



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 LJ9006. LJ9007 will teach you the fundamentals of Japanese language to the level of B2 according to the Common European Framework of Reference for Languages (CEFR) or Advanced High according to the American Council on the Teaching of Foreign Languages (ACTFL). As a progression from the Level 6 course, this course syllabus will introduce and cover approximately 300 new words, 20 sentence patterns and 102 kanji characters. You 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. You will also be able to apply your understanding of the language to practical use. Thus, this course will be beneficial for you to travel, study and work for Japanese companies or in Japan. Achieving this level of Japanese also makes you more employable in a globalised economy.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

- LO1: Listen and explain ideas in extended Japanese conversations that have complex lines of arguments with complex topics, such as news and current affairs in the media.
- LO2: Read Japanese articles or reports concerned with contemporary issues.
- LO3: Interact with native speakers with a degree of fluency and spontaneity on academic topics.
- LO4: Debate your viewpoints clearly and fluently in academic contexts.
- LO5: Write clear, detailed text on a wide range of subjects related to your academic interests.

Course Content

This course covers practical speech-acts and reading/discussion topics.

- Training in polite-styled speech acts in various occasions
- Training in reading authentic materials and discussing them
- Practical project work such as interviews and presentations

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment Rubrics
1. Written Test (CA1)	2, 5	Competence, Civic-mindedness	25%	Individual	Appendix 5
2. Oral Test (CA2)	1, 4	Competence, Civic-mindedness	15%	Individual	Appendix 1
3. Oral Presentation (CA3)	1, 2, 3, 4, 5	Competence, Civic-mindedness	15%	Individual	Appendix 2

4. Project Work (CA4)	1, 2, 3, 4, 5,	Competence, Civic-mindedness	30%	Individual (15%) and Team (15%)	Appendix 3
5. Participation (CA5)	1, 3, 4, 5	Competence, Civic-mindedness	15%	Individual	Appendix 4
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.
- Written Assignments: you will receive the Homework in the next lesson with comments from the tutors.
- Presentation and Project Work: 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. You will be asked to complete new conversations regarding the Role Plays from the Textbook. Each of you 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	The course will combine face-to face and online learning method. • NTULearn: audio and video files up-loaded for students self learning

Reading and References

- *Minna no Nihongo Chuukyuu, Main Textbook*, 3A Network, 2012.(MT)
- *Minna no Nihongo Chuukyuu, Translation & Grammatical Notes*, 3A Network, 2012.
- *Kanji*. 3A Network, 2012, Tokyo

Course Policies and Student 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 any absences 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	• Introduction • Revision of LJ9001-6 • Lesson 1 vocabulary & Grammar • Speaking & Listening: Making requests in a polite manner	LO1,2,3,4,5	• Student Notes (SN) • Main Textbook (MT) (pp. 2-15) Lesson 1
2	• Reading, Writing & Discussion Topic • House and Living • Kanji Unit 1	LO1-5	• SN • MT (pp. 2-15) Lesson 1 ★ LJ9007 Lesson 1 Revision HW ★ Kanji Unit 1 homework (HW) ◆ Vocabulary Quiz (Lesson 1)
3	• Lesson 2 vocabulary & Grammar • Speaking & Listening: Elaborating concepts	LO1-5	• SN • MT (pp. 16-29) Lesson 2
4	• Reading, Writing & Discussion Topic: Katakana and evolution of the language • Kanji Unit 2	LO1-5	• SN • MT (pp. 16-29) Lesson 2 ★ Lesson 2 Revision HW ★ Kanji Unit 2 HW ◆ Vocabulary Quiz (Lesson 2)

