

<b>Module/Course Title: Japanese Business Manner 2</b>					
<b>Module /Course code</b> SBJ61113	<b>Student Workload</b> 5 hours 40 minutes per week	<b>Credits (Sks/Ects)</b> 2 CU × 1,5 = 3 ECTS	<b>Semester</b> Even	<b>Frequency</b> 2 CU x 16 = 32	<b>Duration</b> 16 meetings
<b>1</b>	<b>Types of courses</b> Elective Study Program Course	<b>Contact Hours</b> 2 CU x 50 minutes = 100 = 1 hour 40 minutes per week	<b>Independent Study</b> 2 CU x 120 minutes = 240 minutes = 4 hours		<b>Class Size</b> 30 students
<b>2</b>	<b>Prerequisites for participation</b> -				
<b>3</b>	<p><b>Course Description:</b></p> <p>This course is designed for 7<sup>th</sup> semester students which teaches students to be able to understand the etiquette in Japanese companies and also identify conversations/expressions in Japanese which are often used in companies and business offices in the appropriate context.</p> <p><b>Learning outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students are able to identify and apply the proper and correct business manners in the professional world of Japanese offices and companies.</li> <li>2. Students are able to identify conversations in Japanese which are often used in companies and business offices in the appropriate context.</li> <li>3. Students are able to identify the culture and work ethic that exist in Japan and be able to compare them with the Indonesian ones so as to minimize the friction of cultural differences in the professional world.</li> </ol> <p><b>Intended Learning Outcome (ILO):</b></p> <ol style="list-style-type: none"> <li>1. ILO 4 Able to apply, examine, compile, and communicate the results of study on Japanese language, literature, and culture to the public both spoken and written in Indonesian and in Japanese.</li> <li>2. ILO 6 Able to apply Japanese work culture with full responsibility in the work environment both independently and in team without leaving religious values and local wisdom.</li> <li>3. ILO 7 Able to communicate ideas in a team consisting of people with various cultural and scientific backgrounds.</li> <li>4. ILO 8 Able to think critically, innovatively, and creatively in order to be able to solve individual and social problems.</li> </ol>				

