



JPS 211

Intermediate Spoken Japanese I

S1 Day 2016

Dept of International Studies

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General Information

Unit convenor and teaching staff

Unit Convenor/Lecturer

Kimiko Tsukada

kimiko.tsukada@mq.edu.au

Contact via contact via e-mail

Credit points

3

Prerequisites

Corequisites

JPS201

Co-badged status

Unit description

This unit focuses on enhancing students' skills in aural comprehension, oral expression and intercultural competence by developing students' skills for using Japanese effectively in everyday situations to discuss common topics of conversation and for negotiating commonly encountered situations. In addition to the language focus, this unit also develops students' intercultural competence by examining the ways in which culture and language are connected, and the ways in which values are transmitted through language.

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:

Demonstrate ability to use a range of intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously process information about the personal world and communicate in a variety of everyday situations.

Demonstrate ability to produce spoken Japanese using correct pronunciation as well as stress, intonation and tempo appropriate to the context.

Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register).

Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms.

Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

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. 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
Unit Participation	10%	Weekly
Recording Task	20%	Weeks 4 and 8
Listening Test 1	10%	Week 6
Individual Presentation	15%	Week 9
Group Presentation	15%	Week 11
Listening Test 2	10%	Week 12

Name	Weighting	Due
<u>Interview Test</u>	20%	Week 13

Unit Participation

Due: **Weekly**

Weighting: **10%**

For satisfactory completion of this unit, students are required to actively participate in all activities (both online and in-class, where applicable) and complete all assignments on-time. Students are encouraged to maintain regular communication with teaching staff.

On successful completion you will be able to:

- Demonstrate ability to use a range of intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously process information about the personal world and communicate in a variety of everyday situations.
- Demonstrate ability to produce spoken Japanese using correct pronunciation as well as stress, intonation and tempo appropriate to the context.
- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register).
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms.
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Recording Task

Due: **Weeks 4 and 8**

Weighting: **20%**

Students are required to submit an audio-recording on the assigned topic(s). Further details will be provided in class and via iLearn.

On successful completion you will be able to:

- Demonstrate ability to use a range of intermediate Japanese structures and vocabulary

to accurately, effectively and spontaneously process information about the personal world and communicate in a variety of everyday situations.

- Demonstrate ability to produce spoken Japanese using correct pronunciation as well as stress, intonation and tempo appropriate to the context.
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms.
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Listening Test 1

Due: **Week 6**

Weighting: **10%**

Listening Test 1 including (but not limited to) the contents from Week 1 to Week 5. Further details will be provided in class and via iLearn.

On successful completion you will be able to:

- Demonstrate ability to use a range of intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously process information about the personal world and communicate in a variety of everyday situations.
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms.
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Individual Presentation

Due: **Week 9**

Weighting: **15%**

Each student will make an individual presentation on the assigned topic(s). Further details will be provided in class and via iLearn.

On successful completion you will be able to:

- Demonstrate ability to use a range of intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously process information about the personal world and communicate in a variety of everyday situations.
- Demonstrate ability to produce spoken Japanese using correct pronunciation as well as stress, intonation and tempo appropriate to the context.
- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register).
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms.
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Group Presentation

Due: **Week 11**

Weighting: **15%**

Each group will make a presentation on the assigned topic(s). Further details will be provided in class and via iLearn.

On successful completion you will be able to:

- Demonstrate ability to use a range of intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously process information about the personal world and communicate in a variety of everyday situations.
- Demonstrate ability to produce spoken Japanese using correct pronunciation as well as stress, intonation and tempo appropriate to the context.
- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register).
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and

graphical forms.

- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Listening Test 2

Due: **Week 12**

Weighting: **10%**

Listening Test 2 including (but not limited to) the contents from Week 1 to Week 11. Further details will be provided in class and via iLearn.

