

JAP1202 Japanese II

Course Title	: Japanese II
Course Code	: JAP1202
Year of Study	: 2, 3 & 4 in priority (open to Year 1)
Number of Credits/ Term	: 3
Mode of Tuition	: Tutorial
Number of Sections	: TBC
Teaching Hours per week	: 3 hours per week
Total Teaching Hours	: 42 hours
Category in Programme	: Elective (free)
Pre-requisite	: Nil
Co-requisite	: Nil
Exclusions	: Nil
Exemption Requirements	: n/a
Recommended	: Cumulative GPA of 2.2
Restriction	: Nil

Course Description

The course is the continuation of the JAP1101 or the JAP1102 course and continues to develop students' ability to use Japanese for communicative purposes and to raise their awareness of Japanese culture. As with JAP1101 and JAP1102, the emphasis is on providing a stimulating and enjoyable learning experience by allowing students to discover and experience this new culture and language.

Furthermore, the course aims at developing students' responsibility for their own learning and encourages them to learn Japanese more independently by completing an independent language learning Portfolio.

Important Notes

Students are not permitted to take any non credit-bearing course AND its equivalent credit-bearing course, whether concurrently or in succession; they must choose one or the other. If a student is subsequently found to have acquired additional credits by this means, an "F" grade will be given for the course.

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For more information on additional language courses, please find from our website,

<http://www.ln.edu.hk/ceal/courses/addlang.php>

Aims

The main aims of this course are to:

- provide you with further language tools to communicate both orally and in writing at a post-beginner level in Japanese
- further develop your confidence in your ability to communicate in Japanese in a variety of social situations
- maintain your interest by continuing to provide varied, engaging and interactive activities
- further increase your awareness of the global workplace through being exposed to aspects of Japanese culture
- further develop your independent learning skills through the use of the independent learning module (Mahara)

Intended Learning Outcomes

Upon successful completion of the JAP1202 course, you will:

- be able to use key linguistic features in Japanese including past tense, non-past tense and the negative form
- be able to make simple purchases by stating what is wanted and asking the price.
- be able to give and receive information about quantities, numbers, prices, etc.
- be able to say what he/she likes and dislikes.
- be able to discuss what to do, where to go and make arrangements to meet.
- be able to understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.
- be able to get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.

Indicative Content

Upon successful completion of this course, students will:

- will be able to use key linguistic features in Japanese, including past tense, non-past tense, negative form
- have acquired additional communication skills and be able to use them in a creative way
- have developed vocabulary linked to everyday social exchanges, professional exchanges and home-related topics

Teaching Method

Students will work on a wide range of communicative tasks and activities individually, in pairs or in small groups.

The main teaching focus will be on using a communicative language teaching methodology and learner-centred methods of learning to encourage students to use and explore the new language for everyday communicative purposes. Since the teaching method will focus on oral communication and helping students to develop their confidence in learning and using Japanese, a maximum class size of 20 will be set.

Measurement of Learning Outcomes

Student learning outcomes will be assessed in the following ways:

Learning Outcome	Vocabulary Quiz	Grammar Quiz	Listening Quiz	Oral test	Independent Learning	Assignments
be able to use key linguistic features in Japanese including past tense, non-past tense and the negative form	✓	✓	✓	✓	✓	✓
be able to make simple purchases by stating what is wanted and asking the price				✓		✓
be able to give and receive information about quantities, numbers, prices, etc		✓	✓	✓		✓
be able to say what he/she likes and dislikes		✓		✓		
be able to discuss what to do, where to go and make arrangements to meet				✓		
be able to understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker			✓	✓		
be able to get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support		✓			✓	✓

Assessment

The assessment is 100% by continuous assessment. It will follow the regular grading system, i.e. grades A to F.

Components of assessment include:

Continuous assessment (100%)

1. Two vocabulary quizzes (15%)
2. Two grammar quizzes (15%)
3. Two listening quizzes (15%)
4. One oral test (15%)

- 5. Independent learning (20%)
- 6. Assignments (10%)
- 7. Class participation (10%)

* The Independent learning module gives students further opportunities to practice listening skills and knowledge and use of Japanese vocabulary. For this module, students will use the library catalogue and online materials in Japanese to put together a portfolio featuring various language exercises

“Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations.”

Required/Essential Readings

『大家的日本語 初級 I 改訂版』(『みんなの日本語 初級 I 改訂版』) (大新書局 刊行)

Recommended/Supplementary Readings

『大家的日本語 初級 I 改訂版 文法解説書』 (大新書局 刊行)

『易懂日語辭典』(『日本語を学ぶ人の辞典』) (大新書局 刊行)

SYLLABUS JAP 1202

	Ch.	Communication objectives	Linguistic objectives	Cultural Awareness	Assessment
1	7	Course Introduction Revision Asking how to say a word or a sentence in other languages	Tool/means+particle で+verb	Introduction to Japan New Year	
2	7	Visiting a Japanese home Talking about 'give and take'	Person+particle に indicating to whom one give, lend, teach, etc Pattern indicating action that has been finished	Introduction to the Japanese custom when visiting someone's home	
3	8	Giving an opinion Describing things	Adjectives as noun modifiers & predicates Adjectives negative form (non-past tense)		
4	8,9	Greetings when leaving a Japanese house Declining an invitation Telling what one likes and dislikes Telling about what one is good at or poor at	Conjunctive particle が (but) Vocabulary about preference, ability, possession, like and dislike		

