





SEMESTER LESSON PLAN (RPS)
(LEARNERS DEVELOPMENT)



Lecturer:
Irvina Restu Handayani

JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
EDUCATION UNIVERSITY GANESHA
2021

	SEMESTER LESSON PLAN: (LEARNERS DEVELOPMENT)	No.Doc: FBS-PBJ-RPS110
		Revision: 02
	Date: February 1, 2020	
Pages: 10		
Created By:  Irvina Restu Handayani, S.Pd., M.Pd. NIP. 199309112020122018	Review By:  Dr. Kadek Eva Khrisna Adnyani, SS, M.Si NIP 198705122012122001	Approved By:  I Wayan Sadyana, SS, M.Sc. NIP. 197812012006041001
Lecturer	Academic Quality Assurance Study	Coordinator of Balinese Language Education Study Programme
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p> Name of Study Programme : Japanese Language Education Course Name : Learners Development Course Code : JPGS120110 Course Group : Educational Sciences Courses (MKKK) Credit Hours : 2 Degree : Bachelor Degree Semester : 1 Prerequisite : - Status (compulsory/elective) : Compulsory Name and code of lecturer : Irvina Restu Handayani (PBJIR09) </p> <p>2. Course Description</p> <p>Learners development aims to make students understand the theoretical concepts of student growth and development. In addition, students are skilled in analyzing the development and characteristics of students in learning. The learning process is divided into two stages. First, students discuss in groups the growth and development of students. In the second stage, students make video presentations related to the results of discussions about the growth and development of students. The process of assessing knowledge and skills is carried out by evaluating group reports and projects. The attitude assessment process is carried out through observation in discussions and presentations.</p> <p>3. Programme Learning Outcomes of Study Programmes Referred to</p>		

PLO1: Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics based on THK values (demonstrate scientific, educational, and religious attitudes and actions that contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics based on THK's wisdom)

PLO2: Mastering theoretical concepts of pedagogy

PLO6: Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.

4. Courses Learning Outcomes

1. Mastering the theoretical concepts of growth and development of students
2. Skilled in analyzing the development and characteristics of students in learning

5. Description of Learning Plan

Meetings	Indicators of Courses Learning Outcomes	Study Materials	Learning Forms	Time	Task and Assessment	Reference
1	<ol style="list-style-type: none"> 1. Able to explain the description of the lecture process to be passed 2. Able to explain the procedures orderly lectures 3. Able to explain the scope of material and what tasks will be done 	Lecture plan, course orientation, the scope of material	<ul style="list-style-type: none"> • Lecture 	50 minutes		RPS Lecture Contract
2	<ol style="list-style-type: none"> 1. Able to explain the difference between 	<ol style="list-style-type: none"> 1. The nature of growth and development students: 	<ul style="list-style-type: none"> • Lecture • Library/ Online research 	10 minutes		1, 2

	<p>growth and development</p> <p>2. Able to understand the laws of student development</p>	<p>2. Definition of Growth & Development</p> <p>3. Laws of development</p>	<ul style="list-style-type: none"> • Group Discussion • Report Writing • Video project • Class Discussion 	<p>50 minutes</p> <p>50 minutes</p> <p>100 minutes</p> <p>100 minutes</p> <p>30 minutes</p>	<p>Observation</p> <p>Assessment report</p> <p>Assessment video</p> <p>Observation</p>	
3	<p>1. Able to understand the essential factors of student growth and development</p> <p>2. Able to examine the phases of student development</p>	<p>1. The essential factors of growth and student development.</p> <p>2. Developmental phases</p>	<ul style="list-style-type: none"> • Lecture • Library/ Online research • Group Discussion • Report Writing • Video project • Class Discussion 	<p>10 minutes</p> <p>50 minutes</p> <p>50 minutes</p> <p>100 minutes</p> <p>100 minutes</p> <p>30 minutes</p>	<p>Observation</p> <p>Assessment report</p> <p>Video assessment</p> <p>Observation</p>	1, 2
4	<p>1. Able to identify patterns of human affective development</p>	<p>The nature of the growth and development of learners:</p> <p>1. Patterns of Human</p>	<ul style="list-style-type: none"> • Lecture • Library/ Online research 	<p>10 minutes</p> <p>50 minutes</p>		1, 2

	2. Able to identify patterns - patterns of human cognitive development	Affective Development. 2. Human Cognitive Development Patterns.	<ul style="list-style-type: none"> • Group Discussion • Report Writing • Video project • Class Discussion 	50 minutes 100 minutes 100 minutes 30 minutes	Observation Assessment report Assessment video Observation	
5	<ul style="list-style-type: none"> • Able to explain various learning styles of students 	1. Metacognitive development 2. Learner's learning styles	<ul style="list-style-type: none"> • Lecture • Library / Online research • Group Discussion • Report Writing • Video project • Class Discussion 	10 minutes 50 minutes 50 minutes 50 minutes 100 minutes 100 minutes 30 minutes	Observation Assessment report Assessment video Observation	1, 2
6	Able to understand developmental tasks from childhood to parents	Tasks Development: 1. Childhood 2. Adolescence 3. Early 4. Adulthood Late	<ul style="list-style-type: none"> • Lecture • Library/ Online research • Group Discussion • Report Writing 	10 minutes 50 minutes	Observation	1, 2

		5. Parenting	<ul style="list-style-type: none"> • Video project • Class Discussion 	50 minutes 100 minutes 100 minutes 30 minutes	Assessment report Assessment video Observation	
7	1. Able to understand the concept of physical growth of adolescent students 2. Able to understand the concept of the development of the intelligence of adolescent students. 3. Able to identify the unique talents of students.	Implications of Growth & Development on the Implementation of Education: 1. Physical Growth of Adolescent Students. 2. The development of the intelligence of Adolescent Students. 3. Development of Special Talents of Teenagers.	<ul style="list-style-type: none"> • Lecture • Library/ Online research • Group Discussion • Report Writing • Video project • Class Discussion 	10 minutes 50 minutes 50 minutes 50 minutes 100 minutes 100 minutes 30 minutes	Observation Assessment report Assessment video Observation	1, 2
8	MIDDLE SEMESTER EXAM					
9 & 10	1. Able to understand the concept of the development of social relationships adolescent students	1. Development of Hub. Sauce. Youth Students. 2. Language Development of Teenagers/Sec	<ul style="list-style-type: none"> • Lecture • Library/ Online research • Group Discussion • Report Writing 	10 minutes 50 minutes	Observation	1, 2

	<p>2. Able to understand development language of adolescent students</p> <p>3. Able to understand the concept of emotional development of adolescent students</p>	<p>Secondary School Age Students.</p> <p>3. Emotional Development of Adolescent Students.</p>	<ul style="list-style-type: none"> • Video project • Class Discussion 	<p>50 minutes</p> <p>100 minutes</p> <p>100 minutes</p> <p>30 minutes</p>	<p>Assessment report</p> <p>Assessment video</p> <p>Observation</p>	
11	<p>1. Able to explain the development of values, morals, and attitudes of adolescent students</p> <p>2. Able to understand adolescent needs towards the implementation of the</p>	<p>1. Value, Moral & Attitude Development of Adolescent Learners.</p> <p>2. Implications of Meeting the Needs of Adolescents on the Implementation of Education.</p>	<ul style="list-style-type: none"> • Lecture • Library/ Online research • Group Discussion • Report Writing • Video project • Class Discussion 	<p>10 minutes</p> <p>50 minutes</p> <p>50 minutes</p> <p>100 minutes</p> <p>100 minutes</p> <p>30 minutes</p>	<p>Observation</p> <p>Assessment report</p> <p>Assessment video</p> <p>Observation</p>	1, 2
12	<p>Able to understand self-concept with self-esteem, self-concept with behavior, self-concept with learning achievement.</p>	<p>1. Self-concept with self-esteem.</p> <p>2. Self-behavior the concept with self-concept with learning achievement</p>	<ul style="list-style-type: none"> • Lecture • Library/ Online research • Group Discussion • Report Writing 	<p>10 minutes</p> <p>50 minutes</p> <p>50 minutes</p>	<p>Observation</p> <p>Assessment report</p>	1, 2

			<ul style="list-style-type: none"> • Video project • Class Discussion 	100 minutes 100 minutes 30 minutes	Video assessment Observation	
13	Able to understand the psychoanalytic theory about the development moral	Psychoanalytic theory about moral development	<ul style="list-style-type: none"> • Lecture • Library/ Online research • Group Discussion • Report Writing • Video project • Class Discussion 	10 minutes 50 minutes 50 minutes 50 minutes 100 minutes 100 minutes 30 minutes	Observation Assessment report Video assessment Observation	1, 2
14	Able to understand the concept of adjustment to school-age students middle school/adolescent	<p>Self-adjustment Concept Middle/Adolescent School-Age Students:</p> <ol style="list-style-type: none"> 1. Definition & Characteristics of Self-Adjustment 2. Process & Aspects of 	<ul style="list-style-type: none"> • Lecture • Library/ Online research • Group Discussion • Report Writing • Video project 	10 minutes 50 minutes 50 minutes	Observation Assessment report Assessment video	1, 2

		Self-Adjustment 3. Self-Implications of adjustment for Students	<ul style="list-style-type: none"> Class Discussion 	100 minutes 100 minutes 30 minutes	Observation	
15	Able to explain resilience development students	The development of student of resilience: 1. The concept of resilience 2. Characteristics and factors of resilience 3. The stages of efforts to develop student resilience)	<ul style="list-style-type: none"> Lecture Library/ Online research Group Discussion Report Writing Video project Class Discussion 	10 minutes 50 minutes 50 minutes 100 minutes 100 minutes 30 minutes	Observation Assessment report Assessment video Observation	1, 2
16	FINAL SEMESTER EXAM					

6. List of References

- Desmita. 2009. *Psikologi Perkembangan Peserta Didik*. Bandung: PT Remaja Rosdakarya.
- Irwansyah, Rudi, dkk. 2021. *Perkembangan Peserta Didik*. Bandung: Widina Bhakti Persada

7. Appendix 1: Teaching Resources: Books, Modules, Handout PowerPoint, etc.

- Desmita. 2009. *Psikologi Perkembangan Peserta Didik*. Bandung: PT Remaja Rosdakarya.

2. Irwansyah, Rudi, dkk. 2021. *Perkembangan Peserta Didik*. Bandung: Widina Bhakti Persada.

8. Appendix 2: Observation rubric, report assessment rubric, video project assessment

1. rubric. Class Discussion Observation rubric

No.	Name	Aspect		
		Asking	Answering	Responding

2. Observation Rubric of Group Presentation

No.	Name of group	Aspect		
		Presenting material	Answering questions	Managing presentations

Scoring Criteria:

5: Very Good

4: Good

3: Fair

2: Poor

1: Very Poor

3. Report Rating Rubric

No.	Aspects assessed	Score	Credit Hours
1.	Material suitability	1-5	60%

2.	Writing procedure	1-5	30%
3.	Discipline	1-5	10%

No.	Name of Group	Aspect		
		Conformity of material	Writing technique	Discipline

4. Project Assessment Rubric Video

No.	Aspects assessed	Score	Credit Hours
1.	Content	1-5	70%
2.	Editing	1-5	20%
3.	Discipline	1-5	10%


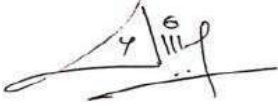


No.	Name of Group	Aspect		
		Content	Editing	Discipline

SEMESTER LESSON PLAN (RPS)
(*BUNPO SHOKYU* OR BASIC GRAMMAR)



Lecturer:
Yeni, S.Pd., M.Pd.

STUDY PROGRAMME OF JAPANESE LANGUAGE EDUCATION
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	No. Doc: FBS-PBJ-RPS111
	(<i>BUNPO SHOKYU</i> OR BASIC GRAMMAR)	Revision: 02
		Date: February 1, 2020 Pages: 15
Created By:	Review By:	Approved By:
 NIP. 198804222019032012	 Dr. Kadek Eva Krishna Adnyani, SS, M.Sc. NIP. 198705122012122001	 I W Sc. NIP. 197812012006041001
Lecturer	Academic Quality Assurance Study	Coordinator of Balinese Language Education Study Programme
SEMESTER LESSON PLAN		
<p>1. Course Identity</p> <p> Name of Study Programme : Japanese Language Education Course Name : <i>Bunpo Shokyu</i> or Basic Grammar Course Code : JPGS120111 Course Group : Expertise Course Credit Hours : 4 Degree : Bachelor Degree Semester : 1 </p> <p> Status (compulsory/elective) : Compulsory Name and code of lecturer : Yeni, S.Pd., M.Pd. (PBJYE08) </p> <p>2. Course Description</p> <p><i>Bunpo Shokyu</i> or Basic Grammar aims to provide knowledge and provision of Japanese language skills, including an introduction to basic beginner-level vocabulary, presentation of basic Japanese sentence patterns, and their development and application both orally and in writing with intensive and continuous training. Lectures include</p>		

introducing yourself, using expressive words, mentioning belongings, doing shopping activities by mentioning currency units, mentioning telephone numbers, mentioning daily activities (verbs), doing activities traveling by vehicle, and asking for unknown vocabulary in English. The Japanese language conveys the form of acceptance and giving, states simply the impression of something (adjective), states the reason, shows the existence of people/objects, expresses the form of understanding, clever/not clever, likes/dislikes, describes me regarding the neighborhood/city/country, mentions the period, time, number/unit, states a superficial impression of the experience that has occurred (past verb), makes simple comparisons, states desire, a form of doing an activity, understands the form of prohibition, ask permission, and talk about nearby/simple topics (family, work).

Learning is divided into two stages. The first is basic exercises (students learn vocabulary and sentence patterns in Japanese). Second, implementation exercises (students apply/apply sentence patterns that have been learned by making their example sentences and then doing practice questions on *Renshuu B*, *Renshuu C*, *Mondai*). Learning assessment uses a portfolio, written test, and observation.

3. Programme Learning Outcomes of the Referred Study Programme

1. Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics based on THK values
2. Mastering Japanese theoretical concepts Japanese
3. Apply language skills, both oral and written

4. Courses Learning Outcomes

1. Mastering basic theoretical concepts about Japanese sentence patterns
2. Able to make Japanese sentences from learned sentence patterns
3. Able to apply Japanese language skills by demonstrating good mastery of grammatical aspects of reading and writing in Japanese letters

5. Description of Semester Lesson Plan

Meetings	Indicators of Courses Learning Outcomes	Study Materials	Form of Learning	Time	Duty and Assessment	Referral
1	Students understand that learning will be done during one semester	Contract lectures	<ul style="list-style-type: none"> Lecture 	-	-	RPS and Module
2	<ul style="list-style-type: none"> Students understand and master the sentence 	Chapter 1 and Chapter 2	<ul style="list-style-type: none"> Class Discussion 	200 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) 	1, 2 and 3

	<p>patterns in Chapter 1 and Chapter 2: ~は~です ~は~じゃありません か~ ~も ~の~ ~ んこ され/それ/ れこ あの~ /その~ /あの~ そうです/ そうじゃありません ~か, ~か かそうです</p> <ul style="list-style-type: none"> Students can make sentences properly of sentence patterns in Chapter 1 and Chapter 2 Students can use sentence patterns in chapter 1 and chapter 2 in a conversation . 		<ul style="list-style-type: none"> Collaborative learning Literature review 	<p>240 minutes</p> <p>240 minutes</p>	<ul style="list-style-type: none"> Discuss specific material that is done collaboratively (Observation) Make a portfolio (Assessment rubric)) 	
3	<ul style="list-style-type: none"> Students understand and master sentence patterns in chapter 3 and chapter 4: ここ／そこ ／あそこ／ こちら／そ 	Chapter 3 and Chapter 4	<ul style="list-style-type: none"> Class Discussion Collaborative learning 	<p>200 minutes</p> <p>240 minutes</p>	<ul style="list-style-type: none"> Discussion tasks (Observation) Discuss specific material that is done collaboratively (Observation) 	1, 2 and 3

	ちら／あちら どこ／どちら 今一時一分です ～ます／～ません／～ました／～ませんでした ～に～ ～から～まで ～と～ ～ね <ul style="list-style-type: none"> Students can make sentences properly of sentence patterns in Chapter 3 and Chapter 4 Students can use the sentence pattern in chapters 3 and 4 in a conversation 		<ul style="list-style-type: none"> Literature review 	240 minutes	<ul style="list-style-type: none"> Create a portfolio (Rubric assessment) 	
4	<ul style="list-style-type: none"> Students understand and master the sentence patterns in Chapter 5 and Chapter 6: ～へ行きます/来ます/りますどこ 帰[へ]も行きます/行きませんでした 	Chapter 5 and Chapter 6	<ul style="list-style-type: none"> Class Discussion Collaborative learning Literature review 	200 minutes 240 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Discuss specific material that worked collaboratively (Observation) Create a portfolio (Rubric assessment) 	1, 2 and 3

	<p> ~で行きます/来ます/帰ります ~と~ いつ ~よ ~を他動詞 ~ をします何をしま ~で~ ~ませんか ~しょうおま~ </p> <ul style="list-style-type: none"> Students can make sentences with a well and correct from the sentence patterns in chapters 5 and 6 Students can use sentence patterns in chapters 5 and 6 in a conversation 			240 minutes		
5	<ul style="list-style-type: none"> students understand and master the sentence patterns in chapter 7 and chapter 8: ~で~ ~は~語で何ですか ~にあげます ~もらいますもうに~ました 	Chapter 7 and Chapter 8	<ul style="list-style-type: none"> Class Discussion Collaborative learning Literature review 	200 minutes 240 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Discuss specific material that is done collaboratively (Observation) Make a portfolio (assessment rubric) 	1, 2 and 3

	<p>~はイ形容詞/形容詞 すとても ナで/あまり ~とうです か ~はどんな~ ですか ~か~ どれ</p> <ul style="list-style-type: none"> Students can make sentences properly of sentence patterns in chapter 7 and chapter 8 Students can use sentence patterns in chapter 7 and chapter 8 in a conversation . 			240 minutes		
6	<ul style="list-style-type: none"> Students understand and master sentence patterns in chapter 9 and chapter 10: ~があります/わかります/好きです/嫌いです/上手です/ですな 下手どん~ よく/だいたい/たくさん/少し/ 	Chapter 9 and Chapter 10	<ul style="list-style-type: none"> Class Discussion Collaborative learning Literature review 	200 minutes 240 minutes 240 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Discussing specific material that is done collaboratively (Observation) Making portfolios (Rubric for assessment) 	1, 2 and 3

	<p>あまり/全然 ~から, ~ どうして ~があります/います ~に~があります/います ~は~にあります/います ~の~ ~や~ ~ですか</p> <ul style="list-style-type: none"> Students can make sentences properly of sentence patterns in chapter 9 and chapter 10 Students can use the sentence pattern in chapters 9 and 10 in a conversation . 					
7	<ul style="list-style-type: none"> Students understand and master sentence patterns chapter 11 and chapter 12: ~に一回~ ~だけ ~は~より~ です ~と~とどちらが~ですか 	Chapter 11 and Chapter 12	<ul style="list-style-type: none"> Class Discussion Collaborative learning literature review 	200 minutes 240 minutes	<ul style="list-style-type: none"> Task discussion (Observation) Discussing specific material Working collaboratively (Observation) Create a portfolio (Rubric assessment) 	1, 2 and 3

	~のほうが~ です ~[の中]で何 /どこ/だれ /いつがい ちばん~で すか がい~ちば ん~です			240 minut es		
	<ul style="list-style-type: none"> Students can make sentences properly of sentence patterns in chapter 11 and chapter 12 Students can use the sentence pattern in chapter 11 and chapter 12 in a conversation . 					
8	MIDDLE SEMESTER EXAM					
9	<ul style="list-style-type: none"> students understand and master the sentence patterns in chapter 13 and chapter 14: ~が欲しで す ~たいです ~へ~に行き ます/来ま す/帰りま す ~に~ / ~を ~ どこか/何 か 	Chapte r 13 and Chapte r 14	<ul style="list-style-type: none"> Class Discussion Collaborativ e learning Literature review 	200 minut es 240 minut es 240 minut es	<ul style="list-style-type: none"> Discussion tasks (Observation) Discuss specific material that is done collaboratively (Observation) Make a portfolio (Assessment rubric) 	1, 2 and 3

	<p>~てください ~ています ~ましょう か ~が, ~</p> <ul style="list-style-type: none"> Students can make sentences properly of pattern sentences in chapter 13 and chapter 14 Students can use sentence patterns in chapter 13 and chapter 14 in a conversation . 					
10	<ul style="list-style-type: none"> Students understand and master the sentence patterns in chapter 15 and chapter 16: ~てもいいです ~てはいけません ~ ~ています知りませ ~て, ~て ~てから~ ~は~が~ どうやって どの Students can make sentences properly of sentence 	Chapter 15 and Chapter 16	<ul style="list-style-type: none"> Class Discussion collaborative learning literature review 	<p>200 min</p> <p>240 min</p> <p>240 min</p>	<ul style="list-style-type: none"> Duty discussion (Observation) Discussing specific material Working collaboratively (Observation) Create a portfolio (Rubric assessment) 	1, 2 and 3

	chapter 17 and chapter 18 in a conversation					
12	<ul style="list-style-type: none"> Students understand and master sentence patterns in chapter 19 and chapter 20: ~たことがあります ~たり, ~たりします ~く/になります そうで Students can make sentences properly of sentence patterns in chapter 19 and chapter 20 Students can use the sentence pattern in chapter 19 and chapter 20 in a conversation 	Chapter 19 and Chapter 20	<ul style="list-style-type: none"> Class Discussion Collaborative learning Literature review 	200 minutes 240 minutes 240 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Discussing specific material that is done collaboratively (Observation) Making portfolios (Assessment rubric) 	1, 2 and 3
13	<ul style="list-style-type: none"> Students understand and master the sentence patterns in Chapter 21 and Chapter 22: ~と思います 	Chapter 21 and Chapter 22	<ul style="list-style-type: none"> Class Discussion Collaborative learning 	200 minutes 240 minutes	<ul style="list-style-type: none"> Discussion assignments (Observation) Discussing specific material Working collaboratively (Observation) 	1, 2 and 3

	<p>～と言います ～でしょう? ～で～があります ～でも～ ～ないと..... ～時間/約束/用事</p> <ul style="list-style-type: none"> Students can make sentences properly and correctly from sentence patterns in chapter 21 and chapter 22 Students can use sentence patterns in chapter 21 and chapter 22 in a conversation . 		<ul style="list-style-type: none"> Literature review 	240 minutes	<ul style="list-style-type: none"> Create a portfolio (Rubric assessment) 	
14	<ul style="list-style-type: none"> Students understand and master the sentence patterns in chapter 23 and chapter 24: ～とき, ～～と, ～～てあげます/もらいます/くれます Students can make sentences properly of sentence patterns in chapter 23 	Chapter 23 and Chapter 24	<ul style="list-style-type: none"> Class Discussion collaborative learning literature review 	<p>of 200 minutes</p> <p>240 minutes</p> <p>240 minutes</p>	<ul style="list-style-type: none"> Discussion task (Observation) Discuss specific material that is done collaboratively (Observation) Create a portfolio (Rubric assessment) 	1, 2 and 3

	and chapter 24 • Students can use the sentence pattern in chapters 23 and 24 in a conversation .					
15	• Students understand and master the sentence patterns in Chapter 25: ~ら, ~ ~たら, ~ ~ても, ~もしandいくら • Students can make sentences properly and correctly from sentence patterns in chapter 25 • Students can use sentence patterns in chapter 25 in a conversation	Chapter 25	• Class Discussion • Collaborative learning • Literature review	200 minutes 240 minutes 240 minutes	• Discussion tasks (Observation) • Discuss specific material that is done collaboratively (Observation) • Create a portfolio (assessment rubric)	1, 2 and 3
16	FINAL SEMESTER EXAM					

6. List of references

1. 3A Network. 2013. *Minna no Nihongo I*. Tokyo: 3A Network.
2. Tanaka Yone. 2000. *Minna no Nihongo I Terjemahan dan Keterangan Tata Bahasa*. Tokyo: 3A Network.
3. できる日本語教材開発プロジェクト. 2011. できる日本語初級. 東京: アルク.

7. Appendix 1: Teaching Resources: Books, Modules, Handout PowerPoint, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

- a. Observation Sheet Assessment Attitude

Aspects observed	Category and Score Rating				
	Very Good (5)	Good (4)	Pretty Good (3)	Less (2)	Very Less (1)
Take classes on time					
Following the lesson well from start to finish					
Participate actively during learning in progress					
Doing tasks independently and are responsible for their duties.					
Able to work well in groups					

b. Test Questions

1. 日本の会社で はたらきたいですか。いいえ、。。。。。
2. このしゅうまつ どこへ あそびに 行きますか。
3. あのしんごを 左へ。。。。ください。
4. いっしょうに お茶を。。。。ましょうか。
5. まどを。。。。もいいですか。
6. 子どもは たばこを。。。。はいけません。
7. きノウ ともだちと やきゅうを(見ました。。。。)、しよくじを(しました。。。。)、それから うちへ帰ります。
8. しごとが(おわります。。。。)から、1じかんぐらいプールで およぎます。
9. エアコンをつけましたから、ドアを。。。。ないでください。
10. しけんが ありますから、。。。。なければなりません。
11. レストランで 食べますから、りょうりを。。。。なくてもいいです。
12. 漢字がわかりませんから、日本語のしんぶんを。。。。ことができません。
13. わたしのしゅみは ピアノを。。。。
14. レポートを。。。。まえに、しりょうを あつめなければなりません。
15. ふじ山に。。。。ことがありますか。いいえ、ありません。
16. 子どもは おさけを。。。。り、たばこを。。。。りしてはいけません。

17. 山田さんに会った？ ううん、。。。。。
18. としょかんは きょう 休みですか。いいえ、。。。。。と思います。
19. びょうきの 友だちに何と言いますか。
20. きのう いそがしかったですから、。。。。。じかんが ありませんでした。
21. みちが わからない とき、。。。。。
22. 雨が。。。。。と、サッカーの しあいができません。
23. 子どものとき、たんじょうびに 何を買ってもらいますか。
24. 。。。。。ら、このくすりを 飲んでください。
25. いくら。。。。。も、日本語がわかりません。





SEMESTER LESSON PLAN (RPS)
**(*HYOKI* OR INTRODUCTION TO WRITING JAPANESE
CHARACTERS)**



Lecturer:
Made urges Sri Mardani, SS, M.Pd.

STUDY PROGRAMME OF JAPANESE LANGUAGE EDUCATION

**FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No. Doc: FBS-PBJ-RPS112
	(HYOKI OR INTRODUCTION TO WRITING JAPANESE CHARACTERS)	Revision: 02
		Date: February 1, 2020
		Pages: 14
Created By:	Review By:	Approved By:
 Dr. Kadek Eva Krishna Adnyani, SS, M.Pd. NIP. 198201102006042002	 Dr. Kadek Eva Krishna Adnyani, SS, M.Sc. NIP. 198705122012122001	 Dr. Kadek Eva Krishna Adnyani, SS, M.Sc. NIP. 197812012006041001
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Japanese Language Education Study Programme
SEMESTER LESSON PLAN		
1. Course Identity Name of Study Programme : Japanese Language Education Course Name : <i>Hyoki</i> or Introduction to Writing Japanese Characters Course Code : JPGS120112 Course Group : Science Field of Study Courses (MKKBS) Credit Hours : 2 Degree : Bachelor Degree Semester : 1 Prerequisites : - Status (compulsory/elective) : Compulsory Name and code of lecturer : Desak Made Sri Mardani, SS, M.Pd., PBJSM04		

2. Course Description

Hyoki or Introduction to Writing Japanese Characters aims to make students able to understand the theoretical concepts of writing rules for *Hiragana*, *Katakana*, and 50 *kanji* letters basic skills, as well as skillfully applying in writing Japanese characters according to the rules of writing in order to produce beautiful letters, thus supporting competence in teaching.

Learning is divided into two parts. The first focuses on *Kana* letters (*Hiragana* and *Katakana*) as the basic letters, in the second part focuses on *Kanji* (how to write, read, meaning). Students listen to theoretical explanations about writing letters, then perform performances/ practice writing on *Genkoyoushi*. The results of writing practice (performance) will be used as a portfolio to see the development of writing skills. A written test and performance were given to find out their theoretical knowledge. At the same time, the attitude assessment is done through observation.

3. Programme Learning Outcomes of Study Programmes Referred to

PLO1: Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics based on THK values (demonstrate scientific, educational, and religious attitudes and actions that contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics based on THK's wisdom)

PLO3: Mastering the theoretical concepts of Japanese

PLO6: Able to integrate learning and innovation skills, mastery of technology and information, career development, and the life skills to become lifelong learners.

(Able to integrate learning and innovation skills, technological and information mastery, career development, and life skills to become lifelong learners)

PLO8: Applying Japanese language skills, both oral and written

4. Courses Learning Outcomes

1. Understanding the theoretical concepts of writing *Hiragana*, *Katakana*, and introductory 50 *kanji*
2. Understanding the meaning, how to read, and the meaning of *jukugo* of 50 basic *kanji*
3. Apply Japanese writing skills according to the rules of writing in order to produce beautiful letters

5. Description of Semester Lesson Plan

Meetings	Indicators of Courses Learning Outcomes	Study Materials	Learning Forms	Time	Task and Assessment	Reference
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1	<ul style="list-style-type: none"> Students understand the lessons that will be carried out during one semester Students identify the shapes and strokes of Hiragana letters being studied Students are skilled at changing a word from Latin writing into Hiragana letters Students are skilled at applying stroke rules in writing letters to produce beautiful letters 	<ul style="list-style-type: none"> lecture contracts Hiragana <i>a-so</i> letter, writing rules (strokes), stroke order, and the number of strokes. 	<ul style="list-style-type: none"> Lecture Group discussion about videos Collaborative learning (Exercise reading and copying vocabulary) Practice writing letters according to the rules 	50 minutes 50 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Watching Listening tasks and group discussion (Observation) Discussing how to read vocabulary and practice questions related to letters (Observation) Make a portfolio of independent writing practice (writing assessment rubric) 	RPS, Module courses 1, 3
2	<ul style="list-style-type: none"> Students identify the shapes and strokes of the Hiragana letters being studied. 	Hiragana <i>ta-ho</i> letters, writing rules	<ul style="list-style-type: none"> Evaluation of understanding the material Hiragana <i>a-so</i> Group discussion about videos 	10 minutes 90 minutes	<ul style="list-style-type: none"> Written test Listening Watching task and group discussion 	1, 3

	rules in writing letters to produce beautiful letters.		vocabulary) <ul style="list-style-type: none"> Practice writing letters according to the rules 	120 minutes	(Observation) <ul style="list-style-type: none"> Making a Portfolio of independent writing practice (Writing assessment rubric) 	
4	<ul style="list-style-type: none"> Students identify the shapes and strokes of the Hiragana letters being studied. Students are skilled at changing a word from Latin script into Hiragana letters. Students are skilled at applying stroke rules in writing letters to produce beautiful letters. 	Hiragana letters: <i>Yo'on</i> , <i>soku'on</i> , <i>daku'on</i> , <i>handaku'on</i> , particle writing, writing rules (strokes), stroke order, and the number of strokes.	<ul style="list-style-type: none"> Evaluation of understanding the Hiragana alphabet material Group discussion about videos Collaborative learning (Exercise reading and copying vocabulary) Practice writing letters according to the rules 	10 minutes 90 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Written test Listening Watching task and group discussion (Observation) Discussing how to read vocabulary and practice questions related to letters (Observation) Creating a portfolio of independent writing practice 	1, 3

					(writing assessment rubric)	
5	<ul style="list-style-type: none"> Students identify the shapes and strokes of the Katakana letters being studied. Students are skilled at changing a word from Latin writing into Katakana letters. Students are skilled at applying stroke rules in writing letters to produce beautiful letters. 	<i>Katakana</i> letters <i>a-so</i> , writing rules (strokes), stroke order, and the number of strokes.	<ul style="list-style-type: none"> Evaluation of understanding <i>Hiragana</i> letters: <i>Yo'on</i>, <i>soku'on</i>, <i>daku'on</i>, <i>handaku'on</i>, particle writing watching Group discussion about videos Collaborative learning (Exercise reading and copying vocabulary) Practice writing letters according to the rules 	10 minutes 90 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Written test Listening task and group discussion (Observation) Discussing how to read vocabulary and practice questions related to letters (Observation) Making a Portfolio of independent writing practice (Writing assessment rubric) 	1, 3
6	<ul style="list-style-type: none"> Students identify the shapes and 	<i>Katakana ta-ho</i> letters,	<ul style="list-style-type: none"> Evaluation of the material understanding of Katakana: <i>a-so</i> 	10 minutes 90 minutes	<ul style="list-style-type: none"> Written test Listening Watching task and 	1, 3

	letters to produce beautiful letters.		<ul style="list-style-type: none"> Practice writing letters according to the rules 		<ul style="list-style-type: none"> Creating a portfolio of independent writing practice (writing assessment rubric) 	
8	<ul style="list-style-type: none"> Students identify the shapes and strokes of Katakana letters being studied. Students are skilled at changing a word from Latin writing into Katakana letters. Students are skilled at applying stroke rules in writing letters to produce beautiful letters. 	<p><i>Katakana</i> letters: <i>Yo'on</i>, <i>soku'on</i>, <i>daku'on</i>, <i>handaku'on</i>, and absorption letters that are not in Japanese, writing rules (strokes), stroke order, and the number of strokes.</p>	<ul style="list-style-type: none"> Evaluation of the material understanding of <i>Katakana: ma-n</i> Group discussion about videos Collaborative learning (Exercise reading and copying vocabulary) Practice writing letters according to the rules 	10 minutes 90 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Written test Listening Watching task and group discussion (Observation) Discussing how to read vocabulary and practice questions related to letters (Observation) Creating a Portfolio of independent writing practice (Writing assessment rubric) 	1, 3
9			<ul style="list-style-type: none"> Evaluation of material understand 	10 minutes	<ul style="list-style-type: none"> Written test 	

	<ul style="list-style-type: none"> Students identify how to use <i>genkouyoushi</i> in writing a discourse Students are skilled in applying the rules of writing <i>Kana</i> letters in transcribing a discourse, which is written in <i>genkoyoshi</i> 	<ul style="list-style-type: none"> How to use <i>genkouyo ushi</i> <i>Fukushu</i> Letters <i>Hiragana</i> and <i>Katakana</i> Practice copying discourse 	<p>ding <i>Katakana:</i> <i>Yo'on,</i> <i>soku'on,</i> <i>daku'on,</i> <i>handaku'o</i> <i>n</i> and loan letters</p> <ul style="list-style-type: none"> Group discussion on how to use <i>genkousyo ushi</i> Collaborative learning (Exercise reading and copying vocabulary) Practice writing copying <i>Kana</i> according to the rules in <i>genkouyou shi</i> 	90 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion assignments (Observation) Discussing how to read vocabulary, and practice questions related to letters (Observation) Making a Portfolio of independent writing practice (Writing assessment rubric) 	1, 3
10	MIDDLE SEMESTER EXAM					
11	<ul style="list-style-type: none"> Students identify shapes, strokes, meanings and <i>jukugo</i> of the <i>Kanji</i> letters studied. Students are skilled at applying <i>Kanji</i> and <i>jukugo</i> in a sentence. Students are skilled at 	Introduction to <i>On'yomi</i> , <i>Kun'yomi</i> and <i>Jukugo</i> from the following <i>Kanji</i> : 日、月、火、水、木、金、土、人、山、川	<ul style="list-style-type: none"> Group discussion on <i>Kanji</i> material Collaborative learning (Practice reading <i>jukugo</i> and completing 	100 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion assignments (Observation) Discussing how to read vocabulary, and practice questions related to <i>Kanji</i> 	2, 4

	applying stroke rules in writing letters to produce beautiful letters.		<p>sentences using the learned <i>Kanji</i>)</p> <ul style="list-style-type: none"> Practice writing letters according to the rules 	120 minutes	<p>(Observation)</p> <ul style="list-style-type: none"> Making a practice Portfolio independent writing (writing assessment rubric) 	
12	<ul style="list-style-type: none"> Students identify shapes, strokes, meanings and <i>jukugo</i> of the <i>Kanji</i> letters being studied Students are skilled at applying <i>Kanji</i> and <i>jukugo</i> in a sentence Students are skilled at applying stroke rules in writing letters to produce beautiful letters 	<p>Introduction to <i>On'yomi</i>, <i>Kun'yomi</i> and <i>Jukugo</i> from the following <i>Kanji</i>: 子、女、男、休、一、二、三、四、五、六</p>	<ul style="list-style-type: none"> Evaluation of understanding of <i>Kanji</i> material at meeting 11 Group discussion on <i>Kanji</i> material Collaborative learning (Practice reading <i>jukugo</i> and completing sentences using the learned <i>Kanji</i>) Practice writing letters according to the rules 	<p>10 minutes</p> <p>90 minutes</p> <p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> Written test Group discussion assignments (Observation) Discussing how to read vocabulary, and practice questions related to <i>Kanji</i> (Observation) Making a Portfolio of independent 	2, 4

					writing practice (Writing assessment rubric)	
13	<ul style="list-style-type: none"> Students identify shapes, strokes, meanings and <i>jukugo</i> Kanji letters that are learned Students are skilled in applying Kanji fish and <i>jukugo</i> in a sentence Students are skilled at applying stroke rules in writing letters to produce beautiful letters 	An introduction to <i>On'yomi</i> , <i>Kun'yomi</i> and <i>Jukugo</i> from the following Kanji: 七、八、九、十、百、千、万、円、年、生	<ul style="list-style-type: none"> Evaluation of retention of material letter Kanji at the meeting of 12 group discussions about the material Kanji Learning collaborative (Exercise read <i>jukugo</i> and complete sentences using Kanji learned) Exercise write letters according to the rules. 	10 min 90 min 120 min 120 min	<ul style="list-style-type: none"> written test task group discussions (Observation) Discuss how to read vocabulary, and practice questions related to Kanji (Observation) Make a Portfolio of independent writing practice (Writing assessment rubric) 	2, 4
14			<ul style="list-style-type: none"> evaluation materials comprehension Kanji letter at a meeting of 13 	10 minutes	<ul style="list-style-type: none"> Written test 	

	<ul style="list-style-type: none"> Students identify the shapes, strokes, meanings and <i>jukugo</i> of the Kanji letters being studied Students are skilled at applying Kanji and <i>jukugo</i> in a sentence Students are skilled in applying the rules of stroke in writing letters so as to produce beautiful letters. 	<p>Introduction to <i>On'yomi</i>, <i>Kun'yomi</i> and <i>Jukugo</i> of Kanji following: 半, 下, 上, 学, 分, 中, 時, 校, 大, 国</p>	<ul style="list-style-type: none"> group discussions about the material Kanji Collaborative learning (reading exercises and complete sentences <i>jukugo</i> using the learned Kanji) Practice writing letters according to the rules 	<p>90 minutes</p> <p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> Group discussion assignments (Observation) Discussing how to read vocabulary, and practice questions related to Kanji (Observation) Making a Portfolio of independent writing practice (Writing assessment rubric) 	2, 4
15	<ul style="list-style-type: none"> Students identify the shapes, strokes, meanings and <i>jukugo</i> of the Kanji letters studied. Students are skilled at applying Kanji 	<p>Introduction to <i>On'yomi</i>, <i>Kun'yomi</i> and <i>Jukugo</i> from Kanji following: 外, 内, 入, 出, 後, 前, 小, 先, 名</p>	<ul style="list-style-type: none"> evaluation materials comprehension Kanji letter at a meeting of 14 group discussions about the material Kanji 	<p>10 minutes</p> <p>90 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> Written test Group discussion assignments (Observation) Discuss how to read vocabulary, and practice questions 	2, 4

2. Portfolio rubric

NO	COMPONENTS VALUED	SCORE	CREDIT HOURS
1	Accuracy of strokes	1-5	40%
2	Balance letters	1-5	30 %
3	The beauty of writing	1-5	30%

3. A rubric is written on MIDDLE SEMESTER EXAM

NO	COMPONENTS VALUED	SCORE	CREDIT HOURS
1	Accuracy of letters used	1-5	40%
2	Accuracy of strokes	1-5	20%
3	Balance of letters	1-5	20%
4	Beauty of writing	1- 5	20%

4. Daily written test

表記テスト

/25=

I. 例：

あ	→	ー	+	あ				
か	→							
け	→							
お	→							
す	→							
せ	→							
な	→							
た	→							
ぬ	→							

II. 例：oto

→	お	と				
→						
→						
→						
→						
→						
→						
→						
→						

III. Tulislah cara baca kata berikut!

例：おと：oto

1. かき：	5. あせ：
2. くし：	6. いのしし：
3. しお：	7. こたつ：
4. えき：	8. たけのこ：

表記別生活録

/90=

I. カワイショウを書いてください。

表記別生活録

1. 日

2. 月

3. 金

4. 日

5. 月

6. 金

7. 日

8. 月

9. 金

10. 日

11. 月

12. 金

13. 日

14. 月

15. 金

16. 日

17. 月

18. 金

19. 日

20. 月

II. Tulislah kata-kata dan arti dari kata-kata berikut ini!

表記別生活録

1. 日

2. 月

3. 金

4. 日

5. 月

6. 金

7. 日

8. 月

9. 金

10. 日

11. 月

12. 金

13. 日

14. 月

15. 金

16. 日

17. 月

18. 金

19. 日

20. 月

III. Tulislah cara baca dan arti dari kata-kata di bawah ini!

表記別生活録

1. 日

2. 月

3. 金

4. 日

5. 月

6. 金

7. 日

8. 月

9. 金

10. 日

11. 月

12. 金

13. 日

14. 月

15. 金

16. 日

17. 月

18. 金

19. 日

20. 月

SEMESTER LESSON PLAN (RPS)





(KAIWA SHOKYU OR BASIC CONVERSATION)



Lecturer:

Yeni, S.Pd., M.Pd.

**STUDY PROGRAMME OF JAPANESE LANGUAGE EDUCATION
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No. Doc: FBS-PBJ-RPS113
		Revision: 02
	(KAIWA SHOKYU OR BASIC CONVERSATION)	Date: February 1, 2020
	Pages: 12	
<p>Created By:</p>  <p>NIP. 198804222019032012</p>	<p>Review By:</p>  <p>Dr. Kadek Eva Krishna Adnyani, SS, M.Sc. NIP. 198705122012122001</p>	<p>Approved By:</p>  <p>I ' c. NIP. 197812012006041001</p>
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Balinese Language Education Study Programme
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Name of Study Programme : Japanese Language Education Course Name : <i>Kaiwa Shokyu</i> or Basic Conversation</p>		

Course Code : JPGS120113
Course Group : Expertise Course
Credit Hours : 2
Degree : Bachelor Degree
Semester : 1

Status (compulsory/elective) : Compulsory
Name and code of lecturer : Yeni, S.Pd., M.Pd. (JPGYE08)

2. Course Description

Kaiwa Shokyu or Basic Conversation aims to provide Japanese communication skills, including introducing phrases and simple conversation training for beginners. Lecture materials include greeting expressions of *aisatsu*, how to introduce yourself to *jiko shoukai*, asking for the time, day, month and date of *nichiji*, asking prices and simple expressions when shopping for *nedan o kiku*, conveying daily activities of *nichijou seikatsu no katsudou*, asking about preferences *suki na koto's*, how to convey simple reasons *riyuu o iu*, expressions when giving and receiving something *ageru morau*, how to convey an invitation, expressions in accepting and rejecting someone's invitation *sasoi*, inform the whereabouts of someone or something according to the situation.

Learning is divided into three stages. Firstly, students watch a video of the *kaiwa* model and then practice *kaiwa* individually and in groups. Second, students discuss in class to find vocabulary, expressions, and *bamen* based on the video of the *kaiwa* model given. Third, students in groups make *kaiwa* with *Bamen*, the same theme as the *kaiwa* model video. Assessment of learning through performance and observation.

