



# JPS 202

## Intermediate Japanese II

S2 Day 2015

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

Unit Convenor

Kayo Nakazawa

[kayo.nakazawa@mq.edu.au](mailto:kayo.nakazawa@mq.edu.au)

Contact via 9850 7028

W6A 334

Lecturer

Chavalin Svetanant

[chavalin.svetanant@mq.edu.au](mailto:chavalin.svetanant@mq.edu.au)

Contact via 9850 7044

W6A 335

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 relatively short, simple descriptive and/or emotive texts on familiar

topics and personal interest (e.g., family, hobbies, experiences), containing high frequency vocabulary and a wider range of kanji.

Listening: understand relatively simple, short, descriptive and/or communicative oral texts on familiar topics, provided speech is clearly and slowly articulated in a familiar accent.

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

Spoken Interaction: interact in structured situations with anticipated routine expressions; interact spontaneously provided the topics are familiar (e.g., family, hobby, job, travel, recent events related to daily life and personal interest).

Spoken Production: describe familiar topics with reasonable fluency and substance as a linear sequence of points; express personal reflections on familiar topics.

## General Assessment Information

### Late Submissions, Extensions and Supplementary Tests

Assessment tasks 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 assessment task is late. A request for a supplementary test will be considered only in the case of serious illness or disruption. No assessment tasks will be accepted after assessment tasks have been corrected and feedback has been provided. Assessment tasks handed in early will not be marked and returned before the due date. If you anticipate unavoidable difficulty in completing an assessment task (in class and/or online), contact the convener or your tutor as soon as possible.

### 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](http://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).

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Participation</u></a>	5%	Weekly
<a href="#"><u>Tutorial activities</u></a>	20%	Weekly

Name	Weighting	Due
<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>Creative Composition Test</u>	10%	16 Nov

## 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 relatively short, simple descriptive and/or emotive texts on familiar topics and personal interest (e.g., family, hobbies, experiences), containing high frequency vocabulary and a wider range of kanji.
- Listening: understand relatively simple, short, descriptive and/or communicative oral texts on familiar topics, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write relatively short yet coherent texts on a range of familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Interaction: interact in structured situations with anticipated routine expressions; interact spontaneously provided the topics are familiar (e.g., family, hobby, job, travel, recent events related to daily life and personal interest).
- Spoken Production: describe familiar topics with reasonable fluency and substance as a linear sequence of points; 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 reading, writing, listening or speaking activities including a speech presentation. For external students, the tutorial activities will be conducted via iLearn. Instruction and marking criteria will be provided before the activities.

On successful completion you will be able to:

- Reading: understand relatively short, simple descriptive and/or emotive texts on familiar topics and personal interest (e.g., family, hobbies, experiences), containing high frequency vocabulary and a wider range of kanji.
- Listening: understand relatively simple, short, descriptive and/or communicative oral texts on familiar topics, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write relatively short yet coherent texts on a range of familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Interaction: interact in structured situations with anticipated routine expressions; interact spontaneously provided the topics are familiar (e.g., family, hobby, job, travel, recent events related to daily life and personal interest).
- Spoken Production: describe familiar topics with reasonable fluency and substance as a linear sequence of points; express personal reflections on familiar topics.

## Homework

Due: **Weekly**

Weighting: **15%**

The task will require students to complete three small tasks (online quizzes, aural/oral activities and Workbook Homework) each week.

On successful completion you will be able to:

- Reading: understand relatively short, simple descriptive and/or emotive texts on familiar topics and personal interest (e.g., family, hobbies, experiences), containing high frequency vocabulary and a wider range of kanji.
- Writing: write relatively short yet coherent texts on a range of familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.

## Test 1

Due: **Week 7**

Weighting: **15%**

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

On successful completion you will be able to:

- Reading: understand relatively short, simple descriptive and/or emotive texts on familiar topics and personal interest (e.g., family, hobbies, experiences), containing high frequency vocabulary and a wider range of kanji.
- Listening: understand relatively simple, short, descriptive and/or communicative oral texts on familiar topics, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write relatively short yet coherent texts on a range of familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.

## 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. You are NOT allowed to consult ANY resources during the test.

On successful completion you will be able to:

- Reading: understand relatively short, simple descriptive and/or emotive texts on familiar topics and personal interest (e.g., family, hobbies, experiences), containing high frequency vocabulary and a wider range of kanji.
- Listening: understand relatively simple, short, descriptive and/or communicative oral texts on familiar topics, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write relatively short yet coherent texts on a range of familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.

## 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:

- Listening: understand relatively simple, short, descriptive and/or communicative oral texts on familiar topics, provided speech is clearly and slowly articulated in a familiar accent.
- Spoken Interaction: interact in structured situations with anticipated routine expressions; interact spontaneously provided the topics are familiar (e.g., family, hobby, job, travel, recent events related to daily life and personal interest).
- Spoken Production: describe familiar topics with reasonable fluency and substance as a linear sequence of points; express personal reflections on familiar topics.

## Creative Composition Test

Due: **16 Nov**

Weighting: **10%**

The Creative Composition Test is a three hour online test where students are required to write/type a short, cohesive and creative story of more than 600 characters in Japanese, as instructed.

On successful completion you will be able to:

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

## Delivery and Resources

### Required and recommend texts and/or materials

No textbook is required for this unit. The Workbook Exercises should be downloaded from JPS202 iLearn each week and brought to the Tutorial (i.e., Seminar 2).