5	- Lesson 3 vocabulary & Grammar - Speaking & Listening: Apologizing in a polite manner	LO1-5	- SN - MT (pp. 30-43) Lesson 3
6	- Reading, Writing & Discussion Topic: Analyzing data - Kanji Unit 3	LO1-5	- SN - MT (pp. 30-43) Lesson 3 ★ Lesson 3 Revision HW ★ Kanji Unit 3 HW ◆ Vocabulary Quiz (Lesson 3)
Recess Week	Revision of the first 6 weeks	LO1-5	- MT - SN - Material on NTULearn
7	- Lesson 4 vocabulary & Grammar - Speaking & Listening: Negotiating	LO1-5	- SN - MT (pp. 44-57) Lesson 4 ★ Submission of Project Work – Part 1
8	- Reading, Writing & Discussion Topic: Mental Training - Kanji Unit 4	LO1-5	- SN - MT (pp. 44-57) Lesson 4 ★ Lesson 4 Revision HW ★ Kanji Unit 4 HW ◆ Vocabulary Quiz (Lesson 4)
9	- Lesson 5 vocabulary & Grammar - Speaking & Listening: Accepting and Declining Offers	LO1-5	- SN - MT (pp. 58-71) Lesson 5 ◆ Oral Presentation
10	- Reading, Writing & Discussion Topic: Narratives - Kanji Unit 5	LO1-5	- SN - MT (pp. 58-71) Lesson 5 ★ Lesson 5 Revision HW ◆ Project Work – Part 2 ◆ Vocabulary Quiz (Lesson 5)
11	- Lesson 6 vocabulary & Grammar - Speaking & Listening: Comparing and Describing	LO1-5	- SN - MT (pp. 72-85) Lesson 6 ◆ Written Test (L1-L5) (60 minutes)
12	- Reading, Writing & Discussion Topic: Identifying facts and opinions - Oral test practice - Kanji Unit 6	LO1-5	◆ 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 (CA2: 100) (15% of final grade)

Categories	0-20 Not able to perform	21-40 Inadequate	41-60 Needs improvement	61-80 Meets expectation	81-100 Exceeds expectations
Vocabulary	Uses only few words and expressions or inadequate vocabulary.	Uses only basic, simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly.	Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions.	Uses varied vocabulary and expressions learned in class, and makes only a few errors in word choice.	Uses appropriate expressions and a wide range of vocabulary learned in and out class.
Grammar	Can't use appropriate sentence structures. Can't put words in proper word order.	Uses only basic structures and makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors.	Uses a variety of sentence structures but makes some errors.	Uses many different structures depending on contexts with only a few grammatical errors.
Pronuncia-tion	Can't understand what the student says.	Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand.	Pronunciation, rhythm and intonation errors sometimes make it difficult to understand the student.	Pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand.	Pronunciation, rhythm and intonation are almost always clear and accurate.
Overall Fluency	Speaks very little or doesn't speak at all.	Speaks with much hesitation, which often interferes with communication.	Speaks with some hesitation, which sometimes interferes with communication.	Speaks with some hesitation, but it doesn't usually interrupt the flow of conversation.	Speaks smoothly with little hesitation and doesn't interrupt the flow of conversation. Speaks with confidence.
Interaction	Can hardly communicate; always misses questions from the teacher and can't respond.	Ideas and purpose is not clear; usually does not respond appropriately or clearly and as the result, needs a lot of help communicating.	Tries to communicate, but sometimes doesn't respond appropriately. Sometimes ideas are not clear and hard to understand.	Focus on the conversation most of the time and communicate effectively; generally responds appropriately and tries to develop the interaction.	Gives clear ideas. Communicates effectively; almost always responds appropriately. Keeps the conversation going by asking follow-up questions.

Appendix 2: Assessment Criteria for Oral Presentation (CA3: 100) (15% of final grade)

