# Unit Outline

## INTRODUCTORY JAPANESE 1

<table>
<thead>
<tr>
<th>Unit Number:</th>
<th>JP101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Study:</td>
<td>Internal</td>
</tr>
<tr>
<td>Credit:</td>
<td>3 credit points</td>
</tr>
</tbody>
</table>
| Pre-requisites: | Academic Writing  
This unit is for beginners with little or no previous knowledge of Japanese. |
| Location: | Sheridan College  
18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000 |
| Student Workload: | 168 hours (12 hours per week over 14 weeks)  
Seminars – 72 hours (6 hours per week, 12 teaching weeks)  
Private Study – 96 hours (6 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks) |
| Primary Text(s): | (1) Japanese Hiragana & Katakana for Beginners: First Steps to Mastering the Japanese Writing System (w/CD) Timothy G Stout Mixed media product 160 (2011)  
(2) Bunka Shokyu Nihongo [Rev.] vol. 1 Textbook (w/CD) Publisher: Bonjinsha (2013)  
(3) Bunka Shokyu Nihongo [Rev.] vol. 1 Workbook Bonjinsha (2013)  
(4) Tanoshiku Kiko I (w/CD) (Listening). Bonjinsha (2007)  
(5) Tanoshiku Yomou vol. 1 (Comprehension) Bonjinsha (2007) |
| Learning Management System: | Canvas (canvas.sheridan.edu.au) |
| Unit Coordinator: | Mrs Leei SUNG  
Phone: 9221-8170  
Email: lwong@sheridan.edu.au |
| Course Coordinator | Mrs Christine Guyler  
Phone: 9221-8170  
Email: cguyler@sheridan.edu.au |
Introduction
Welcome to Introductory Japanese 1. The unit is intended for students at the beginner level, and focuses on the four crucial skills of language acquisition: reading, writing, listening and speaking. The basic writing system, hiragana, katakana and beginner’s kanji is introduced, along with basic grammar and vocabulary of modern Japanese.

Students will learn 60 Kyôiku kanji and simple i-adjectives and na-adjectives. They will also learn to describe locations and things and ask questions starting with who, where and when. Various counters used in counting animate and inanimate objects are also introduced and the difference between Japanese and English syntax is highlighted (S-O-V sentence structure). ICT skills are incorporated in the unit and students will acquire Japanese input methods (on Windows).

Introductory Japanese 1 is also designed for students to develop an understanding of how Japanese culture is reflected in language. Students will develop communication skills in both spoken and written Japanese and appropriate to social contexts, such as greetings and common idiomatic expressions at mealtimes, accepting/declining and introducing self and others.

Upon successful completion of the unit, students will reach the linguistic competence required for Level 1- of the International Second Language Proficiency Ratings (ISLPR®). This unit also provides the foundation for students to take the Japanese Language Proficiency Test (Level N5).

Diploma of Arts Learning Outcomes
The Sheridan College Diploma of Arts has been accredited by the Tertiary Education Quality and Standards Agency (TEQSA) as meeting the standards set by the Australian Qualifications Framework (AQF).

A Diploma qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning.

Upon completing the Diploma of Arts, you will be able to:

- Demonstrate your theoretical and technical knowledge of specialised learning areas within the humanities and social sciences.
- Exercise your cognitive skills successfully to identify, analyse and synthesise information from a range of sources.
- Plan, propose and evaluate potential solutions to unpredictable problems relating to specialised learning areas within the humanities and social sciences.
- Communicate your understanding of knowledge and skills relating to specialised learning areas within the humanities and social sciences to others in various learning contexts.
- Apply learned technical and creative tools from one or more specialised learning areas within the humanities and social sciences to interpret and resolve unpredictable problems in a range of scenarios.
- Demonstrate your capacity to seek knowledge and truth with persistence, independence, rigour, and integrity.
- Evaluate the relevance of Christian faith and practice to the pursuit of knowledge in the humanities and social sciences.
- Model self-discipline, servant leadership and respect for the dignity of individuals and groups in various settings.

