

Degree	Type	Year
2500244 East Asian Studies	OB	3

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

Students must have understood contents up to Idioma V : Japonès Modern.

## Objectives and Contextualisation

- To be able to apply the knowledge they already have.
- They should not only know the meaning of the vocabulary already studied, but also learn in which contexts and how can it be used.
- To acquire social communication skills.
- Focus on the four basic skills: reading, writing, hearing and speaking.

## Competences

- Apply knowledge of East Asian culture in order to be able to communicate.
- Developing self-learning strategies.
- Ensuring the quality of one's own work.
- Produce oral texts in one of the languages of East Asia.
- Respecting the diversity and plurality of ideas, people and situations.
- Solving problems of intercultural communication.
- Understand oral texts in one of the languages of East Asia.
- Understand texts written in one of the languages of East Asia.
- Write texts in one of the languages of East Asia.

## Learning Outcomes

1. Apply knowledge of lexis, morphosyntax, texts, rhetoric and linguistic variation.
2. Apply strategies to produce oral texts for different contexts and for specific communicative purposes.
3. Apply strategies to produce written texts for different contexts and for specific communicative purposes.

4. Apply strategies to understand oral texts from various different contexts.
5. Apply strategies to understand written texts from various different contexts.
6. Apply strategies towards acquiring knowledge of East Asian culture in order to be able to communicate.
7. Deal with interferences between the working languages.
8. Developing self-learning strategies.
9. Ensuring the quality of one's own work.
10. Identify the need to activate knowledge of East Asian culture in order to be able to communicate.
11. Integrate cultural knowledge to solve problems in communication.
12. Possess knowledge of East Asian culture in order to be able to communicate.
13. Produce oral texts for different contexts and for specific communicative purposes.
14. Produce oral texts that are appropriate to the context and linguistically correct.
15. Produce written texts for different contexts and for specific communicative purposes.
16. Produce written texts that are appropriate to the context and linguistically correct.
17. Respecting the diversity and plurality of ideas, people and situations.
18. Solving problems of intercultural communication.
19. Understand the communicative intent and the meaning of oral texts from various different contexts.
20. Understand the communicative intent and the meaning of written texts from various different contexts.

## Content

Vocabulary:

We will use Minna no nihngo chukyu I 's the vocabulary. We will not only need to understand the meaning of the word, but also to understand how to use it correctly depending on where it is used, by whom and the relationship between the speakers. We will focus on distinguishing homonyms and synonyms

Materials:

- Lesson 6

Oral expression and oral comprehension: 行かせていただきたいんですが。

Written expression and written comprehension: メンタルトレーニング

- Lesson 7

Listening comprehension, oral production: 楽しみにしてます・遠慮させてください

Reading comprehension, written production : まんじゅう怖い

- Lesson 8

Listening comprehension, oral production: 迷子になっちゃんだんです

Reading comprehension, written production: 科学者ってどうみえる？

- Lesson 9

Listening comprehension, oral production: どこが違うんですか。

Reading comprehension, written production: カラオケ

- Lesson 10

Listening comprehension, oral production: そんなはずはありません

Reading comprehension, written production: 記憶型と注意型

- Lesson 11

Listening comprehension, oral production: お勧めのところありませんか

Reading comprehension, written production: 白川郷の黄金伝説

- There will be a vocabulary test after each step. At the end of each lesson, there will be a global test.
- There will be two presentations, recorded and corrected by the student him/herself.
- There will also be two compositions, about subjects related to those in the book.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Audiovisual material	4	0.16	
Grammar exercises	10.5	0.42	
Grammar exercises (oral/writing)	10.5	0.42	
Introduction of materials	4	0.16	
Oral comprehension	10.5	0.42	
Reading	10	0.4	
Type: Supervised			
Reading	6.5	0.26	
Writing	6	0.24	
Type: Autonomous			
Exercises	34.5	1.38	
Individual study	40.5	1.62	8, 9

### 1. Directed

1. Communication responding to basic grammar.
2. Explanation of the cultural aspects of the dialogue from the textbook.
3. Explanation about vocabulary.
4. Reading and listening to the dialogue and grammar.
5. Vocabulary test and partial test.
6. Presentations.
7. Audio visual activity.

