



Course Aims

This course is an unrestricted elective (UE) for any undergraduate student with an interest in the Japanese language, culture, study and work life, but with no previous knowledge of the language. LJ5001 will teach basic Japanese to the level of A1 according to the Common European Framework of Reference for Languages (CEFR) or 0 - Novice High according to the American Council on the Teaching of Foreign Languages (ACTFL). This course introduces you to the Japanese language, culture and customs. It begins with learning the Japanese Standard Writing System, which is a combination of Hiragana, Katakana, and Kanji. Basic greetings and sentence structures are taught in a progressive manner from recognition to guided and independent reproduction. A comprehensive range of teaching aids are used to engage you in interactive learning. Thus, this course will be beneficial for you to travel, study and work in Japan or for Japanese companies. Learning Japanese also makes you more employable in a globalised economy.

Intended Learning Outcomes (ILO)

After completing LJ5001 you will be able to:

1. Listen and identify basic Japanese phrases related to most immediate personal reference such as basic personal family information, friendship and other social activity.
2. Read and identify main points in basic Japanese text such as advertisement, poster or catalogues.
3. Interact in a simple way to introduce family, friends and yourself using simple Japanese phrases.
4. Repeat simple Japanese pronunciations and phrases.
5. Write a short simple message and essay in Japanese.

Course Content

Topics covered:

- Japanese writing system: Hiragana, Katakana, and Kanji.
- Numbers
- Greetings
- Countries
- Sentence structure: statement and question
- Affirmative and negative
- Particle for Topic markers
- Particle for modifying noun
- Pronouns
- Particle for time markers
- Occupation
- Verbs and tense
- Particles for location, direction, partner, tools, transportation, and object
- Some adverbs
- Daily schedule invitation and suggestion
- Give and take actions in Japanese language
- Taking public transportation in Japan and visiting a Japanese family
- Japanese culture history tradition and seasons

Assessment (includes both continuous and summative assessment)

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weight	Team/Individual	Assessment rubrics
1. Continuous Assessment 1(CA1): CA-Written 1& 2	2, 3, 5	Competence, Civic-mindedness	25%	Individual	Appendix 4
2. CA2: Quizzes	2, 3, 5	Competence, Civic-mindedness	10%	Individual	Appendix 6
3. CA3: Listening	1	Competence, Civic-mindedness	15%	Individual	Appendix 5
4. CA4: CA-Oral	1, 3, 4	Competence, Civic-mindedness	30%	Individual	Appendix 1
5. CA5: Composition	3, 5	Competence, Civic-mindedness	5%	Individual	Appendix 2
6. CA6: Active participation	All	Competence, Civic-mindedness	15%	Individual	Appendix 3
Total			100%		

Formative feedback

You will be given feedback from the tutors in the classroom or online:

- Written test: in the lesson after the written test, the tutors will comment on major mistakes from the test papers and explain them to you in respective class.
- Quizzes: you will receive the results and have a look at the papers in the lesson after each quiz. You can ask questions and the tutors will answer them.
- Composition: you will receive the essays with the tutors' comments which shows the mistakes and better expressions.
- Oral test: the tutors will give a short comment to you after the test.
- Active participation: you will receive the Homework in the next lesson with comments from the tutors and you can check the results and correct answers of Online-Learning after you completed the Online-Learning Worksheets.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Task-based	It is highly interactive and a collaborative learning method adopted in classes.
Language Teaching	Most of the large grammatical concepts, knowledge of Japanese are taught

	and then practiced in pairs or teams during class time. In the classroom, teacher-student and student-student communication in Japanese is important to facilitate learning. Grammatical concepts are further enforced through Homework and online practice.
Blended Learning	The course will combine face-to face and online learning method. <ul style="list-style-type: none"> • NTULearn: Online-Learning practice for 1 hour every week.

