



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 LJ9004 successfully. This course will teach Upper Inter Japanese of B1 according to the Common European Framework of Reference for Languages (CEFR) or Intermediate High 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 LJ9005 you will be able to:

1. Listen and identify the main points of Japanese conversations that has complex lines of arguments with a familiar topics, e.g., TV program, radio, company's meeting, etc.
2. Read and discuss a Japanese text, e.g., job details, personal feelings, etc.
3. Discuss in Japanese on topics that are familiar or personal interest, e.g., travel, family, hobbies and current events.
4. Debate your viewpoints in Japanese on a wide range of topics slowly.
5. Write a report in Japanese that are familiar or of personal interest, e.g., personal experiences or impressions.

Course Content

Topics covered:

- 106 Kanji characters.
- Use approximately 30 new sentence patterns and 453 new words / phrases.
- New forms of verbs (imperative, prohibitive, conditional and passive).
- Conditional forms of noun and adjective.
- Indicating changing from a state of being unable to do something to a state of being able to do it.
- Nominalising expressions.
- Honorific expressions for giving and receiving of actions.
- 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 1(CA1): Written Test	1, 2, 3, 5, 6, 7	Competence, Civic-mindedness	30%	Individual	Appendix 4

2. CA2: Quizzes	1, 2,	Competence, Civic-mindedness	10%	Individual	Exam
3. CA3: Listening test	2, 4, 5, 6	Competence, Civic-mindedness	15%	Individual	Appendix 5
4. CA4: Presentation	1, 2, 4, 6	Competence, Civic-mindedness	20%	Individual	Appendix 1
5. CA5: Project Work	1, 2, 4, 5, 6, 7	Competence, Civic-mindedness	20%	Individual	Appendix 2
6. CA6: Active participation	All	Competence, Civic-mindedness	5%	Individual	Appendix 3
Total			100%		

Formative feedback

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

- Written test: you can check the results online.
- Listening test: you can check the result online.
- 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.
- Project: you will receive the essays with the tutors' comments which shows the mistakes and better expressions.
- Presentation: 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.

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 2-1, Asian Version, 2nd Edition. 3A Corporation Tokyo (Main Textbook – MT)

- Minna no Nihongo : Elementary 2-2, Asian Version, 2nd Edition, 3A Corporation Tokyo (Main Textbook – MT)
- Chokai Task II 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 LJ9004 • Lesson 33 vocabulary • How to create imperative and prohibitive forms and how to use them • Kanji Unit 1 	LO1-5	<ul style="list-style-type: none"> • Student Notes (SN) • Main Textbook (MT) 2-1 (pp. 60-67) Lesson 33
2	<ul style="list-style-type: none"> • Lesson 33 Reading • Lesson 33 Listening Practice 	LO1-5	<ul style="list-style-type: none"> • SN • MT2-1 (pp. 68-75) Lesson 34

	<ul style="list-style-type: none"> • Lesson 34 vocabulary • Give instructions by saying “ toorini ” • Kanji Unit 2 		<ul style="list-style-type: none"> ★ Lesson 33 Revision HW ★ Kanji Unit 1 HW ◆ Vocabulary Quiz (L33&34)
3	<ul style="list-style-type: none"> • Lesson 34 Reading • Lesson 34 Listening Practice • Lesson 35 vocabulary • How to create the conditional forms and how to use them • Kanji Unit 3 	LO1-5	<ul style="list-style-type: none"> • SN • MT2-1 (pp. 76-83) Lesson 35 ★ Kanji Unit 2 HW ★ Project Draft
4	<ul style="list-style-type: none"> • Lesson 35 Reading • Lesson 35 Listening Practice • Lesson 36 vocabulary • Indicating changing from a state of being unable to do something to a state of being able to do it. • Kanji Unit 4 	LO1-5	<ul style="list-style-type: none"> • SN • MT2-1 (pp. 88-95) Lesson 36 ★ Lesson 34 Revision HW ★ Kanji Unit 3 HW ★ Project ◆ Vocabulary Quiz (L35)
5	<ul style="list-style-type: none"> • Presentation of the group project • Talk about habitual behaviour • Kanji Unit 5 	LO1-5	<ul style="list-style-type: none"> • SN • MT2-1 (pp. 88-95) Lesson 36 ★ Lesson 35 Revision HW ★ Kanji Unit 4 HW ◆ Vocabulary Quiz (L36) ◆ Project Work
6	<ul style="list-style-type: none"> • Lesson 36 Reading • Lesson 36 Listening Practice • Lesson 37 vocabulary • How to create the passive verbs and how to use them • Introduce historic or famous place / building with its background (Example; Kinkakuji Temple) • Kanji Unit 6 	LO1-5	<ul style="list-style-type: none"> • SN • MT2-1 (pp. 96-103) Lesson 37 ★ Lesson 36 Reading HW ★ Kanji Unit 5 HW ◆ Vocabulary Quiz (L37) ◆ Kanji Quiz (Units1-3)
Reces s Week	<ul style="list-style-type: none"> • Revision of the first 6 weeks 	LO1-5	<ul style="list-style-type: none"> • MT2-1 • SN • Material on NTULearn
7	<ul style="list-style-type: none"> • Lesson 37 Reading 	LO1-5	<ul style="list-style-type: none"> • SN