3. Programme Learning Outcomes of the Referred Study Programme

1. Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics based on THK values
2. Mastering Japanese theoretical concepts Japanese
3. Apply language skills, both oral and written

4. Courses Learning Outcomes

1. Mastering basic theoretical concepts of using Japanese
2. Mastering various simple expressions in various conversational situations
3. Able to apply Japanese language skills by demonstrating good mastery of aspects of speaking Japanese

5. Description Semester Lesson Plan

Meetings	Indicators of Courses Learning Outcomes	Study Materials	Form of Learning	Time	Duty and Assessment	Referral
1	Students understand that learning will be done during one semester	Contract lectures	<ul style="list-style-type: none"> Lecture 	-	-	RPS and Module
2	<ul style="list-style-type: none"> Students understand and master the phrase in Chapter 1 and Chapter 2: ~は~です ~は~じゃありませんこ/それ/れこの あ~/その~/あの~ そうです/そうじゃありません ~か, ~か かそうです Students can use the phrase Japanese in chapter 1 and chapter 2 in various situations conversation. 	Chapter 1 and Chapter 2	<ul style="list-style-type: none"> Class Discussion Project-based learning Working groups 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Creating projects (Assessment Rubric) Carrying out activities and reporting work results (Assessment rubrics) 	1, 2, and 3
3	<ul style="list-style-type: none"> Students understand and master expressions in chapter 3 and chapter 4: ここ/そこ/ あそこ/こちら/そちら/ちらど 	Chapter 3 and Chapter 4	<ul style="list-style-type: none"> Class Discussion Project-based learning 	100 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Creating a project (Assessment Rubric) 	1, 2, and 3

	chapters 5 and 6 in a variety of situations conversations					
5	<ul style="list-style-type: none"> students understand and master the phrase in chapter 7 and chapter 8: ~は~語で何ですか ~にあげます ~もらいまもうにす~ました ~とうですか ~はどんなですか~ Students can use the Japanese expression in chapter 7 and chapter 8 in various situations conversations 	Chapter 7 and Chapter 8	<ul style="list-style-type: none"> Discussion Class project-based learning Working Group 	100minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Task discussion (Observation) Create project (Rubric assessment) Conducting and reporting work (Rubric assessment) 	1, 2, and 3
6	<ul style="list-style-type: none"> students understand and master the phrase in chapter 9 and chapter 10: ~があります /わかります /好きです/ 嫌いです/上手です/下手です ~から, ~ ~があります/ います ~に~があります/ います ~は~にあります/ います 	Chapter 9 and Chapter 10	<ul style="list-style-type: none"> Class Discussion Project-based learning Working group 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Creating projects (Assessment rubric) Carrying out activities and reporting work results (Assessment rubric) 	1, 2 and 3

	<ul style="list-style-type: none"> Students can use the phrase Japanese chapter 9 and chapter 10 in various conversation situations 					
7	<ul style="list-style-type: none"> Students understand and master the phrase in chapter 11 and chapter 12: ~は~より~です ~と~とどちらが~ですか ~のほうが~です ~[の中]で何/どこ/だれ/いつがいちばん~ですか ~がいちばんです~ Students can use the Japanese expression in chapter 11 and chapter 12 in a variety of conversational situations 	Chapter 11 and Chapter 12	<ul style="list-style-type: none"> Class Discussion project-based learning Group work 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Task discussion (Observation) Create project (Rubric assessment) Conducting and reporting work (Rubric assessment) 	1, 2, and 3
8	MIDDLE SEMESTER EXAM					
9	<ul style="list-style-type: none"> students understand and master the phrase in Chapter 13 and Chapter 14: ~が欲しです ~たいです 	Chapter 13 and Chapter 14	<ul style="list-style-type: none"> Class Discussion Learning project-based 	100 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Creating projects (Assessment rubric) 	1, 2, and 3

	<p>～へ～に行きます/来ます/帰ります ～てください ～ています ～ましょうか</p> <ul style="list-style-type: none"> Students can use the phrase Japanese in chapter 13 and chapter 14 in various situations conversations 		<ul style="list-style-type: none"> Working groups 	120 minutes	<ul style="list-style-type: none"> Carrying out activities and reporting work results (Assessment rubrics) 	
10	<ul style="list-style-type: none"> Students understand and master the expressions in chapter 15 and chapter 16: ～てもいいです ～てはいけません ～ています 知りませ～て, ～て～てから～ Students can use the phrase Japanese in chapter 15 and chapter 16 in various situations conversations 	Chapter 15 and Chapter 16	<ul style="list-style-type: none"> Class Discussion Project-based Learning Working group 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Discussion task (Observation) M arouses project (Rubric assessment) Conducting and reporting work (Rubric assessment) 	1, 2, and 3
11	<ul style="list-style-type: none"> Students understand and master the expression in 	Chapter 17 and Chapter 18	<ul style="list-style-type: none"> Class Discussion- 	100 min 120	<ul style="list-style-type: none"> Task discussion (Observation) 	1, 2, and 3

	<p>chapter 17 and chapter 18: ~ないでください ~なければなりません ~なくてもいいです ~までに~ ~ ことができますわ~ことです ~まえに, ~</p> <ul style="list-style-type: none"> Students can use the phrase Japanese in chapter 17 and chapter 18 in various situations conversations 		<ul style="list-style-type: none"> Project-Based learning working group 	<p>min</p> <p>120 min</p>	<ul style="list-style-type: none"> Create project (Rubric assessment) Conducting and reporting work (Rubric assessment) 	
12	<ul style="list-style-type: none"> Students understand and master the expression in chapter 19 and chapter 20: ~たことがあります ~たり, ~たりします ~く/ になります そうで Students can use the phrase Japanese in chapter 19 and chapter 20 in various situations conversations 	Chapter 19 and Chapter 20	<ul style="list-style-type: none"> Class Discussion- Project-based learning working group 	<p>100 min</p> <p>120 min</p> <p>120 min</p>	<ul style="list-style-type: none"> Duty discussion (Observation) Creating a project (assessment rubric) Carrying out activities and reporting work (Rubric assessment) 	1, 2, and 3

13	<ul style="list-style-type: none"> Students understand and master the expression in chapter 21 and chapter 22: ~と思います ~と言います ~でしょう? ~で~があります ~でも~ ~ないと... .. Students can use Japanese expressions in chapter 21 and chapter 22 in various conversational situations 	Chapter 21 and Chapter 22	<ul style="list-style-type: none"> Class Discussion Project-based learning Working groups 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Creating projects (Assessment rubric) Carrying out activities and reporting work (Rubric assessment) 	1, 2, and 3
14	<ul style="list-style-type: none"> Students understand and master the expression in chapter 23 and chapter 24: ~とき, ~ ~と, ~ ~てあげます/もらいます/くれます Students can use the phrase Japanese chapter 23 and 24 in various conversational situations 	Chapter 23 and Chapter 24	<ul style="list-style-type: none"> Class Discussion Project-based learning Working group 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Creating projects (Assessment rubric) Carrying out activities and reporting work results (Assessment rubric) 	1, 2, and 3
15	<ul style="list-style-type: none"> Students understand and master the 	Chapter 25	<ul style="list-style-type: none"> Class Discussion- 	100 min	<ul style="list-style-type: none"> Task discussion (Observation) 	1, 2, and 3

	expressions in chapter 25: ~ら, ~ ~たら, ~ ~ても, ~		<ul style="list-style-type: none"> Project-based learning working group 	120 min 120 min	<ul style="list-style-type: none"> Creating a project (assessment rubric) Carrying out activities and reporting work results (assessment rubric) 	
16	FINAL SEMESTER EXAM					

6. List of references

- 3A Network. 2013. *Minna no Nihongo I*. Tokyo: 3A Network.
- Tanaka Yone. 2000. *Minna no Nihongo I Terjemahan dan Keterangan Tata Bahasa*. Tokyo: 3A Network.
- できる日本語教材開発プロジェクト. 2011. できる日本語初級. 東京: アルク.

7. Appendix 1: Teaching Resources: Books, Modules, Handout PowerPoint, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

a. Observation Sheet Assessment Attitude

Aspects observed	Category and Score Rating				
	Very Good (5)	Good (4)	Pretty Good (3)	Less (2)	Very Less (1)
Take classes on time					
Following the learning process well from start to finish					
Participate actively during ongoing learning					

Working tasks independently and are responsible for their duties					
Able to work well in groups					

b. Performance Assessment Rubric

No .	Assessed Component	Score
1	ability to use intonation and pronunciation a. is very clear and approach a native speaker b. is very clear despite the mother tongue accent c. Less obvious and affect the meaning of words d. Not clear and not meaningful	25 19-24 13-18 6-12
2	Ability to use vocabulary a. The choice of words is very appropriate to the theme b. The choice of words is entirely appropriate to the theme c. The choice of words is not appropriate to the theme d. The choice of words does not match the theme and is difficult to understand	25 19-24 13-18 6-12
3	The Grammatical skills a. use of grammar is very correct according to structure b. Use of grammar quite correct according to structure c. Use of grammar not correct according to structure d. Use of grammar not correct and not according to structure	20 15-19 13-14 6-12
4	Ability to speak fluently a. Very fluently speaking and believing self, without any repetition and doubt. b. Sufficiently fluent in speech and quite confident, sometimes there is repetition and doubt.	30 23-29





	<p>c. There is repetition and doubt, less fluent speech, and a lack of confidence.</p> <p>d. Not fluent in speech and not confident, often there is repetition and doubts.</p>	<p>15- 22</p> <p>7-14</p>
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SEMESTER LESSON PLAN (RPS)
(*Chokai Shokyu* or Basic Listening)



Lecturer:
Gede Satya Hermawan

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No.Doc:-02S114PBJ
	(CHOKAI SHOKYU OR BASIC LISTENING)	Revisi
		Date: February 1, 2020 Pages: 10
<p>Created By:</p>  <p>Gede Satya Hermawan NIP 19840120 201404 1 003</p>	<p>Review By:</p>  <p>Dr. Kadek Eva Krishna Adnyani, SS, M.Si NIP 19870512 201212 2 001</p>	<p>Approved By:</p>  <p>I Wayan Sadyana NIP 19781201 200604 1 001</p>
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Balinese Language Education Study Programme
SEMESTER LESSON PLAN		
1. Course Identity		

Name of Study Programme	: Japanese Language Education
Course Name	: <i>Chokai Shokyu</i> or Basic Listening
Course Code	: JPGS 120114
Course Group	: Core Study Courses
Credit Hours	: 2 Credit Hours
Degree	: Bachelor Degree
Semester	: 1
Prerequisite	: -
Status (compulsory/elective)	: Compulsory
Name and code of lecturer	: Gede Satya Hermawan (PBJSH 06)

2. Course Description

Chokai Shokyu, or Basic Listening course, is an introductory Japanese listening course. By following this course, Students can apply basic Japanese grammar and vocabulary concepts and knowledge to interpret simple discourses or speeches they hear. This course contains content about Japanese greetings, simple Japanese utterances with the context of school, home, and family. The activities carried out were listening to the audio, discussing the problems that were heard, and discussing the meaning of the audio. Attitudes in following this course are evaluated through observation. Then, students' knowledge is seen as developing through a written test. Then, this course also measures students' skills by listening to basic Japanese.

1. Programme Learning Outcomes of Referred Study Programmes

1. ATTITUDE	
S 1	Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to improving the quality of life in society, nation and state-based on academic norms and ethics based on THK (Scientific, Educational, and Religious Demonstration) values attitudes and actions that contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics based on THK's wisdom)
2. KNOWLEDGE	
P 2	Mastering theoretical concepts of the Japanese language
P 4	Mastering theoretical concepts of Japanese culture and society
3. GENERAL SKILLS	
K U 1	Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners. (Able to integrate learning and innovation skills, technological and information mastery, career development, and life skills to become lifelong learners)

K U 2	Able to apply logical, critical, systematic, and innovative thinking in developing or implementing science and technology that pays attention to and applies the value of humanities in the field of Japanese language education. (Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology and apply humanities values following Reviews their field of expertise)
4. SPECIFIC SKILLS (planning, implementation, evaluation)	
K K 1	Applying Japanese language skills, both oral and written
1. Learning Outcomes	
1. ATTITUDE	
S	In the <i>Chokai Shokyu</i> or Basic Listening course, Students can demonstrate scientific, educative, and religious attitudes and behaviors, which can be seen in their behavior following the learning process.
2. KNOWLEDGE	
P	Students can master the use of basic vocabulary, basic sentence patterns, know the accent of Japanese speakers, and are skilled in responding to basic level Japanese discourse or speech.
3. GENERAL SKILLS	
K U	Students can integrate learning and innovation skills, mastery of technology, and information, which is used to maximize Japanese listening skills basic level and apply logical, critical, systematic, and innovative thinking used to understand Japanese level discourse or speech base.
4. SPECIFIC SKILLS (planning, implementing, evaluating)	
K K	Apply basic Japanese language skills through listening activities, both oral and written.

5. Description of Semester Lesson Plan

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Forms	Time	Task and Assessment	References
1	Apply and practice greetings, introductions, and	Nominal sentence	<ul style="list-style-type: none"> Providing material 	2X50 minutes	assignment sheet	MakinoAki ko, et.all. (2010) Minna No Nihongo

	simple self-in Japanese.	(+) N1はN2です (-) N1はN2ではありません (?) N1はN2ですか phrase noun N1のN2 -歳	(discussion group) <ul style="list-style-type: none"> Activities listening to (based learning cases) Summarizing the results refer to and explain the sentence patterns used. 	(learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Portfolio	Shokyuu 1 –Choukai Tasuku 25. Japan : Surie Network. (第1課) _____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters. (第1課)
2	implementing and practicing discourse and basic Japanese language speech orally and in writing that includes using the word shows.	Said point (pronoun) これ, それ, あこ れこ, そこ, こち あそら, そちら, あちら Modifikator noun この, その, あの (?) どれ, どこ, どちら だれのですか	<ul style="list-style-type: none"> Providing material (discussion group) Activities listening (case-based learning) Summarizing the results refer to and describe sentence patterns that are used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	assignment sheet Portfolio	MakinoAki ko, et.all. (2010) Minna No Nihongo Shokyuu 1 –Choukai Tasuku 25. Japan : Surie Network. (第2課) _____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters. (第2課)
3	Implement and practice discourse and introductory Japanese language	Verbal sentence (+) Nはー V します	<ul style="list-style-type: none"> Providing material (discussion group) 	2X50 minutes (learning process)	assignment sheet	MakinoAki ko, et.all. (2010) Minna No Nihongo Shokyuu 1

	speech orally and in writing that contains the context of time and day.	(-) NはーVしません (?) NはーVしましか Past: -Vしました Description time -時 -分 -曜日 (?)ですか何時日ですか 電話番号 曜	<ul style="list-style-type: none"> Activities listening (case-based learning) Summarizing the results refer to and describe sentence patterns that are used. 	2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Portfolio	–Choukai Tasuku 25. Japan : Surie Network. (第3課) (1998) Minna no Nihongo Shokyuu I. Japan: 3A Corporation Multilingual Matters. (第3課)
4	Apply and practice discourse and introductory Japanese language speech orally and in writing that context the direction and activities.	Directional verb 行く、来る、帰る (?)いつ何でどこへ行きますか Transitive verb NをVー (?)何をしますか ーませんか ーましょう	<ul style="list-style-type: none"> Material presentation (group discussion) Listening activity (case-based learning) Summarize the results of listening, and explain the sentence patterns used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	assignment sheet Portfolio	Makino Aki ko, et.all. (2010) Minna No Nihongo Shokyuu 1 –Choukai Tasuku 25. Japan : Surie Network. (第4課) (1998) Minna no Nihongo Shokyuu I. Japan: 3A Corporation Multilingual Matters. (第4課)
5	Implement and practice discourse and introductory Japanese language speech orally and in writing that	Giving, receiving あげる、もらう Adjective	<ul style="list-style-type: none"> Providing material (discussion group) Activities listening 	2X50 minutes (learning process) 2X60 minutes	assignment sheet Portfolio	Makino Aki ko, et.all. (2010) Minna No Nihongo Shokyuu 1 –Choukai Tasuku 25. Japan :

	includes adjectives and verbs give-received.	イ形容詞、ナ形容詞 (?)どうですか どうして Already done もう-Vした まだです ま	(case-based learning) <ul style="list-style-type: none"> Summarizing the results refer to and describe sentence patterns that are used. 	(structured assignments) 2X60 minutes (independent activities)		Surie Network. (第5課) _____. (1998) Minna no Nihongo Shokyuu I, Japan: 3A Corporation Multilingual Matters. (第5課)
6	Apply and practice primary Japanese discourses and speeches orally and in writing that include numerals.	Adjective (-)-くないです -じゃありません Modikator noun Adj + N Adverbs とても, あまり Verba Position -にある/いる Numeralia + suffix	<ul style="list-style-type: none"> Providing material (discussion group) Activities listening to (based learning cases) Summarizing the results refer to and explain the sentence patterns used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	assignment sheet Portfolio	MakinoAki ko, et.all. (2010) Minna No Nihongo Shokyuu 1 -Choukai Tasuku 25. Japan : Surie Network. (第6課) _____. (1998) Minna no Nihongo Shokyuu I, Japan: 3A Corporation Multilingual Matters. (第6課)
7	Apply and practice basic Japanese discourse and speech orally and in writing that includes the use of desire and choice.	Adjective sentences N1は N2より adjです Nがadjです Form of desire	<ul style="list-style-type: none"> Providing material (group discussion) Listening activity listening 	2X50 minutes (learning process) 2X60 minutes (structured)	assignment sheet Portfolio	MakinoAki ko, et.al. (2010) Minna No Nihongo Shokyuu 1 -Choukai Tasuku 25. Japan: Surie Network.

		Nがほしいです —V+たいです	(case-based learning) <ul style="list-style-type: none"> Summarizing the results of and explaining the sentence patterns used. 	assignments) 2X60 minutes (independent activities)		(第7課) _____ (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters. (第7課)
8	MIDDLE SEMESTER EXAM					
9	Apply and practice basic Japanese language discourse and speech orally and in writing, which includes commands, conditions/situations, and permissions.	Command form Vてください —Vないてください Declare situation Vています —Vて、—Vて —adj iくて、adj naで、 Permission-ban Vてもいいです(か) Vなくてもいいです Liabilities -Vなければなりません	<ul style="list-style-type: none"> Providing material (discussion group) Activities listening (case-based learning) Summarizing the results refer to and describe sentence patterns that are used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	assignment sheet Portfolio	MakinoAki ko, et.all. (2010) Minna No Nihongo Shokyuu 1 –Choukai Tasuku 25. Japan : Surie Network. (第8課) _____ (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters. (第8課)
10	Apply and practice basic Japanese discourse and speech orally and in writing –koto pattern.	Pattern –koto Vことができます —Vことです —Vたことがあります	<ul style="list-style-type: none"> Providing material (group discussion) Listening activity listening 	2X50 minutes (learning process) 2X60 minutes (structured assignments)	assignment sheet Portfolio	MakinoAki ko, et.all. (2010) Minna No Nihongo Shokyuu 1 –Choukai Tasuku 25. Japan :

			(case-based learning) • Summarizing the results of and explaining the pattern of sentences used.	ed assignments) 2X60 minutes (independent activities)		Surie Network. (第9課) _____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters. (第9課)
11	Apply and practice basic Japanese discourse and speech orally and in writing containing situations that show abilities, hobbies, activities and changing circumstances.	Changes in circumstances -adj i くなります -adj na / N になります Activity -V たり, -V たりします pastime 私の趣味はN です ability N ができます	• Providing material (discussion group) • Activities listening to (case-based learning) • Summarize the results of listening, and explain the sentence patterns used.	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	assignment sheet Portfolio	Makino Aki ko, et.all. (2010) Minna No Nihongo Shokyuu 1 –Choukai Tasuku 25. Japan : Surie Network. (第9課) _____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters. (第9課)
12	Implementing and practicing discourse and utterances basic Japanese orally and in writing that includes a variety of ordinary (informal).	常体形, 普通体形	• Providing material (discussion group) • Activities listening to (based learning cases)	2X50 minutes (learning process) 2X60 minutes (structured)	assignment sheet Portfolio	Makino Aki ko, et.all. (2010) Minna No Nihongo Shokyuu 1 –Choukai Tasuku 25. Japan : Surie Network. (第10課))

			<ul style="list-style-type: none"> Summarizing the results refer to and explain the sentence patterns used. 	assignments) 2X60 minutes (independent activities)		<p>_____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters. (第10課)</p>
13	Apply and practice basic Japanese discourse and speech orally and in writing containing compound sentences.	S2とおもいます —S2と言います —S2+NListening	<ul style="list-style-type: none"> Giving material (group discussion) Activity listening (case-based learning) Summarizing the results of and explaining the sentence patterns used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	assignment sheet Portfolio	<p>MakinoAki ko, et.all. (2010) Minna No Nihongo Shokyuu 1 –Choukai Tasuku 25. Japan : Surie Network. (第11課)</p> <p>_____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters. (第11課)</p>
14	Apply and practice introductory Japanese discourses and speeches orally and in writing that contain situations	At time V/adj iとき、 Vないとき、 adj naなとき 、 Nのとき、 If	<ul style="list-style-type: none"> Providing material (group discussion) Listening activity listening 	2X50 minutes (learning process) 2X60 minutes (structured	assignment sheet Portfolio	<p>MakinoAki ko, et.all. (2010) Minna No Nihongo Shokyuu 1 –Choukai Tasuku 25. Japan : Surie Network.</p>

	that indicate the situation.	Vと、 Give-and-take activity Vてあげる —Vてもらう —Vくれる	(case-based learning) <ul style="list-style-type: none"> Summarizing the results of and explaining the sentence patterns used. 	assignments) 2X60 minutes (independent activities)		(第12課&第13課) _____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters. (第12課&第13課)
15	Implementing and practicing discourse and introductory Japanese language speech orally and in writing contains a conditional situation.	sentence requirements S1ら、S2 Vたら、S2 Vても、S2 adj i くても、S2 —adj na/NListening でも、S2	<ul style="list-style-type: none"> Giving material (group discussion) Activity listening (case-based learning) Summarize the results of, and explain the sentence patterns used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	assignment sheet Portfolio	MakinoAkiko, et.all. (2010) Minna No Nihongo Shokyuu 1 –Choukai Tasuku 25. Japan : Surie Network. (第14課&第15課) _____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters. (第14課&第15課)
16	FINAL SEMESTER EXAM					

6. List of references

1. Makino Akiko, et.all. (2010) Minna No Nihongo Shokyuu 1 –Choukai Tasuku 25. Japan : Surie Network. (第14課 - 第15課)
2. _____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters. (第14課 - 第15課)

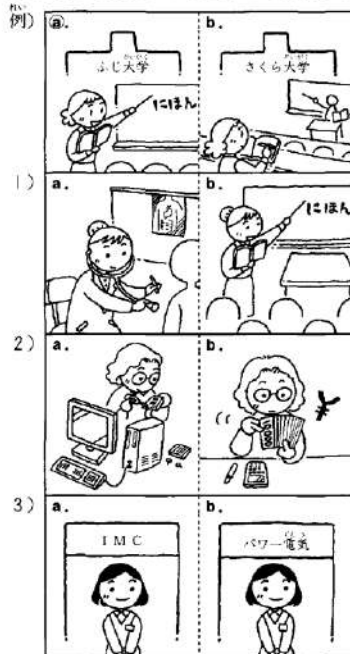
7. Attachment 1: Teaching Resources: Video

<https://youtu.be/71TVaSlziKo>
<https://youtu.be/tCXYADrEgKQ>
<https://youtu.be/hiZnHxSLv4>
<https://youtu.be/hiZnHxSLv4>
<https://youtu.be/mYS2mv2k4ss>

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

https://drive.google.com/drive/folders/1MbVASufm2MEZEVFgtjk4I_GHmpcX57Eb?usp=sharing

3. 女の人の仕事は a ですか、b ですか。 CD A 4



4. 何歳ですか。 CD A 5

例) ミラー (28) 歳

1) 益田 () 歳

2) なな子 () 歳

3) ケリー () 歳




SEMESTER LESSON PLAN (RPS)
(EDUCATIONAL INSIGHTS)



Lecturer:

Putu Cicilia Septipani, S.Pd., M.Pd
NIDN.

**STUDY PROGRAMME OF JAPANESE LANGUAGE EDUCATION
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No. Doc: FBS-PBJ-RPS109
	(EDUCATIONAL INSIGHTS)	Revision: 02
		Date: February 1, 2020 Pages: 14
<p>Created By:</p> <p>Putu Cicilia Septipani ., M.Pd NIDN.</p>	<p>Review By:</p>  <p>Dr. Kadek Eva Krishna Adnyani, SS, M.Sc. NIP. 198705122012122001</p>	<p>Approved By:</p>  <p>I Wayan Sadyana, SS, M.Sc. NIP. 197812012006041001</p>
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Balinese Language Education Study Programme
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Name of Study Programme : Japanese Language Education</p> <p>Course Name : Educational Insights</p> <p>Course Code : JPGS120109</p> <p>Course Group : Educational Sciences Courses (MKKK)</p> <p>Credit Hours : 2</p> <p>Degree : Undergraduate</p> <p>Semester : 1</p> <p>Prerequisite : -</p> <p>Status (compulsory/elective) : Compulsory</p> <p>Name and code of lecturer : Putu Cicilia Septipani, S.Pd., M.Pd</p> <p>2. Description of the course</p>		

Educational Insights aims to make students understand theoretical concepts and formulate logical thoughts about the nature and meaning of Educational Sciences, fundamental studies of the educational profession. This learning is divided into two parts. The first is that students carry out the stage of analyzing the education system in Indonesia and the spectrum of educational science in the field of educational practice by presenting it in front of the class, and the second conducting a small research on indicators of educator competence from an educational practice

3. Programme Learning Outcomes of the Referred Study Programme

PLO1: Demonstrate an attitude of upholding human, moral, and ethical values (respect for the opinions or original findings of others), and contribute to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila

PLO2: Mastering theoretical concepts of pedagogy

4. Courses Learning Outcomes

- 1) Mastering theoretical concepts and being able to formulate logical thoughts related to the nature and meaning of educational science, fundamental studies of the educational profession.
- 2) Skilled in analyzing the education system in Indonesia and studying the spectrum of educational science in the realm of educational practice.
- 3) Skilled in carrying out a little research on indicators of educator competence from educational practice.

5. Description of Semester Lesson Plan

Meeting	Indicators of Courses Learning Outcomes	Materials Study	Forms of Learning	Time	Assignments and Assessment	Referrals
1	<ul style="list-style-type: none"> Students understand the learning that will be carried out during one semester. 	Lecture contract	<ul style="list-style-type: none"> Lecture 	50 minutes		RPS, Module courses

	<ul style="list-style-type: none"> ● Students can explain and understand the meaning of Education and Education in general and the understanding of education in terms of classical and modern understanding. ● Students can summarize the results of the discussions that have been carried out. 	<ul style="list-style-type: none"> ● Understanding of Education and Education in general ● Understanding of education in terms of classical and modern understanding 	<ul style="list-style-type: none"> ● Class Discussion ● Collaborative learning ● Summarizing 	50 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> ● Group discussion assignments (Observation) ● Discuss the learning cases of each curriculum (Observation) ● Make a summary of the material discussed (assessment rubric) 	4
2	<ul style="list-style-type: none"> ● Students can explain and understand the Basics of Educational Science ● Students can summarize the results of the discussions that have been carried out 	Basic Science of Educating	<ul style="list-style-type: none"> ● Class Discussion ● Collaborative learning ● Summarizing 	50 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> ● Group discussion tasks (Observation) ● Discussing learning cases for each curriculum (Observation) ● Making a summary of the material discussed (assessment rubric) 	4
3	<ul style="list-style-type: none"> ● Students can summarize the results of the reviews that have been carried out. 	Educational Science Spectrum (Macro and Micro classification)	<ul style="list-style-type: none"> ● Student presentations in class 	100 minutes	<ul style="list-style-type: none"> ● Group discussion task (Observation) ● Discussing the Spectrum of 	5, 6, 7, 8, 12

	<p>reviews that have been carried out.</p> <ul style="list-style-type: none"> • Students understand the meaning of classical and modern educational theory. • Students are skilled in presenting the results of group projects. 	theory Modern education	<ul style="list-style-type: none"> • Collaborative learning • Summarizing 	<p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> • Reviewing the concepts of educational theories presented • Make a summary of the material discussed (assessment rubric) 	
6	<ul style="list-style-type: none"> • Students can summarize the results of the reviews that have been carried out. • Students can understand educational concepts from the Middle Ages and the 20s • Students are skilled in presenting the results of their group projects 	<ul style="list-style-type: none"> • Medieval education figures and 20th century (review of thought) 	<ul style="list-style-type: none"> • Student presentations in class • Collaborative learning • Summarizing 	<p>100 minutes</p> <p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> • Group discussion tasks (Observation) • Reviewing concepts from educational figures • Make a summary of the material discussed (Assessment rubric) 	5, 6, 7, 8, 12
7	<ul style="list-style-type: none"> • Students can summarize the results of the 	<ul style="list-style-type: none"> • Education in terms of positivism, progressivism, 	<ul style="list-style-type: none"> • Student presentations in the class 	<p>100 minutes</p>	<ul style="list-style-type: none"> • Group discussion tasks (Observation) 	5, 6, 7, 8, 12

	reviews that have been carried out. ● Students can describe various philosophical views and their implementation in Educational Practice. ● Students are skilled in presenting the results of their group projects	humanistic, and Pancasila philosophy	● Learning collaborative ● summarizing s (summarizing)	120 minutes 120 minutes	● Examine the concepts/views of various schools of philosophy related to education ● Make a summary of the material discussed (assessment rubric)	
8	MIDDLE SEMESTER EXAM					
9	● Students can summarize the results of the reviews that have been carried out. ● Students can review the current education system in Indonesia ● Skilled students present the results of group projects	● Indonesia's current education system	● Student presentations in class ● Collaborative learning ● Summarizing	100 minutes 120 minutes 120 minutes	● Group discussion assignments (Observation) ● Examining the current education system in Indonesia ● Make a summary of the material discussed (assessment rubric)	-
10	● Students can summarize the results of the reviews that have been carried out.	● Study of law on the implementation of the Republic of Indonesia Law on National	● Presentation of students in class ● Collaborative learning	100 minutes 120 minutes	● Group discussion assignments (Observation) ● Examine the legal basis of the	-

	<ul style="list-style-type: none"> Students can analyze the legal basis that underlies the education system in Indonesia. Students are skilled in presenting the results of group projects 	Education Standards or <i>Standar Nasional Pendidikan</i> (SNP) <ul style="list-style-type: none"> Coherence of the NES with the Indonesian National Qualifications Framework (KKNI) 	<ul style="list-style-type: none"> Summarizing 	120 minutes	education system in Indonesia <ul style="list-style-type: none"> Make a summary of the material discussed (assessment rubric) 	
11	<ul style="list-style-type: none"> Students can summarize the results of the reviews that have been carried out. Students can review the applicable national education standards or <i>Standar Nasional Pendidikan</i> (SNP) Skilled students present the results of group projects 	<ul style="list-style-type: none"> Study of National Education Standards or <i>Standar Nasional Pendidikan</i> (SNP) 	<ul style="list-style-type: none"> Student presentations in class Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion assignments (Observation) Reviewing the current national education standards (SNP) in the Indonesian education system Summarizing the material discussed (assessment rubric) 	-
12	<ul style="list-style-type: none"> Students can summarize the results of the reviews that have been carried out. Students can understand the 	<ul style="list-style-type: none"> Teacher education paradigms in Indonesia 	<ul style="list-style-type: none"> Student presentations in class Collaborative learning 	100 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion assignments (Observation) Understanding the paradigm concept teachers in Indonesia 	

	concept of the teacher education paradigm in Indonesia. ● Students are skilled in presenting the results of their group projects		● Summarizing	120 minutes	● Make a summary of the material discussed (assessment rubric)	
13	● Students can summarize the results of the reviews that have been carried out. ● Students can understand the concept of teacher professional competence in learning Japanese in high school (SMA/SMK/equivalent) ● Skilled students present the results of their group projects	● Indonesian Teacher Code of Conduct, teacher problems in general educational practice and the potential of teachers in educational practice in learning Japanese in high school (SMA/SMK/Equivalent)	● Presentation of students in class ● Collaborative learning ● Summarizing (summarizing)	100 minutes 120 minutes 120 minutes	● Group discussion task (Observation) ● Reviewing information about the concept of Teacher Professional Competence in learning Japanese in High School (SMA/SMK/Equivalent) ● Making a summary of the material discussed (assessment rubric)	-
14	Students are skilled in planning and doing a small research, and studying the education system in	● in Indonesia in secondary schools and universities (field observation)	● Working groups and discussions (practicum)	340 minutes	Observing and reviewing the education system in secondary schools and in, then make reports	-

	secondary schools and universities					
15	Students are skilled in planning and doing a small research and studying the education system in secondary schools and universities	<ul style="list-style-type: none"> in Indonesia in secondary schools and universities (field observation) 	<ul style="list-style-type: none"> Class Discussion 	340 minutes	Observing and discussing in class-related research h small	-
16	FINAL SEMESTER EXAM					

6. List of references

1. Dantes, Nyoman (2019). *Buku Ajar Wawasan Kependidikan*. Singaraja: Universitas Pendidikan Ganesha
2. Elfachmi, Amin Kuneifi. (2016). *Pengantar Pendidikan*. Jakarta: Erlangga
3. Joni, T.Raka (1983). *Wawasan Kependidikan*. Jakarta: Depdikbud

7. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

- 1) Group project Assessment Rubric

Final: $\frac{\text{Total Score} \times 100}{15} =$

15

ASSESSMENT	NO	ASPECT	SCORE AND CRITERIA		
			3	2	1
CONTENT PAPER	1	Conformity with the material	Appropriate	Less appropriate	Not appropriate
	2	The material raised is clear	Clear	Unclear	Unclear
	3	Conformity with the formulation of the problem raised	Problems that are formulated clearly and systematically	The problems raised are not apparent and not directed	The problems raised are not apparent, not following the material

	4	Accompanied by relevant examples according to the material raised	The material raised is accompanied by relevant examples in the surrounding environment	examples of relevant according to the material being lifted incomplete	not accompanied by examples that are relevant in the neighborhood of
	5	accompanied literature sources	Articles with literature sources	Articles lacking with literature sources	literature sources do not accompany paper
COLLECTION OF PAPERS	1	the collection of papers on time	Timely	Less on time	Not on time

2) Attitude Assessment Observation Rubric

No	Student name	Self-initiative in Group discussion					Actively participate in group collaboration				
		1	2	3	4	5	1	2	3	4	5
1											
2											

3) Group Presentation Rubric

ASSESSMENT ASPECT	SCORE	CRITERIA SCORE
COMPLETENES SMATERIALS	4	a. Power points consist of title, content, and bibliography b. Powerpoint compiled briefly, concisely, clearly and systematically according to the material c. Equipped with relevant examples related to the material d. The points submitted are correct
	3	There is 1 criterion on the completeness of the material that is not met
	2	There are two criteria on the completeness of the material that is not met
	1	There are three criteria for the completeness of the material that is not met
	0	Of the four criteria for the completeness of the material, none of the material is met
	4	a. The material made on the slide in the form of PowerPoint

WRITING MATERIAL		b. Each slide can be read c. The material content is made concisely d. The language used is easy to understand
	3	There are one criterion for writing material that is not met
	2	There are two criteria for writing material that is not met
	1	There are three criteria for writing material that is not met
	0	Of the four criteria for writing material, none of them are met
PRESENTATION ABILITY	4	a. Presented in short, easy to understand, and compact language b. Fair division of teamwork c. Presented on time d. Can answer the questions of colleagues and lecturers well
	3	There is 1 criterion on presentation ability that is not met
	2	There are two criteria on presentation ability that is not met
	1	There are three criteria on presentation ability that is not met
	0	None of the four criteria for presentation skills is met
MATERIAL MASTERY	4	Able to answer questions given well and clearly
	3	Able to answer questions given after looking at notes
	2	Able to answer questions after getting help from the teacher
	1	Less able to answer the questions given
	0	Cannot answer the questions given

2nd Semester

SEMESTER LESSON PLAN (RPS)

Chokai Shochukyu (Basic-Intermediate Listening)







Lecturer:

Gede Satya Hermawan

JAPANESE LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	No. Doc: FBS-PBJ-RPS207
		Revision: 02
	CHOKAI SHOCHUKYU (BASIC-INTERMEDIATE LISTENING)	Date: February 1, 2020
		Pages: 11
Created By:  Gede Satya Hermawan NIP 19840120 201404 1 003	Reviewed by:  Dr. Kadek Eva Krishna Adnyani, S.S., M.Si NIP 19870512 201212 2 001	Approved by:  I Wayan Sadyana NIP 19781201 200604 1 001
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Japanese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Japanese Language Education
Course	: <i>Chokai Shochukyu</i>
Course Code	: JPGS 120207
Subject Group	: MK Core of Science
Credit Hours	: 2 Credit hours
Degree	: Bachelor Degree
Semester	: 2
Prerequisites	: <i>Chokai Shokyu</i> (Basic Listening)
Status (compulsory/elective)	: Compulsory
Name and lecturer code	: Gede Satya Hermawan (PBJSH 06)

2. Course Description

Chokai Shochukyu (Basic-Intermediate Listening) course is a basic intermediate level Japanese listening course. By following this course, students can apply concepts and knowledge of basic and intermediate Japanese grammar and vocabulary to interpret simple discourses or speeches they listen. This course contains content about speech and discourse in various contexts, such as the variety of respect in the workplace, the use of dialects, announcements at stations, and speeches between friends and family. The activities carried

out are listening to the audio, discussing the problems that are listened to, and discussing the meaning of the audio that is listened. Attitudes in following this course are evaluated through observation. Then, students' knowledge development is seen through written tests. Then, this course also measures students' skills through the practice of listening to basic and intermediate Japanese.

3. Learning Outcomes of Study Programme Referred to

1. ATTITUDE	
A1	Demonstrating scientific, educative, and religious attitudes and behaviors, which contribute to improving the quality of life in society, nation, and state based on academic norms and ethics based on THK or <i>Tri Hita Karana</i> (Three Causes to Prosperity)'s wisdom.
2. KNOWLEDGE	
K2	Mastering theoretical concepts of the Japanese language
K4	Mastering theoretical concepts of Japanese culture and society
3. GENERAL SKILLS	
GS1	Being able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.

GS2

Being able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies the value of humanities in the field of Japanese language education.

4. SPECIFIC SKILLS (planning, implementation, evaluation)

SS1

Applying Japanese language skills both oral and written

4. Course Learning Outcomes

1. ATTITUDE

A

In the *Chokai Shochukyu* (Basic-Intermediate Listening) course, students can demonstrate scientific, educative, and religious attitudes and behaviors, which can be seen in their attitude in following the learning process.

2. KNOWLEDGE

K

Students are able to master the use of basic intermediate vocabulary, basic sentence patterns, know the accent of Japanese speakers, and are skilled in responding to discourse or speech at the Japanese basic intermediate level.

3. GENERAL SKILLS

GS

Students are able to integrate learning and innovation skills, mastery of technology and information, which are used to maximize the ability to listen to Japanese at the basic intermediate level and apply logical, critical, systematic, and innovative thinking used to understand Japanese discourse or speech basic intermediate level.

4. SPECIFIC SKILLS (planning, implementing, evaluating)

SS

Applying basic intermediate level Japanese language skills both oral and written, through listening activities.

5. Description of Lesson Plan

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Forms	Time	Assignments and Assessment	References
1	Understand and practice spoken and written Japanese language discourse and speech containing expressions of requests, strengthening, suggestions, and abilities.	Potential form (可能形) Suggestion －Vたらいいですか Request －Vていただけませんか Strengthening －V/adj なんです	<ul style="list-style-type: none"> - Providing material (group discussion) - Listening activity (case-based learning) - Summarize the results, and explain the sentence pattern 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Assignments sheet Portfolio	Makino Akiko, et.al. (2010) Minna No Nihongo Shokyu u 2 – Chouka i Tasuku 25. Japan : Surie Network.

