

Module/ Course Title: Dokkai-Sakubun 4						
Module /Course code SBJ61124		Student Workload 11 hours 20 minutes	Credits (credits/ECTS) 4 CU × 1,5 = 6 ECTS	Semester Even	Frequency 4 CU × 16 = 32	Duration 16 meetings
1	Types of courses Mandatory Study Program Course	Contact Hours 4 CU × 50 minutes = 200 minutes = 3 hours 20 minutes	Independent Study 4 Cu × 120 Minutes = 480 =Minutes = 8 Hours	Class Size 30 students		
2	Prerequisites for participation -					
3	Intended Learning Outcomes (ILO) 1. ILO 1 Able to demonstrate Japanese language skills (listening, speaking, reading, and writing) according to the level, from Basic Japanese (JLPT N5), Pre-Intermediate (JLPT N4), Intermediate (JLPT N3), and Pre-Advanced (JLPT N2). 2. ILO 3 Able to communicate in Japanese both spoken and written in various contexts and for various purposes, at JLPT N3/CEFR B1 level. Learning outcomes After completing this course students are able to: 1. identify texts with the theme of humans and environmental problems 2. identify texts with the theme of cultural comparison 3. make an argumentative essay with the theme of human and environmental problems 4. make an argumentative essay with the theme of cultural comparison 5. write messages in Japanese e-mail format					
4	Subject aims/ Content (Sub-CPMK) 1. Students are trained to properly utilise the complex vocabulary and sentence patterns in the assigned texts 2. Students are able to re-present the texts they have read 3. Students are able to express their individual opinions on the theme of the text using the sentence patterns they have studied and learned in Bunpou 1, 2, 3, and 4 courses. Course content 1. Students are able to understand the content, meaning, use and make an argumentative essay on the topic of waste problems 2. Students are able to understand the content, meaning, use and make an argumentative essay on the topic of different ways of communication between Japan and other countries 3. Students are able to understand the content, meaning, use and make an argumentative essay on the topic of Japanese people and environmental conservation 4. Students are able to understand the content, meaning, use and make an argumentative essay on the topic of ecosystem crisis issues 5. Students are able to understand the content, meaning, use and make an argumentative essay on the topic of society without waste 6. Students are able to understand the content, meaning, use and make an argumentative essay on					

	the topic of eating habits 7. Students are able to completely answer Dokkai quiz questions with sentence patterns equivalent to JLPT N3 8. Students are able to understand the content, meaning, use and make an argumentative essay on the topic of social relations 9. Students are able to understand the content, meaning, use and make an argumentative essay on the topic of the human body 10. Students are able to understand the content, meaning, use and make an argumentative essay on the topic of communication 11. Students are able to understand the content, meaning, use and make an argumentative essay on the topic of environmental change 12. Students are able to understand the content, meaning, use and make an argumentative essay on environmental issues 13. Students are able to understand the content, meaning, use and make an argumentative essay on the topic of the environment and society 14. Students are able to completely answer Dokkai quiz questions with sentence patterns equivalent to JLPT N3												
	Teaching methods The learning method refers to an active learning strategy carried out with active student involvement and inquiry-based collaboration (Case Based Learning). Students actively seek for various relevant reference sources, lecturers as facilitators providing stimulus and act as facilitators during the lectures. Lectures are carried out by providing several study themes such as: 1) understanding and making conversations in accordance with the related sentence patterns, 2) lectures and listening to audio materials. At this point, students listen to lectures and listen to materials related to certain themes, 3) answering questions and exercises. At this point, the lecturer gives a question sheet to a certain listening session, conversation sentences, and material reinforcement.												
5	Assessment methods The test/evaluation method is carried out through structured assignments, mid-semester examination, final semester examination, as well as class participation. The final score in this lecture is obtained through the formula or calculation below. FS = 0,50 PBL + 0,10 Q + 0,20 ME + 0,20 FE Notes: <table><tr><td>FS</td><td>= Final Score</td><td>CBL</td><td>= Case Based Learning</td></tr><tr><td>Q</td><td>= Quiz</td><td>ME</td><td>= Midterm Exams</td></tr><tr><td></td><td></td><td>FE</td><td>= Final Exams</td></tr></table>	FS	= Final Score	CBL	= Case Based Learning	Q	= Quiz	ME	= Midterm Exams			FE	= Final Exams
FS	= Final Score	CBL	= Case Based Learning										
Q	= Quiz	ME	= Midterm Exams										
		FE	= Final Exams										
6	This module is used in the following degree programmes as well: (No)												
7	Responsibility for module: Ni Made Savitri Paramita, M.A.												
8	Other information: Lectures use primary references such as journals, books and learning resources as follows: 1. Makoto Meguro. 2009. <i>Chuujoukyuu Gakusha no Tame no Nihongo Dokkai Waakubukku</i>. Tokyo:												