### 2. Supervised

1. Writing.
2. Analysis of presentations.

### 3. Autonomous

1. Listening Exercise.
2. Preparation and analysis of presentations.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exercises (grammar and vocabulary)	10%	2	0.08	1, 3, 5, 20
Presentation	20%	2.5	0.1	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20
Presentation analysis	15%	1.5	0.06	1, 2, 6, 7, 13, 14, 18
Test (vocabulary)	20%	2.5	0.1	1, 16
Tests (grammar)	20%	2.5	0.1	1, 5, 7, 10, 16, 18, 20
Written expression and reading comprehension (composition)	15%	2	0.08	1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 18, 19, 20

### Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. Assessment activities represent 90 hours and include both tests and homework, which shall affect the final grade. These activities are detailed in the table at the end of this section of the Study Guide.

### Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

### Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. In case of retaking, maximum grade will be 5 (Pass).

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

#### Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

#### Single assessment

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the teacher responsible for the subject, for the record.

Single assessment will be carried out in person on one day during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

#### Single assessment activities

The final grade for the subject will be calculated according to the following percentages:

Grammar and vocabularies : 40%.

Writing test: 15%.

Oral presentation : 20%

Oral presentation analysis: 15%

Exercises (grammar and vocabulary): 10%

Grade revision and resit procedures for the subject are the same as those for continual assessment. See the section above in this study guide.

## **Bibliography**

#### Bibliography and links

- *Minna no Nihongo Chukyu I*, Koyama Satoru, 3A Corporation, Tokio, 2008, ISBN: 978-4-88319-468-1.
- Tobira: Power Up Your KANJI -800 Basic KANJI as a Gateway to Advanced Japanese, Kuroshio, Tokio, 2010, ISBN:978-4874244876
- *Diccionario japonés-español*, Takahashi Masatake (ed.), Hakusuisha, Tòquio, 1980.
- *Diccionario español - japonés*, Kuwana Kazuhiro *et al.*, Shogakkan, Tòquio, 1991.
- *A Dictionary of Basic Japanese Grammar*, The Japan Times, Tòquio, 1986. In English, a good explanation about grammar we'll see in class
- *Kanji no michi, A road to kanji*, Bonjinsha, Tòquio, 1990. Supplementary kanji material
- *Kanji & Kana*, Wolfgang Hadamitzky i Mark Span, Charles E. Tuttle, Tòquio, 1997. Basic kanji dictionary
- *The Modern Reader's Japanese-English Character Dictionary*. 2a ed. NELSON, A. N. Tòquio: Tuttle, 1974.

#### Websites

Textbook website:

- <http://jplang.tufs.ac.jp/account/login>

#### Electronic dictionaries

- [www.jisho.org](http://www.jisho.org)

#### Websites to learn kanji:

- <http://www.speedanki.com>
- <http://www.kanjiclinic.com>
- <http://www.jlpt-kanji.com>
- <http://kanjialive.uchicago.edu/>
- <http://japanese-kanji.com>
- <http://dartmouth.edu/~kanji/>

#### General Japanese language resources:

- <http://www.nihongoresources.com/>
- <http://www.jgram.org/>
- <http://www.hiraganatimes.com>
- <http://www.rikai.com>
- <http://www.csse.monash.edu.au/~jwb/wwwjdic.html>
- <http://www.gavo.t.u-tokyo.ac.jp/ojad/>

#### **Kanji Dictionaries:**

- NELSON, A. N. *The Modern Reader's Japanese-English Character Dictionary*. 2a ed. Tòquio: Tuttle, 1974.
- HALPERN, J. *New Japanese-English character dictionary*. Tòquio: Kenkyûsha, 1990.

#### Japanese-Spanish dictionary, used in all Japanese degrees:

- MIYAGI, N.; CONTRERAS, E. *Diccionario japonés-español*. Tòquio: Hakusuisha, 1979.

#### Grammar dictionaries:

- SEICHI, M.; TSUTSUI, M.A. *A Dictionary of Basic Japanese Grammar*. Tòquio: The Japan Times, 1995.
- SEICHI, M.; TSUTSUI, M.A. *A Dictionary of Intermediate Japanese Grammar*. Tòquio: The Japan Times, 1995.

#### Online resources:

*Denshi jisho*, online dictionary (Japanese / Kanji / bilingual) <http://jisho.org>

## Software

No specific software is required for this course.

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Japanese	second semester	morning-mixed

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