### 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](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](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](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/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## 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](http://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](http://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

### 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

- Reading: understand relatively short, simple descriptive and/or emotive texts on familiar topics and personal interest (e.g., family, hobbies, experiences), containing high frequency vocabulary and a wider range of kanji.
- Listening: understand relatively simple, short, descriptive and/or communicative oral texts on familiar topics, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write relatively short yet coherent texts on a range of familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Interaction: interact in structured situations with anticipated routine expressions; interact spontaneously provided the topics are familiar (e.g., family, hobby, job, travel, recent events related to daily life and personal interest).
- Spoken Production: describe familiar topics with reasonable fluency and substance as a linear sequence of points; express personal reflections on familiar topics.

### Assessment tasks

- Tutorial activities
- Homework
- Test 1
- Test 2
- Creative Skit Performance
- Creative Composition Test

## 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 outcomes

- Spoken Interaction: interact in structured situations with anticipated routine expressions; interact spontaneously provided the topics are familiar (e.g., family, hobby, job, travel, recent events related to daily life and personal interest).
- Spoken Production: describe familiar topics with reasonable fluency and substance as a linear sequence of points; express personal reflections on familiar topics.

### Assessment tasks

- Tutorial activities
- Test 2
- Creative Skit Performance

## 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 relatively short, simple descriptive and/or emotive texts on familiar topics and personal interest (e.g., family, hobbies, experiences), containing high frequency vocabulary and a wider range of kanji.
- Listening: understand relatively simple, short, descriptive and/or communicative oral texts on familiar topics, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write relatively short yet coherent texts on a range of familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.

- Spoken Interaction: interact in structured situations with anticipated routine expressions; interact spontaneously provided the topics are familiar (e.g., family, hobby, job, travel, recent events related to daily life and personal interest).
- Spoken Production: describe familiar topics with reasonable fluency and substance as a linear sequence of points; express personal reflections on familiar topics.

## Assessment tasks

- Participation
- 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 relatively short, simple descriptive and/or emotive texts on familiar topics and personal interest (e.g., family, hobbies, experiences), containing high frequency vocabulary and a wider range of kanji.
- Listening: understand relatively simple, short, descriptive and/or communicative oral texts on familiar topics, provided speech is clearly and slowly articulated in a familiar accent.
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- Spoken Production: describe familiar topics with reasonable fluency and substance as a linear sequence of points; express personal reflections on familiar topics.

## Assessment tasks

- Participation

- Tutorial activities
- Homework
- Test 1
- Test 2
- Creative Skit Performance
- Creative Composition Test

## 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 relatively short, simple descriptive and/or emotive texts on familiar topics and personal interest (e.g., family, hobbies, experiences), containing high frequency vocabulary and a wider range of kanji.
- Listening: understand relatively simple, short, descriptive and/or communicative oral texts on familiar topics, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write relatively short yet coherent texts on a range of familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Interaction: interact in structured situations with anticipated routine expressions; interact spontaneously provided the topics are familiar (e.g., family, hobby, job, travel, recent events related to daily life and personal interest).
- Spoken Production: describe familiar topics with reasonable fluency and substance as a linear sequence of points; express personal reflections on familiar topics.

### Assessment tasks

- Participation
- Tutorial activities
- Homework
- Test 1
- Test 2
- Creative Composition Test

## 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 relatively short, simple descriptive and/or emotive texts on familiar topics and personal interest (e.g., family, hobbies, experiences), containing high frequency vocabulary and a wider range of kanji.
- Listening: understand relatively simple, short, descriptive and/or communicative oral texts on familiar topics, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write relatively short yet coherent texts on a range of familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Interaction: interact in structured situations with anticipated routine expressions; interact spontaneously provided the topics are familiar (e.g., family, hobby, job, travel, recent events related to daily life and personal interest).
- Spoken Production: describe familiar topics with reasonable fluency and substance as a linear sequence of points; express personal reflections on familiar topics.

### Assessment tasks

- Participation
- Tutorial activities
- Homework
- Test 1
- Test 2
- Creative Skit Performance
- Creative Composition Test

## 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 relatively short, simple descriptive and/or emotive texts on familiar topics and personal interest (e.g., family, hobbies, experiences), containing high frequency vocabulary and a wider range of kanji.
- Listening: understand relatively simple, short, descriptive and/or communicative oral texts on familiar topics, provided speech is clearly and slowly articulated in a familiar accent.
- Writing: write relatively short yet coherent texts on a range of familiar topics and personal reflections, appropriately using a variety of registers, high frequency vocabulary and a wider range of kanji.
- Spoken Interaction: interact in structured situations with anticipated routine expressions; interact spontaneously provided the topics are familiar (e.g., family, hobby, job, travel, recent events related to daily life and personal interest).
- Spoken Production: describe familiar topics with reasonable fluency and substance as a linear sequence of points; express personal reflections on familiar topics.

## Assessment tasks

- Participation
- Tutorial activities
- Homework
- Test 1
- Test 2
- Creative Skit Performance
- Creative Composition Test

## 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 outcomes

- Spoken Interaction: interact in structured situations with anticipated routine expressions; interact spontaneously provided the topics are familiar (e.g., family, hobby, job, travel, recent events related to daily life and personal interest).
- Spoken Production: describe familiar topics with reasonable fluency and substance as a linear sequence of points; express personal reflections on familiar topics.

## Assessment tasks

- Participation
- Test 2
- Creative Composition Test

## 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 outcome

- Spoken Interaction: interact in structured situations with anticipated routine expressions; interact spontaneously provided the topics are familiar (e.g., family, hobby, job, travel, recent events related to daily life and personal interest).

## Assessment tasks

- Participation
- Tutorial activities
- Test 2
- Creative Skit Performance
- Creative Composition Test