	Bonjinsha 2. Akiko Yana, Rie Ooki, Yuka Komatsu. 2006. <i>Nihongo E-meeru no Kakikata</i> , Tokyo: The Japan Times, Ltd. 3. <i>Tanoshiku Yomou II: Bunka Shokyuu Nihongo Dokkai Kyouzai</i> . Bunka Institute of Language.
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Linkage Matrix of ILO and CLO from Dokkai Sakubun 4 course

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
ILO 1	✓	✓	✓	✓	✓
ILO 3	✓	✓	✓	✓	✓
ILO SCORE					

Assessment Scheme

	Task 1	Task 2	Task 3	Task 4	Quiz 1	Quiz 2	ME	FE
CLO 1	✓				✓		✓	✓
CLO 2		✓	✓		✓		✓	✓
CLO 3	✓				✓		✓	
CLO 4		✓	✓			✓		✓
CLO 5				✓		✓		✓
ILO SCORE								

Assessment Scheme

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
ILO 1	T1, Q1, ME, FE	T2, T3, Q1, ME, FE	T1, Q1, ME, FE	T2, T3, Q2, FE	Q2, FE
ILO 3	T1, Q1, ME, FE	T2, T3, Q1, ME, FE	T1, Q1, ME, FE	T2, T3, Q2, FE	Q2, FE

ILO SCORE					
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Linkage Matrix of LLO and CLO

	LLO 1	LLO 2	LLO 3	LLO 4	LLO 5	LLO 6	LLO 7	LLO 8	LLO 9	LLO 10	LLO 11	LLO 12	LLO 13	LLO 14
CLO 1	✓		✓	✓	✓		✓				✓	✓	✓	✓
CLO 2		✓				✓	✓	✓	✓	✓			✓	✓
CLO 3	✓		✓	✓	✓						✓	✓	✓	✓
CLO 4		✓				✓		✓	✓	✓			✓	✓
CLO 5				✓				✓		✓				

CLO 1: Students are able to identify texts with the theme of humans and environmental problems (support ILO 1 and 3)

LLO 1: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of waste problems

LLO 3: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of Japanese people and environmental conservation

LLO 4: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of ecosystem crisis issues

LLO 5: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of society without waste

LLO 7: Students are able to completely answer Dokkai quiz questions with sentence patterns equivalent to JLPT N3

LLO 11: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of environmental change

LLO 12: Students are able to understand the content, meaning, use and make an argumentative essay on environmental issues

LLO 13: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of the environment and society

LLO 14: Students are able to completely answer Dokkai quiz questions with sentence patterns equivalent to JLPT N3

CLO 2: Students are able to identify texts with the theme of cultural comparison (support ILO 1 and 3)

LLO 2: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of different ways of communication between Japan and other countries

LLO 6: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of eating habits

LLO 7: Students are able to completely answer Dokkai quiz questions with sentence patterns equivalent to JLPT N3

LLO 8: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of social relations

LLO 9: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of the human body

LLO 10: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of communication

LLO 13: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of the environment and society

LLO 14: Students are able to completely answer Dokkai quiz questions with sentence patterns equivalent to JLPT N3

CLO 3: Students are able to make an argumentative essay with the theme of human and environmental problems

LLO 1: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of waste problems

LLO 3: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of Japanese people and environmental conservation

LLO 4: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of ecosystem crisis issues

LLO 5: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of society without waste

LLO 7: Students are able to completely answer Dokkai quiz questions with sentence patterns equivalent to JLPT N3

LLO 11: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of environmental change

LLO 12: Students are able to understand the content, meaning, use and make an argumentative essay on environmental issues

