students can write about topics of personal and general interest (e.g., movies, TV shows, books; well-known athletes, historical figures, celebrities, authors; brief explanations of community, historical, academic, or cultural phenomena).
- Students can write basic instructions on how to make or do something (e.g., instructions on how to prepare something simple to eat, simple directions to a nearby location or online resource, rules of a simple game, simple surveys).
- Students can make formal requests in writing using models (e.g., information to plan a trip; appointments with professors or colleagues; job applications, club memberships; study abroad, school, or program admissions applications).
- Students can create short multimedia presentations using a series of sentences related to familiar topics (e.g., personal and general interest; cultural products, practices, and perspectives).