

Course Code / Title: (CNU/LANG 100) (CNU/LANG 150) Elementary Japanese (2 semesters)

Total Hours: 45 per semester

Recommended Credits: 3

Primary Discipline / Suggested Cross Listings: Japanese language

Language of Instruction: Japanese

Prerequisites / Requirements: None

1. Course Description

Class hours: 15 weeks in total, 3 hours per week

In order to cultivate students' language application skills in listening, speaking, reading and writing, this elementary-level course focuses on learning basic phonetics, characters, vocabulary, grammar and other language knowledge.

The 100-level course is for beginners of Japanese and 150 is for spring semester continuers from the 100 level, or students with equivalent *elementary high* proficiency. Students are required to master Japanese pronunciation and intonation, basic vocabulary, and some basic grammatical concepts and sentence patterns in Japanese. In addition, students learn the corresponding cultural knowledge of Japanese language habits, customs and social status quo.

2. Learning outcomes

Each semester, students learn about 800 words, 100 Japanese characters, and about 70 new sentence patterns, so that students can use Japanese as a tool to obtain relevant information and lay a strong foundation for using the foundational vocabulary and patterns of spoken Japanese.

Participation in this course improves the following functional areas:

- **Listening:** Able to correctly distinguish each phonetic syllable, and understand the classroom language and general Japanese explanations. Able to understand the content and recording materials that are similar to the difficulty level of the text with familiar topics, and have a basic understanding of the development of what happened.
- **Speaking:** Able to make conversation by means of the topics and situations that appear in the text. Able to briefly describe personal experiences and basically express personal opinions.
- **Reading:** Able to read texts and articles of the same difficulty correctly, with correct pronunciation and intonation. Able to understand the relationship between the parts of the article, and glean information from it.
- **Writing:** Able to dictate short essays and sentences equivalent to the text difficulty. Able to use the language learned to write simple short essays with basically coherent semantics and basically smooth sentences.

- **Translation:** Able to translate articles and conversations equivalent to the text difficulty.

3. Course Materials

Textbook:

"The New Edition of the Standard for Communication between China and Japan Japanese Elementary First", People's Education Press, 2013.12

Supplementary Material:

- "Comprehensive Japanese" Volume One (Revised Edition), Peking University Press, 2009.8
- "Everybody's Japanese 1" Second Edition, Foreign Language Teaching and Research Press, 2009.7
- "Basic Japanese Comprehensive Course 1", Chief Editor Cao Dafeng, Higher Education Press, 2012.1

The textbook used in this course is the first volume of "New Standard Japanese" compiled by China and Japan. The 100-level course covers the first, second and third units of the textbook, while the 150-level course covers the remainder of the textbook.

Each unit of the textbook is based on a topic, and the content is relatively comprehensive. The texts of each lesson are divided into basic texts and applied texts. The basic text highlights the key sentences, while the application text includes practical conversations, presenting authentic and natural Japanese. The characters and story lines among the units are also interrelated.

4. Teaching Methods

The teaching method follows the practice-oriented principle of intensive explanation and more practice so that the language skills that students have mastered can be organically accrued. Teaching is carried out in the form of "discussion", "debate", and "experience" with supplementary multimedia teaching materials used. According to the specific characteristics of the elementary Japanese class and the actual situation of students, the teaching methods, discussion forms, homework types, and practical training are accommodated for the cohort of students in the classroom. The teaching form is transformed from "single classroom teaching" to "multi-form interactive communication." In addition, methods such as "group discussion", "role-play", and "class debate" are adopted in the teaching process to make students the main body of learning.

5. Course Assessment

- Performance 40%
 - This includes daily attendance, participation, completion of homework, and performance on in-class quizzes and dictations.
- Final exam: 60%