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## 1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Convenor and Lecturer</td>
<td>Ms Nagisa Fukui</td>
<td>Morven Brown 206</td>
<td>9385 2414</td>
<td><a href="mailto:n.fukui@unsw.edu.au">n.fukui@unsw.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Dr Sumiko Iida</td>
<td>Morven Brown 272</td>
<td>9385 3745</td>
<td><a href="mailto:s.iida@unsw.edu.au">s.iida@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

**Consultation Time**
- **Course Convenor and Lecturer**: Monday 2-4
- **Lecturer**: Wednesday 10-12 (Subject to change)

## 2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6 UoC</th>
</tr>
</thead>
</table>

### Course Description

“Japanese Discourse Analysis” course is one of the Professional elective courses that are offered to a student who has either successfully completed Professional level gateway courses (ARTS3632 and ARTS3633) or ARTS3631, or has been recommended by the School of Humanities & Languages’ placement. Student who completes two or more of these professional elective courses will be awarded an Advanced Japanese Studies major.

The course provides students with an opportunity to explore Japanese communication styles through two different approaches to discourse analysis at a basic level. Student records an example of own discourse, analyses it by focusing on elements of communication styles in comparison with a native Japanese speaker cohort, and critically reflects her/his own Japanese discourse styles.

### Course Aims

1. This course will enable students to critically revise the current discourse style of their spoken/written Japanese and identify points to be improved further.
2. This course will prepare students to become competent communicators in Japanese in anticipated Australia (or their own culture)-Japan contact situations wherever they are in various levels of formality.

### Student Learning Outcomes

1. acquire knowledge about Japanese communication style,
2. be able to identify own Japanese communication style,
3. be able to develop communication skills by using listener/speaker’s reactive strategies effectively,
4. be able to identify characteristic features of Japanese written and spoken discourses,
5. be able to make a basic transcript of dyadic conversation,
6. be able to reflect on the focused topic in an informed manner.

### Graduate Attributes

1. the skills involved in scholarly enquiry in Japanese-based disciplinary studies,
2. an in-depth engagement with disciplinary knowledge via the Japanese language,
3. the capacity for analytical and critical thinking and for creative problem-solving in Japanese Studies,
4. the ability to engage in independent and reflective learning in Japanese Studies,
5. information literacy in Japanese Studies,
6. an appreciation of, and respect for, diversity in language and culture,
7. the skills of effective communication in both English and Japanese.
3. Learning and Teaching Rationale

Though teaching strategies may vary depending on the teacher or the topic of the week, generally, new topic(s), theories, questions and information related to these are introduced in the first 1-1.5 hours, then students will exercise by examining the data and discussing them in detail. Other suggested learning strategies include frequent access to the course Moodle to update information regarding the course and communicate with teachers and other students, reading the suggested/required material before attending the class, reflecting on the class contents while the student’s memory and thoughts are fresh, and more effectively, applying what the student has learned to improve her/his Japanese communication.

4. Teaching Strategies

The semester weeks are equally divided into two parts (Weeks 1-7, and 8-13). Each part focuses on a particular approach to analyse discourse. The first part focuses on “conversation analysis” and “Interactional sociolinguistics” frame, and the second part focuses on “Systemic Functional Linguistics” frame. At the beginning of the semester, student collects own conversational data and transcribes it. Then, the transcribed discourse data will be analysed in these frames and discussed in class.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript of a dyadic</td>
<td>For a 5 minutes conversation</td>
<td>20%</td>
<td>5, 1,2,3,4,5,7</td>
<td></td>
<td>Week 5</td>
</tr>
<tr>
<td>conversation length</td>
<td>length</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor assignments</td>
<td>700-1000 words including data</td>
<td>20%+25%=45%</td>
<td>1,2,3,4,6,7</td>
<td></td>
<td>Week 7 and Week 10</td>
</tr>
<tr>
<td>Major assignment</td>
<td>2500-3000 words including data</td>
<td>35%</td>
<td>1,2,3,4,5,6,7</td>
<td></td>
<td>5pm on Friday, W14 to turnitin on Moodle.</td>
</tr>
</tbody>
</table>

Assessment Details

*Transcript of a dyadic conversation together with the audio file: (hard copy submission)

During week 3, you are required to record an informal dyadic conversation with a native speaker of Japanese (i.e. your friend/acquaintance). The recording duration should be at least 30 mins. This conversation will be used as data and will be analysed in a few different frames for the rest of the semester. Before the analysis, you need to transcribe the conversation. After recording the conversation, play back the recording and select any part of the conversation for 3 minutes and transcribe it. The method of the recording and transcription will be discussed in class. This assignment needs to be typed.
*Minor Assignments: (hardcopy submission)

A small exercise will be given from each instructor (i.e. Iida and Fukui). Both of them are based on the data you collected and the transcript you made. Thus, if you made the transcript poorly, it may affect these assignments.

Exercise 1 (from Iida)
Analyse your aizuchi in comparison with your partner’s. Write no less than 700 words and no more than 1000 words including the data (but the data part should be no more than 30% of the total essay). The analysis should cover the following:
   i) form of aizuchi
   ii) function of aizuchi
   iii) number of aizuchi
   iv) timing of aizuchi

When typing the essay, use 12point font and 1.5space. Data do not need to be presented in this format.

