



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, who have completed LJ9001 successfully. This course will teach basic Japanese to the level of A1-A2 according to the Common European Framework of Reference for Languages (CEFR) or Novice High–Intermediate Low according to the American Council on the Teaching of Foreign Languages (ACTFL). This course introduces you to the Japanese language, culture and customs. Fundamental sentence structures and vocabulary are taught in a progressive manner from recognition to guided and independent reproduction, so that students can survive in a Japanese-speaking community upon completion of the course. 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 LJ9002, you will be able to:

1. Listen and identify familiar Japanese expression related to most immediate personal relevance (e.g. family information, hobby, shopping, social community)
2. Read and identify information provided in simplified Japanese texts.
3. Interact with others in routine task that requires a simple and direct exchange of information.
4. Use a series of simple phrases to describe where I live, my present job and etc.
5. Write simple and connected text on topics which are familiar or of personal interest in Japanese.

Course Content

Topics covered:

- 61 Kanji characters
- Sentence structure: Complex sentences
- Adjectives (affirmative, negative, non-past and past tenses)
- Location words and phrases
- Family words and phrases
- Counters
- Comparative and superlative
- Adverbs to describe quantity and quality
- Conjugation of “Te-form”
- Japanese culture, history and tradition

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	2, 4, 5	Competence, Civic-mindedness	25%	Individual	Appendix 4

1(CA1): Written Test					
2.CA2: Quizzes	1, 2	Competence, Civic- mindedness	20%	Individual	Test
3.CA3: Listening test	1	Competence, Civic- mindedness	15%	Individual	Appendix 5
4.CA4: Oral test	1, 3, 4	Competence, Civic- mindedness	20%	Individual	Appendix 1
5.CA5: Composition	2, 4, 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.

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: audio files, PPT slides, practice listening test are uploaded for students' self-study and revision

Reading and References

- Minna no Nihongo: Elementary 1-1, Asian Version, 2nd Edition. 3A Corporation Tokyo (Main Textbook – MT)
- Minna no Nihongo : Elementary 1-2, 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 • Revision of LJ9001 • Lesson 8 vocabulary • Kanji Unit 6 • Adjectives ("I" and "Na" adjectives) • Adverbs ("totemo" and "amari") • The question word "dou" 	LO1-5	<ul style="list-style-type: none"> • Student Notes (SN) • Main Textbook (MT) 1-1 (pp. 66-73) Lesson 8 ★ Kanji Unit 6 homework (HW) ★ LJ9001 Kanji revision HW
2	<ul style="list-style-type: none"> • The question word "donna" • Inter-sentential conjunction "ga" • The question word "dore" 	LO1-5	<ul style="list-style-type: none"> • SN • MT1-1 (pp. 66-73) Lesson 8 and MT1-1 (pp. 74-81) Lesson 9