Each unit you take in Diploma of Arts program will contribute towards the fulfilment of these broader learning outcomes.
Introductory Japanese 1 Learning Outcomes

Upon completion of this unit, students will be able to:

A. Engage in simple conversations with native speakers (regarding the weather, time and shopping) in the common polite register.
C. Distinguish different speech sounds in Japanese (for example, palatalised sounds).
D. Introduce themselves and others.
E. Use question words such as “Who”, “Where” and “When”.
F. Use appropriate counters for animate and inanimate objects.
G. Use simple i-adjectives and na-adjectives.

Graduate Attributes

Study does more than equip you with knowledge in a specific academic field. It can also have a transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs don't necessarily follow in a direct line from learning outcomes (LOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
## College Vision Statement
To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...

## College Graduate Attributes
Sheridan College graduates will be...

### Methods of Evaluation
See unit assessment schedule for alignment with specific assessments.

<table>
<thead>
<tr>
<th>... love truth...</th>
<th>1. Lovers of truth who:</th>
<th>• Assignments • Projects • Tests &amp; Exams • Research • Academic Integrity Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.</td>
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</tr>
<tr>
<td></td>
<td>b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.</td>
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<tr>
<td></td>
<td>c. Identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>... seek wisdom...</th>
<th>2. Seekers of wisdom who:</th>
<th>• Assignments • Projects • Tests &amp; Exams • Research • Academic Integrity Policy • Peer review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.</td>
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<tr>
<td></td>
<td>b. Exercise sound, fair and ethical judgment in study and workplace learning environments.</td>
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<tr>
<td></td>
<td>c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.</td>
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</table>

<table>
<thead>
<tr>
<th>... embrace innovation...</th>
<th>3. Innovative thinkers who:</th>
<th>• Assignments • Projects • Tests &amp; Exams • Research • Peer review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.</td>
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<tr>
<td></td>
<td>b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.</td>
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<tr>
<td></td>
<td>c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>... and become instruments of peace in the world.</th>
<th>4. Effective communicators who:</th>
<th>• Assignments • Projects • Tests &amp; Exams • Research • Peer review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.</td>
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<tr>
<td></td>
<td>b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.</td>
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<tr>
<td></td>
<td>c. Promote respect, hospitality and understanding towards cultures and groups.</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>5. Independent learners who:</th>
<th>• Assignments • Projects • Tests &amp; Exams • Research</th>
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<tbody>
<tr>
<td></td>
<td>a. Perform tasks to the best of their own abilities and strive for a high academic standard.</td>
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<tr>
<td></td>
<td>b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.</td>
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<tr>
<td></td>
<td>c. Take responsibility for their own learning and research.</td>
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</tbody>
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<thead>
<tr>
<th></th>
<th>6. Servant leaders who:</th>
<th>• Assignments • Projects • Research • Peer review • Student-led activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Model respectful and ethical behaviour in team environments.</td>
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<td></td>
<td>b. Serve the local, national and global community.</td>
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<tr>
<td></td>
<td>c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.</td>
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</table>
Course Structure

Academic Calendar
Diplomas are one year programs at Sheridan College. Units are delivered in 15-week trimesters. Each trimester comprises 12 weeks of teaching, two non-teaching study weeks, and an examination week.

Trimesters 1 and 3 are dedicated coursework trimesters. If you are enrolled full-time, you will take 3-4 core or elective units during this trimester.

Trimester 2 is a dedicated research trimester. Whether you are enrolled full-time or part-time, your only formal study during Trimester 2 will be a single research-related unit relevant to your field of study. The schedule provides a focused opportunity to acquire valuable research skills, and to practise applying those skills under the direction of the College faculty.

The Trimester 2 schedule also offers you some freedom to pursue personal, professional and learning goals outside of your formal coursework. The College provides a range of informal extra-curricular programs during this trimester for you to gain life experience and enhance your employability. A description of these programs can be found on the College website at http://sheridan.edu.au/index.php/home/academic-calendar.

The table below gives you an idea of your academic program over one year.

<table>
<thead>
<tr>
<th>SAMPLE DIPLOMA OF ARTS PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-TRIMESTER</strong></td>
</tr>
<tr>
<td><strong>YEAR 1</strong> (24 credit points)</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td><strong>TOTAL</strong> (24 credit points)</td>
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</tbody>
</table>

Seminars
You will meet with the lecturers for two 3-hour sessions per week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.

