



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 already possess a level of proficiency in the language equivalent to LJ9002. LJ9003 will teach you the basic Japanese to the level of A2 according to the Common European Framework of Reference for Languages (CEFR) or Intermediate Mid according to the American Council on the Teaching of Foreign Languages (ACTFL). In this course, students are introduced to a more advanced level of sentence construction and patterns. Through the introduction of formal and informal expressions, students will have a deeper understanding of the more complex Japanese social practices where the mode of speech is determined by corresponding variations in human relationships and behaviour. Students are exposed to more sophisticated dialogues recorded for listening practice with question drills to familiarize them to native-spoken Japanese. 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 LJ9003 you will be able to:

1. Listen and identify simple Japanese phrases related to most immediate personal relevance (e.g. family information, shopping, local area, employment).
2. Read and find simple predictable information in newspapers and magazines.
3. Interact with others in task that requires a simple and direct exchange of information (e.g., negotiation, interviews).
4. Use a series of phrases to describe procedures, maps, and your family to others.
5. Write simple and connected text on topics which are familiar or of personal interest in Japanese.

Course Content

Topics covered:

- Some Japanese Greetings
- Continuing state and action form of the verbs: introduce family in the hometown
- Combine two sentences with 'te' form of verbs or adjectives: introduce how to operate a machine
- The Prohibition, Obliging and Authorization forms of the verbs: advises from a doctor
- Show the order of two actions with 'maeni' and gerund
- Indicate experience in Japanese: 'verb+ta'
- Plain form VS Polite form in Japanese language: casual or formal
- Indicate one's opinion by quotation marker: particle 'to'
- Modifying nouns in Japanese language
- Condition clause: 'toki' and 'to'

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): Written Tests (3 times)	2, 5	Competence, Civic-mindedness	40%	Individual	Appendix 5
2. CA2: Active participation	1, 2, 3, 4, 5	Competence, Civic-mindedness	10%	Individual	Appendix 3
3. CA3: Composition	5	Competence, Civic-mindedness	5%	Individual	Appendix 2
4. CA4: Skit (presentation)	1, 2, 3, 4	Competence, Civic-mindedness	15%	Individual	Appendix 4
5. CA5: Listening	1	Competence, Civic-mindedness	15%	Individual	Appendix 6
6. CA6: Oral Test	1, 3, 4	Competence, Civic-mindedness	15%	Individual	Appendix 1
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.
- Active participation: you will receive your Homework in the next lesson with comments from the tutors.
- Composition: you will receive the essays with the tutors' comments which shows the mistakes and more appropriate expressions.
- Skit: the tutor will give the comments after the presentation and the audience will vote the best player and best team.
- Oral test: the tutors will give a short comment to you after the test.

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 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	The course will combine face-to face and online learning method.

Learning	<ul style="list-style-type: none"> NTULearn: audio and video files up-loaded for students self-learning
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Reading and References

- 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 of the course Ice-breaking Review 'te' form from LJ9002 	LO1,2, 3, 5	<ul style="list-style-type: none"> Student Notes (SN) Main Textbook (MT): (pp.18-25)

	<ul style="list-style-type: none"> Lesson 15-①: verbs of the form indicating the continuing action and state Kanji 1 		
2	<ul style="list-style-type: none"> Lesson 15-②: Prohibition and Authorization with the 'te' forms of the verbs S1 'te-kara' S2 to show the order between the two actions Listening and Reading Roll-Play for the chapter Lesson 16-①: combine two actions with 'te' form 	LO1, 2, 3, 4, 5	<ul style="list-style-type: none"> MT: pp.(18-25, 26-33) SN ★L15 HW (SN pp.27-28)
3	<ul style="list-style-type: none"> Lesson 16-②: 'te' form of Adjective and Noun Roll-Play for L16 Kanji 2 Lesson 17-①: Negative form and usage: Obligation and Authorization 	LO1, 2, 3, 4, 5	<ul style="list-style-type: none"> MT (pp.26-33, 36-43) SN ★L16 HW (SN pp.29-30) ★Kanji Renshu 1 (SN pp.14)
4	<ul style="list-style-type: none"> Lesson 17-②: 'te' form of the V+Negative and the usage: Farewell Topicalization of the Objective Lesson 18-①: Dictionary Form of the Verbs and Adjective Kanji 3 	LO1, 2, 3, 4, 5	<ul style="list-style-type: none"> MT (pp.36-43, 44-51) SN Announcement of Essay ★L17 HW (SN pp.33-34) ★Kanji Renshu 2 (SN pp.16)
5	<ul style="list-style-type: none"> Lesson 18-②: Gerund and the usage Combine to sentences by 'maeni' Adverb: nakanaka and zehi Lesson 19-①: past tense 'ta' and the usage 	LO1-5	<ul style="list-style-type: none"> MT (pp.44-51, 52-59) SN ◆ Written Test 1 (L15-17) ★L18 HW (SN pp.35-36)
6	<ul style="list-style-type: none"> Lesson 19-②: S1 'tari, S2 'tari' form and 'ku,ni+narimasu' form to indicating 'Become' Kanji 4 Lesson 20-①: Polite and Plain style and the usage 	LO1-5	<ul style="list-style-type: none"> MT (pp.52-59, 62-69) SN Announcement of Written Test 2 ★L19 HW (SN pp.37-38) ★Kanji Renshu 3 (SN pp.18)

