

**JAPANESE 122**  
**BASIC PROFICIENCY IN JAPANESE**

**BULLETIN INFORMATION**

JAPA 122 - Basic Proficiency in Japanese (4 credit hours)

**Course Description:**

Practice and further development of essential listening, reading, speaking, and writing skills

Admission only by successful completion of Japanese 121

Prerequisites: JAPA 121

**SAMPLE COURSE OVERVIEW**

The course is designed for students who have already completed JAPA 121 or the equivalent. This course aims at integrating four skills (i.e., listening, speaking, reading and writing.) Students will build on skills in using the Hiragana and Katakana alphabets introduced in JAPA 121.

**ITEMIZED LEARNING OUTCOMES**

**Upon successful completion of Japanese 122, students will be able to:**

1. Express themselves in basic Japanese for many everyday situations
2. Demonstrate use of approximately 450 new Japanese vocabulary words and 65 kanji and their sino-compounds
3. Demonstrate use of the hiragana and katakana alphabets in reading and writing basic Japanese
4. Describe (in English) aspects of Japanese culture including the Japanese educational system, housing, family life, and shopping practices. Students will also be able to describe important cultural aspects of Tokyo and its vicinity.

**SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS**

1. Modern Japanese, Third Edition (required): Han, Mieko Shimizu. Los Angeles: Institute for Intercultural Studies Press, 1988
2. Introduction to Writing Japanese (required): Han, Mieko Shimizu. Los Angeles: Institute for Intercultural Studies Press, 1987

**SAMPLE ASSIGNMENTS AND/OR EXAMS**

This course builds upon the language skills learned in JAPA 121. Students will increase proficiency by continuing to focus on four essential skills: listening, speaking, reading, and writing. Students will develop proficiency in more complex communicative tasks and will develop a deeper understanding of the structure of the Japanese language and the culture of the Japanese people, with an emphasis on using language in its cultural context. Students are encouraged to minimize the usage of English while doing practices/exercises and activities in the class:

1. Quizzes
2. Lesson Test I
3. Lesson Test II
4. Final Exam
5. **Class performance, assignment and attendance**
  - a. oral presentation and skit performance
  - b. Listen to the CDs: Tapes should be used for both preview and review of each lesson. You can either listen to the tapes at home or in the language lab, but you are required to listen to them frequently
  - c. Homework: Homework will be assigned mostly from the textbook, packet, and the introduction to Writing Japanese. However, additional homework will be given when the instructor finds it necessary.
  - d. No English should be used during the drill and conversation period, except for questions and answers regarding grammar. Try to express yourself using vocabularies and sentences patterns you have learned. It will be frustrating at the beginning but should improve along your knowledge and skill.

### **SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS**

- + DM (Dialogues for Memorization) is given in the Course Packet. Students are required to memorize each conversation and perform it on the indicated day.
- + Homework assignments are to be submitted on the indicated day.
- + Voc (Vocabulary Quiz) and GC (Grammar Check) are given on the indicated day.

#### **Week 1:**

- General Introduction & Orientation CP pp. 1-2
- R - Basic conversation
- Reading/Writing-*Katakana*
- CP p. 3-9

#### **Week 2:**

- 12 - *Arimasu* for existence and for possession. 1
- 12 - Particle, *ni*, marking location of existence.
- Location words. – *Mono* vs. *koto*.
- How to count objects.

#### **Week 3:**

- 12 3
- 12 4 12E 3&4 Voc-1
- 13 - How to count people and animals.
- Family members.

“-te form” of adjectives.  
1 E 4-p.158 GC-1

**Week 4:**

13 2 R/W-1  
13 3 E 3-p. 171  
13 4 E 4-p. 172 Voc-2

**Week 5:**

14 - Honorific expressions for salesperson.  
- Colloquial sentences ending “ga,” and a /-n desu/pattern.  
- Conversations at a store  
- Color words - Numbers: 100-100,000,000  
1 13E 3&4  
14 2 R/W-2  
14 3-4 Voc-3

**Week 6:**

14 5 14E 3&6 GC-2  
LESSON TEST (L 12-14)  
15 - Adjective conjugation. - Review predicate types.

**Week 7:**

15 - The verb, *miemasu*, for “to see/ to be able to see.”  
- A /*chittomo* + negative/ pattern for “not at all.”  
2 E4-p.186  
15 3-4 15E 1&5 Voc-4  
16 - Formation rules for “-te form” of verbs. 1 R/W-3

**Week 8:**

16 - Negative request pattern; /-*nai de kudasai*/. 2 16E 1&2  
16 - Various expressions using /*mo* + negative/.  
“~ *ka nani ka* (~ or something else)”  
3 Voc-5  
16 4 16E 3&4 GC-3

**Week 9:**

17 - Conjunction, *kara*, to express a reason or a cause.  
ORAL PRESENTATION  
17 - Auxiliary na-type adjective, *yoona* (likeliness).  
- Conjunction, “*shi*,” to indicate ‘and’ in an emphatic way.  
- How to describe events/actions chronologically.  
2 17E 6

**Week 10:**

17 3 Voc-6  
17 4 17E 3&4 GC-4  
LESSON TEST (L.15-17)

**Week 11:**

18 - How to describe how long it's been: /~ni naru/  
- How to ask how long it has been, using "donogurai"  
- "-te form" for expressing the means/the manner.  
Duration of time: one month, two months.  
18 2 18E 4  
18 3 18E 6

**Week 12:**

18 4 18E 8 Voc-7  
19 - The speaker's intention or conviction: /-tsumori desu/. 1 R/W-4  
19 - /-te form (verb) + *iku* or *kuru*/ to express "to do something before going/coming."  
- Auxiliary adj., "tai," expressing a desire to do something.

**Week 13:**

19 3 19E 2  
19 4 19E 4 Voc-8  
20 - Giving directions. - "~ to" for "when" or "if."  
- How to count buildings: "-ken."  
- Location words: *migi*, *hidari*, *tonari*, *mae*, *soba*, etc.  
1 GC-5

**Week 14:**

20 2  
20 3 R/W-5  
20 4 20E 3 Voc-9

**Week 15**

SKIT PERFORMANCE

**Final exam according to University exam schedule**