		-N/adj naなんで す	ns used.			_____. (1999) Minna no Nihong o Shokyu u II.Japa n: 3A Corpor ation Multilin gual Matters .
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2	Understand and practice spoken and written basic intermediate Japanese discourse and speech that show the state of a person or thing.	<p>While V1ながら、V2 Repeated actions —Vています The reason —Vし、 Conjunctions それは、それに、それに The ongoing situation —Vています The state of the result of someone's actions</p>	<ul style="list-style-type: none"> - Providing material (group discussion) - Listening activity (case-based learning) - Summarize the results, and explain the sentence patterns used 	<p>2X50 minutes (learning process)</p> <p>2X60 minutes (structured assignments)</p> <p>2X60 minutes (independent activities)</p>	Assignments sheet Portfolio	<p>Makino Akiko, et.all. (2010) Minna No Nihongo Shokyu u 2 – Chouka i Tasuku 25. Japan : Surie Network.</p> <p>_____. (1999) Minna no Nihongo Shokyu u II. Japan: 3A Corpor</p>
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		<div>—Vてい ます Preparation n</div> <div>—Vてお きます</div>				<div>ation Multilin gual Matters</div> <div>.</div>
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3	Understand and practice spoken and written basic intermediate Japanese discourse and speech that show the intent, suggestion, presumption, command and prohibition.	<p>Verb changes in the form of commands and prohibitions.</p> <p>Presumption V/adj/N でしょう V/adj/N かもしれません Suggestion —Vたほうがいいです —Vないほうがいいです Intention Vつもりです</p>	<ul style="list-style-type: none"> - Providing material (group discussion) - Listening activity (case-based learning) - Summarize the results, and explain the sentence patterns used 	<p>2X50 minutes (learning process)</p> <p>2X60 minutes (structured assignments)</p> <p>2X60 minutes (independent activities)</p>	Assignments sheet Portfolio	<p>Makino Akiko, et.all. (2010) Minna No Nihongo Shokyu u 2 – Chouka i Tasuku 25. Japan : Surie Network.</p> <p>_____. (1999) Minna no Nihongo Shokyu u II.Japan: 3A Corpor</p>
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		<p>—Vない つもりで す V予定で す Nの予定 です Adverb</p> <p>きっと、 たぶん、 もしかし たら</p>				<p>ation Multilin gual Matters .</p>
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4	Understand and practice spoken and written basic intermediate Japanese discourse and speech that show quoted sentences, references, and the relationship between two activities.	<p>Relations 2 activity</p> <p>—V1てV2</p> <p>—V1ないでV2</p> <p>—V1たあとでV2</p> <p>Nのとおり、V</p> <p>V1とおり、V2</p> <p>Quoted sentence</p> <p>「S'/V」はと言う意味です</p> <p>「S'/V」と言っていました</p> <p>「S'/V」とつたえていただけませんか</p>	<ul style="list-style-type: none"> - Providing material (group discussion) - Listening activity (case-based learning) - Summarize the results, and explain the sentence patterns used 	<p>2X50 minutes (learning process)</p> <p>2X60 minutes (structured assignments)</p> <p>2X60 minutes (independent activities)</p>	<p>Assignments sheet</p> <p>Portfolio</p>	<p>Makino Akiko, et.all. (2010) Minna No Nihongo Shokyu u 2 – Chouka i Tasuku 25. Japan : Surie Network.</p> <p>_____. (1999) Minna no Nihongo Shokyu u II.Japan: 3A Corpor</p>
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5	Understand and practice spoken and written basic and intermediate Japanese discourse and speech using the form of requirements.	Shape requirements —ば、 —なら、	<ul style="list-style-type: none"> - Providing material (group discussion) - Listening activity (case-based learning) - Summarize the results, and explain the sentence patterns used 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities))	Assignments sheet Portfolio	Makino Akiko, et.all. (2010) Minna No Nihongo Shokyu u 2 – Chouka i Tasuku 25. Japan : Surie Network. _____. (1999) Minna no Nihongo Shokyu u II.Japan: 3A Corpor
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6	Understand and practice spoken and written Japanese language discourse and speech that contains the - <i>youni</i> pattern.	Vように、 —Vないように、 Vようになります —Vなくかります Vようにします —Vないようにします	<ul style="list-style-type: none"> - Providing material (group discussion) - Listening activity (case-based learning) - Summarize the results, and explain the sentence patterns used 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities))	Assignments sheet Portfolio	Makino Akiko, et.all. (2010) Minna No Nihongo Shokyu u 2 – Chouka i Tasuku 25. Japan : Surie Network. _____. (1999) Minna no Nihongo Shokyu u II.Japan: 3A Corpor
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7	Understand and practice spoken and written basic intermediate Japanese discourse and speech using the passive form.	受け身	<ul style="list-style-type: none"> - Providing material (group discussion) - Listening activity (case-based learning) - Summarize the results, and explain the sentence patterns used 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Assignments sheet Portfolio	Makino Akiko, et.all. (2010) Minna No Nihongo Shokyu u 2 – Chouka i Tasuku 25. Japan : Surie Network. _____. (1999) Minna no Nihongo Shokyu u II.Japan: 3A Corpor
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						ation Multilin gual Matters .
8	<i>MIDDLE SEMESTER TEST</i>					

9	Understand and practice spoken and written basic and intermediate Japanese discourse and speech using the auxiliary word <i>no</i> as a verb phrase modifier.	VのはN です VP1のを V2	<ul style="list-style-type: none"> - Providing material (group discussion) - Listening activity (case-based learning) - Summarize the results, and explain the sentence patterns used 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities))	Assignments sheet Portfolio	Makino Akiko, et.all. (2010) Minna No Nihongo Shokyu u 2 – Chouka i Tasuku 25. Japan : Surie Network. _____. (1999) Minna no Nihongo Shokyu u II.Japan: 3A Corpor
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10	Understand and practice spoken and written basic intermediate Japanese discourse and speech that express cause and effect, try, and confirm.	<p>Confirm</p> <p>—V/adj/ Nか、— —V/adj/ Nかどうか、— Try</p> <p>—Vてみ ます Cause effect</p> <p>—Vて、 —Vなく て、 —adj iく て、 —N/adj naで、 —V/adj i ので、 —N/adj naなので、</p>	<ul style="list-style-type: none"> - Providing material (group discussion) - Listening activity (case-based learning) - Summarize the results, and explain the sentence patterns used 	<p>2X50 minutes (learning process)</p> <p>2X60 minutes (structured assignments)</p> <p>2X60 minutes (independent activities)</p>	Assignments sheet Portfolio	<p>Makino Akiko, et.all. (2010) Minna No Nihongo Shokyu u 2 – Chouka i Tasuku 25. Japan : Surie Network.</p> <p>_____. (1999) Minna no Nihongo Shokyu u II.Japan: 3A Corpor</p>
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11	Understand and practice spoken and written basic intermediate Japanese discourse and that show the speaker from the give-and-take activity	Give-take やります、いただきます、 くださいます	<ul style="list-style-type: none"> - Providing material (group discussion) - Listening activity (case-based learning) - Summarize the results, and explain the sentence patterns used 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities))	Assignments sheet Portfolio	Makino Akiko, et.all. (2010) Minna No Nihongo Shokyu u 2 – Chouka i Tasuku 25. Japan : Surie Network. _____. (1999) Minna no Nihongo Shokyu u II.Japan: 3A Corpor
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12	Understand and practice spoken and written basic and intermediate Japanese language discourse and speech that show degrees, changes, options, estimates, activities, goals and uses.	<p>Excess state</p> <p>—V/adj すぎます</p> <p>Easy</p> <p>—Vや やすいです</p> <p>Hard</p> <p>—Vに くいです</p> <p>Change</p> <p>—adj いします</p> <p>—N/adj naにします</p> <p>Options</p> <p>Nに します</p> <p>Looks</p> <p>—V/adj そうです</p> <p>Go-back</p> <p>—Vて 来る</p>	<ul style="list-style-type: none"> - Providing material (group discussion) - Listening activity (case-based learning) - Summarize the results, and explain the sentence patterns used 	<p>2X50 minutes (learning process)</p> <p>2X60 minutes (structured assignments)</p> <p>2X60 minutes (independent activities)</p>	Assignments sheet Portfolio	<p>Makino Akiko, et.all. (2010) Minna No Nihongo Shokyu u 2 – Chouka i Tasuku 25. Japan : Surie Network.</p> <p>_____. (1999) Minna no Nihongo Shokyu u II. Japan: 3A Corpor</p>
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		Goals, -Vため に、 -Nのた めに、 , utilities -Vのに 、 -Nに、				ation Multilin gual Matters .
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13	Understand and practice spoken and written basic intermediate Japanese discourse and speech that show uncertainty, activities process, assumptions, and opposites.	<p>Looks like</p> <p>—V/adj i ようです</p> <p>—adj na なようです</p> <p>—Nのよ うです</p> <p>He said</p> <p>—Vそう です</p> <p>Before activity</p> <p>Vところ です</p> <p>In activity</p> <p>—Vてい るところ です</p> <p>End of activity</p> <p>—Vたと ころです</p> <p>Assumptio n</p>	<ul style="list-style-type: none"> - Providing material (group discussion) - Listening activity (case-based learning) - Summarize the results, and explain the sentence patterns used 	<p>2X50 minutes (learning process)</p> <p>2X60 minutes (structured assignments)</p> <p>2X60 minutes (independent activities)</p>	<p>Assignments sheet</p> <p>Portfolio</p>	<p>Makino Akiko, et.all. (2010) Minna No Nihongo Shokyu u 2 – Chouka i Tasuku 25. Japan : Surie Network.</p> <p>_____. (1999) Minna no Nihongo Shokyu u II.Japan: 3A Corpor</p>
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		-V/adj i 場合は、 -Vた場 合は、 -Vない 場合は、 -adj na な場合は -Nの場 合は Opposite -V/sdj i のに、 -N/adj naなのに				ation Multilin gual Matters .
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14	Understand and practice spoken and written basic intermediate Japanese discourse and speech using causative verbs.	Causative Verb	<ul style="list-style-type: none"> - Providing material (group discussion) - Listening activity (case-based learning) - Summarize the results, and explain the sentence patterns used 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Assignments sheet Portfolio	Makino Akiko, et.all. (2010) Minna No Nihongo Shokyu u 2 – Chouka i Tasuku 25. Japan : Surie Network. _____. (1999) Minna no Nihongo Shokyu u II.Japan: 3A Corpor
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15	Understand and practice spoken and written basic intermediate Japanese discourse and speech using <i>Keigo</i> , and <i>Kenjougo</i> .	謙讓語 敬語	<ul style="list-style-type: none"> - Providing material (group discussion) - Listening activity (case-based learning) - Summarize the results, and explain the sentence patterns used 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Assignments sheet Portfolio	Makino Akiko, et.all. (2010) Minna No Nihongo Shokyu u 2 – Chouka i Tasuku 25. Japan : Surie Network. _____. (1999) Minna no Nihongo Shokyu u II.Japan: 3A Corpor
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						ation Multilin gual Matters .
16	FINAL SEMESTER TEST					

6. References

Makino Akiko, et.all. (2010) Minna No Nihongo Shokyuu 2 –Choukai Tasuku 25. Japan : Surie Network.

_____. (1999) Minna no Nihongo Shokyuu II.Japan: 3A Corporation Multilingual Matters.

7. Appendix 1: Teaching Resources: Video

<https://youtu.be/vfG96H1jLgk>
<https://youtu.be/vfG96H1jLgk>
<https://youtu.be/Jc9jJ-ynjp0>
<https://youtu.be/NhOkb8wfc0g>
<https://youtu.be/MvT3Zy6JO9E>

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

<https://drive.google.com/drive/folders/1pangpgb3uerzgpM6SLd9YjVJ8Fa9UQx2?usp=sharing>

SEMESTER LESSON PLAN (RPS)

KAIWA SHOCHUKYU (BASIC-INTERMEDIATE CONVERSATION)



Lecturer:





Yeni, S.Pd, M.Pd.

JAPANESE LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS PENDIDIKAN GANESHA

2021

	SEMESTER LEARNING PLAN	No. Doc: FBS-PBJ-RPS208
		Revision: 02
	<i>KAIWA SHOCHUKYU</i> (BASIC-INTERMEDIATE CONVERSATION)	Date: February 1, 2020
		Pages: 12
<p>Created by:</p>  <p>Yeni, S.Pd., M.Pd. NIP. 198804222019032012</p>	<p>Reviewed by:</p>  <p>Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP. 198705122012122001</p>	<p>Approved by:</p>  <p>I Wayan Sadyana, S.S., M.Si. NIP. 197812012006041001</p>
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Japanese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Japanese Language Education
Course	: <i>Kaiwa Shochukyu</i> (Basic-Intermediate Conversation)
Course Code	: JPGS120208Credits
Course Group	: Expertise Courses
Credit Hours	: 2
Degree	: Bachelor Degree
Semester	: 2
Prerequisites	: <i>Kaiwa Shokyu</i> (Basic Conversation)
Status (compulsory/elective)	: Compulsory
Name and code of lecturer	: Yeni, S.Pd., M.Pd. (JPGYE08)

2. Course Description

Kaiwa Shochukyu (Basic-Intermediate Conversation) aims to provide Japanese communication skills, including the introduction of expressions and practice in simple conversations in several varieties, both formal and informal. Lecture material includes the expressions in expressing the desire *jibun no kibou*, how to convey simple orders and requests, asking permission from someone to do

something, the expressions of prohibition and stating necessity, the use of close variety when communicating with friends, skilled in conveying and asking things related to hobbies of ourselves and others, expressions in expressing opinions or suspicions on something, expressions in expressing presuppositions.

The learning process is divided into three stages. First, students watch a video of the *kaiwa* model and then practice *kaiwa* both individually and in groups. The second, students discuss in class to find vocabulary, expressions, and *bamen* based on the video of the *kaiwa* model given. Third, students in groups make *kaiwa* with other *Bamen* with the same theme as the *kaiwa* model video. Assessment of learning through performance and observation.

3. Learning Outcomes of Study Programme Referred to

1. Showing scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation and state based on academic norms and ethics based on THK or *Tri Hita Karana* (Three Causes to Prosperity) wisdom
2. Mastering Japanese theoretical concepts
3. Applying Japanese language skills both oral and written

4. Course Learning Outcomes

1. Mastering the basic theoretical concepts of using Japanese

2. Mastering various simple expressions in various conversation situations
3. Being able to apply Japanese language skills by demonstrating good mastery of speaking Japanese aspects

5. Description of Lesson Plan

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Forms	Time	Assignment and Assessment	Reference
1	Students understand the learning process that will be carried out during one semester	Lecture contract	- Lecture	-	-	RPS and Module

2	- Students understand and master the expression in Chapter 26 and Chapter 27:	Chapter 26 and Chapter 27	- Class Discussion	100 minutes	- Discussion Assignment (Observation)	1, 2, and 3
	～んです		- Project based learning	120 minutes	- Creating a project (assessment rubric)	
	～ていただけませんか		- Group Work	120 Minutes	- Carrying out activities and report work results (assessment rubrics)	
	～たらいいですか					
	～スキです / 嫌いです / 上手です / 下手です / あります					
	可能形					
	～見えません					
	～聞こえません					
	～できます					

	<p>- Students are able to use Japanese expressions in chapter 26 and chapter 27 in various conversation situations</p>					
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3	- Students understand and master the expression in Chapter 28 and Chapter 29: ~ながら~ ~ています ~し、~ ~ています ~てしまいました / しまいます。 ~てしまいました	Chapter 28 and Chapter 29	- Class Discussion	100 minutes	- Discussion Assignment (Observation)	1, 2, and 3
			- Project-based learning	120 minutes	- Creating a project (assessment rubric)	
	- Students are able to use Japanese expressions in chapter 28 and chapter 29 in various		- Group Work	120 Minutes	- Carrying out activities and reporting work results (assessment rubrics)	

	conversation al situations.						
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5	- Students understand and master the expression in Chapter 32 and Chapter 33: ~ほうがいいです ~でしょう ~かもしれません ~と読みます dan ~ と書いてあります ~という意味です ~と言っていました ~と伝えていただけませんか	Chapter 32 and 33	- Class Discussion	100 minutes	- Discussion Assignment (Observation)	1, 2, and 3
	- Students are able to use Japanese		- Project-based learning	120 minutes	- Creating a project (assessment rubric)	
			- Group Work	120 Minutes	- Carrying out activities and reporting work results (assessment rubrics)	

	expressions in chapter 32 and chapter 33 in various conversation situations.					
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6	- Students understand and master the expression in Chapter 34 and Chapter 35: ~とおりに、 ~ ~あとで、 ~ ~て / ないで ~ ~なら、 ~ ~どうすればいいですか ~どうしたらいいですか ~ほど ~ ~Students are able to use the Japanese expression in chapter 34	Chapter 34 and Chapter 35	- Class Discussion	100 minutes	- Discussion Assignment (Observation)	1, 2, and 3
			- Project-based learning	120 minutes	- Creating a project (assessment rubric)	
			- Group Work	120 Minutes	- Carrying out activities and reporting work results (assessment rubrics)	

	and chapter 35 in various conversation situations					
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7	- Students understand and master the expression in Chapter 36 and Chapter 37: ~ように、~ ~ようになります ~なくなります ~ようにします 受け身	Chapter 36 and Chapter 37	- Class Discussion	100 minutes	- Discussion Assignment (Observation)	1, 2, and 3
			- Project-based learning	120 minutes	- Creating a project (assessment rubric)	
			- Group Work	120 Minutes		
	- Students are able to use Japanese expressions in chapter 36 and chapter 37 in various conversation situations.				- Carrying out activities and report work results (assessment rubrics)	

8	<i>MIDDLE SEMESTER TEST</i>					
9	<ul style="list-style-type: none"> Students understand and master the expression in Chapter 38 and Chapter 39: ～のは～です ～のが～です ～のを忘れました ～のを知って ～て / なくて / くて / で、～ ～で ～ので、～ Students are able to use Japanese 	Chapter 38 and Chapter 39	<ul style="list-style-type: none"> Class Discussion Project-based learning Group Work 	100 minutes 120 minutes 120 Minutes	<ul style="list-style-type: none"> Discussion Assignment (Observation) Creating a project (assessment rubric) Carrying out activities and report work results (assessment rubrics) 	1, 2, and 3

	expressions in chapter 38 and chapter 39 in various conversation situations.					
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10	Students understand and master the expressions in chapter 40 and chapter 41: ～か、～ ～かどうか、～ ～てみます ～やります ～いただきます ～くださいます ～てやります ～ていただきます ～てくださいます ～くださいませんか	Chapter 40 and Chapter 41	- Class Discussion	100 minutes	- Discussion Assignment (Observation)	1, 2, and 3
			- Project based learning	120 minutes	- Creating a project (assessment rubric)	
			- Group Work	120 Minutes	- Carrying out activities and report work results (assessment rubrics)	

- | | | | | | | |
|--|--|--|--|--|--|--|
| | <ul style="list-style-type: none">- Students are able to use Japanese expressions in chapter 40 and chapter 41 in various conversation situations. | | | | | |
|--|--|--|--|--|--|--|

11	-	Chapter 42 and Chapter 43	-	Class Discussion	100 minutes	-	Discussion Assignment (Observation)	1, 2, and 3
	-		-	Project based learning	120 minutes	-	Creating a project (assessment rubric)	
	-		-	Group Work	120 Minutes	-	Carrying out activities and report work results (assessment rubrics)	
	-		-			-		

12	- Students understand and master the expression in Chapter 44 and Chapter 45:	Chapter 44 and Chapter 45	- Class Discussion	100 minutes	- Discussion Assignment (Observation)	1, 2, and 3
	~すぎます		- Project based learning	120 minutes	- Creating a project (assessment rubric)	
	~やすいです					
	~にくいです					
	~くします			120		
	~にします			Minutes		
	~場合、~		- Group Work			
	~のに、~					
	- Students are able to use Japanese expressions in chapter 44 and chapter 45 in various conversation situations				- Carrying out activities and report work results (assessment rubrics)	

13	- Students understand and master the expression in Chapter 46 and Chapter 47: ~とことです ~ばかりです ~はずです ~そうです ~ようです ~がします	Chapter 46 and Chapter 47	- Class Discussion	100 minutes	- Discussion Assignment (Observation)	1, 2, and 3
			- Project based learning	120 minutes	- Creating a project (assessment rubric)	
			- Group Work	120 Minutes		
	- Students are able to use Japanese expressions in chapter 46 and chapter 47 in various conversation situations				- Carrying out activities and report work results (assessment rubrics)	

14	-	Chapter 48 and Chapter 49	-	Class Discussion	100 minutes	-	Discussion Assignment (Observation)	1, 2, and 3
	-		-	Project-based learning	120 minutes	-	Creating a project (assessment rubric)	
	-		-	Group Work	120 Minutes	-	Carrying out activities and reporting work results (assessment rubrics)	
	-		-			-		

Students understand and master the expressions in chapter 48 and chapter 49: 使役形

～ていただけませんか

敬語

尊敬語

～まして

Students are able to use Japanese expressions in chapter 48 and chapter 49 in various conversation situations.

15	- Students understand and master the expressions in chapter 50: 謙讓語 丁寧語	chapter 50	- Class Discussion	100 minutes	- Discussion Assignment (Observation)	1, 2, and 3
	- Students are able to use Japanese expressions in chapter 50 in various conversation situations in		- Project-based learning	120 minutes	- Creating a project (assessment rubric)	
			- Group Work	120 Minutes	- Carrying out activities and reporting work results (assessment rubrics)	
16	FINAL SEMESTER TEST					

6. Reference List

1. 3A Network. 2013. *Minna no Nihongo II*. Tokyo: 3A Network.
2. Tanaka Yone. 2000. *Minna no Nihongo II Terjemahan dan Keterangan Tata Bahasa*. Tokyo: 3A Network.
3. できる日本語教材開発プロジェクト. 2012. できる日本語初中級. 東京: アルク.

7. **Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc.**

8. **Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.**

a. Observation Sheet Assessment Attitude

Aspects observed	Category and Assessment Score				
	Very Good (5)	Good (4)	Pretty Good (3)	Less (2)	Very Less (1)

Following the lecture on time					
Following learning well from the beginning to the end					
Participating actively during the learning process takes place.					
Finishing the assignment independently and being responsible for their assignments					
Being able to work well in groups					

b. Rubric of Performance Assessment

No .	Component Assessed	Score
1	Ability to use intonation and pronunciation a. Very clear and close to native speakers b. Very clear even though there is a mother tongue accent c. Not clear and affect the meaning of the word d. Not clear and meaningless	25 19-24 13-18 6-12
2	Ability to use vocabulary a. The choice of words is very appropriate according to the theme b. The choice of words is quite appropriate according to the theme c. The choice of words is not appropriate with the theme	25 19-24 13-18 6-12

	d. The choice of words does not match the theme and it is difficult to understand	
3	Grammar skills a. The use of grammar is very correct in accordance with the structure b. The use of grammar is quite correct in accordance with structure c. The use of grammar is not correct in accordance with the structure d. The use of grammar is not correct and not in accordance with the structure	20 15-19 13-14 6-12

4	Ability to speak fluently	
	a. Very fluent in speaking and confident, without any repetition and doubt	30
	b. Quite fluent in speaking and quite confident, sometimes there is repetition and doubt	23-29
	c. Less fluent in speaking and lack of confidence, there is repetition and doubt	15-22
	d. Not fluent in speaking and not confident, often there is repetition and doubt	7-14

SEMESTER LESSON PLAN (RPS)

***BUNPO SHOCHUKYU* (BASIC-INTERMEDIATE GRAMMAR)**



Lecturer:




Yeni, S.Pd., M.Pd.

JAPANESE LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS PENDIDIKAN GANESHA

2021

	SEMESTER LESSON PLAN	No. Doc: FBS-PBJ-RPS206
		Revision: 02
	<i>BUNPO SHOCHUKYU</i> (BASIC-INTERMEDIATE GRAMMAR)	Date: February 1, 2020
		Pages: 14
<p>Created by:</p>  <p>Yeni, S.Pd., M.Pd. NIP. 198804222019032012</p>	<p>Reviewed by:</p>  <p>Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP. 198705122012122001</p>	<p>Approved by:</p>  <p>I Wayan Sadyana, S.S., M.Si. NIP. 197812012006041001</p>
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Japanese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Japanese Language Education
Course Name	: <i>Bunpo Shochukyu</i> (Basic-Intermediate Grammar)
Course Code	: JPGS120206
Subject Group	: Scientific Field of Study Courses
Credit hours	: 3
Degree	: Bachelor Degree
Semester	: 3
Prerequisites	: <i>Bunpo Shokyu</i> (Basic Grammar)
Status (compulsory/elective)	: Compulsory
Name and code of lecturer	: Yeni, S.Pd., M.Pd(JPGYE08)

2. Course Description

Bunpo Shochukyu (Basic-Intermediate Grammar) aims to provide knowledge and provision of Japanese language skills, including an introduction to basic vocabulary at the beginning to end level, exposure to basic sentence patterns Japanese language, and its development and application both orally and in writing with intensive and continuous practices. Lecture material includes prohibitions or

command, desires, abilities/potentials, ongoing activities, the state of things, and a presupposition.

Learning is divided into two stages, the first is basic exercises (students learn vocabulary and sentence patterns in Japanese). Second, application exercises (students implement/apply sentence patterns that have been learned by making their own example sentences and then doing practice questions on *Renshuu B*, *Renshuu C*, *Mondai*. Learning assessment uses a portfolio, written test, and observation.

3. Learning Outcomes of Study Programme Referred to

1. Showing scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation, and state based on academic norms and ethics based on THK or *Tri Hita Karana* (Three Causes to Prosperity) wisdom
2. Mastering Japanese theoretical concepts
3. Applying Japanese language skills, both oral and written

4. Course Learning Outcomes

1. Mastering the basic theoretical concepts of Japanese sentence patterns
2. Being able to make Japanese sentences from learned sentence patterns
3. Being able to apply Japanese language skills by demonstrating good mastery of grammatical aspects in reading and writing in Japanese characters

5. Description of Lesson Plan

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Forms	Time	Assignment and Assessment	Reference
1	Students understand the learning process that will be carried out during one semester	Lecture contract	Lecture	-	-	RPS and Module

	<p>～できます</p> <ul style="list-style-type: none"> - Students can make sentences properly and correctly from the sentence patterns in chapter 26 and chapter 27 - Students can use sentence patterns in chapter 26 and chapter 27 in a conversation. 				(assessment rubric)	
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	<p>correctly from the sentence patterns in chapter 28 and chapter 29</p> <p>- Students can use sentence patterns in chapter 28 and chapter 29 in a conversation.</p>				(assessment rubric)	
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4	- Students understand and master the sentence patterns in Chapter 30 and Chapter 31:	Chapter 30 and chapter 31	- Class Discussion	150 minutes	- Discussion Assignment (Observation)	1, 2, and 3
	～てあります		- Collaborative learning	180 minutes	- Discussing certain material that is done collaboratively (Observation)	
	～ておきます		- Literature review	180 Minutes	- Creating a portfolio	
	まだ～					
	～つもり					
	～予定です					
	まだ～ていません					
	- Students can make sentences properly and					

	<p>correctly from the sentence patterns in chapter 30 and chapter 31</p> <p>- Students can use the sentence patterns in chapter 30 and chapter 31 in a conversation.</p>				(assessment rubric)	
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	<p>〜と伝えて いただけま せんか</p> <ul style="list-style-type: none"> - Students can make sentence s properly and correctly from the sentence patterns in chapter 32 and chapter 33 - Students can use sentence patterns in chapter 32 and chapter 33 in a conversa tion. 				(assessme nt rubric)	
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	<ul style="list-style-type: none"> - Students can make sentences properly and correctly from the sentence patterns in chapter 34 and chapter 35 - Students can use sentence patterns in chapter 34 and chapter 35 in a conversation 				(assessment rubric)	
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	<p>from the sentence patterns in chapter 36 and chapter 37</p> <p>- Students can use sentence patterns in chapter 36 and chapter 37 in a conversation</p>				(assessment rubric)	
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	<p>make sentence s properly and correctly from the sentence patterns in chapter 38 and chapter 39</p> <p>- Students can use sentence patterns in chapter 38 and chapter 39 in a conversation</p>				(assessment rubric)	
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10	<ul style="list-style-type: none"> - Students understand and master sentence patterns in chapter 40 and chapter 41: ～か、～ ～かどうか、～ ～てみます ～やります ～いただきます ～くださいます ～てやります ～ていただきます ～てくださいます 	Chapter 40 and Chapter 41	- Class Discussion	150 minutes	- Discussion Assignment (Observation)	1, 2, and 3
			- Collaborative learning	180 minutes	- Discussing certain material that is done collaboratively (Observation)	
			- Literature review	180 Minutes	- Creating a portfolio	

	<p>～ ください ませんか</p> <ul style="list-style-type: none"> - Students can make sentences properly and correctly from the sentence patterns in chapter 40 and chapter 41 - Students can use sentence patterns in chapter 40 and chapter 41 in a conversation. 			(assessment rubric)	
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11	- Students understand and master the sentence patterns in Chapter 42 and Chapter 43:	Chapter 42 and Chapter 43	- Class Discussion	150 minutes	- Discussion Assignment (Observation)	1, 2, and 3
	~ために、 ~ ~のに~ ~そうです ~て来ます		- Collaborative learning	180 minutes	- Discussing certain material that is done collaboratively (Observation)	
	- Students can make sentences properly and correctly from the sentence		- Literature review	180 Minutes	- Creating a portfolio	

	<p>patterns in chapter 42 and chapter 43</p> <p>- Students can use the sentence patterns in chapter 42 and chapter 43 in a conversa tion</p>				(assessme nt rubric)	
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12	- Students understand and master the sentence patterns in chapter 44 and chapter 45: ～すぎます ～やすいです ～にくいです ～くします ～にします ～場合、～ ～のに、～	Chapter 44 and Chapter 45	- Class Discussion	150 minutes	- Discussion Assignment (Observation)	1, 2, and 3
	- Students can make sentences properly		- Collaborative learning	180 minutes	- Discussing certain material that is done collaboratively (Observation)	
			- Literature review	180 Minutes	- Creating a portfolio	

	<p>and correctly from the sentence patterns in chapter 44 and chapter 45</p> <p>- Students can use sentence patterns in chapter 44 and chapter 45 in a conversation.</p>				(assessment rubric)	
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	<p>and correctly from the sentence patterns in chapter 46 and chapter 47</p> <p>- Students can use sentence patterns in chapter 46 and chapter 47 in a conversation.</p>				(assessment rubric)	
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	<p>patterns in chapter 48 and chapter 49</p> <p>- Students can use sentence patterns in chapters 48 and 49 in a conversa tion</p>				(assessme nt rubric)	
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15	- Students understand and master sentence patterns in chapter 50: 謙讓語 丁寧語	Chapter 50	- Class Discussion	150 minutes	- Discussion Assignment (Observation)	1, 2, and 3
	- Students can make sentences properly and correctly from the sentence patterns in chapter 50		- Collaborative learning	180 minutes	- Discussing certain material that is done collaboratively (Observation)	
	- Students can use the sentence patterns		- Literature review	180 Minutes	- Creating a portfolio	

	in chapter 50 in a conversa tion				(assessme nt rubric)	
16	<i>FINAL SEMESTER TEST</i>					

6. Reference List

1. 3A Network. 2013. *Minna no Nihongo II*. Tokyo: 3A Network.
 2. Tanaka Yone. 2000. *Minna no Nihongo II Terjemahan dan Keterangan Tata Bahasa*. Tokyo: 3A Network.
 3. できる日本語教材開発プロジェクト. 2012. できる日本語初中級. 東京: アルク.
7. **Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc.**
8. **Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.**

a. Observation Sheet Assessment Attitude

Aspects observed	Category and Assessment Score				
	Very Good (5)	Good (4)	Pretty Good (3)	Less (2)	Very Less (1)
Following the lecture on time					

Following learning well from the beginning to the end					
Participating actively during the learning process takes place.					
Finishing the assignment independently and being responsible for their assignments					
Being able to work well in groups					

b. Test Question

1. 近くに大きいスーパーが。。。。は便利ですね。
2. 昨日出したレポートに名前を。。。。を忘れないようにしてください。
3. 日本語が。。。。、困っています。
4. お金が。。。。ので、何も買いませんでした。
5. この料理は辛いですか。。。。。かどうか、食べてみてください。
6. このかばんは何キロぐらいですか。ちょっと。。。。みてください。
7. 昨日友達が私にタイ料理を作って。。。。
8. だれに日本語の文法を教えてもらいましたか。大学の先生に。。。。

9. エアコンの調子がおかしんです。ちょっと。。。。。。 くださいませんか。
10. 体温計は。。。。。。 のに使います。
11. どうしてコンピューターを買ったんですか。 。。。。。。 ために、買ったんです。
12. あしたの試験は。。。。。。 そうですから、今晚勉強しなければなりません。
13. 。。。。。。 すぎると、病気になりますよ。
14. この薬は小さくて、。。。。。。 やすいです。
15. 「ツ」と「シ」は。。。。。。 にくいですから、気をつけてください。
16. 。。。。。。 場合は、サッカーの練習はありません。
17. あの人。。。。。。 のに、上手に子どもの世話をします。
18. お待たせしました。遅れて、すみません。いいえ、わたしもたった今。。。。。。 ところなんです。
19. 先月日本語を。。。。。。 ばかりですから、まだあまり話せません。
20. 彼は料理の勉強をしていましたから、料理が。。。。。。 はずです。
21. 天気予報によると、。。。。。。 そうです。
22. カリナさんはすしを食べませんね。。。。。。 ようです。
23. 私は子どもに。。。。。。 (使役形)
24. あのクラスにだれかいますか。はい、先生が。。。。。。 (尊敬語)
25. いつ日本へいらっしゃいますか。あした。。。。。。 (謙譲語)

SEMESTER LESSON PLAN (RPS)

***Dokkai Shokyu* (BASIC READING)**



Lecturer:

Dr. Kadek Eva Krishna Adnyani, S.S., M.Si.

JAPANESE LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS PENDIDIKAN GANESHA

2021



SEMESTER LESSON PLAN

No.Doc: FBS-PBJ-
RPS209

Revision: 02

Dokkai Shokyu

Date: February 1, 2020

Pages: 9

Created by:

**Dr. Kadek Eva Krishna
Adnyani, S.S., M.Si.**

NIP. 198705122012122001

Reviewed by:

**Dr. Kadek Eva
Krishna Adnyani, S.S.,
M.Si.**

NIP. 198705122012122001

Approved by:

**I Wayan Sadyana S.S.,
M.SI**

NIP
197812012006041001

Lecturer	Academic Quality Assurance Study Programme	Coordinator of Japanese Language Education Study Programme
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SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Japanese Language Education
Course	: <i>Dokkai Shokyu</i> (Basic Reading)
Course Code	: JPGS 120209
Course Group	: Core Study Courses
Credit Hours	: 2
Degree	: Bachelor Degree
Semester	: 2
Prerequisite	: none
Status (compulsory/elective)	: compulsory
Name and code of lecturer	: Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. (PBJEK07)

Course Description: This course material aims to introduce and train students to read and understand basic level Japanese discourse. In addition, the use of new vocabulary and expressions contained in each chapter and sub-chapter is discussed one by one.

This lecture begins with student presentations (in groups) about the vocabulary and *kanji* they have just learned. After making a presentation, it is continued by giving quizzes to

other lecture participants. Thus, students who make presentations can practice soft skills in presentations and can also help their friends learn.

After the presentation, students take turns reading and then translating. This session trains students' soft skills in translating Japanese into good Indonesian.

Then, 2 students are asked to explain the summary of the material. This session aims to train students' soft skills in understanding and summarizing the material.

Students are then asked to answer questions after reading to find out students' understanding of the contents of the reading. Finally, the lecturer facilitates students to conduct discussions related to the material.

Assessment is done with group presentations, individual presentations, and exams (Middle Semester Test and Final Semester Test).

2. Learning Outcomes of Study Programme Referred to:

1. ATTITUDE

A1	Demonstrating scientific, educational, and religious attitudes and actions that contribute to improving the quality of life in society, nation, and state based on academic norms and ethics based on THK or <i>Tri Hita Karana</i> (Three Causes to Prosperity)'s wisdom
2. KNOWLEDGE	
K2	Mastering the theoretical concepts of Japanese
3. GENERAL SKILLS	
GS1	Being able to integrate learning and innovation skills, technological and information mastery, career development, and life skills to become lifelong learners
GS2	Being able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies the value of humanities in the field of Japanese language education.
4. SPECIAL SKILLS (planning, implementation, evaluation)	
SS1	Applying Japanese language skills, both oral and written

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3. Course Learning Outcomes :

CO1: applying soft skills in the field of presentation regarding vocabulary and *kanji* that have just been found in discourse.

CO2: mastering knowledge related to Japanese, such as understanding simple texts/discourses well, retelling the contents of the discourse, finding the main idea in each paragraph, determining the overall theme of the discourse, and increasing the vocabulary and ability to read Japanese characters.

4. Description of Lesson Plan

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Forms	Time	Assignmen t and Assessmen t	Reference
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1	Students understand the learning process that will be carried out during one semester	Class contract	- Lecture	1 x 50 minutes	-	<p>1) Akiko Makino. 2007. Minna no Nihongo Shokyuu I: Shokyuu de Yomeru Topikku 25</p> <p>2) Ueda Miki, Watanabe Tamie 2019. Sutōrī o tanoshimu! Nihongo shokyū dokkai: Howaito-san to tīna-san no o hanashi</p> <p>3) Hyūman'akademī nihongo gakkō. 2020. 1-Nichi 10-bu shokyū kara hajimeru dokkai 120/ 10 Minutes japanīzu rīdingu Comprehension fō Beginners</p>
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2	<ul style="list-style-type: none"> - Students master new vocabulary and <i>kanji</i> that appear in song lyrics. - Students apply their knowledge of new vocabulary and <i>kanji</i> to study the meaning of the lyrics of the song 	<i>Ojiisan no tokei</i> Song	<ul style="list-style-type: none"> - Lecture - Class Discussion - Critical Reading 	2 x 50 minutes	Individual Presentation Assessment using the assessment rubric	Minna No Nihongo Shokyuu I : Shokyuu de Yomeru Topikku 25.
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3	<ul style="list-style-type: none"> - Students master new vocabulary and <i>kanji</i> that appear in the discourse. - Students apply their knowledge of new vocabulary and <i>kanji</i> to understand discourse. 	The reading of <i>moraimas hita agemashita</i> page 10	<ul style="list-style-type: none"> - Lecture - Class Discussion - Critical Reading - Games 	2 x 50 minutes	Individual Presentation Assessment using the assessment rubric	Minna No Nihongo Shokyu I : Shokyu de Yomeru Topikku 25.
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4	<ul style="list-style-type: none"> - Students master new vocabulary and <i>kanji</i> that appear in the discourse. - Students apply their knowledge of new vocabulary and <i>kanji</i> to understand discourse. 	The reading of <i>machi no seikatsu</i> , <i>yama no seikatsu</i> page 12 (<i>group 1</i>)	<ul style="list-style-type: none"> - Lecture - Class Discussion - Critical Reading 	2 x 50 minutes	<ul style="list-style-type: none"> Group Project Group Presentation Individual Presentation Assessment using the assessment rubric 	Minna No Nihongo Shokyuu I : Shokyuu de Yomeru Topikku 25.
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5	<ul style="list-style-type: none"> - Students master new vocabulary and <i>kanji</i> that appear in the discourse. - Students apply their knowledge of new vocabulary and <i>kanji</i> to understand discourse. 	The reading of <i>nihon ga suki desu</i> page 14 (group 2)	<ul style="list-style-type: none"> - Lecture - Class Discussion - Critical Reading 	2 x 50 minutes	<ul style="list-style-type: none"> Group Project Group Presentation Individual Presentation Assessment using the assessment rubric 	Minna No Nihongo Shokyuu I : Shokyuu de Yomeru Topikku 25.
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6	<ul style="list-style-type: none"> - Students master new vocabulary and <i>kanji</i> that appear in the discourse. - Students apply their knowledge of new vocabulary and <i>kanji</i> to understand discourse. 	The reading of <i>Okinawa ryokoupag e 22</i> (group 3)	<ul style="list-style-type: none"> - Lecture - Class Discussion - Critical Reading 	2 x 50 minutes	<ul style="list-style-type: none"> Group Project Group Presentation Individual Presentation Assessment using the assessment rubric 	Minna No Nihongo Shokyuu I : Shokyuu de Yomeru Topikku 25.
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7	<ul style="list-style-type: none"> - Students master new vocabulary and <i>kanji</i> that appear in the discourse. - Students apply their knowledge of new vocabulary and <i>kanji</i> to understand discourse. 	The reading of <i>Takarakuji</i> Pg 26 (group 4) + <i>Middle Semester Test Grid</i>	<ul style="list-style-type: none"> - Lecture - Class Discussion - Critical Reading 	2 x 50 minutes	<ul style="list-style-type: none"> Group Project Group Presentation Individual Presentation Assessment using the assessment rubric 	Minna No Nihongo Shokyuu I : Shokyuu de Yomeru Topikku 25.
8	MIDDLE SEMESTER TEST					

9	<ul style="list-style-type: none"> - Students master new vocabulary and <i>kanji</i> that appear in the discourse. - Students apply their knowledge of new vocabulary and <i>kanji</i> to understand discourse. 	The reading of <i>Videoreta</i> a page 28 (group 5)	<ul style="list-style-type: none"> - Lecture - Class Discussion - Critical Reading 	2 x 50 minutes	<ul style="list-style-type: none"> Group Project Group Presentation Individual Presentation Assessment using the assessment rubric 	Minna No Nihongo Shokyuu I : Shokyuu de Yomeru Topikku 25.
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10	<ul style="list-style-type: none"> - Students master new vocabulary and <i>kanji</i> that appear in the discourse. - Students apply their knowledge of new vocabulary and <i>kanji</i> to understand discourse. 	The reading of <i>Ganbaru taimu</i> page 30 (group 6)	<ul style="list-style-type: none"> - Lecture - Class Discussion - Critical Reading 	2 x 50 minutes	<ul style="list-style-type: none"> Group Project Group Presentation Individual Presentation Assessment using the assessment rubric 	Minna No Nihongo Shokyuu I : Shokyuu de Yomeru Topikku 25.
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11	<ul style="list-style-type: none"> - Students master new vocabulary and <i>kanji</i> that appear in the discourse. - Students apply their knowledge of new vocabulary and <i>kanji</i> to understand discourse. 	<p>The reading of <i>Sousou no doubutsu</i> p. 34 (group 7)</p>	<ul style="list-style-type: none"> - Lecture - Class Discussion - Critical Reading 	2 x 50 minutes	<p>Group Project</p> <p>Group Presentation</p> <p>Individual Presentation</p> <p>Assessment using the assessment rubric</p>	Minna No Nihongo Shokyuu I : Shokyuu de Yomeru Topikku 25.
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12	<ul style="list-style-type: none"> - Students master new vocabulary and <i>kanji</i> that appear in the discourse. - Students apply their knowledge of new vocabulary and <i>kanji</i> to understand discourse. 	The reading of page <i>Edo jidai36</i> (group 8)	<ul style="list-style-type: none"> - Lecture - Class Discussion - Critical Reading 	2 x 50 minutes	<ul style="list-style-type: none"> Group Project Group Presentation Individual Presentation Assessment using the assessment rubric 	Minna No Nihongo Shokyuu I : Shokyuu de Yomeru Topikku 25.
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13	<ul style="list-style-type: none"> - Students master new vocabulary and <i>kanji</i> that appear in the discourse. - Students apply their knowledge of new vocabulary and <i>kanji</i> to understand discourse. 	<p>The reading of <i>Dantai ryokou's?</i> <i>Kojin ryoko?</i> <i>Page</i></p> <p>38 (group 9)</p>	<ul style="list-style-type: none"> - Lecture - Class Discussion - Critical Reading 	2 x 50 minutes	<p>Group Project</p> <p>Group Presentation</p> <p>Individual Presentation</p> <p>Assessment using the assessment rubric</p>	Minna No Nihongo Shokyuu I : Shokyuu de Yomeru Topikku 25.
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14	<ul style="list-style-type: none"> - Students master new vocabulary and <i>kanji</i> that appear in the discourse. - Students apply their knowledge of new vocabulary and <i>kanji</i> to understand discourse. 	The reading of page <i>Sumo42</i> (group of 10)	<ul style="list-style-type: none"> - Lecture - Class Discussion - Critical Reading 	2 x 50 minutes	<ul style="list-style-type: none"> Group Project Group Presentation Individual Presentation Assessment using the assessment rubric 	Minna No Nihongo Shokyuu I : Shokyuu de Yomeru Topikku 25.
15	<ul style="list-style-type: none"> - Students master new vocabulary and <i>kanji</i> that appear in the discourse. 	<i>Course Summary</i>	<ul style="list-style-type: none"> - Lecture - Class Discussion 	2 x 50 minutes	<ul style="list-style-type: none"> Formative Test Assessment using the assessment rubric 	Minna No Nihongo Shokyuu I : Shokyuu de Yomeru Topikku 25.

5. References

- 1) Akiko Makino. 2007. Minna no Nihongo Shokyu I: Shokyu de Yomeru Topikku 25
- 2) Ueda Miki, Watanabe Tamie 2019. Sutōrī o tanoshimu! Nihongo shokyū dokkai: Howaito-san to tīna-san no o hanashi
- 3) Hyūman'akademī nihongo gakkō. 2020. 1-Nichi 10-bu shokyū kara hajimeru dokkai 120/ 10 Minutes japanīzu rīdingu Comprehension fō Beginners

6. Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc.**7. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.**

SEMESTER LESSON PLAN (RPS)

KANJI (WRITING KANJI)



Lecturer:





Desak Made Sri Mardani, S.S., M.Pd.

JAPANESE LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS PENDIDIKAN GANESHA

2021

	SEMESTER LESSON PLAN	No. Doc: FBS-PBJ-RPS210
		Revision: 02
	KANJI (WRITING KANJI)	Date: February 1, 2020
		Pages: 14
<p>Created by:</p>  <p>Desak Made Sri Mardani, S.S., M.Pd. NIP. 198201102006042002</p>	<p>Reviewed by:</p>  <p>Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP. 198705122012122001</p>	<p>Approved by:</p>  <p>I Wayan Sadyana, S.S., M.Si. NIP. 197812012006041001</p>
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Japanese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Japanese Language Education
Course	: <i>Kanji</i> (Writing <i>Kanji</i>)
Course Code	: JPGS120210
Course Group	: MK Science Field of Study (MKKBS) Credits
Credit hours	: 2
Degree	: Bachelor Degree
Semester	: 2
Prerequisite	: Hyoki (Introduction to Writing Japanese Characters)
Status (compulsory/elective)	: Compulsory
Name and code of lecturer	: Desak Made Sri Mardani, SS, M.Pd., PBJS04

2. Course Description

Kanji (Writing *Kanji*) aims to make students able to understand the theoretical concepts of letter writing rules, the way to read, meaning (based on *bushu*) of *Kanji* (which have the same reading method, at levels N5 & N4). Therefore, students are skilled in applying the rules of writing in writing *Kanji* letters to produce beautiful

letters and skilled in applying *Kanji* and *jukogo* in a sentence, thus supporting competence in teaching.

The learning process is focused on two main activities, first, students conduct group discussions to find concepts (meaning based on *bushu* and usage) of *Kanji* that have the same reading way, then answer questions, using *Kanji* in a sentence. Second, students perform *Kanji* writing practice according to the rules of writing letters in *Genkouyoushi*. The results of writing practice (performance) will become a portfolio to see the development of writing skills. To find out their theoretical knowledge, they are given a written test and performance. While the attitude assessment is done through observation.

