



JPS 202

Intermediate Japanese II

S2 Day 2014

Dept of International Studies

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

JPS201 or JPN221

Corequisites

Co-badged status

Unit description

This unit is designed to further develop skills in all areas of Japanese language (reading, writing, listening and speaking) to a higher level of proficiency. Students further develop the ability to discuss a wider range of topics as well as substantially increase their knowledge of vocabulary and kanji. This unit continues to focus on further increasing students' skills in intercultural communication so that they will be able to communicate in a manner which is culturally as well as linguistically appropriate. Interactive tutorials and the use of online resources provide students with opportunities to use Japanese as much as possible.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Reading: understand descriptive, emotive and/or hypothetical texts on familiar topics and situations (e.g., work, travel and current events), containing high frequency vocabulary and a wider range of kanji, including basic honorifics.

Listening: understand relatively short, descriptive and/or communicative oral texts on familiar topics including current events, grasping the main points in a timely matter, provided speech is clearly and slowly articulated in a familiar accent.

Writing: write a wider range of coherent texts on familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.

Spoken Interaction: interact with some confidence on familiar routine and non-routine matters; exchange, check and confirm information, deal with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music.

Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Assessment Tasks

Name	Weighting	Due
<u>Unit Participation</u>	5%	Weekly
<u>Tutorial activities</u>	20%	Weekly
<u>Homework</u>	15%	Weekly
<u>Test 1</u>	15%	Week 7
<u>Test 2</u>	25%	Week 12
<u>Creative Skit Performance</u>	10%	Week 13
<u>Short Essay in Japanese</u>	10%	21 November (11:59pm)

Unit Participation

Due: **Weekly**

Weighting: **5%**

For satisfactory completion of this unit, students are required to actively participate in in-class and online activities and complete tasks such as Workbook Exercises, online self-tests and other self-learning activities. Internal students are required to attend at least 80% of classes. External students are required to study independently as instructed and maintain regular communication with teaching staff.

On successful completion you will be able to:

- Reading: understand descriptive, emotive and/or hypothetical texts on familiar topics and situations (e.g., work, travel and current events), containing high frequency vocabulary

and a wider range of kanji, including basic honorifics.

- Listening: understand relatively short, descriptive and/or communicative oral texts on familiar topics including current events, grasping the main points in a timely matter, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write a wider range of coherent texts on familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Interaction: interact with some confidence on familiar routine and non-routine matters; exchange, check and confirm information, deal with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music.
- Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Tutorial activities

Due: **Weekly**

Weighting: **20%**

For this task, students will be required to perform specific activities within 30 minutes. The tasks will be written or spoken activities. For external students, the tutorial activities will be conducted via iLearn.

On successful completion you will be able to:

- Reading: understand descriptive, emotive and/or hypothetical texts on familiar topics and situations (e.g., work, travel and current events), containing high frequency vocabulary and a wider range of kanji, including basic honorifics.
- Listening: understand relatively short, descriptive and/or communicative oral texts on familiar topics including current events, grasping the main points in a timely matter, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write a wider range of coherent texts on familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Interaction: interact with some confidence on familiar routine and non-routine matters; exchange, check and confirm information, deal with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music.

- Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Homework

Due: **Weekly**

Weighting: **15%**

This task comprises a weekly online quiz, oral/aural tasks and Workbook Homework.

On successful completion you will be able to:

- Reading: understand descriptive, emotive and/or hypothetical texts on familiar topics and situations (e.g., work, travel and current events), containing high frequency vocabulary and a wider range of kanji, including basic honorifics.
- Listening: understand relatively short, descriptive and/or communicative oral texts on familiar topics including current events, grasping the main points in a timely matter, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write a wider range of coherent texts on familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Test 1

Due: **Week 7**

Weighting: **15%**

Test 1 is a 70 minute, comprehensive test of reading, writing and listening skills, covering the content of Weeks 1-6.

On successful completion you will be able to:

- Reading: understand descriptive, emotive and/or hypothetical texts on familiar topics and situations (e.g., work, travel and current events), containing high frequency vocabulary and a wider range of kanji, including basic honorifics.
- Listening: understand relatively short, descriptive and/or communicative oral texts on familiar topics including current events, grasping the main points in a timely matter, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write a wider range of coherent texts on familiar topics and personal reflections,

appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.