Reading and References

- Minna no Nihongo: Elementary 1-1, Asian Version, 2nd Edition. 3A Corporation Tokyo (Main Textbook – MT)
- Chokai Task 25. 3A Corporation Tokyo
- Kanji. 3A Corporation Tokyo

Course Policies and Your Responsibilities

(1) General

You are expected to complete all assigned pre-class and post-class activities, attend all classes punctually and take all scheduled assignments and tests by their scheduled dates. You are expected to take responsibility to follow up with course notes, assignments, and materials for any classes you have missed. In class you are expected to participate in all discussions and activities.

(2) Absenteeism

Class attendance and participation are very important for a language course. You are required to attend all scheduled classes and take an active part in-class and off-class activities. The attendance will be recorded on each class. If, for some justifiable reason, you are not able to come to class on a certain day, you must advise the instructor in advance, unless it's an emergency. Supporting documents (e.g., doctor's certificate) should be submitted in order for an absence to be excused.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating.

If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	Course ILO	Readings/ Activities
1	<ul style="list-style-type: none"> • Introduction • Video & Video Task • Greetings • Lesson 1-① • Classroom Instructions • Numbers (0-10) 	LO1-5	<ul style="list-style-type: none"> • Student Notes (SN) • Online-Learning for Week 1
2	<ul style="list-style-type: none"> • Lesson 1-② • Hiragana 1 (a-no) • Numbers (-100) • Lesson 1-③ • Hiragana 2 (ha-n) • Numbers (-1000) 	LO1-5	<ul style="list-style-type: none"> • Main Textbook (MT) • SN • Online-Learning for Week 2 • ★ Submit: Hiragana Chart
3	<ul style="list-style-type: none"> • Lesson 2-① • Hiragana 3 (ga-po) (ゃ & ゅ) • Lesson 2-② • Hiragana 4 (kya-ryo) (Combination) 	LO1-5	<ul style="list-style-type: none"> • MT • SN • Online-Learning for Week 3 • ★ Submit: L1 Revision
4	<ul style="list-style-type: none"> • Lesson 2-③ / Lesson 3-① • Numbers (-10,000) • Hiragana 5 (Small つ) • Lesson 3-② • Hiragana 6 (Long Sound) 	LO1-5	<ul style="list-style-type: none"> • MT • SN • Online-Learning for Week 4 • ★ Submit: L2 Revision • ◆ Hiragana Quiz
5	<ul style="list-style-type: none"> • Lesson 3-③ • Numbers (10,000-) • Katakana 1 (a-n / Long Sound) • Lesson 4-① • Katakana 2 (ga-po) (' & ') 	LO1-5	<ul style="list-style-type: none"> • MT • SN • Online-Learning for Week 5 • ★ Submit: L3 Revision • ★ Submit: Katakana Chart •
6	<ul style="list-style-type: none"> • Lesson 4-② • Katakana 3 (kya-ryo) (Combination) • Lesson 4-③ • Katakana 4 (Small ツ) 	LO1-5	<ul style="list-style-type: none"> • MT • SN • Online-Learning for Week 6 • ◆ CA-Written 1 (L1-3)
Reces s Week	<ul style="list-style-type: none"> • L3 & L4 Revision 	LO1-5	<ul style="list-style-type: none"> • MT • SN
7	<ul style="list-style-type: none"> • Lesson 5-① 	LO1-5	<ul style="list-style-type: none"> • MT • SN