LLO 13: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of the environment and society

LLO 14: Students are able to completely answer Dokkai quiz questions with sentence patterns equivalent to JLPT N3

CLO 4: Students are able to make an argumentative essay with the theme of cultural comparison

LLO 2: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of different ways of communication between Japan and other countries

LLO 6: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of eating habits

LLO 7: Students are able to completely answer Dokkai quiz questions with sentence patterns equivalent to JLPT N3

LLO 8: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of social relations

LLO 9: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of the human body

LLO 10: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of communication

LLO 13: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of the environment and society

LLO 14: Students are able to completely answer Dokkai quiz questions with sentence patterns equivalent to JLPT N3

CLO 5: Students are able to write messages in Japanese e-mail format

LLO 4: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of ecosystem crisis issues

LLO 8: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of social relations

LLO 10: Students are able to understand the content, meaning, use and make an argumentative essay on the topic of communication

Problems Example

問題 I

けいたいメール

カルロスさん、こんにちは。

今日、どうして休んだの？

ずっと待っていました。

今日は、3回休みましたね。

来週は、ゲームをしたり、お茶をを飲んだりします。

...

日本語教室を休んでいるカルロスに、のり子からメールがときました。

カルロス、さびしいです。

どうして日本語教室を3回も休みましたか？

仕事がいそがしいですか？

病気ですか？心配です...

ピーターからもメールがときました。

1. どうして、ピーターは、さびしいと言っていますか。
- a. カルロスが、ピーターの家に来ないから。
 - b. カルロスの仕事がいそがしいから。
 - c. カルロスが、日本語教室を3回も休んだから。
 - d. カルロスが、病気で国へ帰るから。

問題 II

私は 夏休みに 日本人の 友達と いっしょに 友達の 田舎へ 行きました。行くときは電車で 行ったので、12時間も かかりました。

友達の 家族は みんな 親切でした。お父さんは 車で されいな みずうみに連れて 行ってくれました。みずうみには、魚を つつていて 人や ふねに 乗っている人が いました。でも、泳いでいる人は いませんでした。友達が ふねに 乗

ろうと いったので、ふねに乗りましたが、おちそうになって、ちょっと こわかったです。

お母さんが 作ってくれた 日本の 料理は とても おいしかったです。お母さんに 「日本の 料理は 色も おさらも とても されいですね。私は おさらが 買いたいです。」というと、お母さんが お店に 連れて行ってくれました。そこで、白くて まるい おさらを3まい買いました。この お店では、自分でも おさらやおちゃわんを 作れると 聞いたので、私も 一つ作りました。おさらを 作るのは 難しいので、小さい おちゃわんを 作りました。

帰りは 一人で ひこうきに 乗って帰って来ました。夏休みに 友達の 田舎に行くことができ、ほんとうに よかったです。

2. 夏休みに 何をしましたか。
- a. 友達を 連れて 国へ 帰りました。
 - b. 友達と いっしょに ひこうきで 旅行しました。
 - c. 友達の 田舎で 日本の 料理を 作りました。
 - d. 友達の 田舎へ 電車で 乗って 遊びに 行きました。
3. みずうみで 何を しましたか。
- a. 泳いだり、ふねに 乗ったり しました。
 - b. ふねに 乗りましたが、泳ぎませんでした。
 - c. ふねに 乗りましたが、おちて しまいました。
 - d. 魚を つつたり、ふねに 乗ったり しました。
4. お店で 何を しましたか。
- 1. 小さくて まるい おさらを 作りました。
 - 2. 小さい おちゃわんを 三つ 作りました。
 - 3. 白くて まるい おちゃわんを 買いました。
 - 4. 白くて まるい おさらを 3まい 買いました。



UNIVERSITAS BRAWIJAYA
FACULTY OF CULTURAL STUDIES
DEPARTMENT OF LANGUAGE AND LITERATURE
STUDY PROGRAMME OF JAPANESE LITERATURE

STUDENT TASK GUIDELINE

COURSE TITLE

Dokkai-Sakubun 4

CODE

SBJ61124

CREDITS

6 ECTS

SEMESTER

5

LECTURER OF THE COURSE

Ni Made Savitri Paramita, M.A.