3. Learning Outcomes of Study Programs Referred to

PLO1: Demonstrating scientific, educational, and religious attitudes and actions that contribute to improving the quality of life in society, nation, and state based on academic norms and ethics based on THK or Tri Hita Karana (Three Causes to Prosperity)'s wisdom

PLO3: Mastering the theoretical concepts of Japanese

PLO6: Being able to integrate learning and innovation skills, mastery of technology and information, career development, and the life skills to become lifelong

PLO8: Apply Japanese language skills, both oral and written

4. Course Learning Outcomes

1. Mastering the theoretical concepts of meaning (based on *bushu*) and the use of *Kanji* (which have the same reading method, at levels N5 & N4)
2. Understand the meaning, the way to read and the meaning of *jukogo* from *Kanji*
3. Applying *Kanji* writing skills according to the rules of writing to produce beautiful letters and using *Kanji* in sentences

5. Description of Lesson Plan

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Forms	Time	Assignment and Assessment	Refere nce
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1	- Students understand the learning process that will be carried out during one semester	Lecture contract <i>Kanji</i> characters: 田、口、車、門、私、何、明、林、森、間、畑、岩	- Lectures	50 minutes		RPS, Module course courses
	- Students identify the shapes, scratches, meanings, and <i>jukogo</i> of the <i>Kanji</i> letters being studied		- Group discussion regarding the writing, meaning, use of <i>Kanji</i>	50 minutes	- Group discussion assignment (Observation)	1, 2, 3
	- Students are skilled at applying <i>Kanji</i>		- Collaborative learning (Pract	120 minutes	- Discussing how to read vocabulary,	

	<p>and <i>jukogo</i> in a sentence</p> <ul style="list-style-type: none"> - Students are skilled at applying scratch rules in writing letters to produce beautiful letters 		<p>ice worki ng on probl ems relate d to the use of <i>Kanji</i> and <i>jukog o</i> in a sente nce).</p> <ul style="list-style-type: none"> - Practi ce writin g <i>Kanji</i> chara cters accor ding to the rules 		<p>and practic e questio ns related to letters (Obser vation)</p> <ul style="list-style-type: none"> - Makin g a portfol io of indepe ndent writing practic e (writin g assess ment rubric) 	
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2	<ul style="list-style-type: none"> - Students identify the shapes, scratch, meanings and <i>jukogo</i> of the <i>Kanji</i> letters being studied - Students are skilled at applying <i>Kanji</i> and <i>jukogo</i> in a sentence - Students are skilled at applying scratch rules in writing letters to produce 	<p><i>Kanji</i> characters: 油、脂、居る、入る、要る、射る、者、物、別れる、分かれる</p>	<ul style="list-style-type: none"> - Evaluation of understanding of <i>Kanji</i> material at meeting 1 - Group discussion regarding the writing, meaning, use of <i>Kanji</i> - Collaborative learning 	<p>10 minutes</p> <p>90 minutes</p> <p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> - Written test - Group discussion assignment (Observation) - Discussing how to read vocabulary, and practice 	1, 2, 3
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	beautiful letters		(Practice working on problems related to the use of <i>Kanji</i> in a sentence). - Practice writing <i>Kanji</i> letters according to the rules		e questions related to letters (Observation) - Making a portfolio of independent writing practice (writing assessment rubric)	
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3	<ul style="list-style-type: none"> - Students identify the shapes, scratch, meanings and <i>jukogo</i> of the <i>Kanji</i> letters being studied - Students are skilled at applying <i>Kanji</i> and <i>jukogo</i> in a sentence - Students are skilled at applying scratch rules in writing letters to produce 	<p><i>Kanji</i>: 長い、永い、早い、速い、易しい、優しい、厚い、熱い、暑い、暖かい、温かい</p>	<ul style="list-style-type: none"> - Evaluation of understanding of <i>Kanji</i> material at meeting 2 - Group discussion regarding the writing, meaning, use of <i>Kanji</i> - Collaborative learning 	<p>10 minutes</p> <p>90 minutes</p> <p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> - Written test - Group discussion assignment (Observation) - Discussing how to read vocabulary, and practice 	1, 2, 3
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	beautiful letters		<p>ng (Pract ice worki ng on probl ems relate d to the use of <i>Kanji</i> in a sente nce).</p> <p>- Practi ce writin g <i>Kanji</i> letters accor ding to the rules</p>		<p>e questio ns related to letters (Obser vation)</p> <p>- Makin g a portfol io of indepe ndent writing practic e (writin g assess ment rubric)</p>	
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4	<ul style="list-style-type: none"> - Students identify the shapes, scratch, meanings and <i>jukogo</i> of the <i>Kanji</i> letters being studied - Students are skilled at applying <i>Kanji</i> and <i>jukogo</i> in a sentence - Students are skilled at applying scratch rules in writing letters to produce 	<p><i>Kanji</i>: 明ける、開ける、空ける、移す、映す、写す、泣く、鳴く、無く</p>	<ul style="list-style-type: none"> - Evaluation of understanding of <i>Kanji</i> material at meeting 3 - Group discussion regarding the writing, meaning, use of <i>Kanji</i> - Collaborative learning 	<p>10 minutes</p> <p>90 minutes</p> <p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> - Written test - Group discussion assignment (Observation) - Discussing how to read vocabulary, and practice 	1, 2, 3
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	beautiful letters		<p>ng (Pract ice worki ng on probl ems relate d to the use of <i>Kanji</i> in a sente nce).</p> <p>- Practi ce writin g <i>Kanji</i> letters accor ding to the rules</p>		<p>e questio ns related to letters (Obser vation)</p> <p>- Makin g a portfol io of indepe ndent writing practic e (writin g assess ment rubric)</p>	
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5	<ul style="list-style-type: none"> - Students identify the shapes, scratch, meanings and <i>jukogo</i> of the <i>Kanji</i> letters being studied - Students are skilled at applying <i>Kanji</i> and <i>jukogo</i> in a sentence - Students are skilled at applying scratch rules in writing 	<p><i>Kanji:</i> 売る、得る、送る、贈る、降りる、下りる、上る、昇る、登る</p>	<ul style="list-style-type: none"> - Evaluation of understanding of <i>Kanji</i> material at meeting 4 - Group discussion regarding the writing, meaning, use of <i>Kanji</i> - Collaborative learning 	<p>10 minutes</p> <p>90 minutes</p> <p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> - Written test - Group discussion assignment (Observation) - Discussing how to read vocabulary, and practice 	1, 2, 3
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	<p>letters to produce beautiful letters</p>		<p>ng (Practice working on problems related to the use of <i>Kanji</i> in a sentence).</p> <p>- Practice writing <i>Kanji</i> letters according to the rules</p>		<p>e questions related to letters (Observation)</p> <p>- Making a portfolio of independent writing practice (writing assessment rubric)</p>	
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6	<ul style="list-style-type: none"> - Students identify the shapes, scratch, meaning s and <i>jukogo</i> of the <i>Kanji</i> letters being studied - Students are skilled at applying <i>Kanji</i> and <i>jukogo</i> in a sentence - Students are skilled at applying scratch rules in writing 	<p><i>Kanji:</i> 上げる、揚げる、挙げる、書く、描く、画く、欠く、下げる、提げる</p>	<ul style="list-style-type: none"> - Evaluation of understanding of <i>Kanji</i> material at meeting 5 - Group discussion regarding the writing, meaning, use of <i>Kanji</i> - Collaborative learning 	<p>10 minute</p> <p>90 minutes</p> <p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> - Written test - Group discussion assignment (Observation) - Discussing how to read vocabulary, and practicing 	1, 2, 3
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	<p>letters to produce beautiful letters</p>		<p>ng (Practice working on problems related to the use of <i>Kanji</i> in a sentence).</p> <p>- Practice writing <i>Kanji</i> letters according to the rules</p>		<p>e questions related to letters (Observation)</p> <p>- Making a portfolio of independent writing practice (writing assessment rubric)</p>	
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7			<ul style="list-style-type: none"> - Evaluation of understanding of <i>Kanji</i> material at meeting 6 - Collaborative learning (Practice reading vocabulary and doing questions containing the 	10 minutes 160 minutes 170 minutes	<ul style="list-style-type: none"> - Written test - Discussing how to read vocabulary, and practice questions related to letters (Observation) - Making a portfolio 	1, 2, 3
	<ul style="list-style-type: none"> - Students master the meaning and use of <i>Kanji</i>, and skilled to apply it in a sentence 	<ul style="list-style-type: none"> - <i>Fukushu Hiragan a</i> and <i>Katakan a</i> (Practice in applying <i>Kanji</i> and <i>jukogo</i> in a sentence) 				

			<p>learned (<i>Kanji</i>)</p> <p>- Practice making sentences using <i>Kanji</i> and examples of <i>jukugo</i></p>		<p>io of independent writing practice (writing assessment rubric)</p>	
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	writing letters to produce beautiful letters		d to the use of <i>Kanji</i> in a sentence).		(Observation)	
			- Practice writing <i>Kanji</i> letters according to the rules		- Making a portfolio of independent writing practice (writing assessment rubric)	

10	<ul style="list-style-type: none"> - Students identify the shapes, scratch, meanings and <i>jukogo</i> of the <i>Kanji</i> letters being studied - Students are skilled at applying <i>Kanji</i> and <i>jukogo</i> in a sentence - Students are skilled at applying scratch 	<i>Kanji:</i> 買う、飼う、利く、効く、聞く、聴く、表す、現す、著す	<ul style="list-style-type: none"> - Evaluation of understanding of <i>Kanji</i> material at meeting 9 - Group discussion regarding the writing, meaning, use of <i>Kanji</i> - Collaborative learning 	10 minutes 90 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> - Written test - Group discussion assignment (Observation) - Discussing how to read vocabulary, and practice 	1, 2, 3
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	rules in writing letters to produce beautiful letters		<p>ng (Practice working on problems related to the use of <i>Kanji</i> in a sentence).</p> <p>- Practice writing <i>Kanji</i> letters according to the rules</p>		<p>e questions related to letters (Observation)</p> <p>- Making a portfolio of independent writing practice (writing assessment rubric)</p>	
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11	<ul style="list-style-type: none"> - Students identify the shapes, scratch, meanings and <i>jukogo</i> of the <i>Kanji</i> letters studied. - Students are skilled at applying <i>Kanji</i> and <i>jukogo</i> in a sentence - Students are skilled at applying scratch rules in writing letters to produce 	<p><i>Kanji:</i> 帰る、 変える、返る、 替える、代える、 換える、刺す、 指す、差す、挿す</p>	<ul style="list-style-type: none"> - Evaluation of understanding the <i>Kanji</i> material at the 10th meeting - Group discussion regarding the writing, meaning, use of <i>Kanji</i> - Collaborati 	<p>10 minute</p> <p>90 minutes</p> <p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> - Written test - Group discussion assignment (Observation) - Discussing how to read vocabulary, and practice 	1, 2, 3
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	beautiful letters		<p>ve learn ng (Pract ice worki ng on probl ems relate d to the use of <i>Kanji</i> in a sente nce).</p> <p>- Practi ce writin g <i>Kanji</i> letters accor ding to the rules</p>	<p>e questio ns related to letters (Obser vation)</p> <p>- Makin g a portfol io of indepe ndent writing practic e (writin g assess ment rubric)</p>	
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12	<ul style="list-style-type: none"> - Students identify the shapes, scratches, meanings and <i>jukogo</i> of the <i>Kanji</i> letters being studied - Students are skilled at applying <i>Kanji</i> and <i>jukogo</i> in a sentence - Students are skilled at applying scratch rules in writing letters to 	<p><i>Kanji:</i> 占める、閉める、絞める、湿る、締める、住む、済む、経る、減る</p>	<ul style="list-style-type: none"> - Evaluation of understanding of <i>Kanji</i> material at meeting 11 - Group discussion regarding the writing, meaning, use of <i>Kanji</i> - Collaboration 	<p>10 minutes</p> <p>90 minutes</p> <p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> - Written test - Group discussion assignment (Observation) - Discussing how to read vocabulary, and practice 	1, 2, 3
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	produce beautiful letters		<p>ve learning (Practice working on problems related to the use of <i>Kanji</i> in a sentence).</p> <p>- Practice writing <i>Kanji</i> letters according to the rules</p>	<p>e questions related to letters (Observation)</p> <p>- Making a portfolio of independent writing practice (writing assessment rubric)</p>	
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13	<ul style="list-style-type: none"> - Students identify the shapes, scratches, meanings and <i>jukogo</i> of the <i>Kanji</i> letters being studied - Students are skilled at applying <i>Kanji</i> and <i>jukogo</i> in a sentence - Students are skilled at applying scratch rules in writing letters to 	<i>Kanji:</i> 取る、採る、捕る、撮る、治る、直る、痛む、悼む、傷む	<ul style="list-style-type: none"> - Evaluation of understanding the <i>Kanji</i> material at the 12th meeting - Group discussion regarding the writing, meaning, use of <i>Kanji</i> - Collaboration 	10 minutes 90 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> - Written test - Group discussion assignment (Observation) - Discussing how to read vocabulary, and practice 	1, 2, 3
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	produce beautiful letters		<p>ve learning (Practice working on problems related to the use of <i>Kanji</i> in a sentence).</p> <p>- Practice writing <i>Kanji</i> letters according to the rules</p>	<p>e questions related to letters (Observation)</p> <p>- Making a portfolio of independent writing practice (writing assessment rubric)</p>	
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14	<ul style="list-style-type: none"> - Students identify the shapes, scratches, meaning s, and <i>jukogo</i> of the <i>Kanji</i> letters being studied - Students are skilled at applying <i>Kanji</i> and <i>jukogo</i> in a sentence - Students are skilled at applying scratch rules in 	<i>Kanji:</i> 見る、診る、誤る、謝る、話す、放す、離す、乗る、載る	<ul style="list-style-type: none"> - Evaluation of understanding of <i>Kanji</i> material at meeting 13 - Group discussion regarding the writing, meaning, use of <i>Kanji</i> - Collaborative learning 	10 minutes 90 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> - Written test - Group discussion assignment (Observation) - Discussing how to read vocabulary, and practice 	1, 2, 3
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	writing letters to produce beautiful letters		<p>ng (Practice working on problems related to the use of <i>Kanji</i> in a sentence).</p> <p>- Practice writing <i>Kanji</i> letters according to the rules</p>		<p>e questions related to letters (Observation)</p> <p>- Making a portfolio of independent writing practice (writing assessment rubric)</p>	
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15	<ul style="list-style-type: none"> - Students master the meaning and use of <i>Kanji</i>, and are skilled to apply it in a sentence 	<ul style="list-style-type: none"> - <i>Fukushu Hiragan a</i> and <i>Katakan a</i> (Practice in applying <i>Kanji</i> and <i>jukogo</i> in a sentence) 	<ul style="list-style-type: none"> - Evaluation of understanding of <i>Kanji</i> material at meeting 14 - Collaborative learning (Practice reading vocabulary and doing questions containing the 	10 minutes 160 minutes 170 minutes	<ul style="list-style-type: none"> - Written test - Discussing how to read vocabulary, and practice questions related to letters (Observation) - Making a portfolio 	1, 2, 3
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			<p>learned (<i>Kanji</i>)</p> <p>- Practice making sentences using <i>Kanji</i> and examples of <i>jukugo</i></p>		<p>io of independent writing practice (writing assessment rubric)</p>	
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6. References

1. Kano Chieko, dkk. 1990. Basic kanji Book Vol.1. Japan: Bojinsha.
2. Kano Chieko, dkk. 1990. Basic kanji Book Vol.2. Japan: Bojinsha.
3. Yosida.com: Learning Kanji, akses: <https://yosida.com/en/kanji.php>

7. Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc.

1. Kano Chieko, dkk. 1990. Basic kanji Book Vol.1. Japan: Bojinsha.
2. Kano Chieko, dkk. 1990. Basic kanji Book Vol.2. Japan: Bojinsha.
3. Yosida.com: Learning Kanji, akses: <https://yosida.com/en/kanji.php>

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

1. Attitude Assessment Observation Rubric

No	Student name	Self-initiative in group discussion					Actively participate in group collaboration				
		1	2	3	4	5	1	2	3	4	5
1											
2											

2. Portfolio rubric

NO	COMPONENTS ASSESSED	SCORE	WEIGHT
1	Scratch accuracy	1-5	40%

2	Letter balance	1-5	30%
3	Writing beauty	1-5	30%

3. Sentence Assessment Rubric

NO	COMPONENTS ASSESSED	SCORES	WEIGHT
1	Correct use of sentence patterns	1-5	30%
2	Accuracy in using <i>Kanji</i>	1-5	40%
3	Accuracy in writing <i>Kana</i> in sentences	1-5	30%

4. Questions on the use of *Kanji* that must be completed by group

漢字: 長い、永い、早い、速い、易しい、優しい、厚い、熱い、暑い、暖かい、温かい

1. 8 年は (長い、永い)。
2. ちちは (長い、永い) えんぴつを くばります。
3. あの いぬは (長い、永い) ひもを ひっぱっています。
4. あの子は いつも (長い、永い) 間 いのります。
5. 母は かみの けが (長い、永い) です。
6. 朝が (早い、速い)。
7. 足が (早い、速い)。
8. あの 車の スピードが (早い、速い)。
9. 彼は しごとの (早い、速い) 人です。
10. 子供に とても (優しい、易しい) 目つきで 見る。
11. (優しい、易しい) もんだいから やります。
12. かれしは こえが (優しい、易しい)。
13. できるだけ (優しい、易しい) たいどを とります。
14. あれは (優しい、易しい) しごとです。
15. ほんだなに (熱い、暑い、厚い) 本が たくさん あります。
16. あの りょうりは まだ (熱い、暑い、厚い) です。
17. 1945 年の まえに (熱い、暑い、厚い) せんそうが ありました。
18. 今日は とても (熱い、暑い、厚い) です。
19. にほんは いま あきで、 (熱い、暑い、厚い) なつが おわりました。
20. この (熱い、暑い、厚い) いたは とても おもいです。
21. ねこじたので、 (熱い、暑い、厚い) たべものに よわいです。
22. (温かい、暖かい) のみものを よういします。
23. ちちは (温かい、暖かい) へやが すきです。
24. (温かい、暖かい) かんげいを うけます。
25. (温かい、暖かい) ようきが へやに はいています。

5. Daily written test: https://docs.google.com/forms/d/1H3zVDeB8cMCHAPt_IuAslhcpIjXvZrIoLHWKZ6Q3_eY/editBab
6. Middle Semester Written Test:
 - a. <https://docs.google.com/forms/d/1oG7T6TNUOHQFcRDzKNX-s-vF4e3MrFSU0atNXcTV8NM/edit>
 - b. https://docs.google.com/forms/d/11pB8Z_SHsRhj1_p4gPGah08YPTF5qlTzWBPLvsAzNb8/edit
5. Final Semester Written Test
 - a. https://docs.google.com/forms/d/1_EdUIM-xj2kK5RtNGm-mAN-kdeWN2VHOsURtd8rj3tg/edit
 - b. <https://docs.google.com/forms/d/1m69dix7A1HynjIXAbTmpaSW1SNs17h0Iec1jjK8GcJo/edit>

SEMESTER LESSON PLAN (RPS)

***Sakubun Shokyu* (Basic Composing)**



Lecturer:


Dr. Putu Dewi Merlyna Y.P, M.Hum


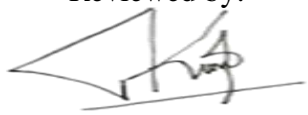

JAPANESE LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS PENDIDIKAN GANESHA

2021

	SEMESTER LESSON PLAN	No. Doc: FBS-PBJ-RPS211
		Revision: 02
	SAKUBUN SHOKYU (BASIC COMPOSING)	Date: February 1, 2020
		Pages: 8

<p>Created by:</p>  <p>Dr. Putu Dewi Merlyna Y.P, M.Hum NIP 19820225 200912 2002</p>	<p>Reviewed by:</p>  <p>Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP. 198705122012122001</p>	<p>Approved by:</p>  <p>I Wayan Sadyana NIP 19781201 200604 1 001</p>
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Japanese Language Education Study Programme
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme : Japanese Language Education</p> <p>Course Name : <i>Sakubun Shokyu</i> (Basic Composing)</p> <p>Course Code : JPG 19211</p> <p>Course Group : Scientific Field of Study Courses</p> <p>Credit Hours : 2 credit hours</p> <p>Degree : Bachelor Degree</p>		

Semester	: 2
Prerequisites	: -
Status (compulsory/elective)	: Compulsory
Name and code of lecturer	: Putu Dewi Merlyna (PBJDM05)

2. Course Description

This *Sakubun Shokyu* (Basic Composing) Lecture provides initial knowledge to students about how to write good essays in Japanese by providing contextual essay themes related to students' daily life, with simple Japanese sentence patterns.

This course is divided into two segments: the first, to focus on developing students' critical thinking with easy-to-understand themes; the second, to develop students' writing skills (composing essays). With a simple theme, it is expected that students can practice writing essays in Japanese at an early level

3. Learning Outcomes of the Referred Study Program

1. ATTITUDE

A1	Demonstrating scientific, educational, and religious attitudes and actions that contribute to improving the quality of life in society, nation, and state based on academic norms and ethics based on THK or <i>Tri Hita Karana</i> (Three Causes to Prosperity)'s wisdom
2. KNOWLEDGE	
K1	Mastering theoretical concepts of pedagogy
K2	Mastering theoretical concepts of the Japanese language
K3	Mastering theoretical concepts of learning Japanese
K4	Mastering theoretical concepts of culture and Japanese society
3. GENERAL SKILLS	
GS1	Being able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.

GS2

Being able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies the value of humanities in the field of Japanese language education.

4. SPECIAL SKILLS (planning, implementation, evaluation)

SS1

Applying Japanese language skills, both oral and written

SS2

Designing innovative Japanese language learning based on approaches and methods of learning Japanese at the elementary to intermediate level.

SS3

Implementing Japanese language learning in accordance with basic to intermediate Japanese learning needs.

SS4

Evaluating Japanese language learning in accordance with evaluation approaches and techniques.

4. Course Learning Outcomes

A1, K2, SS1

5. Description of Lesson plans

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Forms	Time	Assignments and Assessment	References
1	Understand and practice simple greetings, introductions, and self-descriptions in Japanese and put them in the form of a simple essay entitled <i>WATASHI</i> .	Nominal sentence (+)N1はN2です (-)N1はN2ではありません (?)N1はN2ですか Noun phrase N1のN2 一歳	<ul style="list-style-type: none"> - Giving material - Essay Writing Activities - Discussion 	2X50 minutes	Worksheet Written test	Yasashii Sakubun _____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters. Yasashi Sakubun

2	Understand and practice basic Japanese spoken and written discourse and speech that includes the use of demonstrative words, and make a simple essay about rooms and all objects and their locations with the theme <i>WATASHI NO HEYA</i> .	Demonstrative (pronoun) これ、それ、あれ ここ、そこ、あそこ こちら、そちら、あちら Noun modifier この、その、あの (?) どれ、どこ、どちら だれのですか	- Giving material - Essay Writing Activities - Discussion	2x50 minutes	Workshops Written test	Yasashi Sakubun _____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters.
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3	Understand and practice basic Japanese spoken and written discourses and speech that contain the context of time and day, in a simple essay with the theme of daily life <i>WATASHI NO ICHI NICHI.</i>	Verbal sentence (+) Nはー V します (-) Nはー V しません (?) N はー V しました Past: ーV しました Adverb of time 一時 一分 一曜日 (?)何時ですか 何曜日ですか 電話番号	- Giving material - Essay Writing Activities - Discussion	2X50 minutes	Worksheet written test	Yasashi sakubun . _____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters.
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4	Understand and practice basic Japanese spoken and written discourses and speech that have the context of direction and activity, by practicing writing essays on the theme of going to a place <i>NIHON E IKIMASU</i> .	<p>Directional Verbs</p> <p>行く、来る、帰る</p> <p>(?)いつ何でどこへ行きま</p> <p>すか</p> <p>Transitive Verbs</p> <p>N をV—</p> <p>(?)何をしま</p> <p>すか</p> <p>—ませんか</p> <p>—ましょう</p>	<p>- Giving material</p> <p>- Essay Writing Activities</p> <p>- Discussion</p>	2X50 minutes	<p>Worksheet</p> <p>Written test</p>	<p>Yasashii Sakubun</p> <p>_____.</p> <p>(1998)</p> <p>Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters.</p>
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5	Understand and practice basic Japanese spoken and written discourse and speech, which includes the use of adjectives and give receive verbs, practice writing simple essays about the state of an object or place. A simple theme that can be chosen is <i>WATASHI NO KUNI</i> .	<p>Giving, receiving</p> <p>あげる、もらう</p> <p>Adjective</p> <p>イ 形容詞、ナ 形容詞</p> <p>(?)どうですか</p> <p>どんな</p> <p>どうして</p> <p>Have already done</p> <p>もう—Vしました</p> <p>まだです</p>	<p>- Giving material</p> <p>- Essay Writing Activities</p> <p>- Discussion</p>	2x50 minutes	<p>Workshops</p> <p>Written test</p>	<p>Yasashii Sakubun</p> <p>・</p> <p>_____.</p> <p>(1998)</p> <p>Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters.</p>
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6	Understand and practice basic Japanese spoken and written discourses and speech that include the use of noun modifiers in a simple essay entitled <i>KIREINA MACHI</i> .	<p>Adjective (-)—くない です —じゃありません</p> <p>Noun modifier Adj + N Adverbs とても、あまり</p> <p>Position verb —にある/いる</p> <p>Numerals + suffix</p>	<p>- Giving material</p> <p>- Essay Writing Activities</p> <p>- Discussion</p>	2x50 minutes	<p>Workshops</p> <p>Written test</p>	<p>Yasashi Sakubun</p> <p>・ _____. (1998)</p> <p>Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters.</p>
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7	Understand and practice basic Japanese spoken and written discourse and speech that includes the use of the desire form and choice, practice writing simple essays with the theme <i>WATASHI NO HOSHII MONO.</i>	Adjective sentences N1は N2より adjです Nがadjです Desire form Nがほしいです —V+たいです	- Giving material - Essay Writing Activities - Discussion	2x50 minutes	Workshops Written test	Yasashi Sakubun ・ _____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters.
8	MIDDLE SEMESTER TEST					

9	<p>Understand and practice basic Japanese spoken and written discourse and speech, which includes the use of commands, circumstance/s/situations, and permissions-prohibition. Practice writing essays with a simple theme, namely <i>HIMA NA TOKI NANI WO SHIMASUKA</i>.</p>	<p>Command form</p> <p>—Vてください</p> <p>—Vないてください</p> <p>Declare situation</p> <p>—Vています</p> <p>—Vて、—Vて</p> <p>—adj iくて、</p> <p>—adj naで、</p> <p>Permissions-prohibition</p> <p>—Vてもいいです(か)</p> <p>—Vなくてもいいです</p> <p>Obligation</p> <p>—Vなければなりません</p>	<p>- Giving material</p> <p>- Essay Writing Activities</p> <p>- Discussion</p>	2x50 minutes	<p>Workshops</p> <p>Written test</p>	<p>Yasashii sakubun</p> <p>・ _____.</p> <p>(1998)</p> <p>Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters.</p>
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10	<p>Understand and practice basic Japanese spoken and written discourse and speech containing <i>pola-koto</i>.</p> <p>The sentence pattern application is made in a simple essay with the theme <i>NIHON RYOURI WO TABETAKOTO GA ARIMASU.</i></p>	<i>Pola-koto</i> -Vことがで きます -Vことです -Vたことが あります	<ul style="list-style-type: none"> - Giving material - Essay Writing Activities - Discussion 	2x50 minutes	<p>Workshops</p> <p>Written test</p>	<p>Yasashii Sakubun</p> <p>・ _____.</p> <p>(1998) Minna no Nihongo Shokyuu I. Japan: 3A Corporation Multilingual Matters.</p>
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11	<p>Understand and practice basic Japanese spoken and written discourses and speech that contain situations that show abilities, hobbies, activities and situation changes.</p> <p>The topic of an essay that can be worked on is <i>WATASHI NO SHUMI</i></p>	<p>Changes in state</p> <p>—adj i くなります</p> <p>—adj na/N になります</p> <p>Activity</p> <p>—V たり、—V たりします</p> <p>Hobby</p> <p>私の趣味はN です</p> <p>Ability</p> <p>N ができます</p>	<ul style="list-style-type: none"> - Giving material - Essay Writing Activities - Discussion 	2x50 minutes	<p>Workshops</p> <p>Written test</p>	<p>Yasas hii Sakubun.</p> <p>_____.</p> <p>(1998)</p> <p>Minna no Nihongo Shokyu I. Japan: 3A Corporation Multilingual Matters.</p>
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12	<p>Understand and be able to write an essay that includes the use of the informal variety.</p> <p>The theme of the essay is free, but uses the Ordinary language variety.</p>	常体形、普通体形	<ul style="list-style-type: none"> - Giving material - Essay Writing Activities - Discussion 	2x50 minutes	<p>Workshops</p> <p>Written test</p>	<p>Yasashii Sakubun</p> <p>・ Makino Akiko, et.all. (2010) Minna No Nihongo Shokyuu 1 – Choukai Tasuku 25. Japan : Surie Network</p> <p>・ _____.</p> <p>(1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation</p>
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						Multilingual Matters.
13	<p>Understand and practice basic Japanese spoken and written discourse and speech containing compound sentences.</p> <p>An essay that can be made with the theme</p>	<p>—S2とおもいます</p> <p>—S2と言います</p> <p>—S2+N</p>	<ul style="list-style-type: none"> - Giving material - Essay Writing Activities - Discussion 	2x50 minutes	<p>Worksheets</p> <p>Written test</p>	<p>Yasashii Sakubun</p> <p>・ Makino Akiko, et.all. (2010) Minna No Nihongo Shokyuu 1 – Choukai Tasuku 25. Japan :</p>

	<i>NIHON WA II KUNI TO OMOIMASU.</i>				Surie Network . _____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corpora tion Multilin gual Matters.
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14	<p>Understand and practice basic Japanese spoken and written discourse and speech, which contain situations that indicate a condition.</p> <p>The essay themes adapted to this pattern is as follows: <i>SHOGAKUS EI NO TOKI</i></p>	<p>At times -V/adj iとき、 -Vないとき、 -adj naなとき、 -Nのとき、 If -Vと、 Giving-receiving activity -Vてあげる -Vてもらう -Vくれる</p>	<p>- Giving material - Essay Writing Activities - Discussion</p>	2x50 minutes	<p>Worksh eets Written test</p>	<p>Yasashii Sakubun ・Makino Akiko, et.all. (2010) Minna No Nihongo Shokyuu 1 – Choukai Tasuku 25. Japan : Surie Network ・ _____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corpora tion</p>
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						Multilin gual Matters.
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15	<p>Understand and practice basic Japanese spoken and written discourses and speech that contain conditional situations.</p> <p>The theme: <i>MOSHI WATASHI WA FUTARI GA IMASU.</i></p>	<p>conditional sentence</p> <p>—S1 ら、S2 —V たら、S2 —V ても、S2 —adj i くて も、S2 —adj na/N で も、S2</p>	<ul style="list-style-type: none"> - Giving material - Essay Writing Activities - Discussion 	2X50 minutes	<p>Worksheet</p> <p>Written test</p>	<p>Yasashii Sakubun Makino Akiko, et.all. (2010) Minna No Nihongo Shokyuu 1 – Choukai Tasuku 25. Japan : Surie Network .</p> <p>_____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilin</p>
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						gual Matters.
16	FINAL SEMESTER TEST					

6. References

Yasashii Sakubun

Makino Akiko, et.all. (2010) Minna No Nihongo Shokyuu 1 –Choukai Tasuku 25. Japan : Surie Network.

_____. (1998) Minna no Nihongo Shokyuu I.Japan: 3A Corporation Multilingual Matters.

7. Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.



SEMESTER LESSON PLAN (RPS)
(CURRICULUM STUDY)



Lecturer:

Desak Made Sri Mardani, S.S., M.Pd.

JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	No. Dok: FBS-PBJ-RPS204																
	(CURRICULUM REVIEW)	Revised: 02																
		Date: February 1, 2020 Pages: 13																
Written By:  Urge Made Sri Mardani, S.S., M.Pd. NIP. 198201102006042002	Checked by:  Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP. 198705122012122001	Approved by:  I Wayan Sadyana, S.S., M.Si. NIP. 197812012006041001																
Lecturer	Academic quality assurance of study programme	Coordinator of Japanese Language Education Study Programme																
<p style="text-align: center;">SEMESTER LEARNING PLAN</p> <p>1. Course Identity</p> <table> <tr> <td>Study Programme</td> <td>: Japanese Language Education</td> </tr> <tr> <td>Course</td> <td>: Curriculum Study</td> </tr> <tr> <td>Course Code</td> <td>: JPGS120204</td> </tr> <tr> <td>Clusters of Courses</td> <td>: Educational science courses</td> </tr> <tr> <td>Credit Hours</td> <td>: 2</td> </tr> <tr> <td>Degree</td> <td>: Bachelor degree</td> </tr> <tr> <td>Semester</td> <td>: 2</td> </tr> <tr> <td>Prerequisite</td> <td>: -</td> </tr> </table>			Study Programme	: Japanese Language Education	Course	: Curriculum Study	Course Code	: JPGS120204	Clusters of Courses	: Educational science courses	Credit Hours	: 2	Degree	: Bachelor degree	Semester	: 2	Prerequisite	: -
Study Programme	: Japanese Language Education																	
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Clusters of Courses	: Educational science courses																	
Credit Hours	: 2																	
Degree	: Bachelor degree																	
Semester	: 2																	
Prerequisite	: -																	

Status (compulsory/elective) : Compulsory
Name and Lecturer's Code : Desak Made Sri Mardani, S.S., M.Pd., PBJS04

0. Course Description

The curriculum review aims to enable students to understand the theoretical concepts of curriculum development in Indonesia and the current curriculum concepts. In addition, to make students skilled in planning and carrying out mini research on curriculum implementation in textbooks and Japanese language learning in senior high school/vocational high school equivalents to support competence in teaching.

The learning process is divided into two sessions. First, students discuss curriculum developments in Indonesia and current curriculum concepts with their groups, then present the results of their discussions in class. Second, students and their groups plan and conduct mini-research on curriculum implementation in textbooks and Japanese language learning in senior high school/vocational high school equivalents. The course outcomes are assessed through observation and performance assessment. Meanwhile, the attitude assessment is done through observation.

3. Learning Outcomes of the Referred Study Programme

PLO1: Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics based on THK's or *Tri Hita Karana* wisdom

PLO2: Mastering the theoretical concepts of pedagogy

0. Course Learning Outcome

1. Mastering the theoretical concepts of curriculum development in Indonesia, and the current curriculum concepts
2. Skilled in analyzing curriculum implementation in Japanese language textbooks at high school /vocational level as equals
3. Skilled in planning and carrying out mini research on curriculum implementation in Japanese language learning in high school /vocational equivalent

0. Description of the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	<ul style="list-style-type: none"> Students understand the learning that will be done during one semester. 	College contract	<ul style="list-style-type: none"> Lecture 	50 minutes		RPS, Module course
	<ul style="list-style-type: none"> Students can identify the definition of curriculum, Basic Concepts of Curriculum, Curriculum Approach, and Curriculum Foundation. Students can summarize the results of discussions that have been conducted. 	<ul style="list-style-type: none"> Curriculum definition Basic Curriculum Concepts, Curriculum Approaches, and Curriculum Foundations 	<ul style="list-style-type: none"> Class Discussion Collaborative learning Summarizing 	50 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) Discuss the learning case of each curriculum (Observation) Make a summary of the discussed material (Assessment rubric) 	4
2	<ul style="list-style-type: none"> Students can summarize the results of the review that has been done. Students can explain the cases that appear in the 	History of curriculum development in Indonesia	<ul style="list-style-type: none"> Literature review Collaborative learning 	120 minutes	<ul style="list-style-type: none"> Create a portfolio related to the history of curriculum development in Indonesia (Rubric assessment) 	4

	<ul style="list-style-type: none"> implementation of the curriculum in Indonesia. Students can present the results of their group projects. 		<ul style="list-style-type: none"> Student presentation 	120 minutes 100 minutes	<ul style="list-style-type: none"> Discussing cases of problems that arise in the implementation of the curriculum Group discussion tasks (Observation) 	
3	<ul style="list-style-type: none"> Students can identify the basic framework of the revised 2013 curriculum. Students can summarize the results of discussions that have been conducted. 	The basic framework of the 2013 curriculum revision: nature; foundation; principles; and the structure of the 2013 revised curriculum (Graduate competency standards; content standards, process standards, and assessment standards in the development of 2013 curriculum)	<ul style="list-style-type: none"> Students' presentation Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) Discuss the legal foundation of the 2013 curriculum (Observation) Make a summary of the discussed material (Assessment rubric) 	5, 6, 7, 8, 12
4	<ul style="list-style-type: none"> Students can summarize the results of the review that has been done Students can identify the 	Elements of curriculum change in curriculum 2013 to curriculum 2013 revision	Literature review	120 minutes	<ul style="list-style-type: none"> Create a portfolio related to the changes that occurred in the old and new 2013 	7

	2013 curriculum change elements to the revised 2013 curriculum on the lesson plan. <ul style="list-style-type: none"> Students can present the results of their group projects 		<ul style="list-style-type: none"> Collaborative learning Student presentation 	120 minutes 100 minutes	curriculum (Observation) <ul style="list-style-type: none"> Discuss the lesson plan of curriculum 2013 and curriculum 2013 revised Group discussion tasks (Observation) 	
5	<ul style="list-style-type: none"> Students can identify SKL or graduate competency standards, KI or core competencies, KD, or basic competencies in the revised 2013 curriculum. Students can present the results of their group projects Students can summarize the results of discussions that have been conducted 	<ul style="list-style-type: none"> SKL or graduate competency standards, KI or core competencies, KD in curriculum 2013 revision 	<ul style="list-style-type: none"> Student presentation Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) Discuss SKL, KI, KD in Japanese language learning (Observation) Make a summary of the discussed material (Assessment rubric) 	7

6	<ul style="list-style-type: none"> Students can present the results of their group projects Students can identify the steps to use the method in a case. Students can summarize the results of discussions that have been conducted. 	Concept of scientific approach and project-based learning	<ul style="list-style-type: none"> Student presentation Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) Discuss project-based learning use cases in Japanese language learning (Observation) Make a summary of the discussed material (Assessment rubric) 	5, 11
7	<ul style="list-style-type: none"> Students can present the results of their group projects Students can identify the steps to use the method in a case. Students can identify assessments used in the learning curriculum 2013 revision. 	<ul style="list-style-type: none"> Concepts of problem-based learning and discovery learning Authentic Assessment 	<ul style="list-style-type: none"> Student presentation Collaborative learning Summarizing 	100 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) Discuss problem-based learning, discovery learning, and authentic assessment use cases in Japanese language 	1, 2, 3, 5, 13

	<ul style="list-style-type: none"> Students can summarize the results of discussions that have been conducted. 			120 minutes	learning (Observation) <ul style="list-style-type: none"> Make a summary of the discussed material (Assessment rubric) 	
8	MID-SEMESTER TEST					
9	<ul style="list-style-type: none"> Students can identify syllabuses in Japanese language learning at the high school level and their application in the Japanese lesson plan. Students can present the results of their group projects Students can summarize the results of discussions that have been conducted 	Syllabus and Japanese lesson plan in high school	<ul style="list-style-type: none"> Collaborative learning Student presentation Summarizing 	120 minutes 100 minutes 120 minutes	<ul style="list-style-type: none"> Discussing cases of Japanese syllabuses and lesson plans made by teachers in high school (Observation) Group discussion tasks (Observation) Make a summary of the discussed material (Assessment rubric) 	Japanese syllabus for high school
10	<ul style="list-style-type: none"> Students can identify the syllabus in 	Japanese syllabus and lesson plan at	<ul style="list-style-type: none"> Collaborative learning 	120 minutes	<ul style="list-style-type: none"> Discussing the case of the Japanese 	Japanese syllabus for SMK

	<p>Japanese language learning at a vocational level and its application in the Japanese lesson plan.</p> <ul style="list-style-type: none"> • Students can present the results of their group projects • Students can summarize the results of discussions that have been conducted 	vocational high school	<ul style="list-style-type: none"> • Student presentation • Summarizing 	<p>100 minutes</p> <p>120 minutes</p>	<p>Syllabus and lesson plan made by teachers at SMK (Observation)</p> <ul style="list-style-type: none"> • Group discussion tasks (Observation) • Make a summary of the discussed material (Assessment rubric) 	
11	<ul style="list-style-type: none"> • Students are skilled at implementing the 2013 curriculum in Japanese textbooks at the high school / vocational level. • Students can present the results of their group projects • Students can summarize the results of discussions that 	Japanese textbooks used in high school/ vocational school	<ul style="list-style-type: none"> • Collaborative learning • Student presentation • Summarizing 	<p>120 minutes</p> <p>100 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> • Discuss the implementation of the 2013 Curriculum in a Japanese language book (Observation) • Group discussion tasks (Observation) • Make a summary of the discussed material 	9, 10

	have been conducted				(Assessment rubric)	
12	Students skilled in planning and doing mini research and reviewing the implementation of the 2013 curriculum in high school / vocational equivalent	Curriculum 2013, syllabus and RPS (Semester Lesson Plan), observation instruments for the Japanese education field	<ul style="list-style-type: none"> Working and discussion groups (practicums) 	340 minutes	Make observations and review of the implementation of the 2013 curriculum and then make a report.	-
13	Students skilled in planning and doing mini research and reviewing the implementation of the 2013 curriculum in high school / vocational equivalent	Curriculum 2013, syllabus and RPS, observation instruments for the Japanese education field	<ul style="list-style-type: none"> Group work and discussion groups (practicums) 	340 minutes	Conduct observation and review of the implementation of the 2013 curriculum, then make its report	-
14	Students can present the results of their study related to the implementation of the revised 2013 curriculum on Japanese language learning in schools	Presenting the results of observation and curriculum review of Japanese language in high school / vocational equivalent	<ul style="list-style-type: none"> Student presentation Collaborative learning Summarizing 	100 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) Discuss the case of the implementation of the 2013 curriculum in other schools, then make comparisons with the results of the group's 	-

				120 minutes	review (Observation) <ul style="list-style-type: none"> • Make a summary of the discussed material (Assessment rubric) 	
15	Students can present the results of their study related to the implementation of the revised 2013 curriculum on Japanese language learning in schools	Presenting the results of observation and curriculum review of Japanese language in high school / vocational equivalent	<ul style="list-style-type: none"> • Student presentation • Collaborative learning • Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> • Group discussion tasks (Observation) • Discuss the case of the implementation of the 2013 curriculum in other schools, then make comparisons with the results of the group's review (Observation) • Make a summary of the discussed material (Assessment rubric) 	-
16	FINAL TEST					

0. References

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2. Bilgin, I., Senocak, E., Sozbilir, M. 2009. *The Effect of Problem Based Learning (PBL) Instruction on University Students' Performance on Conceptual and Quantitative Problems About Concept of Gases*. Eurasia Journal of Mathematics, Science, and Technology Education. 2009, 5(2), 153-164. Diakses dari http://ejmste.com/v5n2/EURASIA_v5n2_Bilgin_et al.pdf pada tanggal 28 Maret 2015.
3. David Hammer. 1997. Discovery Learning and Discovery Teaching, Cognition and Instruction, 15:4, 485-529, DOI: [10.1207/s1532690xci1504_2](https://doi.org/10.1207/s1532690xci1504_2)
4. Masykur.R. 2018. R. Teori dan Telaah Pengembangan Kurikulum. Bandar Lampung: Aura.
5. Model Pembelajaran Kurikulum 2013 Berbasis Saintifik
<http://www.kemdiknas.go.id/kemdikbud/berita/2011> seperti diunduh Senin , 01/13/2014 - 17:16
0. Permendikbud No.103 Tahun 2014 tentang Pembelajaran pada Pendidikan Dasar dan Menengah.
1. Permendikbud No.20 Tahun 2016 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah.
2. Permendikbud No.22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah.
3. The Japan Foundation. 2017. まるごと.Urawa, Japan.
4. The Japan Foundation. 2017. Nihogo Kirakira. Jakarta: Erlangga.
5. Thuan. P.D. 2019. Project-Based Learning: From Theory to EFL Classroom Practice. Proceedings of the 6th International OpenTESOL Conference 2018. Akses: https://www.researchgate.net/publication/331071691_PROJECT-BASED_LEARNING_FROM_THEORY_TO_EFL_CLASSROOM_PRACTICE
6. Undang Undang Republik Indonesia No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional
- 7.