Private Study Expectations
You should expect to spend an additional six (6) hours per week of private study, immersing yourself in the course material and completing the assessment requirements. Reading and preparation for each course week should be done prior to or during the early part of each course week. Students may choose to begin reading over the weekend prior to each course week, keeping a notebook of insights and questions to contribute during the week’s discussion.

Consultation
At Sheridan College, lecturers make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit. For this unit, the
lecturer will nominate an additional one (1) hour either before or after class to be available for individual student queries. The specific times will be set after discussions with the class on the first day.

IT Resources
The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College's graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on "silent" and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Piccadilly Square West campus, if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.

Location
The unit will be taught at Unit 18, 7 Aberdeen Street, Perth WA 6000
Time: TBA
Room: TBA

Learning Resources
Prescribed Reading(s)
The textbooks are available in apps for iPad/OS 3.2.

2) Bunka Shokyu Nihongo [Rev.] vol. 1 Textbook (w/CD) Publisher: Bonjinsha (2013)
3) (3) Bunka Shokyu Nihongo [Rev.] vol. 1 Workbook Bonjinsha (2013)
4) Tanoshiku Kiko I (w/CD) (Listening). Bonjinsha (2007)
5) Tanoshiku Yomo vol. 1 (Comprehension) Bonjinsha (2007)

Supplementary Reading(s) (Essential)
Japanese Supplementary Grammar Booklet by Sheridan College

Supplementary Reading(s)
At this beginner level, a dictionary is not an essential item since the vocabulary and kanji that students need to learn are provided in Canvas. There may be cases, however, when students feel the need to look elsewhere for other words and grammatical points for the assignments and their independent study. The following reference books are useful for study outside classroom at this course level.


Other resources Include:
- http://www.guidetojapanese.org/learn/
College Library Resources
In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:

1. **Academic OneFile** from Cengage Gale (now active)
2. **Oxford University Press Arts and Humanities Collection** (now active)
3. **EBSCO collections** (to be activated from 1 February 2017), including:
   - Business Source Premier
   - Academic Search Premier
   - Humanities International Complete
   - Science and Technology Collection
4. **Informit collections** (to be activated from 1 February 2017), including:
   - Business Collection
   - HSS Collection

Cunningham Library
Sheridan College is an institutional member of the Australian Council of Educational Research’s Cunningham Library.

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books


Aberdeen Street Campus Reserve Collection
A growing physical reserve library of books will be maintained at the Aberdeen St campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

Public Libraries
You will have signed up with the **State Library of WA (SLWA)** and the **National Library of Australia (NLA)** when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines.
Other Free Resources
Access to free full-text journals can also be found through the following sites, among many others:

- VOCEplus (www.voced.edu.au/journalbrowse)
- Stanford University’s Highwire site (http://highwire.stanford.edu/lists/freeart.dtl)
- Directory of Open Access Journals (http://www.doaj.org/)
- Open Directory Project (http://www.dmoz.org/Reference/Education/Journals)

Community Memberships
If those are insufficient for research purposes, community memberships are also available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available at the following university and other higher education libraries:

- Curtin University: ($70.40) https://library.curtin.edu.au/borrowing/non-curtin-borrowers/community-borrowers.cfm
- Murdoch University: ($99) http://library.murdoch.edu.au/Our-services/Community-members/
- University of Notre Dame ($40) http://library.nd.edu.au/content.php?pid=50125&sid=642804
- UWA http://www.is.uwa.edu.au/about/visitors-friends/visitors#community

Please note: For some universities, community members may only be able to access online resources while logging in from a terminal within the university library itself.

Learning Support
Any student who feels they may need special provisions for any type of disability should see a lecturer during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>LOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (Hiragana, Katakana, Kanji, Vocabulary)</td>
<td>20%</td>
<td>Weeks 1-12</td>
<td>B,C,D</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Weeks 1-12</td>
<td>A,C,E,F,G</td>
<td>1,2,3,4,5</td>
</tr>
<tr>
<td>Revision Test</td>
<td>30%</td>
<td>Week 6</td>
<td>A,B,C,D,E,F</td>
<td>1,3,4</td>
</tr>
<tr>
<td>Summative Assessment. Final Written exam (Oral Exam, Listening Exam)</td>
<td>40%</td>
<td>Week 13</td>
<td>A,B,C,D,E,F</td>
<td>2,3,4,5</td>
</tr>
</tbody>
</table>
Explanation of Assessments

Sheridan College assessments are designed both to measure your successful demonstration of the full range of learning outcomes for the unit, and to cultivate the Sheridan College graduate attributes.