Categories	0-20 Not able to perform	21-40 Inadequate	41-60 Needs improvement	61-80 Meets expectation	81-100 Exceeds expectations
Vocabulary	Uses only few words and expressions or inadequate vocabulary.	Uses only basic, simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly.	Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions.	Uses varied vocabulary and expressions learned in class, and makes only a few errors in word choice.	Uses appropriate expressions and a wide range of vocabulary learned in and out class.
Grammar	Can't use appropriate sentence structures. Can't put words in proper word order.	Uses only basic structures and makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors.	Uses a variety of sentence structures but makes some errors.	Uses many different structures depending on contexts with only a few grammatical errors.
Pronunciation	Can't understand what the student says.	Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand.	Pronunciation, rhythm and intonation errors sometimes make it difficult to understand the student.	Pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand.	Pronunciation, rhythm and intonation are almost always clear and accurate.
Overall Fluency	Speaks very little or doesn't speak at all.	Speaks with much hesitation, which often interferes with communication.	Speaks with some hesitation, which sometimes interferes with communication.	Speaks with some hesitation, but it doesn't usually interrupt the flow of conversation.	Speaks smoothly with little hesitation and doesn't interrupt the flow of conversation. Speaks with confidence.
Reading	-Didn't read or couldn't understand what they have read	-Explain or summarize what they have read - Identify few or insufficient main points - Provide less details from readings to support their presentation	-Explain or summarize what they have read - Identify some main points - Provide some details from readings to support their presentation	-Explain or summarize what they have read - Identify main points - Provide most details from readings to support their presentation	-Explain or summarize what they have read - Identify all important points - Provide sufficient details from readings to support their presentation
Clarity of Writing	Hard to understand what to say in the slides.	Writing on slides are less clear and grammatical, and repeat small range of vocabulary.	Writing on slides are fairly clear and grammatical, and use a small range of vocabulary.	Writing on slides are clear and grammatical, and use a wide range of vocabulary.	Writing on slides are very clear and grammatical, and use a very wide range of vocabulary.

Appendix 3: Assessment Criteria for Project Work (CA4: 100) (30% of final grade)

The project will be assessed in two parts:

1. The Plan & Script is a group task and is due in week 7. It is worth 50% and will be marked out of 100 possible points (see below)
2. Presentation is an individual task and is due in week 10. It is worth 50% and will be marked out of 100 possible points (see below)
 - The topics of Project will be announced in the class every semester. E.g. Fukushima earthquake, Sumo, etc. (subject to change)

1. Plan & Script: 50% – Team work

A. Content (10 points)

9-10 points:	• All requested content is covered in detail. • Content goes beyond of what is requested.
6-8 points:	• Most requested content is covered. • Only some parts of the content are covered in detail.
3-5 points:	• Most requested content is covered. However, lacks details.
0-2 points:	• Content is irrelevant.

B. Grammar (50 points)

45 – 50 points:	• All grammatical content covered in class has been used successfully.
25 – 44 points:	• All grammatical content covered in class has been used and mostly used successfully. • Few grammatical errors. • No systematic errors.
15 – 24 points:	• Most grammatical content covered in class has been used and mostly used successfully. • Systematic errors only in one or two structures.
11 – 14 points:	• Some grammatical content covered in class has been used. • Many grammatical errors. • Several systematic errors, even in basic structures.
6 – 10 points:	• 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:	• Shows no grammatical competence. • Largely copied from the internet.

C. Style and Structure (40 points)

35 - 40 points:	• Diverse and with variation of expression. • Logical structure. • Creative use of learnt vocabulary and learnt conjunctions.
25 – 34 points:	• Variation of expression was attempted. • Mostly logical structure. • Good use of learnt vocabulary and most learnt conjunctions.
15 – 24 points:	• 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:	• Very repetitive. • No logical structure. • Difficult to comprehend. • Problems with learnt vocabulary. • Learnt conjunctions are not successfully used.
0 – 5 points:	• Major difficulties trying to comprehend the text.