0. Appendix 1: Teaching Source: Books, Modules, Handout power points, etc.

Padmadewi, N.N., Merlyna, P.D., 2015. Curriculum Assessment 2013. Singaraja

0. Appendix 2: Tests, performance tests, rubrics, observation sheets etc.

1. Rubric Assessment Group project

Final Value: $\frac{\text{Total Score} \times 100}{15} =$

15

EVALUATION	NO	ASPECTS	SCORE AND CRITERIA		
			3	2	1
CONTENT OF THE PAPER	1	Conformity with material	Appropriate	Less suitable	Not appropriate
	2	The material raised is clear	Clear	Less Clear	Unclear

	3	Conformity with the formulation of the issues raised	Problems that are clearly and systematically formulated	The issues raised are less clear and directionless	The issues raised are unclear, not materially appropriate
	4	Accompanied by relevant examples following the material raised	The material raised is accompanied by relevant examples in the surrounding environment	Relevant examples according to the material raised are incomplete	Not accompanied by relevant examples in the surrounding environment
	5	The paper completes with library resources	Paper accompanied by library resources	lack of library resources	There are no library sources
PAPER COLLECTION	1	Timely collection of papers	On-time	Less on time	Not on time

0. Attitude Assessment Observation Rubric

No	Student's name	Self-initiative in group discussions					Actively participate in group collaboration				
		1	2	3	4	5	1	2	3	4	5
1											
2											

0. Group Presentation Rubric

ASSESSMENT ASPECT	SCORES	SCORE CRITERIA
COMPLETENESS OF MATERIAL	4	. Powerpoint consists of a title, material content, and bibliography a. Power points are arranged briefly, densely, clearly, and systematically according to the material c. Equipped with relevant examples related to the material d. Points delivered appropriately
	3	There is 1 criterion for the completeness of material that is not met.
	2	There are 2 criteria for the completeness of material that are not met.
	1	There are 3 criteria for the completeness of material that are not met.
	0	Of 4 criteria on material completeness, nothing is met
WRITING MATERIAL	4	a. Material created on the slide in the form of a PowerPoint b. Each slide can be read clearly.

		c. The contents of the material are made concisely. d. The language used is easy to understand
	3	There is one criterion for writing material that is not met.
	2	There are 2 criteria for writing material that is not met.
	1	There are 3 criteria for writing material that is not met.
	0	Of the 4 criteria on writing material, nothing is met
PRESENTATION SKILLS	4	a. Presented in clear, easy to understand, and compact language b. Fair division of teamwork c. Presented on time d. Can answer the questions of colleagues and lecturers well
	3	There is one criterion for unfulfilled presentation skills.
	2	There are 2 criteria for presentation skills that are not met.
	1	There are 3 criteria for unfulfilled presentation skills.
	0	Of the 4 criteria on presentation ability, none were met
MASTERY OF MATERIAL	4	Able to answer the questions given well and clearly
	3	Able to answer questions given after reading notes
	2	Able to answer questions after getting help from teachers
	1	Less able to answer the questions given
	0	Unable to answer the question given

3rd Semester



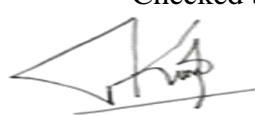

SEMESTER LESSON PLAN (RPS)
(INSTRUCTIONAL STRATEGY)



Lecturer:

Desak Made Sri Mardani, S.S., M.Pd.

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No.Doc : FBS-PBJ-RPS301
	(LEARNING STRATEGY AND DESIGN)	Revised: 02
		Date: February 1, 2020 Pages: 12
<p>Written By:</p>  <p>Desak Made Sri Mardani, S.S., M.Pd. NIP. 198201102006042002</p>	<p>Checked by:</p>  <p>Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP. 198705122012122001</p>	<p>Approved by:</p>  <p>I Wayan Sadyana, S.S., M.Si. NIP. 197812012006041001</p>
Lecturer	Academic quality assurance of study programmes	Coordinator of Japanese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Japanese Language Education
Course	: Instructional Strategy
Course Code	: JPGS120301
Clusters of Courses	: Educational Science Courses
Credit Hours	: 2
Degree	: Bachelor degree
Semester	: 3
Prerequisite	: -
Status (compulsory/elective)	: compulsory
Name and Lecturer's Code	: Desak Made Sri Mardani, S.S., M.Pd.,

2. Course Description

Instructional Strategy aims to enable students to understand the theoretical concepts of language learning methods, learning strategies, and steps in creating learning designs. In addition, to support competence in teaching, students are skilled in planning and implementing innovative Japanese language learning for various learning targets (formal and nonformal schools). The lesson is divided into two sessions. First, students discuss with their groups about language learning methods, learning strategies, and practices in learning Japanese, then present the results of their discussions in class. Second, students and their groups make learning designs for various learning targets (formal and nonformal schools) and conduct learning simulations. The course outcomes are assessed through observation and performance assessment. Meanwhile, the attitude assessment is done through observation.

3. Learning Outcomes of the Referred Study Programme

PLO1: Demonstrate scientific, educative, and religious attitudes and behaviors, which improve the quality of life in society, nation, and state-based on academic norms and ethics based on *Tri Hita Karana*'s wisdom.

PLO2: Mastering the theoretical concepts of pedagogy

PLO8: Apply Japanese language skills, both spoken and written

PLO9: Design innovative Japanese language learning based on the Japanese approach and method of learning at basic to intermediate level.

PLO10: Carrying out Japanese language learning following basic to intermediate Japanese language learning needs.

4. Course Learning Outcome

1. Mastering theoretical concepts of language learning methods, learning strategies, and steps in creating learning design
2. Skilled in designing innovative Japanese language learning based on language learning methods, and Japanese language learning strategies for a variety of learning goals (formal and nonformal schools)
3. Skilled in carrying out Japanese language learning following the design made

0. Description of the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	<ul style="list-style-type: none"> Students understand the learning that will be done during one semester 	College contract	<ul style="list-style-type: none"> Lecture 	50 minutes		RPS, Module course
	<ul style="list-style-type: none"> Students can distinguish teaching approaches, methods, and techniques. Students can compare the underlying flow of language teaching methods. Students can summarize the results of discussions that have been conducted. 	<ul style="list-style-type: none"> Approaches, Methods, and Techniques of Language Teaching Streams affecting Language Teaching Methods 	<ul style="list-style-type: none"> Class Discussion Collaborative learning Summarizing 	50 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Discussing language learning cases (Observation) Make a summary of the discussed material (Assessment rubric) 	1, 3, 10
2	<ul style="list-style-type: none"> Students identify the basic concepts of a method related to 	Types of Language Teaching Methods: 文法読訳法、グ	<ul style="list-style-type: none"> Group presentation 	100 minutes	<ul style="list-style-type: none"> Presentation task (Observation) 	2, 3, 6, 10

	<p>character, excellence, and disadvantage.</p> <ul style="list-style-type: none"> Students classifying learning activities in video Students can summarize the results of discussions that have been conducted. 	<p>アン式教授法、ベルリッツ式教授法、オーラル・メソッド</p>	<p>in the classroom</p> <ul style="list-style-type: none"> Collaborative learning Summarizing 	<p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> Discuss language learning cases via learning video (Observation) Make a summary of the discussed material (Assessment rubric) 	
3	<ul style="list-style-type: none"> Students identify the basic concepts of a method related to character, excellence, and disadvantage. Students classifying learning activities in video Students can summarize the results of discussions that have been conducted. 	<p>Types of Language Teaching Methods: オーディオ・リンガル・アプローチ、アーミー・メソッド、全身反応教授法、コミュニティー・ランゲージ・ラーニング</p>	<ul style="list-style-type: none"> Group presentation in the classroom Collaborative learning Summarizing 	<p>100 minutes</p> <p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> Presentation task (Observation) Discuss language learning cases through video (Observation) Make a summary of the discussed 	2, 3, 6, 10

					material (Assessment rubric)	
4	<ul style="list-style-type: none"> Students can identify the stages in making learning design Students classify the types and targets of the syllabus Students can summarize the results of discussions that have been conducted 	コースデザイン, シラバスの種類	<ul style="list-style-type: none"> Class Discussion Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Discussing language learning cases (Observation) Make a summary of the discussed material (Assessment rubric) 	4, 5, 10
5	<ul style="list-style-type: none"> Students clarify the basic concepts of a strategy related to character, excellence, and shortcomings as outlined in a paper. Students are skilled to present the findings in a presentation Students can summarize the results of discussions that 	Learning Strategy in common: Lecture/Expository, Demonstration, Discussion, Simulation/Activity Performance Assignment and Recitation, question and answer, group work, Cooperative Learning, Drill, Contextual, Use	<ul style="list-style-type: none"> Collaborative learning Group presentation in the classroom Summarizing 	120 minutes 100 minutes 120 minutes	<ul style="list-style-type: none"> Strategy-related paper project tasks (assessment rubric) Presentation task (Observation) 	10

	have been conducted	Song and Game, Use Technology			<ul style="list-style-type: none"> Make a summary of the discussed material (Assessment rubric) 	
6	<ul style="list-style-type: none"> Students can identify the stages/processes in Japanese language learning and activities carried out in the classroom. Students classify the types and targets of the syllabus Students can summarize the results of discussions that have been conducted 	初級を教えること：コミュニケーション能力を立てる授業、クラス活動	<ul style="list-style-type: none"> Class Discussion Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Discussing the case of Japanese learning in a video (Observation) Make a summary of the discussed material (Assessment rubric) 	0
7	<ul style="list-style-type: none"> Students can identify strategies/techniques used in teaching letters/vocabulary and improve four language skills. Students classify the types and targets of the syllabus 	文字・語彙を教えること、話すことを教える、書くことを教える、読むことを教える、聴くことを教える	<ul style="list-style-type: none"> Class Discussion Collaborative learning 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Discussing language learning cases (Observation) 	2, 3, 6, 8, 10

	<ul style="list-style-type: none"> Students can summarize the results of discussions that have been conducted 		<ul style="list-style-type: none"> Summarizing 		<ul style="list-style-type: none"> Make a summary of the discussed material (Assessment rubric) 	
8	MID-SEMESTER TEST					
9	<ul style="list-style-type: none"> Students can compare strategies/techniques used in the example of the learning plan provided Students explaining strategies used in examples of learning plans Students can summarize the results of discussions that have been conducted 	<ul style="list-style-type: none"> Examples of implementing strategies in Japanese language learning 	<ul style="list-style-type: none"> Class Discussion Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Discussing Japanese language learning design cases (Observation) <p>Make a summary of the discussed material (Assessment rubric)</p>	6, 7, 9, 10
10	<ul style="list-style-type: none"> Students can identify the parts that must be in the lesson plan of curriculum 2013 Students exemplifying the parts that must be in 	Sections in lesson plan of curriculum 2013, the example of a lesson plan	<ul style="list-style-type: none"> Class Discussion Collaborative learning 	100 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Discussing cases of language 	10

	the lesson plan of curriculum 2013 <ul style="list-style-type: none"> Students can summarize the results of discussions that have been conducted. 		<ul style="list-style-type: none"> Summarizing 	120 minutes	learning RPP (Observation) <ul style="list-style-type: none"> Make a summary of the discussed material (Assessment rubric) 	
11	Students are skilled to design a Japanese language lesson	Creating lesson plan in a group	<ul style="list-style-type: none"> Group work and discussion groups (practicums) 	340 minutes	Designing a Japanese lesson	10
12	<ul style="list-style-type: none"> Students are skilled to present the results of their group projects Students can reflect and improve projects made by their groups based on the input of other groups. 	Reviewing lesson plan that the group has created	<ul style="list-style-type: none"> Student presentation in class Collaborative learning Project improvements made 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Presentation of project results Discuss the results of other group projects Make revisions from reflection results. 	-

13	<ul style="list-style-type: none"> • Students are skilled to conduct simulations of learning plans made • Students judge and reflect on learning that has been designed • Students can summarize the results of discussions that have been conducted 	Lesson plan for Japanese language learning created by the group	<ul style="list-style-type: none"> • Simulation of Japanese learning • Collaborative learning • Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> • Learning simulation (assessment rubric) • Peer assessment through observation • Make a summary of the discussed material (Assessment rubric) 	-
14	<ul style="list-style-type: none"> • Students are skilled to conduct simulations of learning plans made • Students judge and reflect on learning that has been designed • Students can summarize the results of discussions that have been conducted 	Lesson plan for Japanese language learning created by the group	<ul style="list-style-type: none"> • Simulation of Japanese learning • Collaborative learning • Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> • Learning simulation (assessment rubric) • Peer assessment through observation • Make a summary of the discussed material 	-

					(Assessment rubric)	
15	<ul style="list-style-type: none"> Students are skilled to conduct simulations of learning plans made Students judge and reflect on learning that has been designed Students can summarize the results of discussions that have been conducted 	Lesson plan for Japanese language learning created by the group	<ul style="list-style-type: none"> Simulation of Japanese learning Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Learning simulation (assessment rubric) Peer assessment through observation Make a summary of the discussed material (Assessment rubric) 	-
16	FINAL TEST					

0. References

1. Arends, Richard I. (2008). *Learning To Teach Belajar untuk Mengajar*. Yogyakarta: Pustaka Pelajar.
2. 平畑奈美. 2011. *やさしい日本語指導、日本語教授法*. 東京：凡人者.
3. 国際交流基金. 1988. *教授法入門*. 東京：凡人者.
4. 国際交流基金. 2007. *日本語教授法シリーズ9 初級を教える*. 東京：ひつじ書房.
5. 岡坂敏雄、岡崎瞳、池田玲子. 2005. *日本語教育における学習の分析とデザイン：言語習得過程の視点から見た日本語教育*. 東京：凡人者.
6. 小林ミナ. 1998. *日本語教師・文野別マスターシリーズよくわかる教授法*. 東京: アルク.
7. 金子史朗、黒川美紀子、深田みのり、宮下智子. 2007. *マンガで学ぶ日本語会話術*. 東京: アルク.

8. 川口さち子、原田明子、根本牧、杉村知枝、桐生新子. 2003. *聴解ストラテジー*. 東京：凡人者.
9. 川嶋優. 2013. *ちびまる子ちゃんの慣用句教室*. 東京：集英社.

0. Appendix 1: Teaching Source: Books, Modules, Handout power points, etc.

0. Mardani, D.M.S. 2020. Strategi dan Desain Pembelajaran Bahasa Jepang. Singaraja.

0. Appendix 2: Tests, performance tests, rubrics, observation sheets, etc.

1. Attitude Assessment Observation Rubric

No	Student's name	Self-initiative in group discussions					Actively participate in group collaboration				
		1	2	3	4	5	1	2	3	4	5
1											
2											

0. Assessment Rubric for a lesson plan that students have made

EVALUATION		ASPECTS	SCORE AND CRITERIA		
			Clear	Less Clear	Unclear
THEME		Suitability of the selected theme			
CORE COMPETENCIES		Conformity of core competencies with the selected theme			
BASIC COMPETENCIES		Conformity of basic competencies with the chosen theme			
INDICATOR		The suitability of the indicator with the selected theme			
LEARNING OBJECTIVES		Suitability of learning objectives with selected themes			
MATERIAL		Conformity of the material to the selected theme			
METHOD		Suitability of learning methods with selected themes			
LEARNING STEPS					
A.	Introduction	Clear and systematic			

B.	Core Activities	Clear and systematic			
C.	Cover	Clear and systematic			
EVALUATION		Accompanied by assessment rubric			
LEARNING SOURCES		Accompanied by a source of teaching materials			

0. Group presentation assessment rubric

ASPECTS	SCORE AND CRITERIA				
	5	4	3	2	1
Accuracy of material-related concepts					
Completeness of components in the presentation					
Completeness of examples					
Clarity of delivery in the presentation					

0. Simulation Rubric

Rubric for Peer-Assessment

Name :

Date :

Project :

Student to be assessed:

:

Please rank your friend's presentation based on the following criteria. Put cross (x) below the number that best describes their work.

5 = excellent, 4 = very good, 3 = Good, 2 = Fair, 1 = Poor

No	Dimensions	Score				
		5	4	3	2	1
1	The presenter engaged the audience and held the audience's attention					
2	The presenter showed enthusiasm, had self-confidence, and had a clearly focused presentation					
3	The presenter showed a clear explanation by following the logical sequence of the information					
4	The presenter showed a creative teaching design					
5	The presenter showed an innovative teaching design					
6	The presenter had an original idea about the creation of the designed teaching strategy					
7	The presenter showed a practical teaching design					
8	The presenter showed a teaching design, which gives impact on 21 st century learning					
9	The presenter showed a teaching design, which gives impact on learning achievement					
8	The presenter presented the designed teaching strategy within the time allotment					
9	The presenter presented the designed teaching strategy by using effective visual aids					
10	The presenter delivered the presentation by using good English					
11	The presenter delivered the presentation by using effective non-verbal language (gestures, facial expressions, posture, and body movement)					
12	The presenter had good content/product knowledge about the designed teaching strategy					

SEMESTER LESSON PLAN (RPS)

(INSTRUCTIONAL ASSESSMENT AND EVALUATION)



Lecturer:

Desak Made Sri Mardani, S.S., M.Pd.

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**



SEMESTER LESSON PLAN

No. Doc : FBS-PBJ-RPS302

Revised: 02

(INSTRUCTIONAL ASSESSMENT AND EVALUATION)

Date: February 1, 2020

Pages: 10

Written By:

Desak Made Sri Mardani, S.S.,
M.Pd.
NIP. 198201102006042002

Checked by:

Dr. Kadek Eva Krishna Adnyani, S.S., M.Si.
NIP. 198705122012122001

Approved by:

I Wayan Sadyana, S.S., M.Si.
NIP. 197812012006041001

Lecturer

Academic quality assurance of study
programmes

Coordinator of Japanese Language Education
Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Japanese Language Education
Course	: Instructional Assessment and Evaluation
Course Code	: JPGS120302
Clusters of Courses	: Educational Science Courses
Credit Hours	: 2
Degree	: Bachelor degree
Semester	: 3
Prerequisite	: -
Status (compulsory/elective)	: compulsory
Name and Lecturer's Code	: Desak Made Sri Mardani, S.S., M.Pd.,

0. Course Description

Instructional Assessment and Evaluation aims to enable students to understand theoretical concepts related to the types and steps in conducting assessments and evaluations of learning. Besides that, it aims to create skilled students in making test models, conducting validity tests, and conducting evaluations of Japanese language learning to support competence in teaching. The lesson is divided into two sessions. First, students discuss the types of assessment and evaluation of language learning with their groups, then present the results of their discussions in class. Second, students and their groups make tests to assess each language skill and test the validation of the test. The course outcomes are assessed through a presentation, project writing, and portfolio. On the other hand, the attitude assessment is done through observation.

3. Learning Outcomes of the Referred Study Programme

PLO1: Demonstrate scientific, educative, and religious attitudes and behaviors, which improve the quality of life in society, nation, and state-based on academic norms and ethics based on *Tri Hita Karana's* wisdom.

PLO2: Mastering the theoretical concepts of pedagogy

PLO8: Apply Japanese language skills, both spoken and written

PO11: Conduct evaluation of Japanese language learning under the approach and evaluation techniques.

0. Course Learning Outcome

1. Mastering theoretical concepts related to types and steps in assessing and evaluating the learning process
2. Skilled in creating test models, conducting validity tests, and carrying out evaluations of Japanese language learning

0. Description of the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	<ul style="list-style-type: none"> Understand the learning that will be done during a semester 	College contract	<ul style="list-style-type: none"> Lecture 	50 minutes		RPS and Module
	<ul style="list-style-type: none"> Students can compare related measurements, assessments/assessments, and evaluations. Students can compare related types of assessments. 	Measurement, Assessment, Evaluation, Type of Assessment	<ul style="list-style-type: none"> Class Discussion Collaborative learning Summarizing 	50 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) Discuss Japanese language learning cases in the example given (Observation) Make a summary of the discussed material (Assessment rubric) 	1, 2, 3, 6, 8

2	<ul style="list-style-type: none"> Students can compare related to the way of assessment Students can compare related types of tests 	<ul style="list-style-type: none"> How to assess Types of Tests 	<ul style="list-style-type: none"> Student presentation in class Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) Discuss Japanese assessment cases in the example given (Observation) Make a summary of the discussed material (Assessment rubric) 	1, 2, 3, 6, 8
3	<ul style="list-style-type: none"> Students can identify and exemplify the concept of vocabulary proficiency tests. Students can identify and exemplify the steps to create a question/test of Japanese 	Vocabulary Skills Test and test creation	<ul style="list-style-type: none"> Student presentation in class Collaborative learning Summarizing 	100 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) Discuss Japanese assessment cases in the example 	4, 5, 8

	vocabulary skills.			120 minutes	given (Observation) • Make a summary of the discussed material (Assessment rubric)	
4	<ul style="list-style-type: none"> Students can identify and exemplify the concept of a four-skilled Japanese proficiency test. 	Four Japanese proficiency tests	<ul style="list-style-type: none"> Student presentation in class Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) Discuss Japanese assessment cases in the example given (Observation) Make a summary of the discussed material 	4, 5, 8

					(Assessment rubric)	
5	<ul style="list-style-type: none"> Students can identify and exemplify the assessment concept in the 2013 curriculum. Students can identify and exemplify the assessment model in Japanese language assessment. 	<ul style="list-style-type: none"> Assessment in curriculum 2013 Assessment model in Japanese 	<ul style="list-style-type: none"> Class Discussion Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) Discuss Japanese language learning cases in the example given (Observation) Make a summary of the discussed material (Assessment rubric) 	4, 5, 6, 8
6	<ul style="list-style-type: none"> Students can produce the rubric assessment of Japanese speech competitions 	<ul style="list-style-type: none"> Making a Japanese speech competition assessment rubric Making <i>Hyoki</i> test. 	<ul style="list-style-type: none"> Group Discussion Collaborative learning 	100 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) 	4, 5, 8

	<ul style="list-style-type: none"> Students can plan and produce <i>hyoki</i> tests 		<ul style="list-style-type: none"> Summarizing 	120 minutes	<ul style="list-style-type: none"> Creation of lesson plan for various targets of learning groups (Assessment rubric) Make a summary of the discussed material (Assessment rubric) 	
7	<ul style="list-style-type: none"> Students are skilled to present rubrics and tests made by their group Students judging and reflecting rubrics and tests that have been made 	<ul style="list-style-type: none"> Rubrics and tests that the group has created 	<ul style="list-style-type: none"> Student presentation in class Collaborative learning Make lesson plan improvements based on input from other groups 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) Peer assessment through observation Portfolio of a revised lesson plan 	4, 5, 8

8	MID-SEMESTER TEST					
9	<ul style="list-style-type: none"> Students can identify the concepts of validity and reliability of the test and its types. Students can summarize the results of discussions that have been conducted 	Test Validity and Reliability	<ul style="list-style-type: none"> Class Discussion Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) Discussing Japanese test cases in the example given (Observation) Make a summary of the discussed material (Assessment rubric) 	3, 7
10	<ul style="list-style-type: none"> Students can identify the steps in analyzing the validity and reliability of the test. Students can summarize the 	An example of creation and analysis of the validity and reliability of a Japanese listening diagnostic test	<ul style="list-style-type: none"> Class Discussion Collaborative learning 	100 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) Discussing Japanese test cases 	3, 7

	results of discussions that have been conducted.		<ul style="list-style-type: none"> Summarizing 	120 minutes	in the example given (Observation) <ul style="list-style-type: none"> Make a summary of the discussed material (Assessment rubric) 	
11	Students can plan and produce <i>bunpou</i> tests	<i>Bunpou</i> test creation	<ul style="list-style-type: none"> Group Discussion Collaborative learning 	100 minutes 240 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) <i>Bunpou</i> test creation for different levels of learners (Assessment rubric) 	4, 5, 8
12	<ul style="list-style-type: none"> Students are skilled to present the tests made by their group 	<i>Bunpou</i> tests that the group has created	<ul style="list-style-type: none"> Student presentation in class 	100 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) 	4, 5, 8

	<ul style="list-style-type: none"> Students judge and reflect on tests made 		<ul style="list-style-type: none"> Collaborative learning Make test improvements based on input from other groups 	120 minutes 120 minutes	<ul style="list-style-type: none"> Peer assessment through observation <i>Bunpou</i> test revised results portfolio 	
13	Students can plan and produce <i>dokkai</i> tests	<i>Dokkai</i> test creation	<ul style="list-style-type: none"> Group Discussion Collaborative learning 	100 minutes 240 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) Creation of <i>dokkai</i> tests for various levels of learners (Assessment rubric) 	4, 5, 8
14	<ul style="list-style-type: none"> Students are skilled to present tests made by his group Students judge and reflect on 	<i>Dokkai</i> tests that the group has created	<ul style="list-style-type: none"> Student presentation in class Collaborative learning 	100 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion tasks (Observation) 	4, 5, 8

	tests that have been made		<ul style="list-style-type: none"> Make test improvements based on input from other groups 	120 minutes	<ul style="list-style-type: none"> Peer assessment through observation <i>Bunpou</i> test revised results portfolio 	
15	Students are skilled at implementing test trials and performing analyses of the validity and reliability of tests that have been made	Test trials and test validity and reliability analysis	<ul style="list-style-type: none"> Group work and discussion groups (practicums) 	340 minutes	Conduct limited test trials on underclassmen , then make a report	1, 2, 7, 8
16	END-OF-SEMESTER TEST					

0. References

1. Arifin, Zainal. 2009. *Evaluasi Pembelajaran*. Bandung: Remaja Rosdakarya.
2. Daryanto. 2008. *Evaluasi Pendidikan*. Jakarta: Rineka Cipta.
3. Djiwandono, S. 2008. *Tes Bahasa: Pegangan Bagi Pengajar Bahasa*. Jakarta: Indeks.
4. 伊東祐郎. 2008. 日本語教師のためのテスト作成マニュアル. 日本：アルク.
5. 近藤ブラウン妃美. 2012. 日本語教師のための評価入門. 日本：くろしお出版.
6. Padmadewi, Merlyna. 2015. *Asesmen Kurikulum 2013*. Singaraja
7. Mardapi, D. 2012. *Pengukuran Penilaian & Evaluasi Pendidikan*. Yogyakarta: Nuha Medika

0. Appendix 1: Teaching Source: Books, Modules, Handout power points, etc.

8. Sutedi, Dedi. 2019. Evaluasi Hasil Belajar Bahasa Jepang (Teori dan Praktek). Bandung: Humaniora Utama Press.

9.

10.

0. Appendix 2: Tests, performance tests, rubrics, observation sheets, etc.

1. Attitude Assessment Observation Rubric

No	Student's name	Self-initiative in group discussions					Actively participate in group collaboration				
		1	2	3	4	5	1	2	3	4	5
1											
2											

0. Group presentation assessment rubric

ASPECTS	SCORE AND CRITERIA				
	5	4	3	2	1
Accuracy of material-related concepts					
Completeness of components in the presentation					
Clarity of delivery in the presentation					
Mastery of matter					

0. Test Creation Assessment Rubric

ASPECTS	SCORE AND CRITERIA				
	5	4	3	2	1
Accuracy of assessed aspects					
Completeness of aspects assessed.					
Completeness and clarity of how to assess					

0. Test Trial Assessment Rubric

ASPECTS	SCORE AND CRITERIA				
	5	4	3	2	1
Accuracy of methods in the analysis of validity and reliability of tests					
Accuracy of analysis performed.					
Completeness and clarity of delivery of analytical results					

SEMESTER LESSON PLAN (RPS)

(*BUNPO CHUKYU* or INTERMEDIATE GRAMMAR)



Lecturer:

Dr. Kadek Eva Krishna Adnyani, S.S., M.Si.

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No. Doc : FBS-PBJ-RPS303																
	<i>Bunpo Chukyu or Intermediate Grammar</i>	Revised: 02																
		Date: February 1, 2020 Pages: 9																
Written by:  Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP. 198705122012122001	Checked by:  Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP. 198705122012122001	Approved by:  I Wayan Sadyana S.S., M.Si NIP 197812012006041001																
Lecturer	Academic quality assurance of study programmes	Coordinator Japanese Language Education Study Programme																
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <table border="0"> <tr> <td>Study Programme</td> <td>: Japanese Language Education</td> </tr> <tr> <td>Course</td> <td>: <i>Bunpo Chukyu</i> or Intermediate Grammar</td> </tr> <tr> <td>Course Code</td> <td>: JPGS 120303</td> </tr> <tr> <td>Clusters of Courses</td> <td>: Core Study Courses</td> </tr> <tr> <td>Credit Hours</td> <td>: 2</td> </tr> <tr> <td>Degree</td> <td>: Bachelor degree</td> </tr> <tr> <td>Semester</td> <td>: 3</td> </tr> <tr> <td>Prerequisite</td> <td>: <i>Bunpo Shochukyu</i> or Basic-intermediate grammar</td> </tr> </table>			Study Programme	: Japanese Language Education	Course	: <i>Bunpo Chukyu</i> or Intermediate Grammar	Course Code	: JPGS 120303	Clusters of Courses	: Core Study Courses	Credit Hours	: 2	Degree	: Bachelor degree	Semester	: 3	Prerequisite	: <i>Bunpo Shochukyu</i> or Basic-intermediate grammar
Study Programme	: Japanese Language Education																	
Course	: <i>Bunpo Chukyu</i> or Intermediate Grammar																	
Course Code	: JPGS 120303																	
Clusters of Courses	: Core Study Courses																	
Credit Hours	: 2																	
Degree	: Bachelor degree																	
Semester	: 3																	
Prerequisite	: <i>Bunpo Shochukyu</i> or Basic-intermediate grammar																	

Status (compulsory/elective) : compulsory
 Name and Lecturer's Code : Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. (PBJEK07)

2. Course Description

The *Bunpo Chukyu* course is an intermediate Japanese grammar course. By following this course, students are expected to understand sentence patterns and intermediate-level word-formation patterns. This course material consists of 12 chapters in the book *Minna no Nihongo Chukyu I*. ~てもらえませんか・~ていただけませんか, ~てもらえないでしょうか, ~ていただけないでしょうか, etc. Students do their work honestly and responsibly.

3. Learning Outcomes of the Referred Study Programme

1. ATTITUDE

A1	Demonstrate scientific, educative, and religious attitudes and behaviors, which improve the quality of life in society, nation, and state-based on academic norms and ethics based on <i>Tri Hita Karana's</i> wisdom.
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2. KNOWLEDGE

K2	Mastering the theoretical concepts of the Japanese language
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3. GENERAL SKILLS

GS1	Able to integrate learning and innovating skills, mastery of technology and information, career development, and life skills to become lifelong learners.
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GS2	Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies the value of humanities in the field of Japanese language education.
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4. SPECIAL SKILLS (planning, implementing, evaluating)	
SS1	Apply Japanese language skills, both spoken and written
<p>4. Course Learning Outcome</p> <p>CLO1: apply soft skills in making sentences for everyday life and conduct discussions related to the material.</p> <p>CLO2: mastering intermediate-level Japanese grammar such as understanding sentence patterns and new vocabulary equivalents to N4-N3 levels.</p>	

0. Description of the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	Students understand the learning that will be done during one semester.	Class contracts	<ul style="list-style-type: none"> Lecture 	3 x 50 minutes	-	<p>RPS and Module</p> <p><i>Minna No Nihongo Chukyu I (Honsatsu)</i></p> <p>J-Bridge for Beginners Vol.2</p> <p>Marugoto: Nihon no Kotoba to Bunka (Chukyu I)</p> <p>Marugoto: Nihon no Kotoba to Bunka (Chukyu II)</p>

2	<ul style="list-style-type: none"> Students understand sentence patterns and middle-level word-formation patterns. Students apply their understanding to write and create sentences. 	Chapter 1 . ~てもらえませんか . ~ていただけませんか . ~てもらえないでしょう か . ~ていただけないでしょう か	<ul style="list-style-type: none"> Lecture Class Discussion 	3 x 50 minutes	Individual Presentation Formative Test Assessment using the assessment rubric	Minna No Nihongo Chukyu I (honsatsu).
3	Students understand sentence patterns and middle-level word-formation patterns. <ul style="list-style-type: none"> Students apply their understanding to write and create sentences 	Chapter 2 ~たら、~た ~というのは~のことだ ~というのは...ということだ	<ul style="list-style-type: none"> Lecture Class Discussion 	3 x 50 minutes	Individual Presentation Formative Test Assessment using the assessment rubric	Minna No Nihongo Chukyu I (honsatsu).
4	<ul style="list-style-type: none"> Students understand sentence patterns and middle-level word-formation patterns. Students apply their understanding to write and create sentences. 	Chapter 3 ~(さ) せてもらえませんか . ~(さ) せていただけませんか ~(さ) せてもらえないでしょう か . ~(さ) せていただけないでしょう か	<ul style="list-style-type: none"> Lecture Class Discussion 	3 x 50 minutes	Individual Presentation Formative Test Assessment using the assessment rubric	Minna No Nihongo Chukyu I (honsatsu).
5	<ul style="list-style-type: none"> Students understand sentence patterns and middle-level word-formation patterns. 	Chapter 4 ... ということだ ... の ... の ?	<ul style="list-style-type: none"> Lecture Class Discussion 	3 x 50 minutes	Individual Presentation Formative Test	Minna No Nihongo Chukyu I (honsatsu).

	<ul style="list-style-type: none"> Students apply their understanding to write and create sentences. 	~ちゃう・~とく・~ てる			Assessment using the assessment rubric	
6	<ul style="list-style-type: none"> Students understand sentence patterns and middle-level word-formation patterns. Students apply their understanding to write and create sentences. 	Chapter 5 あ～・そ～ …んじゃない? ～たところに/で	<ul style="list-style-type: none"> Lecture Class Discussion 	3 x 50 minutes	Individual Presentation Formative Test Assessment using the assessment rubric	Minna No Nihongo Chukyu I (honsatsu).
7	<ul style="list-style-type: none"> Students understand sentence patterns and middle-level word-formation patterns. Students apply their understanding to write and create sentences. 	Chapter 6 …て… …って ～つもりはない	<ul style="list-style-type: none"> Lecture Class Discussion 	3 x 50 minutes	Individual Presentation Formative Test Assessment using the assessment rubric	Minna No Nihongo Chukyu I (honsatsu).
8	MID-SEMESTER TEST					
9	<ul style="list-style-type: none"> Students understand sentence patterns and middle-level word-formation patterns. Students apply their understanding to write and create sentences. 	Chapter 7 ～なくてはならない / いけない・～なくてもかまわない	<ul style="list-style-type: none"> Lecture Class Discussion 	3 x 50 minutes	Individual Presentation Formative Test Assessment using the assessment rubric	Minna No Nihongo Chukyu I (honsatsu).
10	<ul style="list-style-type: none"> Students understand sentence patterns and 	Chapter 8	<ul style="list-style-type: none"> Lecture 	3 x 50 minutes	Individual Presentation	Minna No Nihongo Chukyu I (honsatsu).

	<p>middle-level word-formation patterns.</p> <ul style="list-style-type: none"> Students apply their understanding to write and create sentences. 	<p>あいだ、・・・～あいだに、 ～まで、・・・～までに、</p>	<ul style="list-style-type: none"> Class Discussion 		<p>Formative Test</p> <p>Assessment using the assessment rubric</p>	
11	<ul style="list-style-type: none"> Students understand sentence patterns and middle-level word-formation patterns. Students apply their understanding to write and create sentences. 	<p>Chapter 9 ～おますです ～てもかまわない</p>	<ul style="list-style-type: none"> Lecture Class Discussion 	3 x 50 minutes	<p>Individual Presentation</p> <p>Formative Test</p> <p>Assessment using the assessment rubric</p>	Minna No Nihongo Chukyu I (honsatsu).
12	<ul style="list-style-type: none"> Students understand sentence patterns and middle-level word-formation patterns. Students apply their understanding to write and create sentences. 	<p>Chapter 10 ・・・はずだ ・・・はずが / はない</p>	<ul style="list-style-type: none"> Lecture Class Discussion 	3 x 50 minutes	<p>Individual Presentation</p> <p>Formative Test</p> <p>Assessment using the assessment rubric</p>	Minna No Nihongo Chukyu I (honsatsu).
13	<ul style="list-style-type: none"> Students understand sentence patterns and middle-level word-formation patterns. Students apply their understanding to write and create sentences. 	<p>Chapter 11 てくる・～ていく ～たら [どう] ?</p>	<ul style="list-style-type: none"> Lecture Class Discussion 	3 x 50 minutes	<p>Individual Presentation</p> <p>Formative Test</p> <p>Assessment using the assessment rubric</p>	Minna No Nihongo Chukyu I (honsatsu).
14	<ul style="list-style-type: none"> Students understand sentence patterns and 	Chapter 12	<ul style="list-style-type: none"> Lecture 	3 x 50 minutes	Individual Presentation	Minna No Nihongo Chukyu I (honsatsu).

	middle-level word-formation patterns. • Students apply their understanding to write and create sentences.	…もの / もんだから ~ (ら) れる	• Class Discussion		Formative Test Assessment using the assessment rubric	
15	• Students understand sentence patterns and middle-level word-formation patterns. • Students apply their understanding to write and create sentences.	Review chapter 1-12	• Lecture • Class Discussion • Group Discussion	3 x 50 minutes	Group Project Assessment using the assessment rubric	Minna No Nihongo Chukyu I (honsatsu).
16	FINAL TEST					

0. References

Minna No Nihongo Chukyu I (Honsatsu)
 J-Bridge for Beginners Vol.2
 Marugoto: Nihon no Kotoba to Bunka (Chukyu I)
 Marugoto: Nihon no Kotoba to Bunka (Chukyu II)

0. **Appendix 1: Teaching Source: Books, Modules, Handout power points, etc.**
1. **Appendix 2: Tests, performance tests, rubrics, observation sheets, etc.**

SEMESTER LESSON PLAN (RPS)

(*Chokai Chukyu* or Intermediate Listening)







Lecturer:

Gede Satya Hermawan

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No. DoC : FBS-PBJ-RPS306
		Revised: 02
		Date: February 1, 2020

	<p align="center">(CHOKAI CHUKYU OR INTERMEDIATE LISTENING)</p>	<p>Pages: 9</p>																				
<p align="center">Written By:</p>  <p align="center">Gede Satya Hermawan NIP 19840120 201404 1 003</p> <p align="center">Lecturer</p>	<p align="center">Checked By:</p>  <p align="center">Dr. Kadek Eva Krishna Adnyani, S.S., M.Si NIP 19870512 201212 2 001</p> <p align="center">Academic quality assurance of study programmes</p>	<p align="center">Approved by:</p>  <p align="center">I Wayan Sadyana NIP 19781201 200604 1 001</p> <p align="center">Coordinator of Japanese Language Education Study Programme</p>																				
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <table border="0"> <tr> <td>Study Programme</td> <td>: Japanese Language Education</td> </tr> <tr> <td>Course</td> <td>: <i>Chokai Chukyu</i> or Intermediate Listening</td> </tr> <tr> <td>Course Code</td> <td>: JPGS 120306</td> </tr> <tr> <td>Clusters of Courses</td> <td>: Core Study Courses</td> </tr> <tr> <td>Credit Hours</td> <td>: 2</td> </tr> <tr> <td>Degree</td> <td>: Bachelor degree</td> </tr> <tr> <td>Semester</td> <td>: 3</td> </tr> <tr> <td>Prerequisite</td> <td>: <i>Chokai Shochukyu</i> or Basic Listening</td> </tr> <tr> <td>Status (compulsory/elective)</td> <td>: compulsory</td> </tr> <tr> <td>Name and Lecturer's Code</td> <td>: Gede Satya Hermawan (PBJSH 06)</td> </tr> </table>			Study Programme	: Japanese Language Education	Course	: <i>Chokai Chukyu</i> or Intermediate Listening	Course Code	: JPGS 120306	Clusters of Courses	: Core Study Courses	Credit Hours	: 2	Degree	: Bachelor degree	Semester	: 3	Prerequisite	: <i>Chokai Shochukyu</i> or Basic Listening	Status (compulsory/elective)	: compulsory	Name and Lecturer's Code	: Gede Satya Hermawan (PBJSH 06)
Study Programme	: Japanese Language Education																					
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Prerequisite	: <i>Chokai Shochukyu</i> or Basic Listening																					
Status (compulsory/elective)	: compulsory																					
Name and Lecturer's Code	: Gede Satya Hermawan (PBJSH 06)																					

2. Course Description

The *Chokai Chukyu* course is an intermediate-level Japanese listening course. By following this course, students can apply intermediate-level Japanese grammar and vocabulary to interpret discourse or speech. This course contains content about speech and discourse in various contexts and provides learning experiences in understanding intermediate level Japanese speech or discourse, such as discourses on Japanese culture, social society, and others. The activities carried out in this course are listening to the audio, discussing, and drawing conclusions from the audio that is heard. Attitudes in following this course are evaluated through observation. Then, a written test was used to evaluate students' knowledge. Then, this course also measures students' skills through the listening test to Japanese at the intermediate level.

3. Learning Outcomes of the Referred Study Programme

1. ATTITUDE

A1	Demonstrate scientific, educative, and religious attitudes and behaviors, which improve the quality of life in society, nation, and state based on academic norms and ethics based on THK's wisdom.
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2. KNOWLEDGE

K2	Mastering the theoretical concepts of the Japanese language
K4	Mastering the theoretical concepts of Japanese culture and society

3. GENERAL SKILLS

GS1	Able to integrate learning and innovating skills, mastery of technology and information, career development, and life skills to become lifelong learners.
GS2	Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies the value of humanities in the field of Japanese language education.

4. SPECIAL SKILLS (planning, implementing, and evaluating)

SS1	Apply Japanese language skills, both spoken and written
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4. Course Learning Outcome

1. ATTITUDE	
A	At <i>Chokai Chukyu</i> courses, students can show scientific, educative, and religious attitudes and behaviors, which are seen in behavior following the learning process.
2. KNOWLEDGE	
K	Students can master the use of middle-level vocabulary, middle-level sentence patterns, know the accents of Japanese speakers, and are skilled in responding to mid-level Japanese discourse or speech.
3. GENERAL SKILLS	
GS	Students can integrate learning and innovating skills, mastery of technology, and information, which are used to maximize the ability to listen to intermediate-level Japanese and apply logical, critical, systematic, and innovative thinking used to understand mid-level Japanese discourse or speech.
4. SPECIAL SKILLS (planning, implementing, and evaluating)	
SK	Applying intermediate-level Japanese language skills, both oral and written, through listening activities.

