



School of Humanities and Languages

ARTS2630, Intermediate Japanese A Semester 1, 2014

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1. Course Staff and Contact Details			
Course Convenor			
Name	Professor Chihiro Thomson	Room	Morven Brown (MB)248
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Consultation Time	Monday 12.30-14.30 Others by appointment only		
Lecturer and Tutor			
Name	Ms Kikuko Nakamura	Room	Morven Brown (MB)204
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Consultation Time	By appointment only		

2. Course Details	
Units of Credit (UoC)	6 Units of Credit
Course Description	<p>This course is the continuation of ARTS1631 Introductory Japanese B (former JAPN1001). It typically serves as one of the Year 2 gateway courses for Japanese Studies major students. It serves as a Year 1 gateway course for those students who have the equivalent knowledge of beginning-level Japanese language study. It is also open to other students as a course for Japanese studies minor, free elective and General Education, if they satisfy the course prerequisite.</p> <p>The course will focus on Japanese communication in upper beginners level through different topics that are related to daily life. It provides students with a general understanding of Japanese sentence structures, vocabulary including 150 kanji, pragmatics of Japanese communication together with a number of sociocultural issues.</p>
Course Aims	<p>This course will enable students to develop an informed understanding of Japanese experiences, culture, society and world views as well as further developing beginners' Japanese interactive skills achieved in ARTS1630(JAPN1000) and ARTS1631(JAPN1001) towards intermediate level.</p> <p>This course will prepare students to become competent communicator in Japanese in anticipated Australia-Japan contact situations in Australia as well as in Japan in more formal/semi professional level.</p>
Student Learning Outcomes	<p>At the successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> communicate and interact well in Japanese, ultimately at the professional level, in a manner which is culturally, functionally and structurally appropriate, acquire skills of intercultural communication in general and towards Japan and the Japanese in particular, become self-sufficient learners who can demonstrate autonomy in learning, acquire knowledge of Japanese communication style, develop both linguistic and paralinguistic skills, narrate and describe events at the discourse level by linking sentences together smoothly into meaningful chunks in both writing and speaking, develop awareness of cultural differences between Japan and Australia/country of one's own, and become tolerant to the differences, develop essay writing skills as well as public presentation skills in Japanese,

	9. Establish positive interpersonal relationships with the Japanese.
Graduate Attributes	The student will be encouraged to develop the following Graduate Attributes by undertaking the selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks.
	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. a respect for ethical practice and social responsibility,
	6. the skills of effective communication in both English and Japanese,
	7. information literacy in Japanese Studies,
	8. an appreciation of, and a respect for, diversity in language and culture,
	9. the skills required for collaborative and multidisciplinary work.
10. a capacity to contribute to, and work within, the international community.	

3. Learning and Teaching Rationale

Lectures deliver first, the social and cultural issues related to the content of the week (LO 1,2,4,5,7), and second, explanation and discussion of new grammatical structures/ expressions as well as kanji, that are essential to the topic of the week(LO 1,2,4,5,8). The lecture is delivered mainly in English with Japanese /English slides in order for students to fully understand the content of the week. Tutorials provide students with (1) explicit practice of reading that reflects on the content of the lecture (LO 1,2,5,6,7,8), (2) gives an opportunity to discuss what they have read (LO 1,2,3,5,7,8,) , and (3) practice of interaction in Japanese: students put the knowledge gained in the lecture into practice in a number of exercises, then apply what they learnt to real communication with the teacher and peers (LO 1,2,4,5,7,8,9).

Tutorials are delivered mainly in Japanese to develop students' listening skills and encourage them to communicate in Japanese (LO 4,5). While setting the above face-to-face classes, the course actively uses Moodle (not Blackboard9). One part of the Moodle content is for assessment purpose and the other components, including supplemental learning resources and discussion topics, strongly encourage students to become autonomous learners of Japanese communication (LO 1,2,3,4,5,7).