- Spoken Interaction: interact with some confidence on familiar routine and non-routine matters; exchange, check and confirm information, deal with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music.
- Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Test 2

Due: **Week 12**

Weighting: **25%**

Test 2 is a 100-minute, comprehensive test of reading, writing and listening skills, covering the content of Weeks 1-11. The test will be conducted in tutorials for internal students and online for external students.

On successful completion you will be able to:

- Reading: understand descriptive, emotive and/or hypothetical texts on familiar topics and situations (e.g., work, travel and current events), containing high frequency vocabulary and a wider range of kanji, including basic honorifics.
- Listening: understand relatively short, descriptive and/or communicative oral texts on familiar topics including current events, grasping the main points in a timely matter, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write a wider range of coherent texts on familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Interaction: interact with some confidence on familiar routine and non-routine matters; exchange, check and confirm information, deal with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music.
- Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Creative Skit Performance

Due: **Week 13**

Weighting: **10%**

Students are required to give a creative skit performance in Japanese, either in a pair or a group of three. Each presenter should talk for 2 minutes. The script of the skit must be submitted prior to the performance. Detailed instructions and marking criteria will be available in iLearn.

On successful completion you will be able to:

- Reading: understand descriptive, emotive and/or hypothetical texts on familiar topics and situations (e.g., work, travel and current events), containing high frequency vocabulary and a wider range of kanji, including basic honorifics.
- Listening: understand relatively short, descriptive and/or communicative oral texts on familiar topics including current events, grasping the main points in a timely matter, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write a wider range of coherent texts on familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Interaction: interact with some confidence on familiar routine and non-routine matters; exchange, check and confirm information, deal with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music.
- Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Short Essay in Japanese

Due: **21 November (11:59pm)**

Weighting: **10%**

Students are required to type a cohesive, well-structured essay of more than 600 characters in Japanese to respond one of the provided questions. Essays must be uploaded via iLearn within three hours of the task start time.

On successful completion you will be able to:

- Reading: understand descriptive, emotive and/or hypothetical texts on familiar topics and situations (e.g., work, travel and current events), containing high frequency vocabulary and a wider range of kanji, including basic honorifics.
- Writing: write a wider range of coherent texts on familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.

- Spoken Interaction: interact with some confidence on familiar routine and non-routine matters; exchange, check and confirm information, deal with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music.
- Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Delivery and Resources

Required and recommend texts and/or materials

No textbook is required for this unit. The JPS202 Lecture and tutorial slides, Workbook and other materials will be provided in iLearn. Students will be required to download and print out the Workbook Exercises and Homework.

Unit webpage and technology used and required

The online unit (iLearn) can be accessed at: <https://ilearn.mq.edu.au>. Students must have regular, reliable access to a computer and the internet to complete this unit. Completion of assessment tasks will also require a computer with Japanese fonts enabled. Basic computer skills (e.g., internet browsing) and skills in word processing in Japanese and English are required.

Unit Schedule

The unit schedule is provided in JPS202 iLearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to

handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Assessment tasks

- Tutorial activities
- Homework
- Test 1
- Test 2

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Reading: understand descriptive, emotive and/or hypothetical texts on familiar topics and situations (e.g., work, travel and current events), containing high frequency vocabulary and a wider range of kanji, including basic honorifics.
- Listening: understand relatively short, descriptive and/or communicative oral texts on familiar topics including current events, grasping the main points in a timely matter, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write a wider range of coherent texts on familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Interaction: interact with some confidence on familiar routine and non-routine matters; exchange, check and confirm information, deal with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music.
- Spoken Production: give sufficient descriptions and presentations on a wider range of

topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Assessment task

- Test 2

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Reading: understand descriptive, emotive and/or hypothetical texts on familiar topics and situations (e.g., work, travel and current events), containing high frequency vocabulary and a wider range of kanji, including basic honorifics.
- Listening: understand relatively short, descriptive and/or communicative oral texts on familiar topics including current events, grasping the main points in a timely matter, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write a wider range of coherent texts on familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Interaction: interact with some confidence on familiar routine and non-routine matters; exchange, check and confirm information, deal with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music.
- Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Assessment tasks

