



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 LJ9005. LJ9006 will teach you the fundamentals of Japanese language to the level of between B1 and B2 according to the Common European Framework of Reference for Languages (CEFR) or between Intermediate High and Advanced Low according to the American Council on the Teaching of Foreign Languages (ACTFL). As a progression from the Level 5 course, this course syllabus will introduce and cover approximately 300 new words, 20 sentence patterns and 102 kanji characters. Students will continue to gain deeper understanding of complex Japanese social practices where the mode of speech is determined by corresponding variations in human relationships and behaviour. They will also be able to apply their basic understanding of the language to practical use. 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)

LO1 : Listen and identify extended Japanese conversations that has complex lines of arguments with a familiar topic.

LO2: Read and discuss a Japanese non-fiction book.

LO3: Discuss in Japanese on an academic topic.

LO4: Debate your viewpoints in Japanese on a wide range of topics fluently.

LO5: Write a basic academic report in Japanese on a given topic.

Course Content

Topics covered:

- Some Japanese Greetings
- Indicating purpose with 'tameni', 'noni' and 'yoni'
- Inferential Form: 'soda' and 'hazuda'
- Indicating EXCESSIVE with 'sugiru' and EASY TO DO or DIFFICULT TO DO with 'yasui' or 'nikui' in Japanese
- Combine two sentences by 'baaiwa' and 'noni': situation clauses
- Aspect of verbs: 'tokoro' and 'bakari'
- Indicating HEARSAY in Japanese with 'soda'
- Causative Form
- Honorific Speech (Respectful, Humble and Polite)

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 (2 times)	2, 5	Competence, Civic-mindedness	40%	Individual	Appendix 5
2. CA2: Written Assignments	1, 2, 5	Competence, Civic-mindedness	10%	Individual	Appendix 4
3. CA3: Composition and Presentation	2, 3, 4, 5	Competence, Civic-mindedness	10%	Individual	Appendix 2
4. CA4: Oral Test	1, 3, 4	Competence, Civic-mindedness	15%	Individual	Appendix 1
5. CA5: Listening	1	Competence, Civic-mindedness	15%	Individual	Appendix 6
6. CA6: Participation	1, 2, 3, 4, 5	Competence, Civic-mindedness	10%	Individual	Appendix 3
Total			100%		

Formative feedback

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

- Written tests: 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.
- Written Assignments: you will receive the 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 better expressions.
- Presentation: the tutor will give the comments after the presentation and the audience will vote the best presenter 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. e.g. Students will be asked to complete new conversations regarding the Role Plays from the Textbook. Each student will be given a specific section of a Japanese non-fiction book and collaboratively complete the reading. etc.
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 Learning	<p>The course will combine face-to face and online learning method.</p> <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 2-2, 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 & Ice-breaker • Review the contents from LJ9005 • Lesson 42-①: indicating purpose with 'tameni' 	LO1-5	<ul style="list-style-type: none"> • Student Notes (SN) • Main Textbook (MT): (pp.10-17)

	<ul style="list-style-type: none"> • Kanji 1 		
2	<ul style="list-style-type: none"> • Lesson 42-②: conjunction particle 'noni' • Listening and Reading • Roll-Play for the chapter • Lesson 43-①: inferential form 'soda' • Kanji 2 	LO1-5	<ul style="list-style-type: none"> • MT: (pp.10-17, 18-25) • SN • ★Kanji 1 • ★L42 HW
3	<ul style="list-style-type: none"> • Lesson 43-② • Listening and Reading • Roll-Play for L43 • Kanji 3 • Lesson 44-①: EXCESSIVE: 'sugiru' 	LO1-5	<ul style="list-style-type: none"> • MT (pp.18-25, 26-33) • SN • ★Kanji 2 • ★L43 HW
4	<ul style="list-style-type: none"> • Lesson 44-②: EASY TO DO and DIFFICULT TO DO in Japanese: 'yasui' and 'nikui' • Listening and Reading • Roll-Play for the chapter • Lesson 45-①: Combine two sentences by 'baaiwa' and 'noni' • Kanji 4 	LO1-5	<ul style="list-style-type: none"> • MT (pp.26-33, 34-41) • SN • ★Kanji 3 • ★L44 HW
5	<ul style="list-style-type: none"> • Lesson 45-②: particle: 'noni' • Listening and Reading • Roll-Play for the chapter • Lesson 46-①: verbs' aspect: 'tokoro' and 'bakari' • Kanji 5 	LO1-5	<ul style="list-style-type: none"> • MT (pp.34-41, 44-51) • SN • Announcement of Essay • Announcement of Written Test 1 • ★Kanji 4 • ★L45 HW
6	<ul style="list-style-type: none"> • Lesson 46-②: indicating GUESSING by 'hazuda' • Listening and Reading • Roll-Play for the chapter • Kanji 6 • Lesson 47-①: HEARSAY in Japanese: 'soda' 	LO1-5	<ul style="list-style-type: none"> • MT (pp.44-51, 52-59) • SN • ◆Written Test 1 • ★Kanji 5 • ★L46 HW
Recess Week			
7	<ul style="list-style-type: none"> • Lesson 47-②: GUESSING by 'yoda' • Listening and Reading • Roll-Play for the chapter 	LO1-5	<ul style="list-style-type: none"> • MT (pp.52-59, 60-67) • SN • ★Kanji 6

	<ul style="list-style-type: none"> • Kanji 7 • Lesson 48-①: causative form 		<ul style="list-style-type: none"> • ★L47 HW
8	<ul style="list-style-type: none"> • Lesson 48-②: • Listening and Reading • Roll-Play for the chapter • Lesson 49-①: honorific speech: respect • Kanji 8 	LO1-5	<ul style="list-style-type: none"> • MT (pp.60-67, 68-75) • SN • ★Kanji 7 • ★L48 HW
9	<ul style="list-style-type: none"> • Lesson 49-②: • Listening and Reading • Roll-Play for the chapter • Lesson 50-①: humble • Kanji 9 	LO1-5	<ul style="list-style-type: none"> • MT (pp.68-75, 76-83) • SN • ★Kanji 8 • ★L49 HW
10	<ul style="list-style-type: none"> • Lesson 50-②: Polite • Lesson 50-③ • Listening and Reading • Roll-Play for the chapter 	LO1-5	<ul style="list-style-type: none"> • MT (pp.76-83) • SN • ★Kanji 9 • ★L50 HW
11	<ul style="list-style-type: none"> • ◆Presentation (Reading) • Revision 	LO1-5	<ul style="list-style-type: none"> • MT (pp.10-83) • SN • ◆Listening Test
12	<ul style="list-style-type: none"> • ◆Written Test 2 (120 min) • ◆Oral Test (5 min/person) • Feedback 	LO1-5	<ul style="list-style-type: none"> • MT (pp.10-83) • 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 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 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 and Presentation (CA 3)

Composition: 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.

Presentation: 5%

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

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

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

1. Homework submitting
2. Classroom participation

1. Homework submitting (50 points):

- 45-50 marks: submitted on time minimum 80%.
- 6-44 marks: submitted on time around 50%.
- 0-5 marks: submitted on time less 10%.

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 Written Assignments (CA 2)

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

1. Accuracy (50 points)

- 45-50 marks: if all homework were correct with 80% or higher scores.
- 6-44 marks: between the scores 80% to 20%.
- 1-5 marks: the scores less than 20%.

2. Submission (50 points)

- 45-50 marks: if all homework were attempted and submitted on time with 80% or higher scores.
- 6-44 marks: between the scores 80% to 20%.
- 1-5 marks: total submitted Homework scored less than 20%.