	<ul style="list-style-type: none"> • Lesson 37 Listening Practice • Lesson 38 vocabulary • Form various elements of sentences by nominalising expressions • Kanji Unit 7 		<ul style="list-style-type: none"> • MT2-1 (pp. 104-111) Lesson 38 ★ Lesson 37 Revision HW ★ Kanji Unit 6 HW ◆ Vocabulary Quiz (L38)
8	<ul style="list-style-type: none"> • Lesson 38 Reading • Lesson 38 Listening Practice • Lesson 39 vocabulary • Express emotions and state the cause or reasons • Kanji Unit 8 	LO1-5	<ul style="list-style-type: none"> • SN • MT2-1 (pp. 112-119) Lesson 39 ★ Lesson 38 Revision HW ★ Kanji Unit 7 HW ◆ Vocabulary Quiz (L39)
9	<ul style="list-style-type: none"> • Lesson 39 Reading • Lesson 39 Listening Practice • Lesson 40 vocabulary • Use a question as a component of another sentence • Kanji Unit 9 	LO1-5	<ul style="list-style-type: none"> • SN • MT2-1 (pp. 120-127) Lesson 40 ★ Lesson 39 Revision HW ★ Kanji Unit 8 HW ◆ Vocabulary Quiz (L40) ◆ Kanji Quiz (Units 4-6)
10	<ul style="list-style-type: none"> • Lesson 40 Reading • Lesson 40 Listening Practice • Lesson 41 vocabulary • Honorific expressions for giving and receiving of actions 	LO1-5	<ul style="list-style-type: none"> • SN • MT 2-2 (pp.2-9) Lesson 41 ★ Lesson 40 Revision HW ★ Kanji Unit 9 HW ★ Presentation Draft ◆ Vocabulary Quiz (L41)
11	<ul style="list-style-type: none"> • Lesson 41 Reading • Lesson 41 Listening Practice • Presentation 	LO1-5	<ul style="list-style-type: none"> • SN ★ Lesson 41 Revision HW ◆ Kanji Quiz (Units 7-9) ◆ Presentation
12	<ul style="list-style-type: none"> • Revision (L33-41) 	LO1-5	<ul style="list-style-type: none"> ◆ Listening Exam ◆ Written Exam

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 Presentation (CA 4, Full Point=100)

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 Presentation.

プレゼンテーション (D22, Fri 12 Apr.)

下書き : D19 4月2日(火)

テーマ : 日本の文化や歴史を紹介する
(興味があるトピックをひとつ選ぶ)

レポートの長さはタイプで約1.5ページから2ページ (double space, 1 inch margin, font size 12)

プレゼンテーション

Grading Criteria for Report:

長さ、文法、語彙、全体のまとまり

Grading Criteria for Presentation:

Visual Aids、発音、わかりやすさ、文法と語彙の正確さ、流暢さ

Appendix 2: Assessment Criteria for Project Work (CA 5, Full Point=100)

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.

日本語5 プロジェクト (D9-19th Feb)

☐ Part 1

14 YCU students will be coming to NTU. In this class, they will be doing a presentation about Yokohama city and their university in Japanese. Listen to the presentation and ask questions.

☐ Part 2

NTU students introduce this university and Singapore to the students of YCU.

They will be asking questions in Japanese, so do answer in Japanese.

D6 (2月8日) 下書き (draft) 提出

Length: 1 person 500–600 words (in total)

Evaluation: Individual

- Accuracy (grammar, accuracy, spelling, etc.)
- Use of grammar, vocabulary and Kanji, learnt especially in J4 & 5.
- Content (originality, effort, etc.)

Appendix 3: Assessment Criteria for Active Participation (CA 6, Full Point=100)

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

1. Homework submission
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.