5	9	Talking about what one owns Telling about one's ability Telling reason	Adverbs modifying verb Particle から indicating reason		
6	10	Locating and describing positions of objects	Verb about the existence or presence of a thing or person	Mid-term cultural activity	Mid-term assessment (Quiz1)
7	10	Locating and describing positions of objects (to be continued)	Particle に indicating where a thing or person is present		
8	11	Talking about one's family Asking the length of time something takes	Vocabulary about family		
9	11	Asking how often one does something Sending letters at post office	Quantifiers		
10	12	Talking about one's experience	Adjectives negative form (past tense) Past tense of noun and adjective sentences		
11	12	Making comparison Asking one's choice Talking about one's experience	Comparison/ Superlative	Introduction to Japanese festivals	
12	13	Expression of desire Describe purpose to go	verb ます form + たいです destination +へ+ verb ます form +に行きます		Final assessment (Quiz2)
13	13	Restaurant conversations	Vocabulary at a restaurant		Oral test

*Note: The schedule proposed above is tentative. It may be modified according to student progress and time available

MARKING GRID JAPANESE SPEAKING TEST

	Communication Skills	Pronunciation
5	Excellent ability to fulfill the communication functions described above. Does not require prompting, takes the initiative several times and shows a willingness to experiment with language.	Excellent control of Japanese phonological features; very easily comprehensible by a Japanese native speaker.
4	Effective communicator, taking the initiative at least once and using language confidently. Hardly requires prompting.	Easily comprehensible by a Japanese native speaker.
3	Satisfactory communicator, but reliant on prompting and not able to take the initiative.	Reasonably comprehensible by a Japanese speaker.
2	Can only communicate hesitantly, not easily recognizing questions asked despite prompting.	Comprehensible by a Japanese speaker with great difficulty.

1	Communicates <u>very</u> hesitantly, not recognizing questions asked despite prompting.	Barely comprehensible by a Japanese native speaker.
0	Cannot communicate at all.	Unintelligible to a Japanese native speaker and there are a few recognizable features of spoken Japanese.

0.5 marks may be given.

INDEPENDENT-LEARNING EXPERIENCE INCLUDING DIARY + SELF REFLECTION SHEET JAP1202

MARKING SCHEME

20%

Note: *Your mark is not related to your ability in Japanese, but on:*

- *your independent study efforts (reflected in the descriptions of the work accomplished in the diary)*
- *your ability to reflect on your independent learning skills and on your progress in Japanese*
- *your ability to spread out your independent-learning effort throughout the semester*

	Completion of Independent-learning diary + Ability to evaluate own progress
20-17	Excellent: Independent-learning diary completed. Diary is detailed, well-organized and well presented. Independent-learning has been carried out regularly throughout the semester (at least once a week since the beginning of term). Excellent evidence of ability to reflect on progress in learning. All examples are appropriate, personalized and detailed. Excellent evidence that the learner is thinking about different learning techniques to match his/her needs as well as the learning process.
16-13	Very good: Independent-learning diary is detailed although improvements could be made. Organization and presentation of diary is generally good. Independent-learning has been carried out regularly throughout the semester (at least once a week since the beginning of term). Very good evidence of ability to reflect on progress in learning. Generally appropriate and personalized examples. Very good evidence that the learner is thinking about different learning techniques to match his/her needs as well as the learning process.
12-9	Good: Independent-learning diary is reasonably detailed - improvements can be made in this area. Diary is well organized but presentation could be improved. Independent-learning has not been carried out mainly towards the end of the semester, but still presents evidence of a spread-out effort. Good evidence of ability to reflect on progress in learning. Appropriate examples although some might be vague or too general or with not enough personalization. Good evidence that the learner is thinking about different learning techniques to match his/her needs as well as the learning process.
8-5	Fair: Independent-learning diary is completed, but details are lacking and presentation and organization could be improved. Independent-learning has not been carried out mainly towards the end of the semester, and does not present enough evidence of a spread-out effort. Not convincing evidence of ability to reflect on progress in learning. Examples/details are also unconvincing: either

	too general, vague or not personalized. Evidence that the learner is thinking about different learning techniques to match his/her needs as well as the learning process is not convincing.
4-1	Less than fair: Independent-learning diary only very partially completed and offers very few details. Presentation and organization are confusing. Independent-learning was crammed at the end of the semester and has been treated like a last minute piece of work to be completed. Vague notion of the learning process in general. Examples do not give clear evidence of level achieved in each skill. Poor evidence that the learner is thinking about different learning techniques as well as the learning process.
0	Not satisfactory: Independent-learning diary not completed. Very vague or no notion of the learning process in general. Independent-learning was crammed at the end of the semester and has been treated like a last minute piece of work to be completed. Examples do not give sufficient evidence of level achieved in each skill. No evidence that the learner is thinking about different learning techniques and the learning process.

Late submission should be deducted 1 point.

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Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.