On successful completion you will be able to:

- Demonstrate ability to use a range of intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously process information about the personal world and communicate in a variety of everyday situations.
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms.
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Interview Test

Due: **Week 13**

Weighting: **20%**

A face-to-face interview with the instructor will be conducted in Japanese. Further details will be provided in class and via iLearn.

On successful completion you will be able to:

- Demonstrate ability to use a range of intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously process information about the personal world and communicate in a variety of everyday situations.
- Demonstrate ability to produce spoken Japanese using correct pronunciation as well as stress, intonation and tempo appropriate to the context.

- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register).
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms.
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Delivery and Resources

Delivery: Internal

Times and Locations for Lectures and Tutorials: For current updates, lecture times and classrooms please consult the MQ Timetables website: <https://timetables.mq.edu.au/2016/>

Monday 12:00 pm - 2:00 pm W5A205

Required Textbook: Ryuugakusei no tame no academic Japanese - Chuukyuu (Academic Japanese for international students - Intermediate)

<http://www.coop.com.au/textbook/search/macquarie-university/1601/jps211>

Alternatively,

<http://www.3anet.co.jp/ja/3712/>

Required and recommended resources: iLearn, ECHO360, using Wimba voice board are involved. For recording, you may be able to use PCs in Department computer rooms, W6A104, W6B207 or W6B214.

Unit Schedule

Please refer to the 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

New Assessment Policy in effect from Session 2 2016 <http://mq.edu.au/policy/docs/assessm>

[ent/policy_2016.html](#). For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/

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.

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register).
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Assessment tasks

- Individual Presentation
- Group Presentation
- Interview 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

- Demonstrate ability to use a range of intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously process information about the personal world and communicate in a variety of everyday situations.
- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register).
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms.
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Assessment tasks

- Individual Presentation
- Group Presentation
- Interview Test

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

- Demonstrate ability to use a range of intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously process information about the personal world and communicate in a variety of everyday situations.
- Demonstrate ability to produce spoken Japanese using correct pronunciation as well as stress, intonation and tempo appropriate to the context.
- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases,

appropriate register).

- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms.
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Assessment tasks

- Unit Participation
- Recording Task
- Listening Test 1
- Individual Presentation
- Group Presentation
- Listening Test 2
- Interview Test

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

- Demonstrate ability to use a range of intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously process information about the personal world and communicate in a variety of everyday situations.
- Demonstrate ability to produce spoken Japanese using correct pronunciation as well as stress, intonation and tempo appropriate to the context.
- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register).

- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms.
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Assessment tasks

- Unit Participation
- Recording Task
- Listening Test 1
- Individual Presentation
- Group Presentation
- Listening Test 2
- Interview 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

- Demonstrate ability to use a range of intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously process information about the personal world and communicate in a variety of everyday situations.
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms.
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Assessment tasks

- Listening Test 1
- Individual Presentation
- Group Presentation
- Listening Test 2
- Interview 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

- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms.
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Assessment tasks

- Individual Presentation
- Group Presentation

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

- Demonstrate ability to use a range of intermediate Japanese structures and vocabulary

to accurately, effectively and spontaneously process information about the personal world and communicate in a variety of everyday situations.

- Demonstrate ability to produce spoken Japanese using correct pronunciation as well as stress, intonation and tempo appropriate to the context.
- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register).
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms.
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Assessment tasks

- Unit Participation
- Recording Task
- Listening Test 1
- Individual Presentation
- Group Presentation
- Listening Test 2
- Interview 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

- Demonstrate ability to use a range of intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously process information about the personal world and communicate in a variety of everyday situations.

- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register).
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms.
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Assessment tasks

- Unit Participation
- Listening Test 1
- Individual Presentation
- Group Presentation
- Listening Test 2
- Interview 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 outcomes

- Demonstrate ability to use a range of intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously process information about the personal world and communicate in a variety of everyday situations.
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation).

Assessment tasks

- Individual Presentation

- Group Presentation
- Interview Test