2. Presentation: 50% – Individual

Categories	0-20 Not able to perform	21-40 Inadequate	41-60 Needs improvement	61-80 Meets expectation	81-100 Exceeds expectations
Vocabulary	Uses only few words and expressions or inadequate vocabulary.	Uses only basic, simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly.	Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions.	Uses varied vocabulary and expressions learned in class, and makes only a few errors in word choice.	Uses appropriate expressions and a wide range of vocabulary learned in and out class.
Grammar	Can't use appropriate sentence structures. Can't put words in proper word order.	Uses only basic structures and makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors.	Uses a variety of sentence structures but makes some errors.	Uses many different structures depending on contexts with only a few grammatical errors.
Pronunciation	Can't understand what the student says.	Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand.	Pronunciation, rhythm and intonation errors sometimes make it difficult to understand the student.	Pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand.	Pronunciation, rhythm and intonation are almost always clear and accurate.
Overall Fluency	Speaks very little or doesn't speak up at all.	Speaks with much hesitation, which often interferes with communication.	Speaks with some hesitation, which sometimes interferes with communication.	Speaks with some hesitation, but it doesn't usually interrupt the flow of conversation.	Speaks smoothly with little hesitation and doesn't interrupt the flow of conversation. Speaks with confidence.
Clarity of Writing	Hard to understand what to say in the slides.	Writing on slides are less clear and grammatical, and repeat small range of vocabulary.	Writing on slides are fairly clear and grammatical, and use a small range of vocabulary.	Writing on slides are clear and grammatical, and use a wide range of vocabulary.	Writing on slides are very clear and grammatical, and use a very wide range of vocabulary.
Content	There is minimal relevant content.	Content is lacking in coverage.	Content is adequate, covers most of the necessary points.	Content is comprehensive, covers all of the necessary points, but may not be original.	Content is comprehensive and original and goes beyond what they have read or learned in class.

Appendix 4: Assessment Criteria for Participation (CA5: 100) (15% of final grade)

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

1. Submission of Homework (Revision exercises and Quizzes) (50 marks)
2. Classroom participation (50 marks)

1. Homework (Revisions and Quizzes) submitting (50 marks):

- 45-50 marks: submitted on time and answered minimum 80% of correct.
- 6-44 marks: submitted on time and answered minimum 50% of correct.
- 0-5 marks: submitted on time and answered minimum 10% of correct

2. Classroom participation (50 marks):

You ought to participate actively in all classroom activities.

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

Appendix 5: Rubric for Written Tests (CA1: 100) (25% of final grade)

Criteria	4 points	3 points	2 points	1 point
Content and accuracy	The text is clear and accurate, and fulfills all the requisites. It answers efficiently the proposed communicative situation. It follows instructions and the extension of the text.	The text is clear and accurate but occasionally it does not refer to the proposed communicative situation. It follows the extension of the text.	The text is simple but fulfills all the requisites. It answers efficiently the proposed communicative situation. It follows the extension of the text.	The text is basic and it does not fulfill some of the requisites (introduces irrelevant information, it does not respond to the objective, etc.). It does not follow the extension of the text.
Structure	The text is coherent and it is well structured: it demonstrates an appropriate control of the necessary elements to organize and connect ideas. Good use of punctuation signs and distribution of paragraphs in a consistent manner.	The text is coherent and it is well structured: it demonstrates a limited control, but appropriate, of connecting elements. Discourse is well planned. Good use of punctuation signs and distribution of paragraphs appropriately.	The text presents some structural problems: in some parts, exposition and order of the ideas are confusing; there is a bad use of pronouns and some ideas are not well connected. The use of punctuation signs is not appropriate.	Structure is a bit confusing and it requires re-reading of some paragraphs. There are problems of distribution of ideas and order. There are some problems in the connection between the parts of the text. Some signs of punctuation are missing or are wrongly used.
Grammar	The text shows a very good grammatical control. The morphological, syntactic and orthographic mistakes correspond to those of an advanced level.	The text shows a good grammatical control and, although it shows some morphological, syntactic and orthographic mistakes, they are not serious nor affect comprehension.	The text shows simple grammatical structures. Basic errors happen frequently or in a systematic manner, although it does not affect comprehension.	The text shows serious grammatical errors, which affect comprehension, and it requires re-reading some parts of the text.
Vocabulary	The text includes correct and accurate vocabulary of a certain variety and richness.	The text includes some inaccuracies in the use of vocabulary, although they do not affect comprehension.	There are some inaccuracies in the use of vocabulary, which can affect comprehension or require a re-reading of some parts of the text. There are some literal translations.	There are some inaccuracies in the use of vocabulary, which affect comprehension and require a continuous re-reading of the text. There are constant literal translations and the vocabulary is redundant and poor.