Exercise 2 (From Fukui)
By analysing the transcript, identify ‘Field’ of the conversation. Then collect one more text where its Field is the same as your transcript, but its Tenor or Mode is different. Discuss particular language features in both texts that realise different Register. Write no less than 700 words and no more than 1000 words including the data (but the data part should be no more than 30% of the total essay).

*Major assignment (30 marks): (hardcopy submission and online submission)

Choose one from the following alternatives for your major assignment.

A: i) Extend your transcript for 5 more minutes (either backward or forward).
   ii) Identify your own discourse style based on what you learned in the first 7 weeks in comparison with your partner’s discourse style. Note that duplication or similar analysis to the minor assignment 1 will cause a mark deduction.
   iii) Based on your analysis in ii) above, Identify your strength weaknesses in Japanese communication and suggest how you can improve you communication skill in Japanese in future.

   iv) Submission format:
   - Recorded audio file (mp4)
   - Transcript
   - Analysis and Discussion (in 2500-3000 words including data, which should not occupy more than 30% of the total amount of the essay).

   Assessment criteria:
   Transcript (10%): accuracy, consistency, background information
   Analysis and Discussion (25%): Structure of the essay, originality, evidence backed up by the data, reflection of the class contents, and literature of your selection.

B: i) Extend your transcript for 5 more minutes (either backward or forward).
ii) Analyse individual sentence of the discourse for mood types and their speech functions. Then focus on the sentences, which contain incongruent realisations for identifying mood types and their speech functions, and summarise them.

iii) From (ii) above, discuss the language features of your Japanese usages in the dialogue, and identify if any communication breakdown occurred when speech functions’ realisations are not typical. Then discuss how you could improve your communication skills in Japanese in future.

iv) Submission format:
   - Recorded audio file (mp4)
   - Transcript
   - Analysis and Discussion (in 2500-3000 words including data, which should not occupy more than 30% of the total amount of the essay).

Assessment criteria:
   - Transcript: clear analysis which employs the same methodology throughout background information.
   - Analysis and Discussion: Structure of the essay, originality, and logical justifications of your discussion by presenting the evidence

Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

Formal Examination

This course has NO formal examination.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://student.unsw.edu.au/grades

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from
It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

**Late Submission of Assignments**

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

### 6. Extension of Time for Submission of Assessment Tasks

The **Arts and Social Sciences Extension Guidelines** apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

The complete Arts and Social Sciences Extension Guidelines can be read [here](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/).

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the **Special Consideration** section. You will need to submit documentary evidence in support of your request.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.
7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.
8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Instructor</th>
<th>Class content</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>第1週（7月27日）</td>
<td>飯田／福井</td>
<td>*コースの紹介</td>
<td></td>
</tr>
<tr>
<td>第2週（8月3日）</td>
<td>飯田</td>
<td>*自然な会話の定義 *会話データ収集の仕方 （ディスカッションとサンプル例）</td>
<td></td>
</tr>
<tr>
<td>第3週（8月10日）</td>
<td>飯田</td>
<td>*会話書き起こし</td>
<td>*データ収集</td>
</tr>
<tr>
<td>第4週（8月17日）</td>
<td>飯田</td>
<td>*会話データ分析（1）: -会話参与者の役目</td>
<td></td>
</tr>
<tr>
<td>第5週  (8月24日)</td>
<td>飯田</td>
<td>ターン、フロア、話者交代の理論と検証（実際の会話の書き起こしを使用）</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>第6週  (8月31日)</td>
<td>飯田</td>
<td>*会話データ分析（2）: -聞き手の役割、相槌（あいづち）-あいづちの検証（実際の会話の書き起こしを使用）</td>
<td></td>
</tr>
<tr>
<td>第7週  (9月7日)</td>
<td>飯田</td>
<td>*会話データ分析（3）: -発話の重なり -発話の重なりの形態と機能、その検証（自分の会話の書き起こしを使用）</td>
<td></td>
</tr>
<tr>
<td>第8週  (9月14日)</td>
<td>福井</td>
<td>会話データの考察 -日本語母語話者と非母語話者のディスコーススタイル比較 -自分の会話データの検証及び考察</td>
<td></td>
</tr>
<tr>
<td>第9週  (9月21日)</td>
<td>福井</td>
<td>テクストと状況（1） -異なるテクストとそのレジスター: 口語と文語</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Course Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook Details</td>
</tr>
<tr>
<td>There is no set text for this course. Readings will be uploaded on Moodle.</td>
</tr>
<tr>
<td>Additional Readings</td>
</tr>
<tr>
<td>See Moodle</td>
</tr>
<tr>
<td>Websites</td>
</tr>
<tr>
<td>Student must access Moodle course site regularly to catch up the information update and participate in discussion forum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Course Evaluation and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. Student Support</th>
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<tr>
<td></td>
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</tbody>
</table>
The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: 
http://www.lc.unsw.edu.au

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/complaints

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see https://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/special-consideration

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/
Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.