

Subject card

Subject name and code	Practical Learning of the Japanese Language III, PG_00197592						
Field of study	Eastern Studies						
Date of commencement of studies	October 2027		Academic year of realisation of subject		2028/2029		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		Polish		
Semester of study	4		ECTS credits		6.0		
Learning profile	academic		Assessment form		credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Linda Czernichowska-Kramarz				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	90.0	0.0	0.0	0.0	90
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	90		6.0		54.0	150
Subject objectives	The goal of the class is to become proficient in the hiragana and katakana syllabaries and kanji characters prescribed for the N5 and N4 levels of the JLPT (300 characters); learn and perfect the characters from the N5 and N4 levels of the JLPT; consolidate and develop grammatical skills (past tense of verbs and adjectives, future tense); communicate within the topics prescribed in the curriculum; prepare short written statements related to the curriculum.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[SWSCHL3_W12] Is aware of the complex nature of language, its complexity, and the historical variability of its meanings	The student is aware of the complex nature of the Japanese language, its complexity, and the historical and cultural variability of meanings.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[SWSCHL3_K07] Is ready to apply humanistic reflection developed in the process of learning a foreign language to building intercultural bonds and fostering mutual understanding	The student is ready to use the humanistic reflection developed through learning Japanese in order to recognise and respect socio-cultural differences in Poland and Japan.	[SK8] observation of student's independent or team work
	[SWSCHL3_U08] Is able to identify processes and barriers in intercultural communication	The student is able to recognise processes and barriers in intercultural communication when interacting with users of Japanese and to select basic strategies that facilitate effective communication.	[SU1] oral statement/conversation/discussion [SU8] observation of student's independent or team work
	[SWSCHL3_U07] Is able to identify various types of texts characteristic of the Russian language area, the second language of the study programme, Polish, and English, and to carry out their critical analysis and interpretation in order to determine their meanings, genre and discourse affiliation, communicative effectiveness, and social impact	The student is able to recognise various types of texts in Japanese and identify their topic, communicative purpose, and meaning.	[SU6] demonstration of practical skills
	[SWSCHL3_U11] Has the ability to produce typical written works in Russian and in the second language of the study programme	The student is able to produce written texts in Japanese using vocabulary, grammatical structures, and Japanese writing systems covered in class.	[SU3] text preparation/written work [SU4] test/exam - oral or written
	[SWSCHL3_U12] Presents the results of their work in Polish, Russian, and the second language of the study programme in a clear, structured, and well-considered form, using a variety of modern methods and techniques	The student is able to present the results of their work in Japanese in a clear, structured, and well-considered form, using a range of modern communication methods and techniques appropriate to their level of language proficiency.	[SU1] oral statement/conversation/discussion
Subject contents	Program content Examples of issues:- conditional form- expressions of stipulation, definition, comparison- transitive/non-transitive verbs- honorific and modest expressions- doctor's appointment, talking about the future, Japanese holidays, family, learning and studying, future plans, earthquake Writing thematic essays of 400-600 characters in length. Preparing short written statements related to the educational program.		
Prerequisites and co-requisites	Specify: A. Formal requirements In semester 4, credit for previous semesters. Knowledge of kanji characters from JLPT N5 level. B. Prerequisites Knowledge of Japanese at the JLPT N5 level.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	performing tasks assigned by the instructor during class	51.0%	10.0%
	written credit	51.0%	50.0%
	arithmetic mean of the grades obtained during the partial credits	51.0%	30.0%
	homework and preparation for classes	51.0%	10.0%

Recommended reading	Basic literature	A. Literature required for final course credit A.1 Literature used in class 3A Corporation, Minna no nihongo shokyu. Volume 1 (I2), Tokyo, 2012. 3A Corporation, Minna no nihongo shokyu. Volume 2 (II2), Tokyo, 2013. Tokyo Gaikokugo Daigaku, Shokyu nihongo. Volume 1 (), Tokyo, 2010. Tokyo Gaikokugo Daigaku, Shokyu nihongo. Volume 2 (), Tokyo, 2010. Materials prepared by the class instructor. A.2. studied independently by the student Ikushima, M., A. Komendzińska, H. Minamino, K. Nakanishi, N. Rząddek, T. Yokose, A practical course in Japanese grammar, Poznań, 1998.
	Supplementary literature	Supplementary literature Huszczka R., Ikushima M., Majewski J., Japanese grammar. Volume 1, Warsaw, 2007. Nowak B., Dictionary of Japanese characters, Warsaw, 2000. Yoshigami S. (ed. schol.), Japanese-Polish dictionary, Warsaw, 1998.
	eResources addresses	
Example issues/ example questions/ tasks being completed	• Doctor's visit, talking about the future, Japanese holidays, family, learning and studying, future plans, earthquake • Writing thematic essays of 400-600 characters in length. • Preparing short written statements related to the educational program.	
Work placement	Not applicable	

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