



School of Humanities and Languages

**ARTS3636 Contextualising Japanese: Capstone  
Semester 2, 2014**

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
Name	Dr Kazue Okamoto	Room	MB273
Phone	9485-3749	Email	k.okamoto@unsw.edu.au
Consultation Time	Mon. 12-14		
<b>Lecturer</b>			
Name	the same as above	Room	
Phone		Email	
Consultation Time			
<b>Tutors</b>			
Name	Nagisa Fukui	Room	MB206
Phone	9385-2414	Email	n.fukui@unsw.edu.au
Name		Room	
Phone		Email	
Name		Room	
Phone		Email	

2. Course Details	
Units of Credit (UoC)	6
Course Description	This course provides students with activities to reflect on what they have learned in the coursework required for the Japanese Studies major. Students are expected to demonstrate their knowledge and skills via oral presentations and in writing in Japanese. The topics of the course will be based on general topics drawn from the Japanese communication and contextual courses. The final presentations will be made at a small student conference, which is organised and hosted by the students, to the Japanese speaking audience members, including those from outside of the university community, who are potentially their future employers.
Course Aims	<ol style="list-style-type: none"> <li>1. To reflect on and analyse one's own experiences accumulated during the coursework of the Japanese Studies major.</li> <li>2. To present some of those experiences in oral and written formats in Japanese.</li> <li>3. To participate in organisation of a small student conference using the Japanese language as a medium of communication.</li> </ol>
Student Learning Outcomes	<ol style="list-style-type: none"> <li>1. Enhanced self-knowledge in terms of Japanese communication, culture and society.</li> <li>2. Enhanced skills in oral presentation and communication in Japanese.</li> <li>3. Enhanced skills in written presentation and communication in Japanese.</li> <li>4. Ability to critically evaluate Japanese Studies scholarship and assess areas of debate within that scholarship.</li> <li>5. Ability to contribute to the organization and management of a small conference using the Japanese language as a medium of communication.</li> </ol>
Graduate Attributes	<ol style="list-style-type: none"> <li>1. The skills involved in scholarly enquiry in Japanese-based disciplinary studies.</li> </ol>

	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.	The capacity for enterprise, initiative and creativity in Japanese Studies.
	7.	An appreciation of, and respect for diversity in language and culture.
	8.	The skills involved in collecting, documenting, organising, and systematically analysing information in both English and Japanese environments.
	9.	A capacity to contribute to, and work within, the international community.
	10	The skills required for collaborative and multidisciplinary work.
	11	A respect for ethical practice and social responsibility.
	12	The skills of effective communication in both English and Japanese.

### 3. Learning and Teaching Rationale

The course is created to synthesise student skills and knowledge both in Japanese Studies and Japanese language. Students will produce a group oral research presentation based on a topic of their choice in an area of Japanese studies. This will be presented at a student mini-conference, which will be organised by the students and attended by Japanese speaking audience, including professionals from the Sydney business community. The students will submit a report on the research in a written format incorporating the feedback they receive at the conference.

In this teaching approach, the students will engage in two projects. 1) They will synthesise the Japanese studies content knowledge and produce oral and written presentations. 2) They will use communicative competence in Japanese in organising and delivering the mini-conference, involving speakers of Japanese in the community, who could be their potential employers. In addition, they will reflect upon their learning and consider future directions in writing.

The students will be guided but will take initiatives in both projects. They will support each other with peer assessment, and improve their work using comments by the external Japanese speakers. They will keep close communication using Moodle.

### 4. Teaching Strategies

The course, by its nature, will host students of different proficiency levels in Japanese. Students are encouraged to support each other and learn from each other, contributing what they can do at their own proficiency level and using their expertise, especially in the running of the conference. While the teaching staff members will be providing models and guidance, students are urged to be proactive in their actions and creative in their output.

5. Course Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Preparatory Research Tasks	Presentation of proposal and Bi-weekly Interim Reports	40%	#1, #2, #4	#1, #2, #3, #4, #5, #6, #9, #10, #12	Every other week
Poster and Powerpoint Presentation	Conference presentations of 30 minutes per group: Rehearsal and Final presentation	25%	#1, #2, #4	#1, #2, #3, #4, #5, #6, #9, #10, #12	Week 11/12 Week 13
Group Written Works	2-3000 letters or more per person: Draft, and Final report	25%	#1, #3, #4	#1, #2, #3, #4, #5, #8, #12	Week 6&13
Conference Organisation Tasks	Task based	10%	#1, #5	#6, #8, #9,	On-going and Week 13

**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.

## 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

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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

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### Attendance

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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

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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/>  
Please make yourself available on Friday 31 October for the whole afternoon to host your Student Conference**

Week	Date	Content	Note	Reading Required
1	Aug 1	Getting to know each other, Introduction to the course, Discussion on presentation topics, and conference organisation.		コースノート 「ほうれんそ う」
2	Aug 8	Grouping, conference organisation	Discussion using ワークシート 1, p.134	pp. 12-14, 22- 29
3	Aug 15	Group topic presentation Conference organisation	Your group topic (ワークシート 2) due	pp. 22-29
4	Aug 22	Group data collection report Conference organisation	Your group data collection report (ワークシート 6) due	pp.30-47
5.	Aug 29	Group outline Conference organisation		pp. 48-55, pp. 64-71
6	Sept 5	Interim Report Presentation	Your group outline (ワークシート 7) due	
7	Sept 12	Conference organisation		pp.114-117
8	Sept 19	Sharing of project progress		pp.118-129
9	Sept 26	Oral presentation prep	Conference booklet due	
<b>Mid Semester Break 中間休み</b>				
10	Oct 10	Conference organisation Oral presentation rehearsal Report writing	PowerPoint, Poster, Handouts (ワークシート 10) due; Peer assessment (ワー クシート 12)	pp.72-112
11	Oct 17			
12	Oct 24			
13	Oct 31	<b>Mini Conference</b>	Written report due	

## 9. Course Resources

### Textbook Details

産能短期大学日本語教育研究室（1996）『研究発表の方法—留学生のためのレポート作成点口頭発表の準備の手引き』凡人社

### Additional Readings

日英、英日 辞書 and on-line materials

### Websites

<http://www3.nhk.or.jp/news/>

<http://www.csse.monash.edu.au/~jwb/cgi-bin/wwwjdic.cgi?1C>

<http://www.sabotenweb.com/bookmarks/>

<https://addons.mozilla.org/en-us/firefox/addon/rikaichan/>

## 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

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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

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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

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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

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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.