You must submit all assessments to satisfy the unit requirements.

1. Quizzes
   There will be 5-10 minute in-class mini quizzes every week in the form of Kanji, particles or grammar.

2. Attendance and Participation
   A 90% attendance rate and active participation in class is essential for this communication-based unit.

   Students are required to prepare for each class by pre-reading (yoshuu) relevant sections of the textbook as indicated on the weekly schedule, and to complete any assigned homework.

   If students are unable to attend a particular class (e.g. timetable clash), they need to notify the lecturer in writing, in advance. If students are sick, they have to inform the relevant lecturer by e-mail.

3. Revision Test

   Revision Test: Written Section
   Students will be expected to demonstrate their reading and writing skills in the understanding of the grammatical structures and vocabulary covered in the lessons tested.

   a. Look at the pictures and write in Hiragana.
   b. Write Kanji or Hiragana.
   c. Write the expressions in hiragana.
   d. Complete the conversation.

   Revision Test: Oral Section
   Students will be assessed by reading an unseen passage followed by answering questions posted by the teacher.

   Assessment will be based upon the rubric.

4. Examination

   Written Exam
   There is a 2 hour written examination in Week 5.

   a. Write Kanji or Hiragana. (1x10=5 marks)
   b. Fill in the blanks with Hiragana (particles). (1x5=5 marks)
   c. Fill in the blanks with appropriate adjectival or adverbial forms. (1x10=10 marks)
   d. Write out the te-forms. (1x10=10 marks)
   e. Read the following passage and answer O or X. (2 x 5=5 marks)
   f. Short Composition. (10 marks)

   Listening Exam
   This will be held together with the written test and exam and it will be based on the listening practices that done in class.

   a. Listen to the conversations (twice) and circle the correct answers.
   b. Put O or X in the brackets. You will listen to the playing twice.
Oral Exam
Introduce yourself and your friend.

Rubric for Oral Language Assessment

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Fail (50%)</th>
<th>Pass (50-64%)</th>
<th>Credit (65-74%)</th>
<th>Distinction (75-84%)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Major inappropriate responses; Uses English.</td>
<td>Some pauses; inappropriate responses.</td>
<td>Satisfactory with some hesitation.</td>
<td>Ability to circumlocute to get meaning across; ability to elaborate on ideas.</td>
<td>Ability to communicate clearly with no difficulty; Ability to circumlocute to get meaning across. ; Ability to elaborate on ideas.</td>
</tr>
<tr>
<td>Clarity</td>
<td>Speech is awkward and incomprehensible.</td>
<td>Fairly comprehensible.</td>
<td>Awkward at times but understandable.</td>
<td>Awkward at times but always understandable.</td>
<td>Clear and comprehensible.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Substantial errors.</td>
<td>Some usage of vocab learnt.</td>
<td>Fair variety and use of vocabulary studied.</td>
<td>Good variety and use of vocabulary studied.</td>
<td>Excellent variety and correct use of vocabulary studied</td>
</tr>
<tr>
<td>Total marks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rubric for Written Language Assessment

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Fall (&lt;50%)</th>
<th>Pass (50-64%)</th>
<th>Credit (65-74%)</th>
<th>Distinction (75-84%)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Details</td>
<td>No details.</td>
<td>Only 1 detail but elaborated.</td>
<td>Supported by 2 details and elaborated.</td>
<td>Supported by 3 details and elaborated.</td>
<td>Supported by more than 3 and elaborated.</td>
</tr>
<tr>
<td>Handwriting</td>
<td>Penmanship is not readable.</td>
<td>More than 5 smudges and cross-outs.</td>
<td>Penmanship is neat but with 3 smudges and cross-outs.</td>
<td>Penmanship is neat but with 2 smudges and cross-outs.</td>
<td>Penmanship is neat and readable. No visible smudges and cross-outs.</td>
</tr>
<tr>
<td>Grammar</td>
<td>&gt;6 errors.</td>
<td>&lt;5 errors.</td>
<td>&lt;4 errors.</td>
<td>&lt;3 errors.</td>
<td>No serious grammatical errors.</td>
</tr>
<tr>
<td>Mechanics (Punctuation/ etc)</td>
<td>&gt;6 errors.</td>
<td>&lt;5 errors.</td>
<td>&lt;4 errors.</td>
<td>&lt;3 errors.</td>
<td>No serious errors.</td>
</tr>
<tr>
<td>Total marks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guidelines for Written Assignments
These general guidelines will assist you in preparing and writing your assignments. Your lecturer will discuss these in greater detail before you commence your assignment. If you have any questions please ask your lecturer to assist you. Do not ask other students, as they may not give you the correct information.