4. Teaching Strategies

See 3 above. The topics covered in the course includes:

1. Health and Japanese
2. Travel and Japanese
3. Preparing for the future
4. Asking for and giving directions
5. Cooking
6. Gift

While studying language, the thematic focus gives students the opportunity to understand current sociocultural issues in Japan, and to apply this to their own culture as they discuss similarities and differences.

5. Course Assessment					
Assessment Task	Quantity	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Quizzes	4	20%	1,4,5,6,8	1,4,6	W3,6,9,12
Interaction test	1	15%	1,2,3,4,5,6,7,9	1,2,3,4,5,6,8,9,10	W13
Exam	1	35%	1,2,3,4,5,6,7	1,2,3,4,6	Exam period
Getting to know my classmates	1 set	10%	1,2,3,4,5,6,7,8,9	1,2,3,4,5,6,7,8,9,10	W2-3
Online video Presentation	1 set	20%	1,2,3,5,6,7,8	1,2,3,4,6,7,8,10	W4-12 (Check 'course schedule' in 10 below.
*Note that late submission will not be accepted for some assessment components in the Project work due to its nature.					

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Formal Examination

This course has a formal examination which will be scheduled in the formal examination period from 13 – 30 June 2014. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.

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://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

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 <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. 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

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. 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: <http://www.lc.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>

8. Course Schedule			
To view course timetable, please visit: http://www.timetable.unsw.edu.au/			
Week	Lecture	Tutorial	Assessment Info
Week1 (Mar3-7)	Course Introduction Chapter1: Health and Japanese/Review	No tutorial	
Week2 (Mar10-14)	Chapter1 continues	Kanji/Grammar Talking healthy and unhealthy lifestyle.	'Getting to know my classmates' phase1 (video intro) due at 5pm on Friday (Mar 14)
Week3 (Mar17-21)	Chapter2: Travel and Japanese	Talking one's travel experience and plan for Mid Semester Break	*Quiz 1 in Tutorial *Getting to know my classmates' phase2 (interaction) due at 5pm on Friday (Mar 21)
Week4 (Mar24-28)	Chapter2: continues	Grammar Talking pros and cons of package tour and individual travel	
Week5 (Mar31-Apr4)	Chapter3 Preparing for the future	Grammar Talking future plan	
Week6 (Apr7-11)	Chapter3 continues	Kanji/Grammar Talking experience of other culture than own	*Quiz2 in tutorial *Speech Draft online submission due at 5pm on Friday (April 11)
Week7 (Apr14-17)	Chapter5 Asking for and Giving directions	Kanji/Grammar Giving direction on campus	
Mid Semester Break			
Week8 (Apr28-May2)	Chapter5 continues	Kanji/Grammar Talking about public transport	*Draft Peer reviews due at 5pm on Friday (May 2)
Week9 (May5-9)	Chapter7 Cooking	Kanji/Grammar Preparation for Visitor session	*Quiz3 in Tutorial

Week10 (May12-16)		Visitor session	
Week11 (May19-23)	Chapter6 Gifts	Kanji/Grammar Talking a custom of giving and receiving gifts in own culture	
Week12 (May26-30)	Chapter6 continues	Kanji/Grammar Interaction test simulation	*Quiz4 in Tutorial * Presentation video and draft submission due at 5pm on Friday (May 30)
Week13 (Jun2-6)	No lecture	Interaction test	*Interaction Test in Tutorial

9. Course Resources

Textbook details

1. なかま **NAKAMA2** second edition ,Hatasa. Y, Hatasa. K, and Makino. S, HEINLE Cengage Learning
2. なかま **NAKAMA2** second edition *Student Workbook Activities Manual.*
3. なかま **NAKAMA2** Online site access (via typing code)
4. *ARTS2630 Intermediate Japanese A Course Notes*

Additional Readings N/A

Websites Course LMS: Moodle

10. Course Evaluation and Development

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.

11. Student Support

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>

12. 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://my.unsw.edu.au/student/atoz/Complaints.html>

13. 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

<http://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://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

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.