0. Description of the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	Able to identify, interpret, understand,	風呂敷 <i>i</i>	<ul style="list-style-type: none"> Material provision (group discussion) Listening activity 	2X50 minutes (Learning process)	Worksheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi

	<p>assess, and respond to mid-level Japanese discourse and speech orally and in writing with <i>furoshiki</i> topics.</p>		<p>(Case-based learning)</p> <ul style="list-style-type: none"> Summarize the results of what they have heard and explain the pattern of sentences used. 	<p>2X60 minutes (structured assignment) 2X60 minutes (independent study)</p>		<p>no Kikitori Plus 40 Joukan. Tokyo: Bonjinsha</p>
2	<p>Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with the topic <i>me no sakkaku</i>.</p>	<p>目の錯覚</p>	<ul style="list-style-type: none"> Material provision (group discussion) Listening activity (Case-based learning) Summarize the results of what they have heard, and explain the pattern of sentences used. 	<p>2X50 minutes (Learning process) 2X60 minutes (structured assignment) 2X60 minutes (independent study)</p>	<p>Worksheet Portfolio</p>	<p>Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Joukan. Tokyo: Bonjinsha</p>

3	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with the topic <i>demae wa donna toki ni nani o?</i>	出前はどんなときになにを？	<ul style="list-style-type: none"> • Material provision (group discussion) • Listening activity (Case-based learning) • Summarize the results of what they have heard, and explain the pattern of sentences used. 	2X50 minutes (Learning process) 2X60 minutes (structured assignment) 2X60 minutes (independent study)	Worksheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Joukan. Tokyo: Bonjinsha
4	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with the topic <i>chiisana okane no ookina hataraki</i> .	小さなお金の大きな働き	<ul style="list-style-type: none"> • Material provision (group discussion) • Listening activity (Case-based learning) • Summarize the results of what they have heard, and explain the pattern of sentences used. 	2X50 minutes (Learning process) 2X60 minutes (structured assignment) 2X60 minutes (independent study)	Worksheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Joukan. Tokyo: Bonjinsha

5	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with the topic <i>raion desuka, inu desuka.</i>	ライオンですか、犬ですか	<ul style="list-style-type: none"> • Material giving • Listening activity • Discussion 	2X50 minutes (Learning process) 2X60 minutes (structured assignment) 2X60 minutes (independent study)	Worksheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Joukan. Tokyo: Bonjinsha
6	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with the topic <i>of sekai de ichiban hayaku asa ga kuru kuni.</i>	世界でいちばん早く朝が来る国	<ul style="list-style-type: none"> • Material provision (group discussion) • Listening activity (Case-based learning) • Summarize the results of what they have heard, and explain the pattern of sentences used. 	2X50 minutes (Learning process) 2X60 minutes (structured assignment) 2X60 minutes (independent study)	Worksheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Joukan. Tokyo: Bonjinsha

7	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with the topic <i>of kodomo nomimi</i> .	子どもの耳	<ul style="list-style-type: none"> • Material provision (group discussion) • Listening activity (Case-based learning) • Summarize the results of what they have heard, and explain the pattern of sentences used. 	2X50 minutes (Learning process) 2X60 minutes (structured assignment) 2X60 minutes (independent study)	Worksheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Joukan. Tokyo: Bonjinsha
8	MID SEMESTER TEST					
9	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with the topic <i>janken</i> .	じゃんけん	<ul style="list-style-type: none"> • Material provision (group discussion) • Listening activity (Case-based learning) • Summarize the results of what they have heard, and explain the pattern of sentences used. 	2X50 minutes (Learning process) 2X60 minutes (structured assignment) 2X60 minutes (independent study)	Worksheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Joukan. Tokyo: Bonjinsha

10	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with the topic <i>of aisatsu no omowanu kouka.</i>	あいさつの 思わぬ効果	<ul style="list-style-type: none"> • Material provision (group discussion) • Listening activity (Case-based learning) • Summarize the results of what they have heard, and explain the pattern of sentences used. 	2X50 minutes (Learning process) 2X60 minutes (structured assignment) 2X60 minutes (independent study)	Worksheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Joukan. Tokyo: Bonjinsha
11	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with the topic	空から贈り物	<ul style="list-style-type: none"> • Material provision (group discussion) • Listening activity (Case-based learning) • Summarize the results of what they have heard, and explain the 	2X50 minutes (Learning process) 2X60 minutes (structured assignment) 2X60 minutes (independent study)	Worksheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Joukan. Tokyo: Bonjinsha

	<i>sora kara no okuri mono.</i>		pattern of sentences used.			
12	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with the topic <i>chinpanji-no aichan</i> .	チンパンジーのアイちゃん	<ul style="list-style-type: none"> • Material provision (group discussion) • Listening activity (Case-based learning) • Summarize the results of what they have heard, and explain the pattern of sentences used. 	2X50 minutes (Learning process) 2X60 minutes (structured assignment) 2X60 minutes (independent study)	Worksheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Joukan. Tokyo: Bonjinsha
13	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and	だるまさんがころんだ	<ul style="list-style-type: none"> • Material provision (group discussion) • Listening activity (Case-based learning) • Summarize the results of what 	2X50 minutes (Learning process) 2X60 minutes (structured assignment) 2X60 minutes (independent study)	Worksheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Joukan.

	speech orally and in writing with the topic <i>of ga koronda.</i>		they have heard, and explain the pattern of sentences used.			Tokyo: Bonjinsha
14	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with the topic <i>atataakai iro, tsumetai iro.</i>	暖かい色、冷たい色	<ul style="list-style-type: none"> • Material provision (group discussion) • Listening activity (Case-based learning) • Summarize the results of what they have heard, and explain the pattern of sentences used. 	2X50 minutes (Learning process) 2X60 minutes (structured assignment) 2X60 minutes (independent study)	Worksheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Joukan. Tokyo: Bonjinsha
15	Able to identify, interpret, understand, assess, and respond to	どんなストレスに弱い？	<ul style="list-style-type: none"> • Material provision (group discussion) • Listening activity (Case-based learning) 	2X50 minutes (Learning process) 2X60 minutes (structured assignment)	Worksheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40

	mid-level Japanese discourse and speech orally and in writing with the topic <i>donna sutoresu ni yowai?</i> .		<ul style="list-style-type: none"> Summarize the results of what they have heard, and explain the pattern of sentences used. 	2X60 minutes (independent study)		Joukan. Tokyo: Bonjinsha
16	FINAL TEST					

0. Reference

Miyagi, Sachie, et all. (2003). Mainichi no Kikitori Plus 40 Joukan. Tokyo: Bonjinsha

0. Appendix 1: Teaching Source: Books, Modules, Handout power points, etc.

<https://drive.google.com/drive/folders/1YMstpsAQWYkhkVPgQ8k9sEbk9t30eja7?usp=sharing>

0. Appendix 2: Tests, performance tests, rubrics, observation sheets, etc.

<https://drive.google.com/drive/folders/1YMstpsAQWYkhkVPgQ8k9sEbk9t30eja7?usp=sharing>





SEMESTER LESSON PLAN (RPS)
(*Sakubun Chukyuu* or Intermediate Composing)



Lecturer:
Dr. Putu Dewi Merlyna Y.P, M.Hum

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No. Doc : FBS-PBJ-RPS308
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		Revised: 02																				
	(SAKUBUN CHUKYUU)	Date: February 1, 2020																				
		Pages: 11																				
<p>Written By:</p>  <p>Dr. Putu Dewi Merlyna Y.P, M.HUm NIP 19820225 200912 2002</p>	<p>Checked by:</p>  <p>Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP. 198705122012122001</p>	<p>Approved by:</p>  <p>I Wayan Sadyana NIP 19781201 200604 1 001</p>																				
Lecturer	Academic quality assurance of study programmes	Coordinator of Japanese Language Education Study Programme																				
<p align="center">SEMESTER LESSON PLAN</p> <p>5. Course Identity</p> <table> <tr> <td>Study Programme</td> <td>: Japanese Language Education</td> </tr> <tr> <td>Course</td> <td>: <i>Sakubun Chukyuu</i> or Intermediate Composing</td> </tr> <tr> <td>Course Code</td> <td>: JPGS 19308</td> </tr> <tr> <td>Clusters of Courses</td> <td>: Scientific Field of Study Courses</td> </tr> <tr> <td>Credit Hours</td> <td>: 2</td> </tr> <tr> <td>Degree</td> <td>: Bachelor degree</td> </tr> <tr> <td>Semester</td> <td>: 3</td> </tr> <tr> <td>Prerequisite</td> <td>: <i>Sakubun Shokyu</i> or Basic Comprehension</td> </tr> <tr> <td>Status (compulsory/elective)</td> <td>: compulsory</td> </tr> <tr> <td>Name and Lecturer's Code</td> <td>: Putu Dewi Merlyna (PBJDM05)</td> </tr> </table>			Study Programme	: Japanese Language Education	Course	: <i>Sakubun Chukyuu</i> or Intermediate Composing	Course Code	: JPGS 19308	Clusters of Courses	: Scientific Field of Study Courses	Credit Hours	: 2	Degree	: Bachelor degree	Semester	: 3	Prerequisite	: <i>Sakubun Shokyu</i> or Basic Comprehension	Status (compulsory/elective)	: compulsory	Name and Lecturer's Code	: Putu Dewi Merlyna (PBJDM05)
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Status (compulsory/elective)	: compulsory																					
Name and Lecturer's Code	: Putu Dewi Merlyna (PBJDM05)																					

6. Course Description

This course provides further enrichment to improve writing competence on themes developed widely from various perspectives such as *ekara daigaku made*, *Gakkou no seikatsu*, *watashi no isshuukan*, *nikki*, *watashi no yume*, *nihon ni ryugakushite shitai koto*, etc. Learning activities are designed into two types. First, it is used to practice writing essays with a "free" text structure. The second session is used to practice writing essays with a certain patterned text structure. Learning in this course is carried out in a structured and independent manner using a communicative and product-based learning approach. The assessment is carried out based on the essay results, activeness in learning, completion of assignments, and written and non-written tests.

7. Learning Outcomes of the Referred Study Programme

1. ATTITUDE	
A1	Demonstrate scientific, educative, and religious attitudes and behaviors, which improve the quality of life in society, nation, and state based on academic norms and ethics based on THK's wisdom.
2. KNOWLEDGE	
K1	Mastering the theoretical concepts of pedagogy
K2	Mastering the theoretical concepts of the Japanese language
K3	Mastering the theoretical concepts of Japanese learning
K4	Mastering the theoretical concepts of Japanese culture and society
3. GENERAL SKILLS	
GS1	Able to integrate learning and innovating skills, mastery of technology and information, career development, and life skills to become lifelong learners.
GS2	Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies the value of humanities in the field of Japanese language education.

4. SPECIAL SKILLS (planning, implementing, evaluating)	
SS1	Apply Japanese language skills, both spoken and written
SS2	Design innovative Japanese language learning based on the Japanese approach and method of learning at the basic to secondary level.
SS3	Carry out Japanese language learning following basic to intermediate Japanese language learning needs.
SS4	Conduct evaluation of Japanese language learning under the approach and evaluation techniques.

0. Course Learning Outcome
A1, K2, SS1

0. Description of the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	Understand the shapes and patterns associated when writing essays with related themes 2. Make an outline of an essay with a related theme based on the sentence patterns being taught.	The pattern of sentence patterns that have been studied in Grammar course, made in the form of atopic essay 習慣 : 下宿／家から	<ul style="list-style-type: none"> • Lecture • Writing Activities • Discussion 	2X50 minutes	Worksheets Write test	Tomioka, Sumiko. 1988. <i>Nihongo Sakubun I – Mijika naTopikkuni Yoru Hyougen Renshuu</i> – Tokyo: SenmonKyouikuShuppan. Tomioka, Sumiko dan Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon –Bunkeini Yoru Tanbun Sakusei kara Topikku Betsu hyogen Renshu e</i> – Tokyo: Senmon Kyoiku Shuppan. Minagawa, Mikiaki. 1999. Arayurubaa no Tegami

	<p>3. Write an essay on related themes coherently and completely.</p> <p>4. Present the essay results to others.</p>					no Kakikata. Tokyo: Kinensha.
2	<p>1. Understand the shapes and patterns associated when creating essays with related themes</p> <p>2. Make an outline of an essay with a related theme based on the sentence patterns being taught.</p> <p>3. Write an essay on related themes coherently and completely.</p> <p>4. Present the essay results to others.</p>	<p>Sentence patterns that have been studied in the Grammar course are used in writing essays on topics</p> <p>大学の生活</p>	<ul style="list-style-type: none"> • Lecture • Writing Activities • Discussion 	2X50 minutes	Worksheets Write test	<p>Tomioka, Sumiko. 1988. <i>Nihongo Sakubun I – Mijika naTopikkuni Yoru Hyougen Renshuu</i> – Tokyo: SenmonKyouikuShuppan.</p> <p>Tomioka, Sumiko dan Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon –Bunkeini Yoru Tanbun Sakusei kara Topikku Betsu hyogen Renshu e</i> – Tokyo: Senmon Kyoiku Shuppan.</p> <p>Minagawa, Mikiaki. 1999. <i>Arayurubai no Tegami no Kakikata</i>. Tokyo: Kinensha.</p>

3	<p>1. Understand the shapes and patterns associated when creating essays with related themes</p> <p>2. Make an outline of an essay with a related theme based on the sentence patterns being taught.</p> <p>3. Write an essay with a certain theme coherently and completely.</p> <p>4. Present the essay results to others.</p>	<p>Sentence patterns that have been studied in the Grammar course are used in writing essays on topics</p> <p>テーマ :</p> <p>私の一週間</p>	<ul style="list-style-type: none"> ● Lecture ● Writing Activities ● Discussion 	2X50 minutes	Worksheets Write test	<p>Tomioka, Sumiko. 1988. <i>Nihongo Sakubun I – Mijika naTopikkuni Yoru Hyougen Renshuu</i> – Tokyo: SenmonKyouikuShuppan.</p> <p>Tomioka, Sumiko dan Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon –Bunkeini Yoru Tanbun Sakusei kara Topikku Betsu hyogen Renshu e</i> – Tokyo: Senmon Kyoiku Shuppan.</p> <p>Minagawa, Mikiaki. 1999. <i>Arayurubaa no Tegami no Kakikata</i>. Tokyo: Kinensha.</p>
4	<p>Understand the shapes and patterns associated when creating essays with related themes</p> <p>2. Make an outline of an essay with a related theme</p>	<p>Sentence patterns that have been studied in the Grammar course are used in writing essays on topics</p> <p>日記</p>	<ul style="list-style-type: none"> ● Lecture ● Writing Activities ● Discussion 	2X50 minutes	Worksheets Write test	<p>Tomioka, Sumiko. 1988. <i>Nihongo Sakubun I – Mijika naTopikkuni Yoru Hyougen Renshuu</i> – Tokyo: SenmonKyouikuShuppan.</p> <p>Tomioka, Sumiko dan Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon –Bunkeini Yoru Tanbun Sakusei kara Topikku Betsu hyogen</i></p>

	<p>based on the sentence patterns being taught.</p> <p>3. Write an essay with a certain theme coherently and completely.</p> <p>4. Present the essay results to others.</p>					<p><i>Renshu e</i> – Tokyo: Senmon Kyoiku Shuppan. Minagawa, Mikiaki. 1999. Arayurubai no Tegami no Kakikata. Tokyo: Kinensha.</p>
5	<p>Understand the shapes and patterns associated when creating essays with related themes</p> <p>2. Make an outline of an essay with a related theme based on the sentence patterns being taught.</p> <p>3. Write an essay with a certain theme coherently and completely.</p>	<p>Sentence patterns that have been studied in the Grammar course are used in writing essays on topics 私の夢</p>	<ul style="list-style-type: none"> • Lecture • Writing Activities • Discussion 	2X50 minutes	Worksheets Write test	<p>Tomioka, Sumiko. 1988. <i>Nihongo Sakubun 1 – Mijika na Topikkuni Yoru Hyougen Renshuu</i> – Tokyo: Senmon Kyoiku Shuppan. Tomioka, Sumiko dan Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon – Bunkeini Yoru Tanbun Sakusei kara Topikku Betsu hyogen Renshu e</i> – Tokyo: Senmon Kyoiku Shuppan. Minagawa, Mikiaki. 1999. Arayurubai no Tegami no Kakikata. Tokyo: Kinensha.</p>

	4. Present the essay results to others.					
6	<p>1. Understand the shapes and patterns associated when creating essays with related themes</p> <p>2. Make an outline of an essay with a related theme based on the sentence patterns being taught.</p> <p>3. Write an essay with a specific theme coherently and completely.</p> <p>4. Present the essay results to others.</p>	<p>Sentence patterns that have been studied in the Grammar course are used in writing essays on topics</p> <p>日本に留学して、したいこと</p>	<ul style="list-style-type: none"> ● Lecture ● Writing Activities ● Discussion 	2X50 minutes	Worksheets Write test	<p>Tomioka, Sumiko. 1988. <i>Nihongo Sakubun I – Mijika naTopikkuni Yoru Hyougen Renshuu</i> – Tokyo: SenmonKyouikuShuppan.</p> <p>Tomioka, Sumiko dan Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon –Bunkeini Yoru Tanbun Sakusei kara Topikku Betsu hyogen Renshu e</i> – Tokyo: Senmon Kyoiku Shuppan.</p> <p>Minagawa, Mikiaki. 1999. <i>Arayurubaa no Tegami no Kakikata</i>. Tokyo: Kinensha.</p>
7	Understand the shapes and patterns associated when creating essays	Sentence patterns that have been studied in the Grammar course are used in writing essays on topics	<ul style="list-style-type: none"> ● Lecture ● Writing Activities ● Discussion 	2X50 minutes	Worksheets Write test	<p>Tomioka, Sumiko. 1988. <i>Nihongo Sakubun I – Mijika naTopikkuni Yoru Hyougen Renshuu</i> – Tokyo: SenmonKyouikuShuppan.</p>

	<p>with related themes</p> <p>2. Make an outline of an essay with a related theme based on the sentence patterns being taught.</p> <p>3. Write an essay with a specific theme coherently and completely.</p> <p>4. Present the essay results to others.</p>	日本語の授業				<p>Tomioka, Sumiko dan Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon –Bunkeini Yoru Tanbun Sakusei kara Topikku Betsu hyogen Renshu e</i> – Tokyo: Senmon Kyoiku Shuppan.</p> <p>Minagawa, Mikiaki. 1999. <i>Arayurubai no Tegami no Kakikata</i>. Tokyo: Kinensha.</p>
8	MID-SEMESTER TEST					
9	<p>1. Understand the shapes and patterns associated when creating essays with related themes</p> <p>2. Make an outline of an essay with a related theme based on the sentence</p>	<p>Sentence patterns studied in the Grammar course are used in writing essays on topics.</p> <p><i>Tegami</i></p>	<ul style="list-style-type: none"> • Lecture • Writing Activities • Discussion 	2X50 minutes	Worksheets Write test	<p>Tomioka, Sumiko. 1988. <i>Nihongo Sakubun I – Mijika naTopikkuni Yoru Hyougen Renshuu</i> – Tokyo: SenmonKyouikuShuppan.</p> <p>Tomioka, Sumiko dan Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon –Bunkeini Yoru Tanbun Sakusei kara Topikku Betsu hyogen Renshu e</i> – Tokyo: Senmon Kyoiku Shuppan.</p>

	<p>patterns being taught.</p> <p>3. Write an essay with a certain theme coherently and completely.</p> <p>4. Present the essay results to others.</p>					<p>Minagawa, Mikiaki. 1999. Arayurubai no Tegami no Kakikata. Tokyo: Kinensha.</p>
10	<p>1. Understand the shapes and patterns associated when creating essays with related themes</p> <p>2. Make an outline of an essay with a related theme based on the sentence patterns being taught.</p> <p>3. Write an essay with a certain theme coherently and completely.</p> <p>4. Present the essay results to others.</p>	<p>Sentence patterns studied in the Grammar course are used in writing essays on topics.</p> <p><i>Me-ru</i></p>	<ul style="list-style-type: none"> • Lecture • Writing Activities • Discussion 	2X50 minutes	Worksheets Write test	<p>Tomioka, Sumiko. 1988. <i>Nihongo Sakubun I – Mijika naTopikkuni Yoru Hyougen Renshuu</i> – Tokyo: SenmonKyouikuShuppan.</p> <p>Tomioka, Sumiko dan Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon –Bunkeini Yoru Tanbun Sakusei kara Topikku Betsu hyogen Renshu e</i> – Tokyo: Senmon Kyoiku Shuppan.</p> <p>Minagawa, Mikiaki. 1999. Arayurubai no Tegami no Kakikata. Tokyo: Kinensha.</p>

11	<p>1. Understand the shapes and patterns associated when creating essays with related themes</p> <p>2. Make an outline of an essay with a related theme based on the sentence patterns being taught.</p> <p>3. Write an essay with a certain theme coherently and completely.</p> <p>4. Present the essay results to others.</p>	<p>Sentence patterns that have been studied in the Grammar course are used in writing essays on topics 礼状</p>	<ul style="list-style-type: none"> • Lecture • Writing Activities • Discussion 	2X50 minutes	Worksheets Write test	<p>Tomioka, Sumiko. 1988. <i>Nihongo Sakubun I – Mijika naTopikkuni Yoru Hyougen Renshuu</i> – Tokyo: SenmonKyouikuShuppan.</p> <p>Tomioka, Sumiko dan Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon –Bunkeini Yoru Tanbun Sakusei kara Topikku Betsu hyogen Renshu e</i> – Tokyo: Senmon Kyoiku Shuppan.</p> <p>Minagawa, Mikiaki. 1999. <i>Arayurubai no Tegami no Kakikata</i>. Tokyo: Kinensha.</p>
12	<p>1. Understand the shapes and patterns associated when creating essays with related themes</p> <p>2. Make an outline of an essay with a</p>	<p>Sentence patterns that have been studied in the Grammar course are used in writing essays on topics 返事</p>	<ul style="list-style-type: none"> • Lecture • Writing Activities • Discussion 	2X50 minutes	Worksheets Write test	<p>Tomioka, Sumiko. 1988. <i>Nihongo Sakubun I – Mijika naTopikkuni Yoru Hyougen Renshuu</i> – Tokyo: SenmonKyouikuShuppan.</p> <p>Tomioka, Sumiko dan Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon –Bunkeini Yoru Tanbun Sakusei kara</i></p>

	<p>related theme based on the sentence patterns being taught.</p> <p>3. Write an essay with a certain theme coherently and completely.</p> <p>4. Present the essay results to others.</p>					<p><i>Topikku Betsu hyogen Renshu e</i> – Tokyo: Senmon Kyoiku Shuppan. Minagawa, Mikiaki. 1999. Arayurubai no Tegami no Kakikata. Tokyo: Kinensha.</p>
13	<p>Understand the shapes and patterns associated when creating essays with related themes</p> <p>2. Make an outline of an essay with a related theme based on the sentence patterns being taught.</p> <p>3. Write an essay with a certain theme coherently and completely.</p>	<p>Sentence patterns that have been studied in the Grammar course are used in writing essays on topics 招待状</p>	<ul style="list-style-type: none"> • Lecture • Writing Activities • Discussion 	2X50 minutes	Worksheets Write test	<p>Tomioka, Sumiko. 1988. <i>Nihongo Sakubun I – Mijika na Topikkuni Yoru Hyougen Renshuu</i> – Tokyo: Senmon Kyouiku Shuppan. Tomioka, Sumiko dan Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon – Bunkeini Yoru Tanbun Sakusei kara Topikku Betsu hyogen Renshu e</i> – Tokyo: Senmon Kyoiku Shuppan. Minagawa, Mikiaki. 1999. Arayurubai no Tegami no Kakikata. Tokyo: Kinensha.</p>

	4. Present the essay results to others.					
14	<p>Understand the shapes and patterns associated when creating essays with related themes</p> <p>2. Make an outline of an essay with a related theme based on the sentence patterns being taught.</p> <p>3. Write an essay with a certain theme coherently and completely.</p> <p>4. Present the essay results to others.</p>	<p>Sentence patterns that have been studied in the Grammar course are used in writing essays on topics</p> <p>ごみ : 国との比較</p> <p>交通 : 国との比較</p>	<ul style="list-style-type: none"> ● Lecture ● Writing Activities ● Discussion 	2X50 minutes	Worksheets Write test	<p>Tomioka, Sumiko. 1988. <i>Nihongo Sakubun I – Mijika naTopikkuni Yoru Hyougen Renshuu</i> – Tokyo: SenmonKyouikuShuppan.</p> <p>Tomioka, Sumiko dan Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon –Bunkeini Yoru Tanbun Sakusei kara Topikku Betsu hyogen Renshu e</i> – Tokyo: Senmon Kyoiku Shuppan.</p> <p>Minagawa, Mikiaki. 1999. <i>Arayurubaa no Tegami no Kakikata</i>. Tokyo: Kinensha.</p>
15	1. Understand the shapes and patterns associated when creating essays	Sentence patterns that have been studied in the Grammar course are used in writing essays on topics	<ul style="list-style-type: none"> ● Lecture ● Writing Activities ● Discussion 	2X50 minutes	Worksheets Write test	<p>Tomioka, Sumiko. 1988. <i>Nihongo Sakubun I – Mijika naTopikkuni Yoru Hyougen Renshuu</i> – Tokyo: SenmonKyouikuShuppan.</p>

	<p>with related themes</p> <p>2. Make an outline of an essay with a related theme based on the sentence patterns being taught.</p> <p>3. Write an essay with a certain theme coherently and completely.</p> <p>4. Present the essay results to others.</p>	私の失敗				<p>Tomioka, Sumiko dan Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon –Bunkeini Yoru Tanbun Sakusei kara Topikku Betsu hyogen Renshu e</i> – Tokyo: Senmon Kyoiku Shuppan.</p> <p>Minagawa, Mikiaki. 1999. <i>Arayurubai no Tegami no Kakikata</i>. Tokyo: Kinensha.</p>
16	FINAL TEST					

0. Reference

Tomioka, Sumiko. 1988. *Nihongo Sakubun I – Mijika naTopikkuni Yoru Hyougen Renshuu* – Tokyo: SenmonKyouikuShuppan.

Tomioka, Sumiko dan Takaoka Saku. 1989. *Eiri Nihongo Sakubun Nyumon –Bunkeini Yoru Tanbun Sakusei kara Topikku Betsu hyogen Renshu e* – Tokyo: Senmon Kyoiku Shuppan.

Minagawa, Mikiaki. 1999. *Arayurubai no Tegami no Kakikata*. Tokyo: Kinensha.

0. Appendix 1: Teaching Source: Books, Modules, Handout power points, etc.

1. Appendix 2: Tests, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN


***NIHON GENGOGAKU* (JAPANESE LINGUISTIC)**






Lecturer:

Dr. Putu Dewi Merlyna Y.P, M.Hum

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	Doc No: FBS-PBJ-RPS309
	<i>NIHON GENGOGAKU</i> (JAPANESE LINGUISTIC)	Revision : 02
		Date : 1 February 2020
		Page: 6 Pages

<p>Created by:</p>  <p>Dr. Putu Dewi Merlyna Y.P, M.Hum NIP 19820225 200912 2002</p>	<p>Checked by:</p>  <p>Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP. 198705122012122001</p>	<p>Approved by:</p>  <p>I Wayan Sadyana NIP 19781201 200604 1 001</p>
Lecturer	Assurance of study programme academic quality	Coordinator of Japanese Language Education Study Programme

SEMESTER LESSON PLAN

0. Identitas Matakuliah

Study Programme Name : Japanese Language Education

Course Name : *Nihon Gengogaku* (Japanese Linguistic)

Course Code : JPG19309

Course Group : Study Programme Courses

Credit Hours : 2

Level : Bachelor degree

Semester : 3

Prerequisite : -

Status (required/optional) : Required

Nama dan kode dosen : Putu Dewi Merlyna (PBJDM05)

1. Course Description

The Japanese Linguistics course can be taken after students pass the Introductory General Linguistics Course. This course describes the basics of Japanese linguistics, such as *Onseigaku*, *Tougoron*, *Imiron*, and *Shakai gengogaku*.

Learning about Japanese linguistics is given by presenting related material about linguistic studies, examples of simple analysis of words, tastes, or clauses in Japanese using an analytical method adapted to the field of study.

5. Learning Outcomes of the Referred Study Programme

1. ATTITUDE	
A1	Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics based on THK values (Demonstrate scientific, educational, and religious attitudes and actions that contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics based on THK's wisdom)
2. KNOWLEDGE	
K1	Mastering the theoretical concepts of pedagogy
K2	Mastering the theoretical concepts of Japanese linguistics
K3	Mastering the theoretical concepts of learning Japanese linguistics
K4	Mastering the theoretical concepts of Japanese culture and society
3. GENERAL SKILLS	
GS1	Able to integrate learning and innovation skills, technological and information mastery, career development, and life skills to become lifelong learners.
GS2	Able to apply logical, critical, systematic, and innovative thinking in the development or implementation of science and technology and use humanities values by their field of expertise.
4. SPECIAL SKILLS	
SS1	Apply Japanese language skills, both oral and written, in Japanese linguistics.

SS2	Designing innovative Japanese linguistic learning based on approaches and methods of learning Japanese at elementary to intermediate levels.
SS3	Carry out Japanese linguistic learning according to essential to intermediate Japanese learning needs.
SS4	Evaluating Japanese linguistic learning by evaluation approaches and techniques.

6. Course Learning Outcomes

A1, K2, SS1

7. Description of the Lesson Plan

Meeti ng	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1	Understand early Japanese linguistic material regarding the differences between Japanese and the Japanese state language.	Difference between <i>Nihongo</i> and <i>Kokugo</i> Difference between <i>Nihongogaku</i> and <i>Kokugogaku</i>	<ul style="list-style-type: none"> ● Provision of materials ● Essay Writing Activities ● Discussion 	2X50 minutes	Worksheet writing test	Dasar-Dasar Linguistik Bahasa Jepang, Sudjianto & Ahmad Dahidi.
2	Understanding early Japanese linguistic material	Characteristics of Japanese Bahasa	<ul style="list-style-type: none"> ● Provision of materials ● Essay Writing Activities 	2X50 minutes	Worksheet writing test	Dasar-Dasar Linguistik Bahasa

	regarding the early characteristics of Japanese linguistics.		<ul style="list-style-type: none"> • Discussion 			Jepang, Sudjianto & Ahmad Dahidi.
3	Understanding early Japanese linguistic material regarding language sounds in Japanese	Syllable Speech instrument name Vocal Sound	<ul style="list-style-type: none"> • Provision of materials • Essay Writing Activities • Discussion 	2X50 minutes	Worksheet writing test	Dasar-Dasar Linguistik Bahasa Jepang, Sudjianto & Ahmad Dahidi.
4	Understand early Japanese linguistic material regarding language sounds in Japanese.	Consonant Sound Semi-Vocal Sound Double Consonant Sound nasal sounds Long Vowel Sound	<ul style="list-style-type: none"> • Provision of materials • Essay Writing Activities • Discussion 	2X50 minutes	Worksheet writing test	Dasar-Dasar Linguistik Bahasa Jepang, Sudjianto & Ahmad Dahidi.
5	Understand early Japanese linguistic material regarding language sounds in Japanese.	prominent intonation Accent Sound Dissipation	<ul style="list-style-type: none"> • Provision of materials • Essay Writing Activities • Discussion 	2X50 minutes	Worksheet writing test	Dasar-Dasar Linguistik Bahasa Jepang, Sudjianto & Ahmad Dahidi.
6	Understand early Japanese linguistic material regarding	<i>Kanji</i> Number of <i>kanji</i> characters <i>Bushu</i>	<ul style="list-style-type: none"> • Provision of materials • Essay Writing Activities 	2X50 minutes	Worksheet writing test	Dasar-Dasar Linguistik Bahasa Jepang,

	letters in Japanese.	<i>Kakusuu Hisujun Rikusho On and Kunyomi</i>	<ul style="list-style-type: none"> • Discussion 			Sudjianto & Ahmad Dahidi.
7	Understand early Japanese linguistic material regarding letters in Japanese.	<i>Hiragana and Katakana</i>	<ul style="list-style-type: none"> • Provision of materials • Essay Writing Activities • Discussion 	2X50 minutes	Worksheet writing test	Dasar-Dasar Linguistik Bahasa Jepang, Sudjianto & Ahmad Dahidi.
8	MIDTERM EXAM					
9	Understanding early Japanese linguistic material regarding Japanese vocabulary	<i>Goi</i> and its types <i>Kihon</i> and <i>Kiso Goi</i> <i>Shiyo</i> and <i>Rikai Goi</i> Number of <i>Goi</i> in Japanese (Semantics)	<ul style="list-style-type: none"> • Provision of materials • Essay Writing Activities • Discussion 	2X50 minutes	Worksheet writing test	Dasar-Dasar Linguistik Bahasa Jepang, Sudjianto & Ahmad Dahidi.
10	Understanding early Japanese linguistic material regarding Japanese vocabulary	<i>Doon igigo</i> and <i>Ruigigo</i> <i>Giongo</i> and <i>Gitaigo</i> Auxiliary words Number kinship terms	<ul style="list-style-type: none"> • Provision of materials • Essay Writing Activities • Discussion 	2X50 minutes	Worksheet writing test	Dasar-Dasar Linguistik Bahasa Jepang, Sudjianto & Ahmad Dahidi.
11	Understanding early Japanese linguistic	<i>Tango</i> <i>Bunsetsu</i> <i>Bun</i>	<ul style="list-style-type: none"> • Provision of materials 	2X50 minutes	Worksheet writing test	Dasar-Dasar Linguistik

	material on Japanese Grammar	<i>Danraku</i>	<ul style="list-style-type: none"> ● Essay Writing Activities ● Discussion 			Bahasa Jepang, Sudjianto & Ahmad Dahidi.
12	Understanding early Japanese linguistic material on Japanese Grammar	<i>Doushi Meishi Keyoushi Rentaishi Fukushi Jodooshi, etc.</i>	<ul style="list-style-type: none"> ● Provision of materials ● Essay Writing Activities ● Discussion 	2X50 minutes	Worksheet writing test	Dasar-Dasar Linguistik Bahasa Jepang, Sudjianto & Ahmad Dahidi.
13	Understanding early Japanese linguistic material on Japanese Grammar	Japanese Sentence Structure (Syntax)	<ul style="list-style-type: none"> ● Provision of materials ● Essay Writing Activities ● Discussion 	2X50 minutes	Worksheet writing test	Dasar-Dasar Linguistik Bahasa Jepang, Sudjianto & Ahmad Dahidi.
14	Understanding early Japanese linguistic material regarding the variety of respectful languages in Japanese	<i>Keigo Kenjougo Teineigo</i>	<ul style="list-style-type: none"> ● Provision of materials ● Essay Writing Activities ● Discussion 	2X50 minutes	Worksheet writing test	Dasar-Dasar Linguistik Bahasa Jepang, Sudjianto & Ahmad Dahidi.
15	Understanding early Japanese linguistic material on <i>hyogen</i> and <i>Buntai</i>	<i>Danseigo Joseigo</i> Verbal variety Variety of writing	<ul style="list-style-type: none"> ● Provision of materials ● Essay Writing Activities ● Discussion 	2X50 minutes	Worksheet writing test	Dasar-Dasar Linguistik Bahasa Jepang, Sudjianto

						& Ahmad Dahidi.
16	FINAL EXAMS					

8. References

Dasar-Dasar Linguistik Bahasa Jepang, Sudjianto & Ahmad Dahidi.

9. Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc

10. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN

(STATISTICS)







Lecturer:

Yeni, S.Pd., M.Pd.

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	Doc No. : FBS-PBJ-RPS310
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		Revision : 02
	(STATISTICS)	Date : 1 February 2020
		Page : 9 Pages
<p>Created by:</p>  <p>Yeni, S.Pd., M.Pd. NIP. 198804222019032012</p>	<p>Checked by:</p>  <p>Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP. 198705122012122001</p>	<p>Approved by:</p>  <p>I Wayan Sadyana, S.S., M.Si. NIP. 197812012006041001</p>
Lecturer	Assurance of study programme academic quality	Coordinator of Japanese Language Education Study Programme
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme Name : Japanese Language Education</p> <p>Course Name : Statistics</p> <p>Course Code : JPG120310</p> <p>Course Group : Supporting Science and Technology Courses</p> <p>Credit Hours : 2</p> <p>Level : Bachelor degree</p> <p>Semester : 3</p> <p>Prerequisite : -</p> <p>Status (required/optional) : Required</p> <p>Nama dan kode dosen : Yeni, S.Pd., M.Pd. (JPGYE08)</p>		

0. Course Description

Statistics aims to provide various statistical concepts that are applied in research. Lecture material includes statistics definition, statistical functions, parametric and non-parametric statistics, data collection, data validity, data reliability, correlation, regression, and analysis of variance and their application using statistical programs. Learning is divided into two stages; the first is that students learn statistical concepts by discussing together in class. Second, students apply various statistical concepts in analyzing research data. Learning assessment uses a portfolio, written test, and observation.

0. Learning Outcomes of the Referred Study Programme

1. Scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life for the community, nation, and state based on academic norms and ethics based on THK values
2. Mastering statistics both theoretically and practically.

0. Course Learning Outcomes

1. Mastering the basic concepts of statistics
2. Apply various statistical concepts in research data analysis

0. Description of the Lesson Plan

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1	Students understand the learning that will be carried out during one semester	College Contract	<ul style="list-style-type: none">• Lecture	-	-	RPS, Module course
2	Students understand the meaning, function, and use of statistics in research	Definition and Functions of Statistics	<ul style="list-style-type: none">• Class Discussion• Collaborative learning• Summarizing	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none">• Discussion tasks (Observation)• Discuss particular material collaboratively (Observation)	1, 2, and 3

					<ul style="list-style-type: none"> • Create a portfolio (assessment rubric) 	
3	Students understand thinking patterns in statistics	Thinking Patterns in Statistics	<ul style="list-style-type: none"> • Class Discussion • Collaborative learning • Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> • Discussion tasks (Observation) • Discuss particular material collaboratively (Observation) • Create a portfolio (assessment rubric) 	1, 2, and 3
4	Students understand the research object and research subjects as well as the types of data	Research Objects, Research Subjects, and Types of Research Data	<ul style="list-style-type: none"> • Class Discussion • Collaborative learning • Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> • Discussion tasks (Observation) • Discuss particular material collaboratively (Observation) • Create a portfolio (assessment rubric) 	1, 2, and 3
5	Students understand population and sample	Population and Research Sample	<ul style="list-style-type: none"> • Class Discussion • Collaborative learning 	100 minutes 120 minutes	<ul style="list-style-type: none"> • Discussion tasks (Observation) • Discuss particular material 	1, 2, and 3

			<ul style="list-style-type: none"> Summarizing 	120 minutes	collaboratively (Observation) <ul style="list-style-type: none"> Create a portfolio (assessment rubric) 	
6	Students understand the sampling technique (sampling technique)	Sampling Techniques (Sampling Techniques)	<ul style="list-style-type: none"> Class Discussion Collaborative learning Summarizing 	100 minutes 120 Minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Discuss particular material collaboratively (Observation) Create a portfolio (assessment rubric) 	1, 2, and 3
7	Students understand descriptive statistics and data presentation	Descriptive Statistics and Presentation of Research Data	<ul style="list-style-type: none"> Class Discussion Collaborative learning 	100 minutes 120 minutes 120	<ul style="list-style-type: none"> Discussion tasks (Observation) Discuss particular material collaboratively (Observation) Create a portfolio (assessment rubric) 	1, 2, and 3

			<ul style="list-style-type: none"> Summarizing 	minutes		
8	MIDTERM EXAM					
9	Students understand the measure of concentration (central tendency) and the size of the spread (variability)	Central Tendency and Variability	<ul style="list-style-type: none"> Class Discussion Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Discuss particular material collaboratively (Observation) Create a portfolio (assessment rubric) 	1, 2, and 3
10	Students understand and explain the ways and steps of parametric statistical analysis correctly.	Inferential Statistics	<ul style="list-style-type: none"> Class Discussion Collaborative learning 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Discuss particular material collaboratively (Observation) Create a portfolio (assessment rubric) 	1, 2, and 3

			<ul style="list-style-type: none"> Summarizing 			
11	Understand the explanation of the size of the concentration and spread	Statistical Size	<ul style="list-style-type: none"> Class Discussion Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Discuss particular material collaboratively (Observation) Create a portfolio (assessment rubric) 	1, 2, and 3
12	Understand and adequately explain the validity of the data with reliability and validity tests	Reliability data and Validity data	<ul style="list-style-type: none"> Class Discussion Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Discussion tasks (Observation) Discuss particular material collaboratively (Observation) Create a portfolio (assessment rubric) 	1, 2, and 3

13	Understand the explanation of the frequency distribution, its use, and how to make it	Frequency Distribution	<ul style="list-style-type: none"> • Class Discussion • Collaborative learning • Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> • Discussion tasks (Observation) • Discuss particular material collaboratively (Observation) • Create a portfolio (assessment rubric) 	1, 2, and 3
14	Students understand the basic concepts of factor analysis	Basic Concepts of Factor Analysis	<ul style="list-style-type: none"> • Class Discussion • Collaborative learning • Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> • Discussion tasks (Observation) • Discuss particular material collaboratively (Observation) • Create a portfolio (assessment rubric) 	1, 2, and 3

15	Students understand one-way analysis of variance and its uses	Analysis of Variance	<ul style="list-style-type: none">• Class Discussion• Collaborative learning• Summarizing	<div>100 minutes</div> <div>120 minutes</div> <div>120 minutes</div>	<ul style="list-style-type: none">• Discussion tasks (Observation)• Discuss particular material collaboratively (Observation)• Create a portfolio (assessment rubric)	1, 2, and 3
16	FINAL EXAMS					

0. References

1. Sugiyono. 2009. *Statistik untuk Penelitian*. Bandung: Alfabeta.
2. Sugiyono. 2015. *Cara Mudah Belajar SPSS & LISREL: Teori dan Aplikasi untuk Analisis Data Penelitian*. Bandung: Alfabeta
3. Sutedi, Dedi. 2009. *Penelitian Pendidikan Bahasa Jepang*. Bandung: Humaniora.

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

a.

Attitude Assessment Observation Sheet

Aspects observed	Rating Category and Score
------------------	---------------------------

	Very good (5)	Good (4)	Fair (3)	Poor (2)	Very Poor (1)
Attend classes on time					
Follow the lesson well from beginning to end					
Actively participate during learning in progress					
Carry out tasks independently and be responsible for their duties					
Able to work well in groups					

b. Test Questions

Each student looks for a list of student learning outcomes. There are more than 25 students on the list. The list of assessments of student learning outcomes obtained by students may not be the same.

1. Arrange the Group Score Frequency Distribution from the list of student learning outcomes.
2. Based on the Group Score Frequency Distribution determine the Central Tendency (Mean, Median, and Mode)
3. Based on the Group Score Frequency Distribution determine the Variability (Mean Deviation and Standard Deviation)
4. Based on the Group Score Frequency Distribution, do a data normality test

SEMESTER LESSON PLAN

(*DOKKAI CHUKYU* OR INTERMEDIATE READING)



Lecturer:

Kadek Eva Krishna Adnyani

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**



SEMESTER LESSON PLAN

(Dokkai Chukyu or Intermediate Reading)

Nu. Doc: FBS-PBJ-MK305

Revision: 02

Date: FEBRUARY 1, 2020

Page: 8 PAGES

Written by:

Dr. Kadek Eva Krishna Adnyani,
S.S., M.Si
NIP 19870512 201212 2 001

Lecturer (coordinator of teaching team)

Checked By:

Dr. Kadek Eva Krishna Adnyani, S.S.,
M.Si
NIP 19870512 201212 2 001

Academic quality assurance of study programme

Approved by:

I Wayan Sadyana
NIP 19781201 200604 1 001

Coordinator of Japanese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Name of Study Programme : Japanese Language Education
Course Name : *Dokkai Chukyu* or Intermediate Reading
Course Code : JPGS120305
Courses Group : Scientific Field of Study Courses

Credit Hours : 2 Credit hours
Degree : Bachelor Degree
Semester : 3
Prerequisites : -
Status (compulsory/elective) : compulsory
Name and Lecturer's Code : Dr. Kadek Eva Krishna Adnyani, S,S., M.Si.