	<ul style="list-style-type: none"> • Katakana 5 (Special Spelling) • Lesson 5-② • Kanji 1 		<ul style="list-style-type: none"> • Online-Learning for Week 7 • ★ Submit: L4 Revision • ◆ Submit CA-Oral 1
8	<ul style="list-style-type: none"> • Lesson 5-③ • Kanji 2 • Lesson 6-① • Kanji 3 	LO1-5	<ul style="list-style-type: none"> • MT • SN • Online-Learning for Week 8 • ★ Submit: L5 Revision • ◆ Katakana Quiz
9	<ul style="list-style-type: none"> • Lesson 6-② • Kanji 4 • Lesson 6-③ • Kanji 5 	LO1-5	<ul style="list-style-type: none"> • MT • SN • Online-Learning for Week 9 • ★ Submit Kanji Revision 1 • ★ Submit: Composition •
10	<ul style="list-style-type: none"> • Lesson 7-① • Lesson 7-② 	LO1-5	<ul style="list-style-type: none"> • MT • SN • Online-Learning for Week 10 • ★ Submit: L6 Revision • ★ Submit: Kanji Revision 2 • Announcement for CA-Oral
11	<ul style="list-style-type: none"> • Lesson 7-③ • Review L1-L7 	LO1-5	<ul style="list-style-type: none"> • MT • SN • Online-Learning for Week 11 • ◆CA-Written 2 (L4-L6) • ★ Submit: L7 Revision
12	<ul style="list-style-type: none"> • Feedback and Make-up 	LO1-5	<ul style="list-style-type: none"> • MT • SN • Online-Learning for Week 12 • ◆CA-Listening (30 minutes)

Legend:

◆ = Quiz or test

★ = Submission

Programme Outcomes:

All CML classes follow an Outcomes Based Teaching and Learning (OBTL) curriculum, which are based on the following programme learning outcomes:

- Develop interactive, interpretive, and presentational communication skills in the target language. – PLO1
- Demonstrate understanding of the concepts of the target language and its respective culture. – PLO2
- Integrate target language proficiencies and intercultural competencies to effectively perform in today's globalised world. – PLO3

Appendix 1: Assessment Criteria for CA-Oral (CA 4)

A. Pronunciation / Fluency (20 points)

Excellent	Good	Satisfactory	Adequate	Inadequate	Insufficient
20 19 18	17 16 15	14 13 12	11 10 9	8 7 6 5	4 3 2 1 0

B. Comprehension (20 points)

Excellent	Good	Satisfactory	Adequate	Inadequate	Insufficient
20 19 18	17 16 15	14 13 12	11 10 9	8 7 6 5	4 3 2 1 0

C. Accuracy (20 points)

Excellent	Good	Satisfactory	Adequate	Inadequate	Insufficient
20 19 18	17 16 15	14 13 12	11 10 9	8 7 6 5	4 3 2 1 0

D. Originality (20 points)

Excellent	Good	Satisfactory	Adequate	Inadequate	Insufficient
20 19 18	17 16 15	14 13 12	11 10 9	8 7 6 5	4 3 2 1 0

E. Development of Conversation (20 points)

Excellent	Good	Satisfactory	Adequate	Inadequate	Insufficient
20 19 18	17 16 15	14 13 12	11 10 9	8 7 6 5	4 3 2 1 0

- Every semester, you will be shown the slides below in the classroom before the CA-Oral.

• 11月15日・16日 Oral・テスト

Please come to class 10mins before your allocated time.

Each person will have 5 minutes for the test. There will be 3 parts:

- 1) Self introduction – not more than 1 minute
- 2) Answering questions – 2 minutes
- 3) Conversation – not more than 1 minute for preparation, 1 minute of actual conversation

The oral test carries 20% of the total assessment.

Marking Criteria

- Pronunciation / Fluency
- Comprehension
- Accuracy
- Elaboration
- Originality
- Development of Conversation
(Try to be spontaneous when possible.
Ask relevant questions and make
related comments.)

Appendix 2: Assessment Criteria for Composition (CA 5)

A. Content (10 points)

9-10 points:	<ul style="list-style-type: none">• All requested content is covered in detail.• Content goes beyond of what is requested.
6-8 points:	<ul style="list-style-type: none">• Most requested content is covered.• Only some parts of the content are covered in detail.
3-5 points:	<ul style="list-style-type: none">• Most requested content is covered. However, lacks details.
0-2 points:	<ul style="list-style-type: none">• Content is irrelevant.