			<ul style="list-style-type: none"> ★Essay (SN pp.71-72)
Recess Week	<ul style="list-style-type: none"> Revision D & E 	LO1-5	<ul style="list-style-type: none"> ★ (SN pp.31-32, 39-40)
7	<ul style="list-style-type: none"> Lesson 20-②: Dictionary Form = Plain and Polite style Kanji 5 Lesson 21-①: Quotation Marker: particle 'to' Direction and Indirection quotation 	LO1-5	<ul style="list-style-type: none"> MT (pp.62-69, 70-77) SN Announcement of Skit ◆ Written Test 2 (L18-20) ★Kanji Renshu 4 (SN pp.20) ★L20 HW (SN pp.41-42)
8	<ul style="list-style-type: none"> Lesson 21-②: particle 'de' =Occasion Particle 'demo'= Pragmatic Focus Particle Lesson 22-①: Noun Modification (by sentence) Kanji 6 	LO1-5	<ul style="list-style-type: none"> MT (pp.70-77, 78-85) SN ★L21 HW (SN pp.43-44) ★Skit Draft ★Kanji Renshu 5 (SN pp.22)
9	<ul style="list-style-type: none"> Lesson 22-②: Particle 'ga'= pragmatic focus Lesson 23-①: S1+'toki', S2 ='when' 	LO1-5	<ul style="list-style-type: none"> MT (pp.78-85, 88-95) SN ★L22 HW (SN pp.45-46)
10	<ul style="list-style-type: none"> Lesson 23-②: particle 'to' = conjunction particle Particle 'wo' = place for movement Kanji 7 	LO1-5	<ul style="list-style-type: none"> MT (pp.88-95) SN ★Revision F (SN pp.47-48) ★Kanji Renshu 6 (SN pp.24) ★Kanji Renshu 7 (SN pp.26) ★L23 HW (SN pp.49-50) Skit presentation
11	<ul style="list-style-type: none"> Review L13-L23 Oral Test Practice 	LO1-5	<ul style="list-style-type: none"> MT (pp.18-95) SN
12	<ul style="list-style-type: none"> Written Test (90 min) Listening Test (30 min) Feedback 	LO1-5	<ul style="list-style-type: none"> MT (pp.18-95) SN

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 6)

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 Oral Test.

オーラルテスト (Day 22)

日： 4月11日 or 12日

タスク： (1)トピックについて話す (talking about topics)
(2)人を描写する (describing people)
(3)けいかくをたてる (making plans)

時間： 約10分/ペアー

(1) トピックについて話す

- You will pick one of the five cards and talk about the topic for **one minute (a topic will be chosen for you on the spot)**. Your partner will ask you 3 questions, and you will answer them (**be brief**). Next, your partner will pick another card and talk about the topic for one minute. You will ask your partner 3 questions, and your partner will answer them.

(Polite Form)

(2) 人を描写する

(using noun modification: Lesson 22)

- 1) You will describe Two people in the picture using ~ている to your partner.
(e.g., この~ている人はXXXさんです)
- 2) Then your partner will ask two questions using ~ている and you will respond to the questions.
(e.g., この~ている人はだれですか)
(e.g., この~ている人はXXXさんです)

1) (Polite Form)

(3) けいかくを たてる (Making a plan)

- You and your partner will pick a card. The card will tell you what plan to make with your partner (you will have about 15 seconds to brainstorm silently). Then you will discuss with your partner and make a detailed plan.

(Plain Form)

Appendix 2: Assessment Criteria for Composition (CA 3)

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.
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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.

作文(さくぶん)

しめきり: Day 11

ながさ: 420字 以上

テーマ: 「みんなに紹介したいところ、人、物、店、」
or 「みんなに話したいこと」

ひょうか (evaluation):

- Accuracy (grammar, accuracy, spelling, etc.)
- Use of learned grammar, vocabulary and Kanji, especially in J3
- Content (originality, effort, etc.)
- Proper usage of composition paper
- Length (a minimum of 420 letters)

Appendix 3: Assessment Criteria for Active Participation (CA 2)

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

1. Homework submission
2. Classroom participation

1. Homework (50 points):

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

- 45-50 marks: if all homework were attempted and submitted with 80% or higher scores.
- 6-44 marks: deduct 1 point with every 3 mistakes in 1 worksheet.
- 1-5 marks: total submitted Homework scored less than 20%.

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.

Appendix 4: Assessment Criteria for Skit (CA 4)

A. 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	

B. 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	

C. Usage of the learned grammar/vocabulary (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/creativity (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. Memorization (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 Skit.

スキット

日時: Day 20 (4th Apr, 5th Apr)

スクリプトの しめきり: Day 16

3-4人/グループ: 約10分

タイトル・内容: 自由

- Make sure that all members participate equally at every stage (e.g., creating a script, performing, etc.)

Evaluation (teacher evaluation plus peer evaluation)

- Accuracy
- Fluency
- Usage of the learned grammar/vocabulary
- Creativity
- Memorization

Appendix 5: Rubric for Written Tests (CA 1)

You will be shown the following format before the test.

Written Test 1 (Lessons 15-17)

Date: Day 9

Length: 30 min

Content: I. Kanji
II. Particles
IV. Vocabulary & Expressions
IV. Grammar & Conjugation

*Review all the material you have learned from Lessons 15-17.

Written Test 2 (Lessons 18-20)

Date: Day 14

Length: 30 min

Content: I. Kanji
II. Particles
IV. Vocabulary & Expressions
IV. Grammar & Conjugation

*Review all the material you have learned from Lessons 18-20.

筆記テストの フォーマット

セクション1: Kanji, Spelling & Vocabulary	15 marks
– There are two subsections	
セクション2: Grammar & Conversation	30 marks
セクション3: Reading	20 marks
セクション4: Composition	35 marks
– There are two subsections	