2. Description of the Course

3. Programme Learning Outcomes of Referenced Study Programme

PLO1. Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to improving the quality of community, national, and state life based on academic norms and ethics based on THK values

PLO3: Mastering the theoretical concepts of Japanese

PLO6: Able to integrate learning and innovating skills, mastery of technology and information, career development, and life skills to become lifelong learners

PLO8. Apply Japanese language skills both spoken and written

4. Course Learning Outcomes

5. Description of the Semester Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	Able to prepare for college	Class contracts	Lecturer orientation	2x50 minutes	Student participation	Syllabus, lecture module, RPS

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
2	Able to understand the text / simple discourse well and can retell the content of the discourse related to Japanese songs	<i>Sakura Song – Naotaro Moriyama</i>	Lecture Discussion Presentation	Face to face: 2x50 minutes Structured assignments: 2x60minutes Independent assignment: 2x60 minutes	Individual report Observation of college activity	Minna No Nihongo Shokyuu II : Shokyuu de Yomeru Topikku 25
3	Able to understand the text / simple discourse well and can retell the content of the discourse, find the main ideas in each paragraph, determine the theme of the overall discourse, and add vocabulary and the ability to read Japanese letters related to unique things in Japan.	<i>Nihon de Ichiban</i>	Lecture Presentation Discussion	Face to face: 2x50 minutes Structured assignments: 2x60 minutes Independent assignment: 2x60 minutes	Individual report Observation of college activity	Minna No Nihongo Shokyuu II : Shokyuu de Yomeru Topikku 25
4	Able to understand the text / simple discourse well and can retell the content of the discourse, find the main ideas in each paragraph, determine the theme of the overall	<i>Ichigatsu Tsuitachi</i>	Lecture Discussion Presentation	Face to face: 2x50 minutes Structured assignments: 2x60 minutes Independent assignment: 2x60 minutes	Individual report student activity observation	Minna No Nihongo Shokyuu II : Shokyuu de Yomeru Topikku 25

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	discourse, and add vocabulary and the ability to read Japanese letters related to new year culture in Japan.					
5	Able to understand the text / simple discourse well and can retell the content of the discourse, find the main idea in each paragraph, determine the theme of the overall discourse, and add vocabulary and the ability to read Japanese letters one of the beliefs of the Japanese people	<i>Anata wa nani doshi umare</i>	Lecture Discussion	Face to face: 2x50 minutes Structured assignments: 2x60 minutes Independent assignment: 2x60 minutes	Individual report Observation of college activity	Minna No Nihongo Shokyuu II : Shokyuu de Yomeru Topikku 25
6	Able to understand simple texts / discourses well and can retell the content of the discourse, find the main ideas in each paragraph, determine the theme of the overall discourse, and add	<i>20 seiki no yosou</i>	Lecture Student presentation Group discussions	Face to face: 2x50 minutes Structured assignments: 2x60 minutes Independent assignment: 2x60 minutes	Individual report Observation of college activity	Minna No Nihongo Shokyuu II : Shokyuu de Yomeru Topikku 25

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	vocabulary and the ability to read Japanese letters related to the development of the 20th century					
7	Able to understand the text / simple discourse well and can retell the content of the discourse, find the main ideas in each paragraph, determine the theme of the overall discourse, and add vocabulary and the ability to read Japanese letters related to the accident of the titanic ship	<i>Titanikku</i>	Lecture Student presentation Group Discussions	Face to face: 2x50 minutes Structured assignments: 2x60minutes Independent assignment: 2x560 minutes	Individual report Observation of college activity	Minna No Nihongo Shokyuu II : Shokyuu de Yomeru Topikku 25
8	MIDDLE SEMESTER EXAM					
9	Able to understand the simple text / discourse well and can retell the content of the discourse, find the main idea in each paragraph, determine	<i>Oogoe Taikai</i>	Lecture Discussion Group presentation	Face to face: 2x50 minutes Structured assignments: 2x50 minutes Independent assignment: 2x50 minutes	Individual report Observation of college activity	Minna No Nihongo Shokyuu II : Shokyuu de Yomeru Topikku 25

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	the theme of the overall discourse, and add vocabulary and the ability to read Japanese letters related to one of the unique competitions in Japan					
10	Able to understand the text / simple discourse well and can retell the content of the discourse, find the main ideas in each paragraph, determine the theme of the overall discourse, and add vocabulary and the ability to read Japanese letters related to the circumstances of each country.	<i>Anata no Kuni Dewa</i>	Lecture Group Discussions Presentation	Face to face: 2x50 minutes Structured assignments: 2x60 minutes Independent assignment: 2x60 minutes	Individual report Observation of college activity	Minna No Nihongo Shokyuu II : Shokyuu de Yomeru Topikku 25
11	Able to understand the text / simple discourse well and can retell the content of the discourse, find the main ideas in each paragraph,	<i>Jidou hanbaiki</i>	Lecture Discussion Group presentation	Face to face: 2x50 minutes Structured assignments: 2x60 minutes	Individual report Observation of college activity	Minna No Nihongo Shokyuu II : Shokyuu de Yomeru Topikku 25

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	determine the theme of the overall discourse, and add vocabulary and the ability to read Japanese letters technological developments in Japan			Independent assignment: 2x60 minutes		
12	Able to understand the text / discourse well and can retell the content of the discourse, find the main idea in each paragraph, determine the theme of the overall discourse, and add vocabulary and the ability to read Japanese letters.	<i>Doubutsu no me</i>	Lecture Discussion Group presentation	Face to face: 2x50 minutes Structured assignments: 2x60 minutes Independent assignment: 2x60 minutes	Individual report Observation of college activity	Minna No Nihongo Shokyuu II : Shokyuu de Yomeru Topikku 25
13	Able to understand the text / discourse well and can retell the content of the discourse, find the main idea in each paragraph, determine the theme of the overall discourse, and add vocabulary	<i>55nen kakatte gooruin shita nihonjin senshu.</i>	Lecture Discussion Group presentation	Face to face: 2x50 minutes Structured assignments: 2x60 minutes Independent assignment: 2x60 minutes	Individual report Observation of college activity	Minna No Nihongo Shokyuu II : Shokyuu de Yomeru Topikku 25

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	and the ability to read Japanese letters.					
14	Able to understand the text / discourse well and can retell the content of the discourse, find the main idea in each paragraph, determine the theme of the overall discourse, and add vocabulary and the ability to read Japanese letters.	<i>Keshitai Mono</i>	Lecture Discussion Group Presentation	Face to face: 2x50 minutes Structured assignments: 2x60 minutes Independent assignment: 2x20 minutes	Individual report Observation of college activity	Minna No Nihongo Shokyuu II : Shokyuu de Yomeru Topikku 25
15	Able to understand the text / discourse well and can retell the content of the discourse, find the main idea in each paragraph, determine the theme of the overall discourse, and add vocabulary and the ability to read Japanese letters.	<i>Lecture Reflections</i>	Lecture Discussion	Face to face: 1x 50 minutes Structured assignments: 3x60 minutes Independent assignment: 2x60 minutes	Complete self-evaluation of what is obtained, and what changes after attending this lecture.	
16	FINAL SEMESTER EXAM					

6. List of Reference

1. Minna No Nihongo Shokyuu II : Shokyuu de Yomeru Topikku 25

7. Appendix 1: Teaching Source: Books, Modules, Handout PowerPoints, etc.

8. Appendix 2: Tests, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN (RPS)

GOI (VOCABULARY)







Lecturers:

I Kadek Antartika, S.S.,M.Hum.

Desak Made Sri Mardani,S.S.,M.Pd.

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No.Doc : FBS_PBJ_MK307
		Revised : 2
	GOI (VOCABULARY)	Date : 1 Februari 2020
Page : 11 halaman		
Written by:  I Kadek Antartika,S.S.,M.Hum. NIP.197707252005011003	Checked by:  Dr. Kadek Eva Krishna Adnyani, S.S.,M.Si. NIP. 19870205122012122001	Approved by:  I Wayan Sadyana, S.S., M.Si. NIP. 197812012006041001
Lecturer	Academic quality assurance of study programmes	Coordinator of Japanese Language Education Study Programme
<div style="text-align: center;">SEMESTER LESSON PLAN</div> <div> 1. Course Identity Study Program : Japanese Language Education Course : GOI Course Code : JPG19307 Courses of Courses : MKK Study Program (Field of Study) Credit Hours : 2 Degree : Semester : 3 Prerequisite : - Status (compulsory/elective) : Compulsory </div>		

Name and Lecturer's Code : I Kadek Antartika, Desak Made Sri Mardani

2. Course Description

GOI aims to provide understanding and skills to students in the field of mastery of GOI (Japanese vocabulary) that can support competence in the field of teaching and researching the Japanese language.

Learning is classified into two parts, namely first, students conduct inquiry learning, by exploring various linguistic phenomena related to the types and development of Japanese vocabulary. Students are asked to make a critical review related to research on Japanese vocabulary. In the next section, students identify and analyse *doonigigo*, *ruigigo*, both individually and through group discussions by comparing and applying synonymous vocabularies in the context of sentences to understand the meaning of the GOI 'vocabulary' in question. Students also compare or contrast the *giongo* phenomenon 'imitation of the sound of language' with several languages, including Indonesian. Assessment of learning achievement is carried out through portfolios, formative tests and summative tests.

3. Learning Outcomes of the Referred Study Program

- 1) Mastering the theoretical concepts of Japanese
- 2) Apply Japanese language skills both oral and written

4. Course Learning Outcomes

Mastering the concepts, types, classification of forms and the process of forming Japanese vocabulary.

- 1) Skilled in using various types of vocabulary such as *wago*, *kango*, *gairaigo*, *giongo*, *gitaigo*, *ruigigo*, *tagigo*, *kanyouku*, *joseigo*, *danseigo*, *doonigigo*, according to the rules both from the morphological and semantic aspects in various contextual lingual units.

5. Description of the Lesson Plan

Meeting	Credit Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	Students understand the learning that will be carried out during one semester	College contract	<ul style="list-style-type: none"> ● Lecture ● Class discussion 	2 x 50 minutes	-	RPS, Module course courses
2	Students understand the concepts and differences in meaning between the types of vocabulary <i>wago</i> , <i>kango</i> , <i>konshuugo</i> , <i>gairaigo</i> . Skilled in using vocabulary types <i>wago</i> , <i>kango</i> , <i>konshugo</i> , <i>gairaigo</i> contextually both at the level of phrases, clauses or sentences.	<p>Research on Japanese vocabulary Vocabulary classification based on history is a description of <i>wago</i>, <i>kango</i>, <i>gairaigo</i>, and <i>konshuugo</i>. Differences in the use of these types of vocabulary and differences in semantics.</p> <p>日本語にある語彙の数、歴史的の観点から見る語彙の種類: 和語、漢語、外来語、混集語の定義とその例について、</p>	<ul style="list-style-type: none"> ● Library/ Online Research ● Class discussion ● Group discussion 	2 x 50 minutes	● Group Presentation	1
3	Students are skilled in understanding the process of forming <i>gairaigo</i> vocabulary. Students are skilled at applying the learned <i>gairaigo</i> into the context of sentences	The process of forming <i>gairaigo</i> 外来語の語形成	<ul style="list-style-type: none"> ● Library/ Online Research ● Class discussion ● Group discussion 	2 x 50 minutes	<ul style="list-style-type: none"> ● Group Presentation ● Portfolio 	1

Meeting	Credit Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
4	Students understand the concept of synonyms. Students are skilled in distinguishing the use of words that have similar meanings or are synonymous in contextual sentences.	Synonyms in Japanese 類義語	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion Drill 	2 x 50 minutes	<ul style="list-style-type: none"> Formative test Group Presentation 	1, 2
5	Students understand the concept of polysemy and homonyms Skilled student Skilled in analysing the basic meaning of words and the derived meaning of a polysemous vocabulary.	Polysemy and homonyms in Japanese vocabulary. 多義語, 同音異義語	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion Drill 	2 x 50 minutes	<ul style="list-style-type: none"> Formative test Group Presentation 	1, 2
6	Students understand the concept of collocation.	An explanation of the concept of collocation and strategies in building vocabulary	<ul style="list-style-type: none"> Library/ Online Research Class discussion 	2 x 50 minutes	<ul style="list-style-type: none"> Formative test Group Presentation 	2,3

Meeting	Credit Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	Students have sensitivity and are skilled in using words with other word pairs contextually	development through collocation in Japanese vocabulary. コロケーションについて	<ul style="list-style-type: none"> • Group discussion • Drill 			
7	Students understand the concepts and types or categories of onomatopoeic functions in Japanese. Students are skilled in using onomatopoeia in both spoken and written contextually.	An explanation of the concepts, types, categories and contextual use of onomatopoeia in both spoken and written languages. 擬音語、擬態語、擬声語、義容語の定義、分類、と使い方について	<ul style="list-style-type: none"> • Class Discussion • Practice making sentences using the GOI that have learned 	2 x 50 minutes	<ul style="list-style-type: none"> • Group Presentation • Formative test 	
8	MID-SEMESTER TEST					
9	Students understand the meaning of idioms and are skilled in using idioms contextually.	An explanation of the concepts, types and meanings in <i>kanyoku</i> 'idioms' Especially idioms related to body parts and some <i>kanyoku</i> which are often used in both spoken and written texts. 慣用句の定義とその例	<ul style="list-style-type: none"> • Library/ Online Research • Class discussion • Group discussion 	2 x 50 minutes	<ul style="list-style-type: none"> • Group Presentation • Portfolio 	1,2,3

Meeting	Credit Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
		体の部分に関する慣用句				
10	Students are skilled in distinguishing transitive verbs from intransitive verbs. Skilled in using transitive and intransitive verbs according to the rules of Japanese sentence structure.	An explanation of intransitive and transitive verbs 自動詞と他動詞	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion 	2 x 50 minutes	<ul style="list-style-type: none"> Group Presentation Formative test. 	1,2,3
11	Students understand the words belonging to the variety of male and female languages. Students are skilled at using the word variety of male and female languages contextually.	Words belonging to the female language variety and the male language variety 男性語と女性語に関する語彙	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion Drill 	2 x 50 minutes	<ul style="list-style-type: none"> Group Presentation Resume 	1, 2, 3
12	Students understand various processes of word formation in Japanese. Students understand the meaning of words and are skilled at using pronouns	An explanation of the process of word formation in Japanese. The material is focused on the process of affixation, reduplication.	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion Inquiry 	2 x 50 minutes	<ul style="list-style-type: none"> Resume articles Group Presentation 	1

Meeting	Credit Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	according to sentence structure rules. Students are skilled at analysing words based on the word formation process to understand the process of affixation, reduplication, and abbreviation in Japanese words	Abbreviation of Japanese vocabulary. 語彙の派生と構造の過程				
13	Students understand the process of word formation through the process of compounding. Skilled in analyzing the meaning and form of compound words.	An explanation of the process of word formation through word compounding. word class that can undergo a compounding process. The material is more focused on compound verbs. 複合語：複合名詞、複合動詞	<ul style="list-style-type: none"> ● Library/ Online Research ● Class discussion ● Group discussion 	2 x 50 minutes	<ul style="list-style-type: none"> ● Group Presentation ● Portfolio ● Resume 	1,2,3
14	Students understand various types of kata, wago, kango, konshugo as well as various collocations related to health and finance themes	Presentation of material for developing vocabulary mastery level N3 through several topics, namely Health, finance.	<ul style="list-style-type: none"> ● Class discussion ● Group discussion ● Practice 	2 x 50 minutes	<ul style="list-style-type: none"> ● Formative test ● Group Presentation ● Potfolio 	2,3,4

Meeting	Credit Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
		健康と金に関する語彙演習				
15	Students understand various types of words, <i>wago</i> , <i>kango</i> , <i>konshugo</i> as well as various collocations related to activities, things or things related to household affairs and traveling activities with various modes of transportation.	Presentation of material for developing vocabulary mastery level N3 through several topics, namely objects, things and activities related to household affairs activities, as well as activities related to traveling by various modes of transportation. 家事と外出というテーマに関する語彙演習	<ul style="list-style-type: none"> ● Class Discussion ● Practice making sentences using the GOI that have learned 	2 x 50 minutes	<ul style="list-style-type: none"> ● Formative test ● Group Presentation 	2,3,4
16	FINAL TEST					

6. References

- 1) Taro, Kageyama and Hideki, Kishimoto (eds). 2016. *The handbook of Japanese Lexical and Word Formation*. Germany: De Gruyter.
- 2) Miharu Akimoto, et al. 2000. *Pea de Oboeru Iro iro na Kotoba: Shou / ChuuKyuu Gakushuusha no Tame no Rengo no Seiri*. Tokyo: Musashino Shoin.
- 3) Kakuko Shoji (ed). 2010. *Common Japanese Collocations*. New York: Kodansha USA.
- 4) 佐々木仁子、松本紀子. 2010. 『「日本語能力試験」対策日本語総まとめN3語彙』アスク出版.

SEMESTER LESSON PLAN (RPS)

(Entrepreneurship)



Lecturer:

Gede Satya Hermawan

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021**



SEMESTER LESSON PLAN

No.Doc.: FBS_PBJ_MK311

Revised : 2

ENTREPRENEURSHIP

Date : February 1, 2020

Page: 13 pages

Written by:

Checked by:

Approved by:

Gede Satya Hermawan
NIP 19840120 201404 1 003

Kadek Eva Krishna Adnyani
NIP 198705122012122001

I Wayan Sadyana
NIP 19781201 200604 1 001

Lecturer

Academic quality assurance of study
programmes

Coordinator of Japanese
Language Education Study
Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme : Japanese Language Education
Course : Entrepreneurship

Course Code : JPGS 120311
 Cluster of Courses : Supporting Science and Technology Courses
 Credit Hours : 3
 Degree : Bachelor Degree
 Semester : 3
 Prerequisite : -
 Status (compulsory/elective): compulsory
 Name and lecturer's code : Kadek Eva Krishna Adnyani (PBJEK 07) & Gede Satya Hermawan (PBJSH 06)

2. Course Description

Entrepreneurship course is a course that applies student creativity in designing, conducting, and running a business. By following this course, students are able to apply concepts and knowledge about business and entrepreneurship. This course contains content about the ethics and functions of entrepreneurship, types and fields of business, business plans, business feasibility analysis, establishing and business risks, and business proposals. The activities carried out are dividing groups, discussing business proposals made, and projecting advantages and challenges in the next five years. Attitudes in following this course are evaluated through observation. Then, students' knowledge is seen as assignments in the form of business proposals. Then, this course also measures students' skills through creative ideas in initiating a business.

3. Learning Outcomes Study Programme

1. ATTITUDE	
A1	Demonstrate scientific, educational, and religious attitudes and actions that contribute to improving the quality of life in society, nation, and state based on academic norms and ethics based on <i>Tri Hita Karana's</i> wisdom
2. KNOWLEDGE	
K1	Mastering the theoretical concepts of pedagogy
3. GENERAL SKILLS	

GS1	Able to integrate learning and innovation skills, technological and information mastery, career development, and life skills to become lifelong learners
GS2	Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology and apply humanities values in accordance with their field of expertise)
4. SPECIAL SKILLS (planning, implementing, evaluating)	
SS2	Designing innovative Japanese learning based on approaches and methods of learning Japanese at elementary to intermediate levels.
4. Course Learning Outcome	
1. ATTITUDE	
A	In the Entrepreneurship course, students are able to demonstrate scientific, educative, and religious attitudes and behaviors, which can be seen in their behavior in following the learning process..
2. KNOWLEDGE	
K	Students creatively and collaboratively make business plans both related to educational services and other business designs.
3. GENERAL SKILLS	
GS	Students are able to integrate learning and innovation skills, mastery of technology and information, which are used to maximize business ideas designed and apply logical, critical, systematic, and innovative thinking that is used to realize the business design that was initiated.

4. SPECIAL SKILLS (planning, implementing, evaluating)	
SS	Apply entrepreneurial theory in designing, creating, and running a business independently or collaboratively.

5. Description of the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Materials	Learning Forms	Time	Assignment and Assessment	References
1	Understand and apply the Ethics, Functions, and Principles of Entrepreneurship	Ethics, Functions and Principles of Entrepreneurship	<ul style="list-style-type: none"> Forming a discussion group See examples of cases related to ethics, functions, and entrepreneurial principles. Discuss the case examples. Give a conclusion 	3X50 minutes (learning process) 3X60 minutes (structured assignments) 3X60 minutes (independent activities)	Portfolio	Ananda, Rusydi and Rafida, Tien (2016) <i>Pengantar kewirausahaan: Rekayasa akademik melahirkan entrepreneurship</i> . Perdana Publishing, Medan. ISBN 978-602-6970-91-6
2	Understanding of Types and Fields of Business	Types and Fields of Business	<ul style="list-style-type: none"> Forming a discussion group See examples of cases related to the type and line of business. 	3X50 minutes (learning process) 3X60 minutes (structured	portfolio worksheet	Ananda, Rusydi and Rafida, Tien (2016) <i>Pengantar kewirausahaan: Rekayasa akademik melahirkan entrepreneurship</i> .

Meeting	Course Indicator and Learning Outcome	Study Materials	Learning Forms	Time	Assignment and Assessment	References
			<ul style="list-style-type: none"> Discuss the case examples. Give a conclusion 	assignments) 3X60 minutes (independent activities)		Perdana Publishing, Medan. ISBN 978-602-6970-91-6
3	Understanding and create a business plan	Business Plan	<ul style="list-style-type: none"> Forming a discussion group Discuss the business plan that will be run. Make a business plan in the form of a business proposal. Discuss to build the business ideas. Collect business proposals 	3X50 minutes (learning process) 3X60 minutes (structured assignments) 3X60 minutes (independent activities)	Report in a form of Proposal	Ananda, Rusydi and Rafida, Tien (2016) <i>Pengantar kewirausahaan: Rekayasa akademik melahirkan entrepreneurship</i> . Perdana Publishing, Medan. ISBN 978-602-6970-91-6
4	Understand and perform Business Feasibility Analysis	Business Feasibility Analysis	<ul style="list-style-type: none"> Forming a discussion group Conduct a business feasibility test of the proposals of other groups. 	3X50 minutes (learning process) 3X60 minutes (structured assignments)	The revision of proposal portfolio	Ananda, Rusydi and Rafida, Tien (2016) <i>Pengantar kewirausahaan: Rekayasa akademik melahirkan entrepreneurship</i> . Perdana

Meeting	Course Indicator and Learning Outcome	Study Materials	Learning Forms	Time	Assignment and Assessment	References
			<ul style="list-style-type: none"> • Provide notes on the due diligence. • Improve the business design in accordance with the results of the business feasibility test. • Collect revised business proposals 	3X60 minutes (independent activities)		Publishing, Medan. ISBN 978-602-6970-91-6
5	Understand and do Business Establishment and find Business Risks	Business establishment and business risks	<ul style="list-style-type: none"> • Forming a discussion group • Looking for business risks from the proposals made. • Provide notes on the business risk. • Improve business design by adding business risk. • Collect revised 	3X50 minutes (learning process) 3X60 minutes (structured assignments) 3X60 minutes (independent activities)	The revision of proposal portfolio	Ananda, Rusydi and Rafida, Tien (2016) <i>Pengantar kewirausahaan: Rekayasa akademik melahirkan entrepreneurship</i> . Perdana Publishing, Medan. ISBN 978-602-6970-91-6

Meeting	Course Indicator and Learning Outcome	Study Materials	Learning Forms	Time	Assignment and Assessment	References
			business proposals			
6	Understanding and preparing Business Proposals	Business proposal	<ul style="list-style-type: none"> Forming a discussion group Presenting the results of the proposals made. Discuss with other groups. Collect revised business proposals 	3X50 minutes (learning process) 3X60 minutes (structured assignments) 3X60 minutes (independent activities)	Proposal portfolio final Presentation	Sibuea, Abdul Muin and Mulyana, Dadang (2018) <i>Pengantar Kewirausahaan: Dalam Meningkatkan Kewirausahaan</i> . Perdana Publishing, Medan. ISBN 978-602-5674-36-5
7	Understand and practice Marketing Theory	Marketing	<ul style="list-style-type: none"> Forming a discussion group Presenting the marketing method of the business created. Discuss with other groups. Give a conclusion 	3X50 minutes (learning process) 3X60 minutes (structured assignments) 3X60 minutes (independent activities)	Portfolio Presentation	Sibuea, Abdul Muin and Mulyana, Dadang (2018) <i>Pengantar Kewirausahaan: Dalam Meningkatkan Kewirausahaan</i> . Perdana Publishing, Medan. ISBN 978-602-5674-36-5
8	MID-SEMESTER TEST					
9	Understand and practice Theory	Financial management	<ul style="list-style-type: none"> Forming a discussion group 	3X50 minutes	Portfolio Presentation	Sibuea, Abdul Muin and Mulyana, Dadang

Meeting	Course Indicator and Learning Outcome	Study Materials	Learning Forms	Time	Assignment and Assessment	References
	on Financial Management.		<ul style="list-style-type: none"> Presenting how to manage the finances of the business created. Discuss with other groups. Give a conclusion 	(learning process) 3X60 minutes (structured assignments)) 3X60 minutes (independent activities)		(2018) <i>Pengantar Kewirausahaan: Dalam Meningkatkan Kewirausahaan</i> . Perdana Publishing, Medan. ISBN 978-602-5674-36-5
10	Understand and practice Franchise Business.	Franchise business	<ul style="list-style-type: none"> Forming a discussion group See examples of cases related to the franchise business. Discuss the case examples. Give a conclusion 	3X50 minutes (learning process) 3X60 minutes (structured assignments)) 3X60 minutes (independent activities)	Portfolio	Pengenalan Franchise / Waralaba - YouTube
11	Knowing about Entrepreneur Success Stories	Entrepreneur success story	<ul style="list-style-type: none"> Forming a discussion group See examples of cases related to successful entrepreneurial ventures. 	3X50 minutes (learning process) 3X60 minutes (structured assignments))	Portfolio	Kisah Inspiratif - Anak Muda Sukses Jadi Pengusaha Tempe - YouTube

Meeting	Course Indicator and Learning Outcome	Study Materials	Learning Forms	Time	Assignment and Assessment	References
			<ul style="list-style-type: none"> Discuss the case examples. Give a conclusion 	3X60 minutes (independent activities)		Kisah Sukses "Dulunya Pengajar, Kini Wirausahawan Muda"- Gomuda - YouTube Gazan Azka Ghafara Sosok Wirausaha Inspiratif Pendiri Zanana Chips - YouTube
12	Understand and learn the business that has developed 1.	Session 1 Presentation (Story of entrepreneurs around you)	<ul style="list-style-type: none"> Forming a discussion group Presenting the story of entrepreneurs around the student area 	3X50 minutes (learning process) 3X60 minutes (structured assignments)	Portfolio	-

Meeting	Course Indicator and Learning Outcome	Study Materials	Learning Forms	Time	Assignment and Assessment	References
			<ul style="list-style-type: none"> • Discuss the case examples. • Give a conclusion 	3X60 minutes (independent activities)		
13	Understand and learn the business that has developed 2.	Session 2 Presentation (Story of entrepreneurs around you)	<ul style="list-style-type: none"> • Forming a discussion group • Presenting the story of entrepreneurs around the student area • Discuss the case examples. • Give a conclusion 	3X50 minutes (learning process) 3X60 minutes (structured assignments) 3X60 minutes (independent activities)	Portfolio	-
14	Understand and learn the business that has developed 3.	Session 3 Presentation (Story of entrepreneurs around you)	<ul style="list-style-type: none"> • Forming a discussion group • Presenting the story of entrepreneurs around the student area • Discuss the case examples. • Give a conclusion 	3X50 minutes (learning process) 3X60 minutes (structured assignments) 3X60 minutes (independent activities)	Portfolio	-
15	Understand and learn the business	Session 4 Presentation (Story of	<ul style="list-style-type: none"> • Forming a discussion group 	3X50 minutes	Portfolio	-

Meeting	Course Indicator and Learning Outcome	Study Materials	Learning Forms	Time	Assignment and Assessment	References
	that has developed 4.	entrepreneurs around you)	<ul style="list-style-type: none"> • Presenting the story of entrepreneurs around the student area • Discuss the case examples. • Give a conclusion 	(learning process) 3X60 minutes (structured assignments) 3X60 minutes (independent activities)		
16	FINAL TEST					

6. References

Ananda, Rusydi and Rafida, Tien (2016) *Pengantar kewirausahaan: Rekayasa akademik melahirkan enterpreneurship*. Perdana Publishing, Medan. ISBN 978-602-6970-91-6

Sibuea, Abdul Muin and Mulyana, Dadang (2018) *Pengantar Kewirausahaan: Dalam Meningkatkan Kewirausahaan*. Perdana Publishing, Medan. ISBN 978-602-5674-36-5

7. Lampiran 1: Sumber Ajar: Video.

[Pengenalan Franchise / Waralaba - YouTube](#)

[Kisah Inspiratif - Anak Muda Sukses Jadi Pengusaha Tempe - YouTube](#)

[Gazan Azka Ghafara | Sosok Wirausaha Inspiratif Pendiri Zanana Chips - YouTube](#)

[Kisah Sukses "Dulunya Pengajar, Kini Wirausahawan Muda" - Gomuda - YouTube](#)

8. Lampiran 2: Soal tes, tes unjuk kerja, rubrik, lembar observasi dll.

<https://docs.google.com/presentation/d/10z3erzM3SLAhfn7dFRwtLBaWubH5HBYA/edit?usp=sharing&ouid=110164972615011040489&rtpof=true&sd=true>

SEMESTER LESSON PLAN
(*KAIWA CUKYU* OR INTERMEDIATE CONVERSATION)







Lecturer:

I Kadek Antartika, S.S., M.Hum.

JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME

**FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No.Doc :
		Revision :
	(KAIWA <i>CHUKYU</i> or INTERMEDIATE CONVERSATION)	Date:
<p style="text-align: center;">Written By:</p>  <p style="text-align: center;">I Kadek Antartika,S.S.,M.Hum. NIP.197707252005011003</p>	<p style="text-align: center;">Checked By:</p>  <p style="text-align: center;">Dr. Kadek Eva Krishna Adnyani, S.S.,M.Si. NIP. 19870205122012122001</p>	<p style="text-align: center;">Approved by:</p>  <p style="text-align: center;">I Wayan Sadyana, S.S., M.Si. NIP. 197812012006041001</p>
Lecturer	Academic quality assurance of study programme	Coordinator of Japanese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Japanese Language Education
Course	: <i>Kaiwa Cukyu</i>
Course Code	: JPGS120304
Cluster of Courses	: Mata Kuliah Keprodian or Study Programme Specific Course
Credit Hours	: 3 credits
Degree	: Bachelor degree
Semester	: 3 rd semester
Prerequisite	: <i>Kaiwa Shochukyu</i> or Basic-Intermediate Conversation

Status (compulsory/elective): compulsory

Name and Lecturer's Code : I Kadek Antartika,S.S.,M.Hum.

2. Course Description

The *Kaiwa Chukyu* course aims to provide contextual understanding and professional skills in speaking or communicating at the intermediate level in order to support student competence in the fields of teaching and research. Learning is classified into two parts, namely the first part focuses on understanding the concept of *nihongo no kaiwa no tokuchou* regarding the characteristics of Japanese oral communication, *nihongo no kaiwa no danjosa* the concept of variations in female and male languages, and *ningen kankei no kaiwa* communication ethics in culture. Japan. Students are asked to conduct inquiry learning by finding various linguistic phenomena that characterize the characteristics of Japanese language communication by looking at lingual features. Students identify the variety of languages according to the context of speech citations, the relationship of speech partners that reflects the ethics of polite communication in Japanese. Next, the students presented by comparing the characteristics of communication from different language cultural backgrounds including Indonesian in relation to understanding cross-cultural communication.

The second part, learning is focused on developing and deepening communication strategies at the intermediate level which are related to the communication function in everyday life. The topics discussed related to *aisatsu to houmon* 'greetings and etiquette of visiting Japanese homes' *Michi o kiku/oshieru* 'asking

and informing the address or location' *irai suru/ukeru/kotawaru* 'requests and rejection of requests' *sasoi/shoutai* 'invite, invite and how to refuse' *gen'in riyuu o noberu* 'deliver the reasons' *kyoka o Morau* 'ask permission' *Dengon o tanomu, tsutaeru* 'leave a message and deliver a message.' Students are asked to do the exercises in groups using the roleplay method and present it according to the context of the speech situation. Students are also invited to practice communication skills through *dejitaru kamishibai*. Learning assessment is carried out through presentations, projects, portfolios

3. Learning Outcomes of the Referred Study Programme

1. Mastering the theoretical concepts of Japanese
2. Apply Japanese language skills both oral and written.

4. Course Learning Outcome

1. Able and skilled in applying knowledge of various kinds of expressions used in conveying ideas, ideas, opinions, desires, and feelings in various contexts of speech situations in various topics that reflect intermediate level Japanese communication skills
2. Develop knowledge, skills, polite communication skills at an intermediate level in various topics according to the context of the situation in supporting future career development in the field of Japanese language teaching.

5. Description of the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	Students understand the learning objectives for one semester	Syllabus, module, learning evaluation	<ul style="list-style-type: none"> • Expository • Class discussion 	3x50 minutes		Syllabus, Module
2	Students are skilled in using various greetings and understanding	A description of various expressions of greeting and communication	<ul style="list-style-type: none"> • Class discussion • Role play 	3X50 minutes	<ul style="list-style-type: none"> • Presentation 	1,2,3,

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	communication etiquette when visiting Japanese homes	etiquette when visiting someone's house. 挨拶と訪問 ・はじめて会った時の挨拶 ・久しぶりに会ったときの挨拶 ・よく会うひとへの挨拶 玄関での表現 お土産を出すとき 帰るときに使う挨拶			<ul style="list-style-type: none"> ● Performance Assessment 	
3	Students are skilled in asking and explaining directions for directions to a location	The description of the expression used to ask and explain the direction of the road to a location. 道を聞く・道を教える	<ul style="list-style-type: none"> ● Role play ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Performance Assessment 	1,2,3,
4	Students understand ethics and are skilled at using various expressions in communicating	Expressions used in communicating via telephone. 電話で話す	<ul style="list-style-type: none"> ● Group discussion ● Class discussion ● Role play 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Performance Assessment 	1,2,3

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	over the telephone according to the context of the speech situation	私、～ですが、～さん／様いらっしゃいますか。 ・すみません、電話間違えました。電話をかけて伝言頼む。				
5	Skilled students choose a variety of languages and expressions in conveying a request to someone according to the context of the speech situation.	Presentation of material regarding expressions in conveying requests in various contexts of speech situations.	<ul style="list-style-type: none"> ● Role play ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Performance Assessment 	1,2,3
6	Students are skilled in choosing a variety of languages and expressions in conveying a rejection of someone's request according to the context of the speech situation.	Exposure of various expressions and communication strategies in conveying rejection speech in various contexts of speech situations. 「断り表現」様々な場面における依頼へのことわり ・親しい友達・家族の依頼の断り方				1,2,3,4

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
		・ えらい人自分より上の依頼のことわりかた				
7	Skilled students choose a variety of languages and expressions in conveying an invitation to someone according to the context of the speech situation.	Exposure to various expressions and communication strategies in conveying invitations to someone in various contexts of speech situations.	<ul style="list-style-type: none"> ● Interview ● Role play ● Group discussion ● Class discussion ● Role play 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Performance Assessment ● portfolio 	1,2,3,4
8	MID SEMESTER TEST					
9	Skilled students choose a variety of languages and expressions in asking permission from someone according to the context of the speech situation.	Exposure to various expressions and communication strategies in asking someone for permission in various contexts of speech situations. 許可を求める 目上の人に許可をとめる。	<ul style="list-style-type: none"> ● Role play ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Performance Assessment ● portfolio 	1,2,3,4
10	Skilled students choose a variety of	Expressions used to ask and give reasons	<ul style="list-style-type: none"> ● Interview ● Role play 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation 	1,2,3

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	languages and expressions in asking and conveying reasons according to the context of the speech situation.	in various contexts of speech situation. 原因□理由を聞く □述べる 例：締め切りの日にまに合わない理由。 打ち合わせに出席できない理由等 □日本で働きたい理由	<ul style="list-style-type: none"> ● Group discussion ● Class discussion 		<ul style="list-style-type: none"> ● Performance Assessment ● portfolio 	
11	Skilled students choose a variety of languages and expressions in conveying a sense of empathy for the problems or misfortunes that befall someone.	Expressions and communication strategies used to convey empathy or ways to comfort and encourage someone. 慰めと励まし 相手の気持ちを受け止める - 大変だったね。 ・～さんの気持ちがよくわかるよ。 慰め： ・誰だってあると思うんですけど。	<ul style="list-style-type: none"> ● Interview ● Role play ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Performance Assessment ● portfolio 	1,2,3
12	Students are skilled in explaining and	Phrases and words used to introduce	<ul style="list-style-type: none"> ● Inquiry ● Presentation 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation 	1,2,3

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	introducing how to cook or make traditional foods.	and explain how to make traditional snacks. 自分の伝統的な料理の作り方をおしえる	<ul style="list-style-type: none"> ● Group discussion ● Class discussion 		<ul style="list-style-type: none"> ● Performance Assessment ● portofolio 	
13-15	<p>Students collaboratively work on the <i>dejitar kamishibai</i> project.</p> <p>Students understand various expressions in a story.</p> <p>Students are skilled in playing characters through the accuracy of articulation, pronunciation, accentuation, intonation according to the context of the story situation.</p>	<p>Introducing the folklore of the archipelago through the digitization of the illustrated folklore '<i>Dejitaru Kamishibai</i>.</p> <p>インドネシアの民話を語るデジタル紙芝居</p> <ul style="list-style-type: none"> ・インドネシアの民話を日本語で紹介する。 ・話しの内容への理解。日本語表現、単語リストの作成、確認) ・音読の練習。(発音、音量、アクセント、区切り) ・絵の作成。場面ごとの絵と話し内容の再確認。音読の練習。(発音、 	<ul style="list-style-type: none"> ● Inquiry ● Interview ● Group discussion ● PBL 	3 (3X50) minutes	<ul style="list-style-type: none"> ● Presentation ● Performance Assessment ● portfolio 	4-5

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
		音量、アクセント、区切り) ・紙芝居の練習（最終の練習）場面の内容、絵、語り方 ・紙芝居の発表（出来た作品を発表する）				
16	FINAL TEST					

6. References

1. Rumi, Sei. 2017. *Kimochi ga Tsutawaru Nihongo Kaiwa Kihon Hyogen 180*. Tokyo : J Risaachi Shuppan
2. Nobuko, Mizutani, et al. 2016. *Sugu ni Tsukaeru Nihongo Kaiwa Chou minifureezu Hatten 210 chujokyuhun*. Tokyo : J Risaachi Shuppan
3. Nakai Junko, Kondo fumi, Suzuki Mariko, Ono Ekuko, Aramaki Tomoko, and Morii Tetsuya, 2005. *Kaiwa ni Chousen Nihongo Role Play*. Japan: 3A Corporation
4. Balita Masyri'ah, "Cultural Comparison between Japan and Indonesia through the Folktales of Animals: for the Understanding of Japanese Culture by Japanese Language Learners-", 岩手大学教育学部附属教育実践総合センター研究紀要 第15号 317-335, 2016.
5. 「インドネシア昔話の部屋」 <http://www.aa.tufs.ac.jp/~asako/cerita/index.htm>

7. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

4th Semester

SEMESTER LESSON PLAN
(MICROTEACHING)



Lecturer:

Desak Made Sri Mardani, S.S., M.Pd.

JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	Doc No. : FBS-PBJ-RPS401
		Revision : 02
	(MICROTEACHING)	Date : 1 February 2020



Page: 18 Pages

Created by:

Desak Made Sri Mardani, S.S., M.Pd.
NIP. 198201102006042002

Checked by:

Dr. Kadek Eva Krishna Adnyani, S.S., M.Si.
NIP. 198705122012122001

Approved by:

I Wayan Sadyana, S.S., M.Si.
NIP. 197812012006041001

Lecturer

Assurance of study programme
academic quality

Coordinator of Japanese Language Education Study
Programme

SEMESTER LESSON PLAN

2. Course Identity

Study Programme Name : Japanese Language Education

Course Name : Microteaching

Course Code : JPGS120401

Course Group : Educational Science Courses

Credit Hours : 2

Level : Bachelor degree

Semester : 4

Prerequisite : Development of Students, Educational Insights, Curriculum Development, Learning and Instruction, Strategy and Design of Learning, Assessment, and Evaluation of Learning.

Status (required/optional) : Required

Lecturer name and code : Desak Made Sri Mardani, S.S., M.Pd., PBJS04

0. Course Description

Microteaching course aims for students to be able to understand the theoretical concepts of eight teaching skills (Opening and Closing Lessons Skills, Explaining Skills, Questioning Skills, Reinforcement Skills, Variations Skills, Class Management Skills, Skills for Guiding Small Group Discussions, Skills for Variations in the Use of Media). In addition, to make students skilled in planning and implementing innovative Japanese learning on a micro basis based on Japanese language learning approaches and methods, then evaluating and reflecting (peers and self-reflection) on the learning carried out to support competence in teaching.

The lesson is divided into two parts. First, students discuss the concept of teaching skills based on the video of the learning model provided. Second, students individually design and carry out micro-learning practices/simulations, then evaluate and reflect (peers and self-reflection) on the learning they do. The course outcomes are assessed through observation and performance (portfolio: Project writing and Summary, Simulation). At the same time, the attitude assessment is done through observation.

0. Learning Outcomes of the Referred Study Programme

1. **PLO1:** Demonstrate scientific, educational, and religious attitudes and actions that improve the quality of life in society, nation, and state based on academic norms and ethics based on THK's wisdom.
2. **PLO2:** Mastering the theoretical concepts of pedagogy
3. **PLO4:** Mastering the theoretical concepts of learning Japanese
4. **PLO6:** Able to integrate learning and innovation skills, technological and information mastery, career development, and life skills to become lifelong learners
1. **PLO8:** Apply Japanese language skills, both oral and written
2. **PLO9:** Designing innovative Japanese learning based on approaches and methods of learning Japanese at elementary to intermediate levels.
3. **PLO10:** Carry out Japanese language learning by essential to intermediate Japanese learning.
4. **PLO11:** Evaluating Japanese language learning by evaluation approaches and techniques.

