

Course Outline

Code: JPN111 Title: Japanese B

School: Creative Industries
Teaching Session: Semester 2
Year: 2020
Course Coordinator: Dr Levi Durbidge, ldurbidge@usc.edu.au
Course Moderator: Dr Sarah Casey, scasey3@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

JPN111 Japanese B is for beginner students. This introductory course in Japanese language is designed to build on the literacy and oral skills learned in JPN110. It is aimed at maximising your ability in conversation, especially in basic everyday situations. Various aspects of Japanese society are introduced throughout the course. The teaching approach encourages you to discover much about your own language and society in the process of acquiring Japanese.

1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2. What level is this course?

100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Demonstrate basic Japanese language skills: speaking, listening, reading, and writing.	1, 2 and 3	Knowledgeable
Monitor and reflect on personal learning	1 and 2	Engaged

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Research, describe and communicate aspects of Japanese language and culture.	1 and 2	Creative and critical thinkers
Demonstrate skills of collaboration in oral/aural learning exercises.	2 and 3	Ethical

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

Nil

5.2 Pre-requisites

JPN110

5.3 Co-requisites

Nil

5.4 Anti-requisites

INT121

5.5 Specific assumed prior knowledge and skills (where applicable)

A student is expected to have the language skills equivalent to the end of JPN110: Japanese A

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

Early feedback will include peer feedback on your language learning journal in Week 3 and an interactive workshop on your language learning toolbox (Assessment 2) during Week 4.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Journal	Individual	45%	To be negotiated with you	Weeks 5 and 13 Peer review: Week 5 and 9	In Class
2	Report	Individual	20%	800 words	Week 6	Online Assignment Submission
3	Examination	Individual	35%	N/A	Central examination period	To be negotiated

			100%			
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Assessment 1: Language learning journal

Goal:	<p>The purposes of this assessment are:</p> <ol style="list-style-type: none"> 1) For you to collect reflections on your learning of the Japanese language and culture. 2) For you to produce a short written piece in Japanese and demonstrate your understanding of grammar, sentence structure, vocabulary, scripts, and cultural norms. In addition, you will respond to some questions on an article in Japanese 3) For you to regularly engage with and build upon your linguistic abilities and follow your own progress and development. 4) Participation and contribution to the class
Product:	Journal
Format:	<p>Journal: Open format One reading and one writing exercise. Online quiz (See the Black Board assessment section for more details)</p>
Criteria:	<p>Learning journal</p> <ul style="list-style-type: none"> • quality and consistency of learning reflection • evidence of regular review and completion of in-class, textbook exercises and kanji • attempt/completion of self-directed exercises • Evidence of presentation development • research, description and communication of aspects of Japanese language and culture <p>Writing assessment:</p> <ul style="list-style-type: none"> • accuracy in answering set questions • use of grammar and script in composition-style writing <p>Reading assessment:</p> <ul style="list-style-type: none"> • Accuracy in grasping a topic, main gist, and/or details • comprehension of cultural/social aspect of language use

Assessment Task 2: Constructing a language learning toolbox

Goal:	<p>The growth and ubiquity of digital technology means that there is a growing number and variety of materials that can be used to support Japanese learning and use outside of the classroom. Expanding your knowledge of the resources available and how they can help you to develop your linguistic competence is a critical step to becoming an independent language user. In this assignment you will identify a set of tools and resources that combine to support your needs for language learning and use across verbal and written forms of communication.</p>
Product:	Report
Format:	<p>Guided by the ideas presented in the course, you will produce a Spreadsheet which contains the tools and resources you have selected for your language learning toolbox and details your selection methods and justification. (see the Black Board Assessment section for the details)</p>
Criteria:	<p>Tool and resource selection:</p> <ul style="list-style-type: none"> • adequately covers key areas of linguistic competence • adequately caters to current level of language development • connects to language interests (identified in Assessment 1) • can scale with individual language development • demonstrates knowledge of available resources • selection methods and justification

	<ul style="list-style-type: none"> • ability to search for, locate and identify appropriate resources • awareness of individual language learning needs • emerging awareness of ability to learn autonomously
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Assessment Task 3: Major presentation and exam

Goal:	A significant marker of your language progress, the project presentation session gives you the opportunity to bring together your language and teamwork skills. The session will be held during the examination period and will include some peer assessment (everyone comments on other projects) and individual assessment tasks (writing, reading, speaking and listening).
Product:	Examination
Format:	Verbal interaction (2-3 minutes per person) Listening comprehension – during interactions and a separate listening skills assessment Reading comprehension - one article Short written piece - minimum 250 characters
Criteria:	<p>Verbal component</p> <ul style="list-style-type: none"> • successfully communicate meaning • use of strategic skills <p>Written component:</p> <ul style="list-style-type: none"> • accuracy in answering set questions • use of grammar and script in composition-style writing <p>Comprehension component:</p> <ul style="list-style-type: none"> • accuracy in grasping a topic, main gist, and/or details • comprehension of cultural/social aspect of language use

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location*:
USC Sunshine Coast	Lecture: 1 hour (Online) Tutorial: 2 x 2 hours

**This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020. When government guidelines allow, students that elected on-campus study via the class selection process will be advised when on campus tutorials and practical sessions will resume.*

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
Koyama Satoru	2007	<i>J Bridge for Beginners</i> , vol 1	Tokyo: Bonjinsha (including 2 CDs).

8.2 Specific requirements

Nil

9. How are risks managed in this course?

Risk assessments have been performed for all laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools, as well as manual handling items within the laboratory.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email studentwellbeing@usc.edu.au or accessability@usc.edu.au or call 07 5430 1226

10.6 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au