



# JPS 202

## Intermediate Japanese II

S2 External 2018

*Dept of International Studies*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	7
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	9

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff Chavalin Svetanant <a href="mailto:chavalin.svetanant@mq.edu.au">chavalin.svetanant@mq.edu.au</a> Contact via Email
Credit points 3
Prerequisites JPS201
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. 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.

### Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

### Special Consideration

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 Special Consideration 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 Policy for further information (see the link provided in the 'Policies and procedures' section of this unit guide).

### Examples of Assessment Tasks

Indicative examples of assessment tasks will be available in class and/or iLearn.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Participation</a>	20%	No	Weekly
<a href="#">Weekly Online Quizze</a>	15%	No	Weekly
<a href="#">Comprehensive Online Test</a>	20%	No	2pm, 2 October 2018
<a href="#">Oral Test</a>	20%	No	Week 13
<a href="#">Final Examination</a>	25%	No	Formal examination period

## Participation

Due: **Weekly**

Weighting: **20%**

For satisfactory completion of this task, students are required to actively participate in all activities (both online and in-class, where applicable) and complete weekly assessment tasks by the due dates. Internal students are required to actively participate in both Seminar 1 and Seminar 2. External students are required to listen to the weekly seminar recordings, actively participate in online activities, and study independently as instructed. Further details can be found in iLearn.

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.

## Weekly Online Quizze

Due: **Weekly**

Weighting: **15%**

Students are to complete the weekly quizzes. Self Tests are provided as examples. Students may consult grammar/kanji notes, seminar slides, workbooks and dictionaries, however, seeking any other person's help is strictly prohibited. .

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.

## Comprehensive Online Test

Due: **2pm, 2 October 2018**

Weighting: **20%**

A 70-minute, comprehensive test of reading, writing and listening skills, covering the content of Weeks 1-7. The test will be conducted online. You may refer to lecture and tutorial slides, workbooks and dictionaries. However, you are NOT allowed to seek any help from others.

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.

## Oral Test

Due: **Week 13**

Weighting: **20%**

Students are required to make a short speech and contribute to a group discussion conducted in Japanese. The test will be conducted in Seminar 2 for Internal students and online for External students. Instructions, marking criteria and examples are provided 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.

## Final Examination

Due: **Formal examination period**

Weighting: **25%**

The final assessment for JPS202 is a 120-minute written examination, covering the content of Weeks 1-13. It is to be conducted on campus during the formal examination period or for external students unable to travel, in a Macquarie-endorsed examination centre **in Australia**.

It is the University policy that students enrolled in units that require them to sit for compulsory examinations during the official examination period must **not arrange to go away before or during the end of the exam period**. Exams could be scheduled on Saturdays during that period. You should not expect that alternative examination arrangements can be made for you. The only exceptions to this rule are made for :

1. members of the armed forces who must go away on duty;
2. students representing Australia or the University in a national or international sporting or cultural event;
3. students proceeding to a period of study in a foreign country, associated with their Macquarie program of study.

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.

## Delivery and Resources

### Technology used and required

#### Online Unit

Login is via: <https://ilearn.mq.edu.au/>

Is my unit in iLearn?: <http://help.ilearn.mq.edu.au/unitsonline/> to check when your online unit

will become available.

## Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient. 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.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

Please contact your course convenor **before** the end of **Week 1** if you do not have a suitable laptop (or tablet) for in-class use.

- **For central technical support go to:** [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/)
- **For student quick guides on the use of iLearn go to:** <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students>

## Required and recommend texts and/or materials

No textbook is required for this unit. Seminar notes, presentation slides, as well as JPS201 Workbook and other materials are available for downloads in iLearn.

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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)

- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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://www.mq.edu.au/about\\_us/](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

- 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

- Weekly Online Quizzes
- Comprehensive Online Test
- Oral Test
- Final Examination

### 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.

## 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.
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- 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
- Oral Test
- Final Examination

## 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
- Weekly Online Quizzes
- Comprehensive Online Test
- Oral Test
- Final Examination

## 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
- Weekly Online Quizzes
- Comprehensive Online Test
- Oral Test
- Final Examination

## 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
- Weekly Online Quizzes
- Comprehensive Online Test
- Oral 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
- Weekly Online Quizzes
- Comprehensive Online Test
- Oral Test
- Final Examination

## 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
- Oral 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

- 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 task**

- Participation