TASK FORM				
Spoken (reading a text)				
COURSE LEARNING OUTCOME				
Students are able to understand a text based on the predetermined theme				
DESCRIPTION				
Students take turns reading the text according to the topic discussed. After reading the text, students are also asked to take turns translating it into Indonesian and re-explaining the contents of the text then discuss together the cultural and social contexts that appear in the text				
METHOD OF COMPLETION				
1. Students read the text in turns 2. Students translate the text that has been read into Indonesian 3. Students explain again the meaning and context of the text 4. Assignments are completed individually and then discussed together with the whole class.				
OUTCOMES				
a. Object : reading a text b. Outcome: Students work on their assignments individually and the answers are then discussed together.				
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING				
Competence	45-55	56-70	71-80	81-100
1. Making connections (prior knowledge)	Do not make a connection to the text	Discuss about what text reminds them of, but cannot explain how it relates to the text	Relate background knowledge experience to the text	Link background knowledge and example from the text to enhance comprehension and/or interpretation
2. Questioning	Unable to ask or answer questions; gives inappropriate or off-topic	Beginning to ask and answer questions; enable to support with evidence from the	Able to ask and answer questions and begin to provide evidence from the text	Ask and answer different types of the question, and find evidence in the text to support question and

	responses	text		answer
3. Visualizing (sensory imagery)	Do not demonstrate the use of sensory image	Demonstrate use of some sensory image	Demonstrate use of sensory image; image is somewhat elaborate from literate text or some existing pictures	Demonstrate multisensory image that extends and enrich the text; demonstration may be through any modality and medium
4. Determining importance	Unable to identify important concepts in the text	Identify some important concepts in the text (example characters, plot, main idea, setting, etc)	Identify some important concepts in the text with supporting explanation (example characters, plot, main idea, setting, etc)	Identify at least one key idea, theme, or concept, linking it to the overall meaning of the text, Uses supporting details from the text to clearly explain why it is important
5. Inferring	Do not make predictions, interpretations, or draw conclusions.	Make prediction predictions, interpretations, or draws conclusions. But does not justify response with information from the text	Make prediction, interpretation, and draw a conclusion and justify response with information from the text; some teacher prompting may be necessary	Independently make a prediction, interpretation, and/or draw a conclusion; and clearly explain connection using evidence from the text and personal knowledge, idea, or belief
6. Synthesizing	Unable to retell elements of the text	Randomly retell some elements of the text	Retell all key elements of the text in logical sequence	Retell elements of the text in a logical sequence with some extension to the overall theme, message, or background knowledge
Adopted from rubric developed by Language Art Committee, Walnut Creek School District.				
TIMES				

Meeting 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14
OTHERS: -
REFERENCES 1. Makoto Meguro. 2009. <i>Chuujoukyuu Gakusha no Tame no Nihongo Dokkai Waakubukku</i> . Tokyo: Bonjinsha 2. Akiko Yana, Rie Ooki, Yuka Komatsu. 2006. <i>Nihongo E-meeru no Kakikata</i> , Tokyo: The Japan Times, Ltd. 3. <i>Tanoshiku Yomou II: Bunka Shokyuu Nihongo Dokkai Kyouzai</i> . Bunka Institute of Language.

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE AND LITERATURE STUDY PROGRAMME OF JAPANESE LITERATURE				
STUDENT TASK GUIDELINE					
COURSE TITLE	Dokkai-Sakubun 4				
CODE	SBJ611 24	CREDITS	6 ECTS	SEMESTER	5
LECTURER OF THE COURSE	Ni Made Savitri Paramita, M.A.				
TASK FORM					
Written (Midterm Examination)					
COURSE LEARNING OUTCOME					
Students are able to compose an argumentative essay based on the predetermined themes.					
DESCRIPTION					

Students are assigned to write an argumentative essay in Japanese based on the reading theme that has been discussed previously. Students must pay attention to the themes, vocabulary, and sentence patterns that they have learned from the Bunpo (Grammar) 1, 2, 3 and 4 courses.