- Unit Participation
- Tutorial activities
- Homework

- Test 1
- Test 2
- Creative Skit Performance
- Short Essay in Japanese

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Reading: understand descriptive, emotive and/or hypothetical texts on familiar topics and situations (e.g., work, travel and current events), containing high frequency vocabulary and a wider range of kanji, including basic honorifics.
- Listening: understand relatively short, descriptive and/or communicative oral texts on familiar topics including current events, grasping the main points in a timely matter, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write a wider range of coherent texts on familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Interaction: interact with some confidence on familiar routine and non-routine matters; exchange, check and confirm information, deal with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music.
- Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Assessment tasks

- Unit Participation
- Test 1
- Test 2
- Creative Skit Performance
- Short Essay in Japanese

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Reading: understand descriptive, emotive and/or hypothetical texts on familiar topics and situations (e.g., work, travel and current events), containing high frequency vocabulary and a wider range of kanji, including basic honorifics.
- Listening: understand relatively short, descriptive and/or communicative oral texts on familiar topics including current events, grasping the main points in a timely matter, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write a wider range of coherent texts on familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Interaction: interact with some confidence on familiar routine and non-routine matters; exchange, check and confirm information, deal with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music.
- Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Assessment tasks

- Unit Participation
- Tutorial activities
- Homework
- Test 2
- Creative Skit Performance
- Short Essay in Japanese

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We

want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Listening: understand relatively short, descriptive and/or communicative oral texts on familiar topics including current events, grasping the main points in a timely matter, provided speech is clearly and slowly articulated in a familiar accent.
- Spoken Interaction: interact with some confidence on familiar routine and non-routine matters; exchange, check and confirm information, deal with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music.
- Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Assessment tasks

- Tutorial activities
- Homework
- Test 1
- Test 2
- Creative Skit Performance
- Short Essay in Japanese

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Reading: understand descriptive, emotive and/or hypothetical texts on familiar topics and situations (e.g., work, travel and current events), containing high frequency vocabulary and a wider range of kanji, including basic honorifics.
- Listening: understand relatively short, descriptive and/or communicative oral texts on familiar topics including current events, grasping the main points in a timely matter, provided speech is clearly and slowly articulated in a familiar accent.

- Writing: write a wider range of coherent texts on familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Interaction: interact with some confidence on familiar routine and non-routine matters; exchange, check and confirm information, deal with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music.
- Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Assessment tasks

- Unit Participation
- Tutorial activities
- Homework
- Test 1
- Test 2
- Creative Skit Performance
- Short Essay in Japanese

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Assessment tasks

- Unit Participation
- Test 2
- Short Essay in Japanese

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Spoken Interaction: interact with some confidence on familiar routine and non-routine matters; exchange, check and confirm information, deal with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music.
- Spoken Production: give sufficient descriptions and presentations on a wider range of topics, including cultural products (e.g., books and films) with reasonable fluency and substance; express personal reflections on familiar topics.

Assessment tasks

- Unit Participation
- Tutorial activities
- Homework
- Test 1
- Test 2
- Short Essay in Japanese

Supplementary Tests & Late Submissions

Supplementary Tests & Late Submissions

If you anticipate unavoidable difficulty in sitting for tests (in class and online), contact the convener, lecturer or your tutor as soon as possible. A request for a supplementary test will be considered only in the case of serious illness or disruption. Assignments are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 5% for each day (including weekends) the assignment task is late. No assignments will be accepted after assignments have been corrected and feedback has been provided. Assignment tasks handed in early will not be marked and returned before the due date.

Disruption to Studies

If a student is prevented by serious and unavoidable disruption from completing unit requirements in accordance with their ability, they may apply for support under the Disruption to Studies Policy. To access this support, students must notify the university via ask.mq.edu.au. Students should refer to the Disruption to Studies Policy for further information (see the link

provided in the 'Policies and procedures' section of this unit guide).

Changes since First Published

Date	Description
20/06/2014	Disruption to Studies If a student is prevented by serious and unavoidable disruption from completing unit requirements in accordance with their ability, they may apply for support under the Disruption to Studies Policy. To access this support, students must notify the university via ask.mq.edu.au . Students should refer to the Disruption to Studies Policy for further information (see the link provided in the 'Policies and procedures' section of this unit guide).