Presentation
- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used to identify the main points in your discussion and may be underlined.
- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity
- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware that there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Your lecturer will discuss this with you during your class. Please note also that Sheridan College deploys plagiarism-detection mechanisms. The Sheridan College Academic Integrity Policy is found at http://sheridan.edu.au/index.php/home/policy-library.
- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. A guide to using the APA referencing style has been posted on Canvas.

Submission
- Your assignment should be submitted to your lecturer by the date specified. If you require an extension of time, it is your responsibility to contact your lecturer before the due date, and provide documentation from a medical practitioner, or the student counsellor as to why you cannot adhere to the stated due date.
- Any assignment submitted after the due date without the lecturer’s permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.
- You must keep a copy of the completed assignment when you submit the original document for marking.
- If you are in doubt about any of these requirements, you should discuss them with your lecturer who will clarify any misunderstanding.
- All assignments must be submitted to assignments@sheridan.edu.au.

Assessment Moderation
- Your major assessment may also be marked by an external examiner, in addition to your lecturer. This is common practice in higher education and is designed to ensure that your marks are equivalent to students being assessed at other higher education institutions.
# Unit Outline

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS COVERED</th>
<th>READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome, Groups Assigned, Unit Outline &amp; Structure; Administration Procedures; Discussion on Assessments; Assignment dates agreed: Greetings, Introduction, Hiragana.</td>
<td>Grammar Notes L1</td>
<td>Quiz</td>
</tr>
<tr>
<td>2</td>
<td>Idiomat</td>
<td>Quiz</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Typing in Japanese; Counters; Days of the week; Dates. Review of Units 1-2.</td>
<td>Quiz</td>
<td></td>
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<tr>
<td>4</td>
<td>Lesson 1: The test is from 10 minutes past 9 Katakana</td>
<td>Grammar Notes L1</td>
<td>Quiz</td>
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**In-Trimester Study Week**

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<td>5</td>
<td>Lesson 2: Whose tape is this?; What?; Affirmative and negative forms; Possessive marker; This/that/that one over there; Too and as well.</td>
<td>Grammar Notes L2</td>
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<td>6</td>
<td>Lesson 3a: Whose big cat is this? This/that/that over there</td>
<td>Grammar Notes L3</td>
<td>Test</td>
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<td>7</td>
<td>Lesson 3b: I-adjective; Which?; Pronominal use of ‘no’</td>
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<td>Quiz</td>
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<td>8</td>
<td>Lesson 4a: Is it spacious?; Affirmative and negative forms of i-adjectives; Na-adjective; Na-adjectives and nouns</td>
<td>Grammar Notes L4</td>
<td>Quiz</td>
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<td>9</td>
<td>Lesson 4b: Affirmative and negative forms of i-adjectives, Na-adjective; Na-adjectives and nouns</td>
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<td>Quiz</td>
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<td>10</td>
<td>Lesson 5a: There is beer and Sashimi in the fridge</td>
<td>Grammar Notes L5</td>
<td>Quiz</td>
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<td>11</td>
<td>Lesson 5b: Expression of existence; Listing more than 1 object; Asking about and answering questions on existence; Asking and answering questions on location; Asking and answering whether an object/objects exist(s) or not</td>
<td></td>
<td>Quiz</td>
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<td>12</td>
<td>Review</td>
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<td>Quiz</td>
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**Pre-Exam Study Week**

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<td>Written, Oral, Listening</td>
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