METHOD OF COMPLETION

1. Students write essays according to the theme
2. Students read the essays that they have composed
3. Students explain the contents of their essays
4. Students discuss the essays together

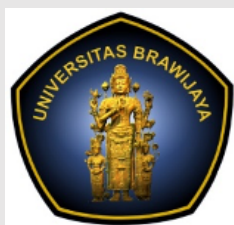
OUTCOMES

- a. Object: composing essays based on the predetermined themes
- b. Outcome: students are able to compose an essay and explain the content and context of the essay.

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

Item to be evaluated	Percent age	Poor (0-40)	Fair (41-60)	Good (61-80)	Excellent (81-100)
New vocabulary usage	25%	Unable to use new vocabulary; need total assistance from the lecturer	Lack of ability to use new vocabulary which related to the composition theme; need lecturer's guidance	Understand and be able to produce correct and simple sentences using new vocabulary which related to the composition theme	Understand and be able to produce correct and complicate sentences using new vocabulary which related to the composition theme
Delivery of material in the form of sentence patterns and examples of their use	25%	Unable to understand and perform the pattern of sentence which have been learned; need total assistance from the lecturer	Lack of ability to perform vocabulary and sentence patterns that have been learned; need lecturer's guidance	Understand and be able to produce correct sentences using vocabulary and sentence patterns which have been learned by being assisted by lecturers	Understand and be able to produce correct sentences using vocabulary and sentence patterns which have been learned

Connection of sentences in paragraph	30%	Unable to connect sentences in paragraph	Lack of ability to connect sentences in paragraph	Understand and be able to connect simple sentences in paragraph	Understand and be able to connect complicate sentences in paragraph
Unique and creative content	20%	Unable to write composition with a unique and creative content	Lack of ability to write composition with a unique and creative content	Understand and be able to write composition with a unique and creative content in the simple sentences	Understand and be able to write composition with a unique and creative content in the complicate sentences



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COURSE TITLE

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CODE

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CREDITS

6 ECTS

SEMESTER

5

LECTURER OF THE COURSE

Ni Made Savitri Paramita, M.A.

TASK FORM

Written (Midterm Examination)

COURSE LEARNING OUTCOME

Students are able to understand and answer questions in a reading of JLPT N3 level

DESCRIPTION

Midterm Examination is conducted in the form of a written test

METHOD OF COMPLETION

Examination is carried out in the form of a written test

OUTCOMES

- a. Object: readings of JLPT N3 level
- b. Outcome: students are able to answer questions in JLPT N3 level readings

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

The final score of the examination is obtained by calculating the points of all correct answers divided by the total points of all questions

TIMES

Meeting 8

OTHERS: -

REFERENCES

1. Makoto Meguro. 2009. *Chuujoyoukyuu Gakusha no Tame no Nihongo Dokkai Waakubukku*. Tokyo: Bonjinsha
2. Akiko Yana, Rie Ooki, Yuka Komatsu. 2006. *Nihongo E-meeru no Kakikata*, Tokyo: The Japan Times, Ltd.
3. *Tanoshiku Yomou II: Bunka Shokyyu Nihongo Dokkai Kyouzai*. Bunka Institute of Language.



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COURSE TITLE

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CODE

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CREDITS

6 ECTS

SEMESTER

5

**LECTURER OF THE
COURSE**

Ni Made Savitri Paramita, M.A.

TASK FORM

Written (Final Examination)
COURSE LEARNING OUTCOME
Students are able to understand and answer questions in a reading of JLPT N3 level
DESCRIPTION
Final Examination is conducted in the form of a written test
METHOD OF COMPLETION
Examination is carried out in the form of a written test
OUTCOMES
a. Object: readings of JLPT N3 level b. Outcome: students are able to answer questions in JLPT N3 level readings
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING The final score of the examination is obtained by calculating the points of all correct answers divided by the total points of all questions
TIMES
Meeting 16
OTHERS: -
REFERENCES 1. Makoto Meguro. 2009. <i>Chuujuukyuu Gakusha no Tame no Nihongo Dokkai Waakubukku</i> . Tokyo: Bonjinsha 2. Akiko Yana, Rie Ooki, Yuka Komatsu. 2006. <i>Nihongo E-meeru no Kakikata</i> , Tokyo: The Japan Times, Ltd. 3. <i>Tanoshiku Yomou II: Bunka Shokyuu Nihongo Dokkai Kyouzai</i> . Bunka Institute of Language.