	<ul style="list-style-type: none"> Lesson 9 vocabulary The verbs “Have” and “Understand” Adverbs to describe quantity and quality 		<ul style="list-style-type: none"> ★ LJ9001 revision HW ★ Lesson 8 revision HW ◆ Vocabulary Quiz (L8)
3	<ul style="list-style-type: none"> Adjectives “likes” and “dislikes” Adjectives “good at” and “poor at” Conjunction “kara” to connect explanation and situation The question word “doushite” 	LO1-5	<ul style="list-style-type: none"> SN MT1-1 (pp. 74-81) Lesson 9 Lesson 8 reading HW ◆ Vocabulary Quiz (L9)
4	<ul style="list-style-type: none"> Lesson 10 vocabulary Verbs “arimasu” and “imasu” for existence Kanji Unit 7 Describing locations using location nouns 	LO1-5	<ul style="list-style-type: none"> SN MT1-1 (pp. 82-89) Lesson 10 ★ Lesson 9 revision HW ★ Lesson 9 reading HW ★ Kanji Unit 7 HW ◆ Vocabulary Quiz (L10)
5	<ul style="list-style-type: none"> Describing representative nouns using “ya” Kanji Unit 8 Lesson 11 vocabulary Counters Interrogatives 	LO1-5	<ul style="list-style-type: none"> SN MT1-1 (pp. 82-89) Lesson 10 and (pp. 90-97) Lesson 11 ★ Lesson 10 revision HW ★ Kanji Unit 8 HW ◆ Kanji Quiz (Units 6&7)
6	<ul style="list-style-type: none"> Describing family using kinship terms Describing frequency by using quantifiers Asking for duration of time Kanji Unit 9 Lesson 12 vocabulary Past tense of nouns and “Na” adjectives 	LO1-5	<ul style="list-style-type: none"> SN MT1-1 (pp. 90-97) Lesson 11 ★ Lesson 10 reading HW ★ Kanji Unit 9 HW ◆ Vocabulary Quiz (L11) ◆ Kanji Quiz (Units 8&9)
Recess Week	<ul style="list-style-type: none"> Revision of the first 6 weeks 	LO1-5	<ul style="list-style-type: none"> MT1-1 SN Material on NTULearn
7	<ul style="list-style-type: none"> Past tense of “I” adjectives Comparing two things Comparing more than two things Kanji Unit 10 	LO1-5	<ul style="list-style-type: none"> SN MT1-1 (pp. 98-105) Lesson 12 ★ Lesson 11 revision HW ★ Lesson 11 reading HW ◆ Vocabulary Quiz (L12)

			<ul style="list-style-type: none"> • Submission of Composition
8	<ul style="list-style-type: none"> • Lesson 13 vocabulary • Expressing desire for nouns ("I want X") • Expressing desire for verbs ("I want to do X") <p>Kanji unit 11</p>	LO1-5	<ul style="list-style-type: none"> • SN • MT1-2 (pp. 2-9) Lesson 13 ★ Lesson 12 revision HW ★ Lesson 12 reading HW ★ Kanji Unit 10 HW ◆ Vocabulary Quiz (L13)
9	<ul style="list-style-type: none"> • Expressing the purpose of going, coming, and returning • Expressing "somewhere" "nowhere" and "anywhere" • Expressing "something" "nothing" and "anything" 	LO1-5	<ul style="list-style-type: none"> • SN • MT1-2 (pp. 2-9) Lesson 13 and (pp. 10-17) Lesson 14 ★ Kanji Unit 11 HW ★ Lesson 13 revision HW ◆ Kanji Quiz (Units 10&11)
10	<ul style="list-style-type: none"> • Lesson 14 vocabular • Conjugation of verbs into "te" form • Expressing "please + verbs" • Expressing on-going action • Expressing the offer to do something for others 	LO1-5	<ul style="list-style-type: none"> • SN • MT 1-2 (pp.10-17) Lesson 14 ★ Lesson 13 reading HW ◆ Vocabulary Quiz (L14)
11	<ul style="list-style-type: none"> • Revision of Lessons 8-14 	LO1-5	<ul style="list-style-type: none"> • SN • MT1-1 (pp.66-109 and MT1-2 (pp. 2-17) ◆ Listening Test (30 minutes) ◆ Written Test (L8-L14) (60 minutes)
12	<ul style="list-style-type: none"> • Oral test practice 	LO1-5	<ul style="list-style-type: none"> ◆ Oral Test (8 minutes per pair)

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 Oral Test (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 slide below in the classroom before the Oral Test.

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.

さくぶん (composition)

Deadline: Day 13 (11 or 12 March)

Length: 340 characters minimum

Title: 「わたしのかぞく」 (My Family)

Evaluation criteria:

- Utilization of grammar, vocabulary, and kanji learned in this course
- Accuracy in spelling and grammar
- Content
- Appropriate use of さくぶん paper
- Length

You can download
composition
paper from
[NTULearn](#)

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&っ.

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.

わ	た	し	は	ナ	ン	ヤ	ン	り	こ	だ	い	が	く	の	が	く	せ
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う	で	す	。	～	～	～	～	～	～	～	～	～	こ	と	し	21	さ
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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.