



**El Camino College**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Japanese 4  
**Descriptive Title:** Intermediate Japanese II  
**Course Disciplines:** Foreign Languages  
**Division:** Humanities

**Catalog Description:**

In this second intermediate course, taught within the context of Japanese culture, students further develop their functional communication skills in Japanese through listening, speaking, reading, and writing practice. Students expand their Japanese proficiency and cultural knowledge by comparing and contrasting the Japanese language and culture to their own. Students read material drawn from daily Japanese life.

*NOTE: The prerequisite for this course is comparable to four years of high school Japanese.*

**Conditions of Enrollment:**

**Prerequisite:** Japanese 3 with a minimum grade of C or equivalent

<b>Course Length:</b>	<b>X Full Term</b>	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	<b>5.00 hours per week</b>	<b>TBA</b>
<b>Hours Laboratory:</b>	<b>0 hours per week</b>	<b>TBA</b>
<b>Course Units:</b>	<b>5.00</b>	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: Prior to July 1992  
**Transfer UC:** X Effective Date: Prior to July 1992

**General Education:**

**El Camino College:**  
 3 – Humanities  
 Term: Other: Approved

**CSU GE:**

C2 - Humanities  
 Term: Other: Approved

**IGETC:**

3B - Humanities  
 Term: Fall 2010 Other:  
**6A - Languages other than English (UC Requirement Only)**  
 Term: Fall 1991 Other:

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

#### SLO #1

Upon completion of the course, successful students will converse in Standard Japanese in a culturally appropriate manner (e.g., using honorific/humble speech style and expressions) with Japanese speakers about cultural topics and social situations typical to life in Japan (e.g., annual events, shopping, education, paying formal visits). Students will do so within the limits of vocabulary and structures appropriate to the intermediate Japanese 4 level.

#### SLO #2

Upon completion of the course, successful students will read and write hiragana, katakana, and approx. 300 kanji characters and demonstrate comprehension of longer (4-5 paragraph) adapted authentic texts (e.g., short biographical essays, newspaper articles, formal letters) written in them.

#### SLO #3

Compose a formal letter or personal narrative in Japanese that develops a given theme (e.g., letter of thanks to a social superior, description of one's worst day or experience) in 3-4 related paragraphs using learned kanji, vocabulary, idiomatic/cultural expressions, structures, and in accordance with written Japanese protocols.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Comprehend Japanese oral sentences referring to shopping, visiting, and schooling in Japan. Identify main points found in messages, announcements, and reports in the Japanese media.
2. Respond orally in a culturally appropriate manner to Japanese direct questions and requests for information, such as directions, prices, services, interests, and personal preferences.
3. Summarize the main idea in Japanese texts that include short descriptions of persons, places, and things.
4. Write short compositions, descriptions, and essays in Japanese, using *hiragana*, *katakana*, and 200-250 *kanji* characters.
5. Identify the radical components of 300-400 *kanji* characters.
6. Discuss differing perspectives regarding Japanese cultural events and practices, comparing and contrasting Japanese culture to other cultures.

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	15	I	Introduction and review of vocabulary and phrases. Construction of complex-sentence oral utterances. A. Review sentence patterns and basic grammar. B. Review intermediate verb conjugations. C. Review intermediate grammar. D. Review and increase use of intermediate phrases. E. Build knowledge of the components of <i>kanji</i> characters: reproduce 300-400 <i>kanji</i> characters. F. Radical components of 300-400 <i>kanji</i> characters. G. Construction of intermediate-level sentences in oral discourse.
Lecture	10	II	Japanese culture A. Common expressions. B. Appropriate and inappropriate mannerisms. C. Directions, prices, services, interests, and personal preferences.
Lecture	15	III	Oral conversation A. Intermediate idiomatic expressions and vocabulary. B. Teacher-student conversations. C. Student-student conversations.
Lecture	15	IV	Reading Japanese prose and expository articles A. Magazines. B. Newspapers. B. Summarizing print and online article contents. C. Discussing print and online article contents
Lecture	15	V	Writing Japanese using <i>kanji</i> characters A. Personal journals. B. Summaries of magazine and newspaper articles. C. Short essays.
Lecture	20	VI	Aural comprehension A. Computer programs and software. B. Movies, radio, television programs, and music. C. Conversation. D. Recorded short essays and magazine and newspaper articles.
Total Lecture Hours		90	
Total Laboratory Hours		0	
Total Hours		90	

#### **IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS**

##### **A. PRIMARY METHOD OF EVALUATION:**

Substantial writing assignments

##### **B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**

Review the honorific and humble expressions (*keigo*) found in the model letter. Write your own one-page "thank you" letter in polite Japanese to a Japanese person who is your superior, such as your former teacher or a parent of your friends.

##### **C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. The usage of the passive voice in Japanese is very common and often indicates a speaker's emotions. Write a two-paragraph journal entry using passive voice to express your perceptions and opinions about an event drawn from your daily life.
2. Select a controversial issue from one of the following topics: environment, education, or youth culture. Using your knowledge of Japanese and American cultures, write three paragraphs in Japanese (at least 5-7 Japanese sentences per paragraph) in which you contrast and compare Japanese and American societies and cultures regarding your chosen topic.

##### **D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Essay exams  
Reading reports  
Written homework  
Class Performance  
Multiple Choice  
Completion  
Matching Items  
True/False  
Other (specify):  
Oral presentations

#### **V. INSTRUCTIONAL METHODS**

Demonstration  
Discussion  
Group Activities  
Lecture  
Multimedia presentations  
Role Play  
Simulation

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

## VI. WORK OUTSIDE OF CLASS

Study  
Answer questions  
Skill practice  
Required reading  
Written work  
Journal

**Estimated Independent Study Hours per Week: 10**

## VII. TEXTS AND MATERIALS

### A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

E. Banno, Y. Ohno, Y. Sakane, C. Shinagawa, and K. Tokashiki. Genki: An Integrated Course in Elementary Japanese. 2nd ed. The Japan Times, 2011.

*NOTE: Revised 3<sup>rd</sup> edition (ISBN: 978-4-7890-1732-9) pending in September 2020.*

### B. ALTERNATIVE TEXTBOOKS

### C. REQUIRED SUPPLEMENTARY READINGS

### D. OTHER REQUIRED MATERIALS

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Japanese-3 or	Sequential
Non-Course Prerequisite	The prerequisite for this course is Japanese 3. However, students may have gained language skills outside the college classroom that fulfill the prerequisite. Japanese 4 is a course demanding Japanese vocabulary, sentence structure, and conversation in context at an intermediate level, and students who have not taken Japanese 3, or do not have the equivalent skills gained outside the college classroom, are highly unlikely to succeed.

### B. Requisite Skills

Requisite Skills
The student must be able to write short essays in Japanese. JAPA 3 - Describe in written Japanese people, places, events, and other activities, using <i>hiragana</i> , <i>katakana</i> , and 200-250 <i>kanji</i> characters.
The student must be able to analyze nuances of the Japanese culture. JAPA 3 - Discuss views regarding Japanese cultural practices and Japanese innovative cultural contributions.
The student must be able to use the Japanese language to discuss popular readings. JAPA 3 - Summarize main ideas and facts derived from Japanese texts that deal with personal and social needs, such as public announcements, narratives, and journals.

**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
-------------------------	----------------------------

**D. Recommended Skills**

Recommended Skills
--------------------

**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact
-------------------------------------	-------------------------------

Course created by Moriyuki Takata on 08/31/1974.

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 10/19/2020**

**Last Reviewed and/or Revised by Nina Yoshida**

**Date: 4/20/2020**

18577