

ALTEC JAPANESE

Japanese Beginning I

*See current term
classes schedule for:*

*Course Dates
Instruction Mode
Faculty Information*



INSIDE THE SYLLABUS

1. Introduction
2. Learning Materials
- 3-4. Course Schedule
5. Class Expectations

INTRODUCTION & LEARNING OBJECTIVES

Welcome to Japanese Beginning I!

In this class, you will develop skills for communicating in Japanese. This is an interactive class, where we use the language to explore meaning and talk about a variety of topics, among them, the Japanese writing system, pronunciation, basic grammatical structure, numbers, dates, introducing yourself, likes/ dislikes, Japanese foods and ordering in a restaurant, asking and giving directions, visiting a Japanese home, making and accepting offers, etc.

We also aim to build intercultural competence by critically examining our own perspectives and comparing them to those of others.

Level Description

Beginning I assumes no prior knowledge of the language. Opportunities will be provided for students to acquire novice-level skills in listening, speaking, reading and writing. Students will learn how to apply a limited number of words, phrases and grammatical structures to complete real-life tasks such as introducing themselves, asking and answering simple questions, saying how they feel, etc., with errors to be expected.

JAPANESE

Course Structure

Each week you will engage in two live class sessions (either in-person, or remotely via Zoom) with the instructor and other students. This class time will be structured with interactive conversation activities and games.

How to get the most out of this class

One of the ALTEC advantages is affordability. Students are not required to purchase materials. Instead, instructors provide a variety of resources, including learning guides, online and/or open-source curricula, and multi-modal language resources. This is integral to our program, as our classes are customized to meet our students' unique learning needs. Many of these resources are linked to the right and you will have access to a number of additional materials in Canvas.

We recognize that each student has their own learning style and language-learning goals. So, you might think about the collection of materials provided by your instructor as a sort of buffet—use what works best for you to meet your own particular learning goals.

MATERIALS

[Quizlet](#)

You can use this site/app for vocabulary study.

[Easy Japanese Grammar Lessons](#)

[Erin's Challenge! I Can Speak Japanese](#)

These are cost-free, interactive curricula for beginning Japanese-language learning.

[Learn Hiragana Language Video](#)

[Fun Listening Website](#)

[Canvas](#)

Here you will find extra grammar materials, practice quizzes (optional), discussion pages, etc.



week	communicative goals	vocabulary	writing & pronunciation
1	Intro to Japanese language Greetings Introducing ourselves Where are you from?	Greetings & Common Expressions Seasons Countries & Nationalities	Hiragana columns あ、か
2	Phone Numbers Names and Titles Occupations Shopping: (money & prices; How much is ~?)	Numbers Occupations	Hiragana columns さ、た
3	Visiting a restaurant in Japan Talking about likes & dislikes	Food & drinks Hobbies	Hiragana columns ま、や
4	Asking/giving directions Making basic sentences using verbs in the present tense	Places & Basic directions: -Here, there, over there -Left, right, above, below, etc.	Hiragana columns ら、わ、ん

week	communicative goals	vocabulary	writing & pronunciation
5	<p>Making sentences in the present/future tense</p> <p>Using particles (function words)</p> <p>Discussing plans and activities</p> <p>Birthdays</p>	<p>Essential verbs</p> <p>Sports & activities</p> <p>Days of the week</p> <p>Months & days of month</p>	Katakana columns ア、カ
6	<p>Discussing how you get around or do various tasks</p> <p>Questions using “where” (どこで) & “how” (なにで)</p> <p>Making suggestions (Let's ~!)</p>	<p>Transportation</p> <p>Utensils (for eating, etc.)</p>	Katakana columns サ、タ
7	<p>Making offers: “How about ~?” (~はどう・いかがですか)</p> <p>Visiting a Japanese Home</p>	Food & Drinks	Katakana Columns マ, ヤ
8	<p>Onomatopoeia</p> <p>Singing Japanese songs</p> <p>Reading children's books</p>	<p>Animals</p> <p>Animal sounds</p>	Katakana columns ラ、ワ、ン

CLASS EXPECTATIONS

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. ALTEC celebrates and welcomes students from all walks of life. We strive to make our virtual and in-person classes an inclusive and safe space for all regardless of age, gender, race, ethnicity, religion, national origin, disability, and veteran status. We welcome all aspects of people and celebrate and honor diversity.

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Let your instructor know if you have a preferred name and pronouns.

Netiquette (Net-Etiquette)

If a breakout room conversation or situation becomes uncomfortable for you, you are welcome to leave and return to the main room. Remember that we have a wide variety of people in our language class who may come from very different backgrounds and lived experiences than you. Let's keep this in mind in our class and breakout room conversations. If you choose to leave a breakout room, please notify your instructor so they can address the issue in a way that is respectful to you and the other learners.

Accommodations for Disabilities

The University of Colorado is committed to providing universal access to all of our classes and events. For disability accommodations (e.g., sign language interpreters, alternative formats) please [register with Disability Services](#) by first submitting an [Application for Accommodations](#) as soon as possible. Advance notice is necessary to arrange for some accessibility needs.