4	<p><b>Subject aims/Content (Sub-CPMK)</b></p> <p>Through Business Manner 2, students learn to understand better about the work culture in Japanese companies, the business culture and custom, and how to communicate one's business with the Japanese in various contexts and/or situations in detailed and thorough observation.</p> <p><b>Course content</b></p> <p><b>1. Week 1:</b></p> <p>Introduction to the lesson plan: Brainstorming the work culture of Japanese companies 授業の説明: 企業文化について考え</p> <p><b>2. Week 2:</b></p> <p>Self-introduction (Case Study 1): "I am a competent person" 自己アピール ケーススタディ1: 「私は能力がある人間です」</p> <p><b>3. Week 3:</b></p> <p>Work Scope/Area (Case Study 2) "Who is responsible to make and serve tea?" 仕事の範囲 ケーススタディ2: 「お茶くみは誰の仕事？」</p> <p><b>4. Week 4:</b></p> <p>Request for leave/holiday (Case Study 3) "Which one is better; family/household problems or work problems?" 休暇の申請 ケーススタディ3: 「家庭と仕事、どっちが大事？」</p> <p><b>5. Week 5:</b></p> <p>How to instruct job desks (Case Study 4) "What is the time limit for me to prepare the materials/documents for the next meeting?" 指示の仕方 ケーススタディ4: 「会議で使う資料はいつまで作ればよい？」</p> <p><b>6. Week 6:</b></p> <p>Talking in a meeting (Case Study 5) "Will silence truly make gold?" 会議での発言 ケーススタディ5: 「沈黙は金？」</p> <p><b>7. Week 7:</b></p> <p>Apologising (Case Study 6) "Why should I apologise?" 謝罪 ケーススタディ6: 「どうして謝らなきゃいけないの？」</p> <p><b>8. Midterm Examination</b></p> <p><b>9. Week 8:</b></p> <p>Report-Solutions to Problems (Case Study 7) "Have you finished them?" 報告～問題解決 ケーススタディ7: 「もう解決したんじゃないの？」</p> <p><b>10. Week 9:</b></p> <p><i>Hourensou</i> (Case Study 8) "Does <i>Ho-Ren-sou</i> really matter?" 報告・連絡・相談 ケーススタディ8: 「報連相は大事？」</p>
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	<p><b>11. Week 10:</b></p> <p>Information sharing (Case Study 9) "What does it mean by sharing information?" 情報の共有 ケーススタディ9:「情報の共有って？」</p> <p><b>12. Week 11:</b></p> <p>Rebuke in public (Case Study 10) "Someone's got angry in public!" 人前での叱責 ケーススタディ10:「人前で怒るなんて！」</p> <p><b>13. Week 12:</b></p> <p>Goal setting and evaluation (Case Study 11) "The higher the goal, the better, right?" 目標設定と評価 ケーススタディ11:「目標は高いほうがいいに決まっているじゃない？」</p> <p><b>14. Week 13:</b></p> <p>Promotion (Case Study 12) "Aren't they just skills?" 昇進 ケーススタディ12:「能力だけじゃいけないの？」</p> <p><b>15. Week 14:</b></p> <p>Connection-Recruitment (Case Study13 )"What is wrong with recruitments?" コネ～縁故採用 ケーススタディ13:「縁故採用のどこが問題？」</p> <p><b>16. Final Examination</b></p>												
4	<p><b>Teaching methods</b></p> <p>In order to understand better the work culture of Japanese companies/people, case studies are conducted, where students discuss certain problems and find the solutions to those problems by solving them properly, and look up for the appropriate suggestions. The results are then presented in Japanese in front of all class members.</p>												
5	<p><b>Assessment methods</b></p> <p>The test/evaluation method is carried out through structured assignments, mid-semester examination, and final semester examination. The final score in this lecture is obtained through the formula or calculation below.</p> <p><b>FS = 0,10 ST + 0,10 Q + 0,50 PBL + 0,15 ME + 0,15 FE</b></p> <p><b>Notes:</b></p> <table border="0"> <tr> <td>FS</td> <td>= Final Score</td> <td>PBL</td> <td>= Project Based Learning</td> </tr> <tr> <td>ST</td> <td>= Structured Tasks</td> <td>ME</td> <td>= Midterm Exams</td> </tr> <tr> <td>Q</td> <td>= Quiz</td> <td>FE</td> <td>= Final Exams</td> </tr> </table>	FS	= Final Score	PBL	= Project Based Learning	ST	= Structured Tasks	ME	= Midterm Exams	Q	= Quiz	FE	= Final Exams
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6	<p><b>This module is used in the following degree programmes as well: (No)</b></p>												
7	<p><b>Module/Course Coordinator:</b> Dr. Aji Setyanto, M.Litt.</p>												



## ASSESSMENT SCHEME

	LLO 1	LLO 2	LLO 3	LLO 4
CLO 1	Participation, Task 1, 2,3 Quiz 1, 2 ME, FE	Participation, Task 1, 2,3 Quiz 1, 2 ME, FE	Participation, Task 1, 2,3 Quiz 1, 2 ME, FE	Participation, Task 1, 2,3 Quiz 1, 2 ME, FE
CLO 2	Participation, Task 1, 2,3 Quiz 1, 2 ME, FE	Participation, Task 1, 2,3 Quiz 1, 2 ME, FE	Participation, Task 1, 2,3 Quiz 1, 2 ME, FE	Participation, Task 1, 2,3 Quiz 1, 2 ME, FE
CLO 3	Participation, Task 1, 2,3 Quiz 1, 2 ME, FE	Participation, Task 1, 2,3 Quiz 1, 2 ME, FE	Participation, Task 1, 2,3 Quiz 1, 2 ME, FE	Participation, Task 1, 2,3 Quiz 1, 2 ME, FE