B. Grammar (50 points)

45 – 50 points:	<ul style="list-style-type: none">• All grammatical content covered in class has been used successfully.
25 – 44 points:	<ul style="list-style-type: none">• All grammatical content covered in class has been used and mostly used successfully.• Few grammatical errors.• No systematic errors.
15 – 24 points:	<ul style="list-style-type: none">• Most grammatical content covered in class has been used and mostly used successfully.• Systematic errors only in one or two structures.
11 – 14 points:	<ul style="list-style-type: none">• Some grammatical content covered in class has been used.• Many grammatical errors.• Several systematic errors, even in basic structures.
6 – 10 points:	<ul style="list-style-type: none">• Grammatical content covered in class has been used, but many structures were avoided.• Many grammatical errors.• Many systematic errors, even though direct translation from English.
0 – 5 points:	<ul style="list-style-type: none">• Shows no grammatical competence.• Largely copied from the reading comprehension.

C. Style and Structure (40 points)

35 - 40 points:	<ul style="list-style-type: none">• Diverse and with variation of expression.• Logical structure.• Creative use of learnt vocabulary and learnt conjunctions.
25 – 34 points:	<ul style="list-style-type: none">• Variation of expression was attempted.• Mostly logical structure.• Good use of learnt vocabulary and most learnt conjunctions.
15 – 24 points:	<ul style="list-style-type: none">• Little variation of expression.• Somewhat logical structure.• Mostly comprehensible.• Some problems with learnt vocabulary.• Some of the learnt conjunctions are successfully used.• Maximum 11 points if required word count was not met or not indicated.

6 – 14 points:	<ul style="list-style-type: none"> • Very repetitive. • No logical structure. • Difficult to comprehend. • Problems with learnt vocabulary. • Learnt conjunctions are not successfully used.
0 – 5 points:	<ul style="list-style-type: none"> • Major difficulties trying to comprehend the text.

- You will be shown the slides below, a sample of essay, and marking criteria in the classroom 2 weeks before the essay submission.

Title:

<Self Introduction> (じこしょうかい)

You will be attending a networking event for NTU students with students from Japan next month. Prior to the event, self-introductions by the students will be uploaded on the event website. Please write your self-introduction in Japanese.

(About 400 characters)

The submission dates of the composition :

1st Nov(Thu) / 2nd Nov(Fri) Student Note P83-84

Marking Criteria for Composition (5% of the total assessment)

- 1) Utilisation of grammar and vocabulary learnt in this course
- 2) Accuracy in spelling and grammar
- 3) Content (as bonus marks)
- 4) Length (Marks may be deducted if the composition is too short: Do not leave more than 3 lines blank)

Composition Practice

がくせいノート p.81-82

さくぶん れんしゅう

Leave one space at the start of a paragraph.

Use one cell for small-sized や・ゆ・よ&つ.

わ	た	し	は	ナ	ン	ヤ	ン	り	こ	だ	い	が	く	の	が	く	せ
い	で	す	。	せ	ん	こ	う	は	ち	ゅ	う	ご	く	け	ん	き	ゅ
す	。	～	～	～	～	～	～	～	～	こ	と	し	2	1	さ	い	で
す	。	ま	い	に	ち	、	～										

Use one cell for 、&。

Use one cell for two numerals.

If 、 or 。 comes at the end of a row, put it together with the last letter of the row, not at the beginning of the next row.

Appendix 3: Assessment Criteria for Active Participation (CA 6)

The marks (100) are calculated based on two components:

1. Homework submission, including Online-Learning
2. Classroom participation

1. Homework & Online-Learning (50 points):

You need to complete all homework and submit them punctually at designated time.

- 45-50 marks: if all homework and Online-Learning sheets were attempted and submitted with 80% or higher scores.
- 6-44 marks: deduct 1 point with every 3 mistakes in 1 worksheet.
- 0-5 marks: total submitted Homework scored less than 80% and Online-Learning less than 80% attempted.

2. Classroom participation (50 points):

You ought to participate actively in all classroom activities. Students who are absent from class are unable to participate, thus unexcused absence does affect the participation marks.

- 40-50 points for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.
- 30-39 points for regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 20-29 points for adequate participation, moderately active in group discussions, yet only offers answers on being called upon.
- 0-19 points for students who show no active participation, who do not participate in group discussions, are not prepared.