## LINKAGE MATRIX OF SUB-CLO AND CLO

CLO-s	Sub CLO 1	Sub CLO 2	Sub CLO 3	Sub CLO 4	Sub CLO 5	Sub CLO 6	Sub CLO 7	Sub CLO 8	Sub CLO 9	Sub CLO 10	Sub CLO 11	Sub CLO 12	Sub CLO 13	Sub CLO 14
CLO 1	V	V	V	V	V	V	V	V	V	V	V	V	V	V
CLO 2	V	V	V	V	V	V	V	V	V	V	V	V	V	V
CLO 3	V	V	V	V	V	V	V	V	V	V	V	V	V	V

## PRESENTATION RUBRIC (FINAL EXAMINATION)

Criteria	Excellent	Good	Poor	Weight
Presentation Fluency	Students are able to fluently present the presentation, the sequence is clear and easy to understand.	Students are fairly able to make the presentation smoothly, the sequence is clear, and easy to understand, but there are still parts that require further explanation.	Performance is not smooth, the sequence is not clear, and presentation is not easy to understand, there are still many parts that require further explanation.	20

Fluency in Japanese	Students are able to converse fluently using Japanese level N3-N2 without hesitation and with loud voice.	Students are able to converse quite fluently using Japanese level N3-N2. They are also quite confident, and their voices are quite audible for the audience	Students are not able to speak fluently using Japanese level N3-N2 as they keep stammering, are hesitant and not confident, and their voices are very low	30%
Presentation Content	Students are able to incorporate all elements of their Knowledge of Japanese Language and Culture by applying the mindset of the Japanese people and local culture in describing the case studies discussed	Students are able to fairly include some elements of their knowledge of Japanese language and culture by applying the mindset of the Japanese people and local culture in describing the case studies discussed	Students lack in incorporating elements of their Knowledge of Japanese Language and Culture as they do not apply the mindset of the Japanese people and local culture in describing the case studies discussed.	30%
Teamwork	Students are able to work together with all TEAM members, as seen in the smooth presentation and clear division of tasks as well as working together and not throwing responsibilities at each other in answering questions	Students are sufficiently able to work with all TEAM members, where they share clear division of tasks and work together and not throw responsibilities at each other in answering questions	Students show no teamwork with all TEAM members, where they share unclear division of tasks, as well as throw responsibilities at each other in answering questions	20%
<b>Total</b>				<b>100%</b>

## ASSIGNMENT RUBRIC

Criteria	Excellent	Good	Poor	Percentage
<b>Adapted to the type of task</b>	Students are able to and have completed all of the tasks correctly in accordance with the given task (Tasks 1,2,3,4) (80-100% correct)	Students are quite capable and have completed the task thoroughly, but there are still errors and missing elements in accordance with the given task (Tasks 1,2,3,4) (60-79.9% correct)	Students are not able to do the task as a whole so that it is incomplete or failed to complete and less accurate in accordance with the given task (Tasks 1,2,3, 4) ( $\leq 59$ correct)	100%

## QUIZ RUBRIC

Criteria	Excellent	Good	Poor	Percentage
<b>Adapted to the type of quiz</b>	Students are able and have completed the Quiz questions correctly (including the accuracy in answering questions for Quiz 1 listening, and Quiz 2 conversation).  (80-100% correct)	Students are quite capable and have completed the Quiz questions (including the accuracy in answering questions for Quiz 1 listening, and Quiz 2 conversation).  An error is still detected, however.  (60-79% correct)	Students are incapable in completing the Quiz questions (including accuracy in answering questions for Quiz 1 listening, and Quiz 2 conversation).  There are a few errors or the quiz has not finished yet  ( $\leq 59$ correct)	100%