0. Course Learning Outcomes

1. Mastering the theoretical concepts of teaching skills

2. Able to design innovative Japanese language learning based on approaches and methods of learning Japanese at elementary to intermediate levels
3. Able to carry out Japanese language learning by applying teaching skills according to essential to intermediate Japanese learning needs
4. Able to evaluate Japanese language learning by evaluation approaches and techniques

0. Description of the Lesson plan

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1	Students understand the learning that will be carried out during one semester	College contract	<ul style="list-style-type: none"> Lecture 	50 minutes		RPS, Module course
	<p>1) Students are able to construct the understanding, objectives, characteristics, benefits of microteaching, and the implementation model of microteaching</p> <p>2) Students are able to distinguish between microteaching and learning in ordinary classes</p> <p>3) Students are able to summarize the results of the discussions that have been carried out</p>	<p>THE ESSENCE OF MICROTEACHING</p> <ol style="list-style-type: none"> Definition and characteristics of microteaching The difference between microteaching and learning in ordinary classes Purpose of microteaching Benefits of microteaching Microteaching implementation model 	<ul style="list-style-type: none"> Class Discussion Summarizing 	<p>170 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> Discussion tasks (Observation) Make a summary of the material discussed (assessment rubric) 	1, 2, 3, 4, 5

2	<p>1) Students identify the objectives, principles of use, and components of opening and closing lessons, explaining skills</p> <p>2) Students classifying the activities carried out in the opening and closing lessons, as well as in explaining</p> <p>3) Students producing Micro lesson plan for practice</p>	ORIENTATION & MODELING a. Opening and Closing Lessons Skills b. Explaining Skills	<ul style="list-style-type: none"> • Class Discussion • Collaborative learning • Making Lesson Plans using the teaching skills provided 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> • Group discussion task (Observation) • Discuss the case of learning Japanese in the video examples provided (Observation) • Create a Portfolio of independent microteaching plans (assessment rubric) 	4, 5
3	<p>1) Students are skilled in applying the skills of opening and closing lessons in microteaching</p> <p>2) Students judging and reflecting on the learning that has been designed</p> <p>3) Students are able to summarize the results</p>	TRAINING & ASSESSMENT 1 Opening and Closing Lessons Skills	<ul style="list-style-type: none"> • In-class simulation • Collaborative learning • Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> • Micro Teaching Simulation (Assessment Rubric) • Peer assessment through observation • Make a summary of 	5

	of the discussions that have been carried out				the simulation and reflection (assessment rubric)	
4	<p>1) Students are skilled at applying explaining skills in microteaching</p> <p>2) Students judging and reflecting on the learning that has been designed</p> <p>3) Students are able to summarize the results of the discussions that have been carried out</p>	TRAINING & ASSESSMENT 2 Explaining Skills	<ul style="list-style-type: none"> • In-class simulation • Collaborative learning • Summarizing 	<p>100 minutes</p> <p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> • Micro Teaching Simulation (Assessment Rubric) • Peer assessment through observation • Make a summary of the simulation and reflection (assessment rubric) 	5
5	<p>1) Students identify objectives, principles of use and components of questioning skills, reinforcement skills</p> <p>2) Students classifying the activities carried out in asking questions and giving reinforcement</p>	ORIENTATION & MODELING a. Questioning Skills b. Reinforcement skills	<ul style="list-style-type: none"> • Class Discussion • Collaborative learning • Making Lesson Plans using the teaching skills provided 	<p>100 minutes</p> <p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> • Group discussion task (Observation) • Discuss the case of learning Japanese in the video examples provided 	4, 5

	3) Students producing Micro lesson plan for practice				(Observation)	
					<ul style="list-style-type: none"> • Create a Portfolio of independent microteaching plans (assessment rubric) 	
6	1) Students are skilled at applying explaining skills in microteaching 2) Students judging and reflecting on the learning that has been designed 3) Students are able to summarize the results of the discussions that have been carried out	TRAINING & ASSESSMENT 3 Questioning Skills	<ul style="list-style-type: none"> • In-class simulation • Collaborative learning • Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> • Micro Teaching Simulation (Assessment Rubric) • Observation • Peer assessment through observation • Make a summary of the simulation and reflection (assessment rubric) 	5
7	1) Students are skilled at applying explaining skills in microteaching 2) Students judging and reflecting on the learning that has been designed	TRAINING & ASSESSMENT 4 Reinforcement Skills	<ul style="list-style-type: none"> • In-class simulation • Collaborative learning 	100 minutes 120 minutes	<ul style="list-style-type: none"> • Micro Teaching Simulation (Assessment Rubric) • Peer assessment 	5

	3) Students are able to summarize the results of the discussions that have been carried out		<ul style="list-style-type: none"> Summarizing 	120 minutes	through observation <ul style="list-style-type: none"> Make a summary of the simulation and reflection (assessment rubric) 	
8	MIDTERM EXAM					
9	1) Students identify objectives, principles of use and components of questioning skills, reinforcement skills 2) Students classifying the activities carried out in asking questions and giving reinforcement 3) Students producing Micro lesson plan for practice	ORIENTATION & MODELING a. Variation Skills b. Class Management Skills	<ul style="list-style-type: none"> Class Discussion Collaborative learning Making Lesson Plans using the teaching skills provided 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion task (Observation) Discuss the case of learning Japanese in the video examples provided (Observation) Create a Portfolio of independent microteaching plans (assessment rubric) 	4, 5
10	1) Students are skilled at applying explaining skills in microteaching 2) Students judging and reflecting on the	TRAINING & ASSESSMENT 5 Variation Skills	<ul style="list-style-type: none"> In-class simulation Collaborative learning 	100 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion task (Observation) Discuss the case of learning 	5

	<p>learning that has been designed</p> <p>3) Students are able to summarize the results of the discussions that have been carried out</p>		<ul style="list-style-type: none"> Summarizing 	120 minutes	<p>Japanese in the video examples provided (Observation)</p> <ul style="list-style-type: none"> Create a Portfolio of independent microteaching plans (assessment rubric) 	
11	<p>1) Students are skilled at applying explaining skills in microteaching</p> <p>2) Students judging and reflecting on the learning that has been designed</p> <p>3) Students are able to summarize the results of the discussions that have been carried out</p>	TRAINING & ASSESSMENT 6 Class Management Skills	<ul style="list-style-type: none"> In-class simulation Collaborative learning Summarizing 	100 minutes 120 minutes 120 minutes	<ul style="list-style-type: none"> Group discussion task (Observation) Discuss the case of learning Japanese in the video examples provided (Observation) Create a Portfolio of independent microteaching plans (assessment rubric) 	5
12	<p>1) Students identify objectives, principles of use and components of questioning skills, reinforcement skills</p>	ORIENTATION & MODELING a. Small Group Discussion Guiding Skills	<ul style="list-style-type: none"> Class Discussion Collaborative learning 	100 minutes	<ul style="list-style-type: none"> Group discussion task (Observation) 	4, 5

	<p>2) Students classifying the activities carried out in asking questions and giving reinforcement</p> <p>3) Students producing Micro lesson plan for practice</p>	b. Skills for Variations in the Use of Media	<ul style="list-style-type: none"> • Making Lesson Plans using the teaching skills provided 	<p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> • Discuss the case of learning Japanese in the video examples provided (Observation) • Create a Portfolio of independent microteaching plans (assessment rubric) 	
13	<p>1) Students are skilled at applying explaining skills in microteaching</p> <p>2) Students judging and reflecting on the learning that has been designed</p> <p>3) Students are able to summarize the results of the discussions that have been carried out</p>	TRAINING & ASSESSMENT 7 Small-Group Discussion Guiding Skills	<ul style="list-style-type: none"> • In-class simulation • Collaborative learning • Summarizing 	<p>100 minutes</p> <p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> • Group discussion task (Observation) • Discuss the case of learning Japanese in the video examples provided (Observation) • Create a Portfolio of independent microteaching plans (assessment rubric) 	5

14	<p>1) Students are skilled at applying explaining skills in microteaching</p> <p>2) Students judging and reflecting on the learning that has been designed</p> <p>3) Students are able to summarize the results of the discussions that have been carried out</p>	TRAINING & ASSESSMENT 8 Skills for Variations in the Use of Media	<ul style="list-style-type: none"> • In-class simulation • Collaborative learning • Summarizing 	<p>100 minutes</p> <p>120 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> • Group discussion task (Observation) • Discuss the case of learning Japanese in the video examples provided (Observation) • Create a Portfolio of independent microteaching plans (assessment rubric) 	5
15	<p>1) Students producing Micro lesson plans for integrated skills training</p> <p>2) Students are skilled at applying integrated skills in microteaching</p> <p>3) Students judging and reflecting on the learning that has been designed</p>	TRAINING & ASSESSMENT 9 BASIC TEACHING SKILLS (INTEGRATED)	<ul style="list-style-type: none"> • Making Lesson Plans using all teaching skills • In-class simulation • Collaborative learning 	<p>120 minutes</p> <p>100 minutes</p> <p>120 minutes</p>	<ul style="list-style-type: none"> • Create a Portfolio of independent microteaching plans (assessment rubric) • Micro Teaching Simulation (Assessment Rubric) • Peer assessment (in groups) through observation 	4, 5
16	FINAL EXAMS					

0. References

1. Kumar, S.S. (2016). Microteaching--“An Efficient Technique for Learning Effective Teaching.” *International Journal of Research in IT and Management (IJRIM)*, 1(Issue 8), 51-61.
2. Remesh, A. (2013). Microteaching, an efficient technique for learning effective teaching. *Journal Research in Medical Sciences*, 18(2), 158–163.
3. Haston, W. (2007). Teacher Modelling as an Effective Teaching Strategy. *Music Educators Journal*, 93(4), 26-30.
<https://doi.org/10.1177/002743210709300414>
4. Padmadewi, N.N., Mardani, D.M.S. 2018. *Microteaching: Untuk Menyiapkan Guru Bahasa Jepang yang Profesional*. Singaraja: Undiksha Press.
5. Padmadewi, N.N., Mardani, D.M.S. 2018. *Panduan Pelaksanaan Pembelajaran Micro Pendidikan Bahasa Jepang*. Singaraja: Undiksha Press.

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

Attitude Assessment Observation Rubric

[illegible]

Asesmen Keterampilan Bertanya Dasar

LEMBAR OBSERVASI KETERAMPILAN BERTANYA					
<p>Keterangan :</p> <p>Isilah kolom berikut ini dengan penilaian yang tepat:</p> <p>4 = sangat baik</p> <p>3 = baik</p> <p>2 = cukup</p> <p>1 = kurang</p> <p>Nama dosen :</p> <p>Tanggal :</p> <p>Topik :</p>					
KOMPONEN KETERAMPILAN	Rentangan Penilaian				Komentar
	4	3	2	1	
1. Pengungkapan pertanyaan jelas dan singkat.					
2. Pemberian acuan					
3. Pemusatan					
4. Pemindahan giliran bertanya					
5. Penyebaran					
6. Pemberian waktu berpikir					
7. Kualitas pertanyaan					
a. mempermudah pemahaman					
b. merangsang berpikir kritis					
c. melatih kemampuan peserta didik.					
Total nilai =					
Nilai akhir = Total nilai dibagi jumlah poin yang dinilai					
<p>Hal-hal yang perlu dipertahankan :</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					
<p>Hal-hal yang perlu diperbaiki:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					

(Padmadewi, Mardani, 2018)

Asesmen Keterampilan Bertanya Lanjut

LEMBAR OBSERVASI KETERAMPILAN BERTANYA LANJUT						
<p>Keterangan :</p> <p>Isilah kolom berikut ini dengan penilaian yang tepat:</p> <p>4 = sangat baik</p> <p>3 = baik</p> <p>2 = cukup</p> <p>1 = kurang</p> <p>Nama mahasiswa calon guru :</p> <p>Tanggal :</p> <p>Topik :</p>						
KOMPONEN KETERAMPILAN	Rentangan Penilaian				F	Ket
	4	3	2	1		
1. Mengubah tingkat pertanyaan untuk merangsang pemikiran kritis						
2. Memberikan urutan pertanyaan yang membimbing dan merangsang jawaban dan membantu peserta didik						
3. Menggunakan pertanyaan secara implisit untuk menggali jawaban divergen dan kompleks						
4. Menggunakan pertanyaan agar siswa bertanggung jawab terhadap pembelajarannya.						
Total nilai =						
Nilai akhir = total nilai dibagi jumlah poin yang dinilai						
<p>Hal-hal yang perlu dipertahankan :</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>						
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(Padmadewi, Mardani, 2018)

Asesmen Keterampilan Mengelola Kelas

**LEMBAR OBSERVASI
KETERAMPILAN MENGELOLA KELAS**

Keterangan :
Isilah kolom berikut ini dengan penilaian yang tepat:
4 = sangat baik
3 = baik
2 = cukup
1 = kurang

Nama dosen :
Tanggal :
Topik :

KOMPONEN	Rentangan Penilaian				Komentar
	4	3	2	1	
1. Pengaturan kelas <ul style="list-style-type: none"> a. Efektifitas instruksi b. Melibatkan semua peserta didik untuk 'on task' c. Penaturan tempat duduk bervariasi dan bermakna 					
2. Perhatian <ul style="list-style-type: none"> a. Membentkan perhatian merata kepada semua peserta didik b. Menggunakan strategi bermakna untuk meminta perhatian peserta didik d. Menciptakan atmosfer akademik yang nyaman dan antusias 					
3. Interaksi dan disiplin <ul style="list-style-type: none"> a. Interaksi multi arah b. Disiplin dalam setiap kegiatan c. Menggunakan disiplin positif d. Menegakkan disiplin diri e. Merespon secara positif dan tepat 					
4. Posisi guru di dalam kelas <ul style="list-style-type: none"> a. Sesuai dengan ketentuan b. Sesuai dengan tujuan 					
5. Gerak tubuh (posture) <ul style="list-style-type: none"> a. Memadai b. Bermakna c. Mempemudai pemahaman peserta didik 					

6. Menciptakan dan memelihara kondisi belajar				
a. Tangan				
b. Memusatkan perhatian kelompok				
c. Tegak				
d. Jelas				
e. Memberikan teguran secara tepat				
f. Memberikan penguatan secara relevan				
7. Pengendalian Kondisi Belajar				
a. Modifikasi tingkah laku				
b. Pengelolaan/ proses kelompok				
c. Menemukan dan mengatasi tingkah laku yang menimbulkan masalah				
8. Kesesuaian strategi pengelolaan kelas dengan kemampuan peserta didik				
9. Strategi mengelola kelas dapat menimbulkan pembelajaran yang aktif kreatif, efektif dan menantang				
Total nilai =				
Nilai akhir = total nilai dibagi jumlah poin yang tersedia				

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(Padmadewi, Mardani, 2018)

Asesmen Memberikan Penguatan

LEMBAR OBSERVASI KETERAMPILAN MEMBERIKAN PENGUATAN					
<p>Keterangan : Isilah kolom berikut ini dengan penilaian yang tepat: 4 = sangat baik 3 = baik 2 = cukup 1 = kurang</p> <p>Nama dosen : Tanggal : Topik :</p>					
KOMPONEN KETERAMPILAN	Rentangan Penilaian				Komentar
	4	3	2	1	
1. Penguatan Verbal					
a. Menggunakan kata-kata					
b. Menggunakan kalimat					
2. Penguatan Non-verbal					
a. Mimik/gerak					
b. Sentuhan					
c. Simbul-simbul					
d. Penghargaan/piagam					
3. Kekuatan strategi penguatan yang dipakai					
a. Hangat dan antusias					
b. Bermakna					
c. Respon positif					
d. Jelas sasaran					
e. Segera dan tepat					
f. Bervariasi					
4. Inovasi strategi penguatan yang dipakai					
Total nilai =					
Nilai akhir = total nilai dibagi jumlah poin yang dinilai					
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Hal-hal yang perlu diperbaiki:
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(Padmadewi, Mardani, 2018)

Istrumen Menilai Keterampilan Membimbing Diskusi Kelompok

LEMBAR OBSERVASI
KETERAMPILAN MEMBIMBING DISKUSI KELOMPOK

Keterangan :

Isilah kolom berikut ini dengan penilaian yang tepat:

4 = sangat baik

3 = baik

2 = cukup

1 = kurang

Nama dosen :

Tanggal :

Topik :

KOMPONEN KETERAMPILAN	Rentangan Penilaian				Komentar
	4	3	2	1	
1. Keterampilan memberikan orientasi a. Tujuan Kerja Kelompok b. Sistem pembagian kelompok. c. Pengaturan mekanisme kerja kelompok d. Tugas dan peran anggota kelompok					
2. Menvebarkan kesempatan berkontribusi/memberikan pendapat. a. Menghentikan monopoli dalam diskusi. b. Menstimuli peserta yang pasif untuk berkontribusi.					
3. Meningkatkan kualitas diskusi peserta didik a. Memancing timbulnya pertanyaan b. Memberikan contoh. c. Menganalisis pendapat anggota kelompok dan Memberikan klarifikasi. d. Mengarahkan diskusi pada topik. e. Membimbing dan memudahkan belajar					
4. Memberikan perhatian yang sama kepada semua anggota kelompok. a. Tanggap terhadap kebutuhan kelompok. b. Simpatik dan menjadi pendengar setiap kesulitan kelompok. c. Membuat kelompok merasa nyaman					
5. Menutup Diskusi a. Merevui b. Membimbing peserta didik untuk membuat simpulan c. Tindak lanjut d. Menilai hasil diskusi					

Total nilai =

Nilai akhir = Total nilai dibagi jumlah poin yang dinilai

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Hal-hal yang perlu diperbaiki:

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(Padmadewi, Mardani, 2018)

Istrumen Menilai Keterampilan Mengadakan Variasi

LEMBAR OBSERVASI KETERAMPILAN MENGADAKAN VARIASI					
<p>Keterangan : Isilah kolom berikut ini dengan penilaian yang tepat: 4 = sangat baik 3 = baik 2 = cukup 1 = kurang</p> <p>Nama dosen : Tanggal : Topik :</p>					
KOMPONEN KETERAMPILAN	Rentangan Penilaian				Komentar
Variasi dalam gaya mengajar	4	3	2	1	
1. Suara : nada suara, volume suara, kecepatan suara					
2. Variasi gerakan badan					
3. Kesenyapan: pemanfaatan waktu senyap					
4. Kontak pandang : melayangkan kontak pandang					
5. Perubahan posisi : gerak					
6. Pemusatan: memberikan penekanan pada butir yang penting					
Variasi Media dan Bahan	4	3	2	1	
7. Variasi visual: dengan media visual					
8. Variasi audio : rekaman /suara					
9. Taktil					
Variasi Pola Interaksi dan Kegiatan	4	3	2	1	
10. Klasikal					
11. Kelompok					
12. Perorangan					
13. Diskusi, latihan, demonstrasi/simulasi					
Kualitas Variasi	4	3	2	1	
14. Sesuai dengan kebutuhan peserta didik					
15. Merangsang rasa ingin tahu peserta didik.					
16. Membangkitkan perilaku positif					
17. Meningkatkan pembelajaran yang aktif dan menarik					

18. Menghindarkan kebosanan					
Total nilai =					
Nilai akhir = Total nilai dibagi jumlah poin yang					
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Hal-hal yang perlu diperbaiki:					
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(Padmadewi, Mardani, 2018)

Lembar Penilaian Keterampilan Membuka dan Menutup Pelajaran

LEMBAR OBSERVASI
KETERAMPILAN MEMBUKA DAN MENUTUP PELAJARAN

Keterangan :
Isilah kolom berikut ini dengan penilaian yang tepat:
4 = sangat baik
3 = baik
2 = cukup
1 = kurang

Nama dosen :
Tanggal :
Topik :

KOMPONEN	Rentangan Penilaian				Ket
MEMBUKA PELAJARAN	4	3	2	1	
1. Memulai rutin : a. Memberi salam b. Berdoa c. Mengecek kehadiran peserta didik					
2. Strategi membuat peserta didik fokus a. Menunjukkan strategi mengajar yang menarik b. Penggunaan Alat alat Bantu Mengajar bervariasi c. Pola Interaksi yang multi-interaktif					
3. Strategi Memotivasi a. Senang dan antusias b. Menimbulkan rasa ingin tahu c. Menstimulasi pemikiran kritis d. Memperlihatkan minat siswa					
4. Pembinaan Aduan a. Menunjukkan kompetensi yang harus dikuasai b. Menyatakan kegiatan yang akan dilakukan					
5. Membuat kaitan antar aspek yang relevan a. Membuat kaitan pengetahuan yang diketahui dengan topik yang akan diajarkan					
MEMUTUP PELAJARAN					

1	Meningkatkan Kembali a. Menekankan b. Merevisi c. Merangsang inti pelajaran d. Membuat catatan				
2	Asesmen a. Otentik d. Pemberian tugas rumah				
3	Tindak lanjut				
Total Nilai:					
Nilai akhir = jumlah nilai dibagi jumlah poin yang dinilai					

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(Padmadewi, Mardani, 2018)

LEMBAR OBSERVASI KETERAMPILAN MENJELASKAN						
<p>Keterangan :</p> <p>Isilah kolom berikut ini dengan penilaian yang tepat:</p> <p>4 = sangat baik</p> <p>3 = baik</p> <p>2 = cukup</p> <p>1 = kurang</p>						
<p>Nama dosen :</p> <p>Tanggal :</p> <p>Topik :</p>						
KOMPONEN		Rentangan Penilaian				Ket
		4	3	2	1	
1. Kejelasan bahasa yang digunakan						
a.	Menggunakan pilihan kata yang mudah dipahami peserta didik					
b.	Menggunakan kalimat yang lugas					
c.	Volume dan intensi suara yang memadai					
2. Penyajian						
a.	Menggunakan contoh dan ilustrasi sesuai dengan topik dan materi yang diajarkan					
b.	Relevan dengan tujuan dan dengan dunia nyata di lapangan					
c.	Sesuai dengan umur dan kemampuan peserta didik					
d.	Merangsang rasa ingin tahu siswa dan berpikir kritis					
e.	Bermakna					
3. Prosedur Menjelaskan						
a.	Induktif					
b.	Runtut					
c.	Sistematis					
d.	Memberikan kesempatan kepada peserta didik untuk eksploratif					
e.	Bervariasi dengan berbagai media dan strategi untuk mempermudah pemahaman siswa					
f.	Memotivasi peserta didik untuk mengembangkan rasa ingin tahu					
g.	Komunikatif dan memberikan kesempatan peserta didik untuk menggunakan bahasa target yg dipelajari					

[illegible]

(Padmadewi, Mardani, 2018)

Penilaian Analitik tentang Praktek Keterampilan Dasar secara Terpadu

LEMBAR PENILAIAN KETERAMPILAN MEMPRAKTEKKAN KETERAMPILAN DASAR SECARA TERPADU						
<p>Keterangan :</p> <p>Inilah kolom berikut ini dengan penilaian yang tepat:</p> <p>4 = sangat baik</p> <p>3 = baik</p> <p>2 = cukup</p> <p>1 = kurang</p> <p>0 = tidak muncul</p> <p>Nama Mahasiswa :</p> <p>Tanggal :</p>						
No	Komponen penilaian	Rentangan nilai				
		0	1	2	3	4
1	Guru mengawali pembelajaran dengan baik					
2	Guru melakukan persiapan akademis dengan baik dan tepat sebelum menginjak pada topik baru yang akan diajarkan					
3	Guru juga melakukan persiapan non-akademis untuk menyiapkan siswa secara psikologis sebelum pembelajaran dimulai					
4	Strategi yang digunakan guru untuk menyiapkan siswa secara psikologis sangat tepat					
5	Lama waktu yang dilalukan guru untuk melakukan penyiapan siswa secara akademis dan non-akademis sangat tepat (tidak terlalu lama dan tidak terlalu singkat)					
6	Strategi yang digunakan guru sebagai langkah awal sebelum mengajarkan tema pokok menarik					
7	Strategi pembelajaran yang digunakan guru untuk menjelaskan tema pokok efektif dan menarik					
8	Strategi pengelolaan kelas yang digunakan guru sangat cocok dengan jumlah siswa yang diajar dan situasi dan kondisi kelas					
9	Guru menggunakan alat peraga untuk memperjelas konsep yang diajarkan					
10	Penggunaan alat peraga oleh guru sangat efektif					
11	Guru mengajarkan materi pembelajaran selangkah demi selangkah berturut secara teratur					
12	Urutan materi yang diajarkan guru bermakna dari masalah ke yang sulit secara teratur dan tidak bolak-balik					

13	Tingkat kesulitan materi yang diajarkan guru sesuai dengan kemampuan siswa					
14	Strategi pembelajaran yang diterapkan guru tidak monoton tetapi bervariasi sehingga sesuai dengan tingkat kecerdasan siswa yang cenderung heterogen					
15	Volume suara guru dalam melaksanakan pembelajaran sesuai dengan situasi dan kondisi kelas					
16	Bahasa pengantar guru jelas dan mudah dipahami					
17	Strategi yang digunakan guru untuk mempermudah pemahaman siswa tentang konsep yang diajarkan sangat efektif					
18	Strategi yang digunakan guru untuk menyimpulkan materi tepat					
19	Guru menggunakan strategi yang tepat untuk menutup proses pembelajaran					
20	Strategi asesmen yang digunakan guru sesuai dengan kompetensi dasar yang ingin dicapai					
21	Jenis asesmen yang dipakai guru sesuai dengan tingkat kemampuan siswa					
22	Jenis asesmen yang dipakai oleh guru sesuai dengan topik yang diajarkan oleh guru					
23	Asesmen yang digunakan guru memberikan pengaruh yang menguntungkan terhadap proses pembelajaran					
24	Jenis asesmen yang dipakai sesuai dengan alokasi waktu yang tersedia					
25	Memnir Anda asesmen yang digunakan guru mampu menilai apa yang ingin dinilai					
26	Secara umum strategi yang digunakan oleh guru dalam melaksanakan pembelajaran adalah bagus dan efektif					
Total nilai =						
Nilai akhir = total nilai dibagi jumlah poin yang dinilai						

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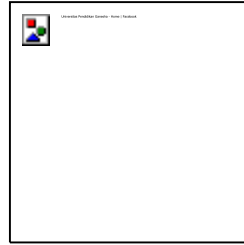
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(Fachrudewa, Mardani, 2018)



SEMESTER LESSON PLAN
(RESEARCH METHODOLOGY)






Lecturer:

Dr. Kadek Eva Krishna Adnyani, S.S., M.Si.

Prof. Dra. Luh Putu Artini, M.A., Ph.D.

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

		SEMESTER LESSON PLAN	Doc No. : FBS-PBJ-RPS402
			Revision : 02
		RESEARCH METHODOLOGY	Date: 1 February 2020
			Page: 13 pages

<p>Created by:</p>  <p>Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP. 198705122012122001</p> <p>Prof. Dra. Luh Putu Artini, M.A., Ph.D. NIP. 196407141988102001</p>		<p>Checked by:</p>  <p>Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP. 198705122012122001</p>	<p>Approved by:</p>  <p>I Wayan Sadyana S.S., M.Si NIP 197812012006041001</p>
Lecturer	Assurance of study programme academic quality	Coordinator of Japanese Language Education Study Programme	
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme Name : Japanese Language Education</p> <p>Course Name : Research Methodology</p> <p>Course Code : JPGS120402</p> <p>Course Group : Mata Kuliah Inti Keilmuan</p> <p>Credit Hours : 3</p> <p>Level : Bachelor degree</p> <p>Semester : 4</p> <p>Prerequisite : -</p> <p>Status (required/optional) : Required</p> <p>Lecturer name and code : Dr. Kadek Eva Krishna Adnyani, S.S., M.Si.(PBJEK07) Prof. Dra. Luh Putu Artini, M.A., Ph.D. (.....)</p>			

2. Course Description

This course aims to familiarize the student with what research methodology is, what it's used for, why it's important to us, and how to write a draft proposal.

The course outcomes are assessed through the presentation, written report, project, and draft proposal.

3. Learning Outcomes of the Referred Study Programme

1. ATTITUDE	
S1	Demonstrate scientific, educational, and religious attitudes and actions that contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics based on THK's wisdom
2. GENERAL SKILLS	
KU1	Able to integrate learning and innovation skills, technological and information mastery, career development, and life skills to become lifelong learners
KU2	Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology and use humanities values by their field of expertise
3. SPECIAL SKILLS	
KK1	Apply Japanese language skills, both oral and written Apply Japanese language skills both oral and written

4. Course Learning Outcomes

CLO1: Master the concept of research

CLO2: Master the concept of ethical principles of research, ethical challenges, and approval processes

CLO3: Master the concept of quantitative, qualitative, and mixed methods approaches to research

CLO4: Examine the components of a literature review process
CLO5: Examine the published research

5. Description of the Lesson Plan

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1	1. Can explain the definition of Japanese language education research 2. Get to know Japanese language education research topics 3. Can explain the difference between two research approaches, namely qualitative and	Definition and research topics of Japanese language education	<ul style="list-style-type: none"> Lecture Class Discussion 	3 x 50 minutes	Individual Presentation Assessment using the scoring rubric	Dawson, Catherine. 2002. <i>Practical Research Methods: A User-Friendly Guide to Mastering Research Techniques and Projects</i> . Oxford: How to Books. Gall, M. D., Borg, W. R., & Gall, J. P. (1996). <i>Educational research: An introduction</i> .

	quantitative research					<p>Longman Publishing.</p> <p>Creswell, J. W. (2013). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i>. Sage publications.</p>
2	Can explain the definition and characteristics of qualitative research	Definition and characteristics of qualitative research in Japanese language education	<ul style="list-style-type: none"> • Lecture • Class Discussion 	3 x 50 minutes	<p>Individual Presentation</p> <p>Assessment using the scoring rubric</p>	<p>Bogdan, R., & Biklen, S. K. (1997). <i>Qualitative research for education</i>. Boston: Allyn & Bacon.</p> <p>Creswell, J. W. (2013). <i>Qualitative inquiry and research design: Choosing among five</i></p>

						<p><i>approaches.</i> Sage.</p> <p>Silverman, D. (2013). <i>Doing qualitative research: A practical handbook.</i> SAGE Publications Limited.</p>
3	Can explain the definition and characteristics of quantitative research	Definition, nature, characteristics, design, and data types of quantitative research in language education	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	<p>Group Presentation</p> <p>Assessment using the scoring rubric</p>	<p>Gall, M. D., Borg, W. R., & Gall, J. P. (1996). <i>Educational research: An introduction</i>. Longman Publishing.</p> <p>Tuckman, B. W., & Harper, B. E. (2012). <i>Conducting educational research</i>. Rowman &</p>

						Littlefield Publishers. Creswell, J. W. (2013). <i>Research design: Qualitative, quantitative</i>
4	1. Can browse trusted library sources 2. Can write citations and bibliography using Mendeley 3. Can describe tips to avoid plagiarism in writing scientific papers	Bibliography search, writing citations and bibliography using Mendeley, and tips to avoid plagiarism	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the scoring rubric	Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (1993). <i>How to design and evaluate research in education</i> (Vol. 7). New York: McGraw-Hill.
5	Can describe the format and content of the research proposal according to the guidebook	The format and content of the research proposal are based on the guidebook.	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the scoring rubric	Buku Panduan Penulisan Proposal Penelitian Undiksha

						Creswell, J. W. (2013). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> . Sage publications
6	Can identify and arrange research problems	Identification of research problems	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the scoring rubric	Creswell, J. W. (2013). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> . Sage publications Bogdan, R., & Biklen, S. K. (1997). <i>Qualitative research for education</i> . Boston: Allyn & Bacon.

7	Can understand the nature and content of the research background	Research background (nature and content)	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the scoring rubric	Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (1993). <i>How to design and evaluate research in education</i> (Vol. 7). New York: McGraw-Hill. Creswell, J. W. (2013). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> . Sage publications
8	MIDTERM EXAM					
9	Can write research background	Background research) (determining the topic and developing an outline)	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the scoring rubric	Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (1993). <i>How to design and evaluate</i>

						<i>research in education</i> (Vol. 7). New York: McGraw-Hill. Creswell, J. W. (2013). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> . Sage publications
10	Can provide examples of research objectives, problem formulation, and significance.	Objectives, problem formulation, and research significance	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the scoring rubric	Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (1993). <i>How to design and evaluate research in education</i> (Vol. 7). New York: McGraw-Hill. Creswell, J. W. (2013).

						<i>Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications</i>
11	Can synthesize relevant literature review and empirical studies.	Literature review and empirical studies	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the scoring rubric	Gall, M. D., Borg, W. R., & Gall, J. P. (1996). <i>Educational research: An introduction</i> . Longman Publishing. Tuckman, B. W., & Harper, B. E. (2012). <i>Conducting educational research</i> . Rowman & Littlefield Publishers.
12	Can create a conceptual framework based on a synthesis from	conceptual framework, objectives, problem formulation,	<ul style="list-style-type: none"> • Lecture • Group Discussion 	3 x 50 minutes	Group Presentation	Gall, M. D., Borg, W. R., & Gall, J. P. (1996).

	literature review and empirical studies	and research significance	<ul style="list-style-type: none"> • Class Discussion 		Assessment using the scoring rubric	<i>Educational research: An introduction</i> . Longman Publishing. Tuckman, B. W., & Harper, B. E. (2012). <i>Conducting educational research</i> . Rowman & Littlefield Publishers.
13	Can formulate research methods such as determining the place and time of research, population, and samples, subjects, and objects of research, as well as sampling techniques	Research methods: • Place and time of research • Population, sample, subject, and research object	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the scoring rubric	Creswell, J. W. (2013). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> . Sage publications. Silverman, D. (2013). <i>Doing qualitative research: A practical</i>

						<i>handbook.</i> SAGE Publications Limited.
14	1. Can determine research instruments that are relevant to the research objectives 2. Can determine the method of validation of research instruments	Research methods: • Research instruments Process validation and triangulation	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the scoring rubric	Creswell, J. W. (2013). <i>Research design: Qualitative, quantitative, and mixed methods approaches.</i> Sage publications Silverman, D. (2013). <i>Doing qualitative research: A practical handbook.</i> SAGE Publications Limited.
15	1. Can determine the relevant data collection techniques	Research methods: Data collection technique Data analysis techniques	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the scoring rubric	Creswell, J. W. (2013). <i>Research design: Qualitative, quantitative</i>

	2. Can determine relevant data analysis techniques					, and mixed methods approaches. Sage publications Silverman, D. (2013). <i>Doing qualitative research: A practical handbook</i> . SAGE Publications Limited
16	FINAL EXAMS					

4. References

Bogdan, R., & Biklen, S. K. (1997). *Qualitative research for education*. Boston: Allyn & Bacon.

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Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications

Dawson, Catherine. 2002. *Practical Research Methods: A User-Friendly Guide to Mastering Research Techniques and Projects*. Oxford: How to Books.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (1993). *How to design and evaluate research in education* (Vol. 7). New York: McGraw-Hill.

Gall, M. D., Borg, W. R., & Gall, J. P. (1996). Educational research: An introduction. Longman Publishing.

Silverman, D. (2013). *Doing qualitative research: A practical handbook*. SAGE Publications Limited

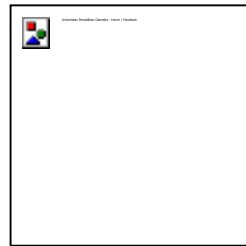
Tuckman, B. W., & Harper, B. E. (2012). Conducting educational research. Rowman & Littlefield Publishers

5. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handouts, etc.

6. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN

***CHOKAI JOKYU* (ADVANCE LISTENING)**



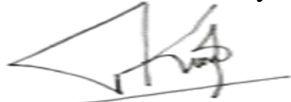



Lecturer:

Gede Satya Hermawan

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA**

2021

		SEMESTER LESSON PLAN	Doc No: FBS-PBJ-RPS404
		CHOKAI JOKYU (ADVANCE LISTENING)	Revision: 02
			Date: 1 February 2020 Page: 9 pages
Created by:  Gede Satya Hermawan NIP 19840120 201404 1 003	Checked by:  Dr. Kadek Eva Krishna Adnyani, S.S., M.Si NIP 19870512 201212 2 001	Approved by:  I Wayan Sadyana NIP 19781201 200604 1 001	
Lecturer	Assurance of Study Programme Academic Quality	Coordinator of Japanese Language Education Study Programme	
<p align="center">SEMESTER LESSON PLAN</p> <p>3. Course Identity</p> <p>Study Programme Name : Japanese Language Education</p> <p>Course Name : <i>Chokai Jokyu</i> (Advance Listening)</p> <p>Course Code : JPGS120404</p> <p>Course Group : Core Study Course</p> <p>Credit Hours : 2</p> <p>Level : Bachelor degree</p> <p>Semester : 4</p> <p>Prerequisite : <i>Chokai Chukyu</i> (Intermediate Listening)</p> <p>Status (required/optional) : Required</p> <p>Lecturer name and code : Gede Satya Hermawan (PBJSH 06)</p>			

0. Course Description

The *Chokai Jokyū* course is a top-level Japanese listening course. By following this course, students can apply concepts and knowledge of upper-level Japanese grammar and vocabulary to interpret the discourse or speech they hear. This course contains content about speech and discourse in various contexts. It provides a learning experience in understanding higher-level Japanese speech or discourse, such as Japanese culture and society—examples of discourse about *Kaiten sushi*, *oshirase*, and others. The activities carried out are listening to the audio, discussing, and drawing conclusions from the audio heard. Attitudes in following this course are evaluated through observation. Then, students' knowledge is seen as developing through a written test. Then, this course also measures students' skills through high-level Japanese listening practice.

3. Learning Outcomes of the Referred Study Programme

1. ATTITUDE

A1	Demonstrate scientific, educational, and religious attitudes and actions that contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics based on THK's wisdom
-----------	--

2. KNOWLEDGE

K2	Mastering the theoretical concepts of Japanese
K4	Mastering the theoretical concepts of Japanese culture and society

3. GENERAL SKILLS

GS1	Able to integrate learning and innovation skills, technological and information mastery, career development, and life skills to become lifelong learners
GS2	Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology and apply humanities values by their field of expertise

4. SPECIAL SKILLS

SS1	Apply Japanese language skills, both oral and written
0. Course Learning Outcomes	
1. ATTITUDE	
A	In the <i>Chokai Jokyū</i> course, students can demonstrate scientific, educative, and religious attitudes and behaviors, which can be seen in their behavior following the learning process.
2. KNOWLEDGE	
K	Students can master the use of advanced-level vocabulary, upper-level sentence patterns, know the accent of Japanese speakers, and are skilled in responding to upper-level Japanese discourse or speech.
3. GENERAL SKILLS	
GS	Students can integrate learning and innovation skills, mastery of technology, and information, which is used to maximize upper-level Japanese listening skills, and apply logical, critical, systematic. Innovative thinking is used to understand upper-level Japanese discourse or speech.
4. SPECIAL SKILLS	
SS	Applying upper-level Japanese language skills, both oral and written, through listening activities.

0. Description of the Lesson Plan

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing	回転寿司	<ul style="list-style-type: none"> Providing material (group discussion) Listening activities (case-based learning) 	2X50 minutes (learning process)	Assignment sheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40

	with the topic of <i>kaiten sushi</i> .		<ul style="list-style-type: none"> Summarize the listening results and explain the sentence patterns used. 	2X60 minutes (structured assignments) 2X60 minutes (independent activities)		Gekan. Tokyo: Bonjinsha
2	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with topics of <i>yuubinkyoku kara no oshirase</i> .	郵便局からのお知らせ	<ul style="list-style-type: none"> Providing material (group discussion) Listening activities (case-based learning) Summarize the listening results and explain the sentence patterns used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Assignment sheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Gekan. Tokyo: Bonjinsha
3	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with topics of <i>namae no nai tegami</i> .	名前のない手紙	<ul style="list-style-type: none"> Providing material (group discussion) Listening activities (case-based learning) Summarize the listening results and explain the sentence patterns used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Assignment sheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Gekan. Tokyo: Bonjinsha
4	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally	あなたの成績は朝ごはん次第	<ul style="list-style-type: none"> Providing material (group discussion) Listening activities (case-based learning) 	2X50 minutes	Assignment sheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40

	and in writing with topics of <i>anata no seiseki wa asagohan shidai</i> .		<ul style="list-style-type: none"> Summarize the listening results and explain the sentence patterns used. 	(learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)		Gekan. Tokyo: Bonjinsha
5	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with topics of <i>jishin ni tsuyoi biru</i> .	地震に強いビル	<ul style="list-style-type: none"> Providing material (group discussion) Listening activities (case-based learning) Summarize the listening results and explain the sentence patterns used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Assignment sheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Gekan. Tokyo: Bonjinsha
6	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with topics of <i>ichiban ue no ko wa shinkeishitsu?</i> .	いちばん上の子は神経質?	<ul style="list-style-type: none"> Providing material (group discussion) Listening activities (case-based learning) Summarize the listening results and explain the sentence patterns used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Assignment sheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Gekan. Tokyo: Bonjinsha

7	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with topics of <i>kekkon suru nara toshi ue? Toshi shita?</i> .	結婚する なら年上 ? 年下?	<ul style="list-style-type: none"> • Providing material (group discussion) • Listening activities (case-based learning) • Summarize the listening results and explain the sentence patterns used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Assignment sheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Gekan. Tokyo: Bonjinsha
8	MIDTERM EXAM					
9	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with topics of <i>shinka suru robotto</i> .	進化する ロボット	<ul style="list-style-type: none"> • Providing material (group discussion) • Listening activities (case-based learning) • Summarize the listening results and explain the sentence patterns used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Assignment sheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Gekan. Tokyo: Bonjinsha
10	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with topics of <i>jinrui wa menrui</i> .	人類はメ ン類	<ul style="list-style-type: none"> • Providing material (group discussion) • Listening activities (case-based learning) • Summarize the listening results and explain the sentence patterns used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments)	Assignment sheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Gekan. Tokyo: Bonjinsha

				2X60 minutes (independent activities)		
11	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with topics of <i>nihon o shiranai nihonjin</i> .	日本を知らない日本人	<ul style="list-style-type: none"> • Providing material (group discussion) • Listening activities (case-based learning) • Summarize the listening results and explain the sentence patterns used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Assignment sheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Gekan. Tokyo: Bonjinsha
12	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with topics of <i>yomigaetta nihon no gijutsu</i> .	よみがえった日本の技術	<ul style="list-style-type: none"> • Providing material (group discussion) • Listening activities (case-based learning) • Summarize the listening results and explain the sentence patterns used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Assignment sheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Gekan. Tokyo: Bonjinsha
13	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with topics of <i>wakai tozanka</i> .	若い登山家	<ul style="list-style-type: none"> • Providing material (group discussion) • Listening activities (case-based learning) • Summarize the listening results and explain the sentence 	2X50 minutes (learning process)	Assignment sheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Gekan. Tokyo: Bonjinsha

			patterns used.	2X60 minutes (structured assignments) 2X60 minutes (independent activities))		
14	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with topics of <i>henka suru shuusoku jijou</i> .	変化する就職事情	<ul style="list-style-type: none"> • Providing material (group discussion) • Listening activities (case-based learning) • Summarize the listening results and explain the sentence patterns used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Assignment sheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Gekan. Tokyo: Bonjinsha
15	Able to identify, interpret, understand, assess, and respond to mid-level Japanese discourse and speech orally and in writing with topics of <i>sannene tarou</i> .	三年寝太郎	<ul style="list-style-type: none"> • Providing material (group discussion) • Listening activities (case-based learning) • Summarize the listening results and explain the sentence patterns used. 	2X50 minutes (learning process) 2X60 minutes (structured assignments) 2X60 minutes (independent activities)	Assignment sheet Portfolio	Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Gekan. Tokyo: Bonjinsha
16	FINAL EXAMS					

0. References

Miyagi, Sachie, et al. (2003). Mainichi no Kikitori Plus 40 Gekan. Tokyo: Bonjinsha

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handouts, etc.

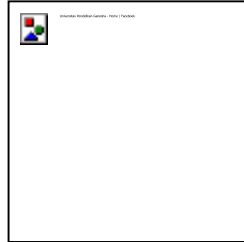
<https://drive.google.com/drive/folders/1u0G14uPIYPG-VzaCdyCDJm5dWsYvrh-j?usp=sharing>

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

<https://drive.google.com/drive/folders/1u0G14uPIYPG-VzaCdyCDJm5dWsYvrh-j?usp=sharing>

SEMESTER LESSON PLAN

DOKKAI JOKYU (ADVANCE READING)



Lecturer:

I Wayan Sadyana

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN		Revision : 02
	<i>DOKKAI JOKYU</i> (ADVANCE READING)		Date : 1 February 2020 Page : 10 pages
Created by: I Wayan Sadyana NIP 19781201 200604 1 001	Checked by: Dr. Kadek Eva Krishna Adnyani, S.S.,M.Si.	Approved by: I Wayan Sadyana NIP 19781201 200604 1 001	
Coordinator team teaching	Assurance of Study Programme Academic Quality	Coordinator of Japanese Language Education Study Programme	
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme Name : Japanese Language Education Course Name : <i>Dokkai Jokyū</i> (Advance Reading) Course Code : JPGS120407 Course Group : Scientific Field of Study Courses Credit Hours : 2 Level : Bachelor degree Semester : 4 Prerequisite : - Status (required/optional) : Required Lecturer name : I Wayan Sadyana</p> <p>0. Course Description</p>			

This course aims to train students to understand discourse, news texts, announcements in public places, and short articles in intermediate-level Japanese. The learning process involves using and adding vocabulary, reading *kanji*, and catching the messages implied in discourse, texts, news, and announcements. The lecture process uses lecture, discussion, critical reading, and critical review methods. The evaluation model used is individual reports, group projects, and portfolios.

0. Learning Outcomes of the Referred Study Programme

PLO1: Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation, and state based on academic norms and ethics based on THK values.

PLO3: Mastering the theoretical concepts of Japanese.

PLO6: Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.

PLO8: Apply Japanese language skills, both oral and written

0. Course Learning Outcomes

CLO1. Able to apply concepts and knowledge of kanji, grammar, and vocabulary knowledge to understand the text

CLO2. Able to examine the content of discourse to capture the message in it

0. Description of the Lesson Plan

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1	Able to prepare for lectures	class contract	Lecturer orientation	2x50 minutes	Student participation	Syllabus, lecture modules, semester lesson plan.
2	Able to explain the process of reading comprehension	Process of reading and understanding text in Japanese	Lecture Discussion	Face to face: 2x50 minutes	Individual reports Observation of college activity	1.Abe Yooku, Akita Naoyuki, Yamashita Fumie. 2007. Dokkai wo oshieru. Japan: The Japan Foundation 2. Miura Akira, Oka Mayumi. 2009. Rapid Reading Japanese. Japan: The Japan Times.

	n both top-down, bottom-up, or a combination of the two reading techniques			Structured tasks: 2x60min Independent Tasks: 2x60 minutes		Japanese Research Group University Tsukuba. Nihongo Hyogen Bunkei II.Tokyo : ISEBU KIT 教材開発グループ. 1993. How to Read Japanese Newspaper 外国人のための新聞の見方・読み方. Tokyo: Bojinsha
3	Able to explain and practice various types of scanning techniques in reading	Reading comprehension Top-down model: Scanning technique and its application	Lecture Discussion	Face to face: 2x50 minutes Structured tasks: 2x60min Independent Tasks: 2x60 minutes	Individual reports Observation of college activity	Abe Yooku, Akita Naoyuki, Yamashita Fumie. 2007. Dokkai wo oshieru. Japan: The Japan Foundation 2. Miura Akira, Oka Mayumi. 2009. Rapid Reading Japanese. Japan: The Japan Times. KIT 教材開発グループ. 1993. How to Read Japanese Newspaper 外国人のための新聞の見方・読み方. Tokyo: Bojinsha
4	Able to apply various skimming techniques in reading	Top-Down Model Reading Comprehension: Skimming Technique and its Application	Lecture Discussion	Face to face: 2x50 minutes Structured tasks: 2x60min Independent Tasks: 2x60 minutes	Individual reports Observation of college activity	Abe Yooku, Akita Naoyuki, Yamashita Fumie. 2007. Dokkai wo oshieru. Japan: The Japan Foundation 2. Miura Akira, Oka Mayumi. 2009. Rapid Reading Japanese. Japan: The Japan Times. KIT 教材開発グループ. 1993. How to Read Japanese Newspaper 外国人のための新聞の見方・読み方. Tokyo: Bojinsha
5	Able to apply the "top-down" reading model in	Bottom-up Reading Model	Lecture Discussion	Face to face: 2x50 minutes Structured tasks: 2x60min	Individual reports Observation of college activity	Abe Yooku, Akita Naoyuki, Yamashita Fumie. 2007. Dokkai wo oshieru. Japan: The Japan Foundation 2. Miura Akira, Oka Mayumi. 2009. Rapid Reading Japanese. Japan: The Japan Times.

	understandin g reading			Independe nt Tasks: 2x60 minutes		KIT 教材開発グループ. 1993. How to Read Japanese Newspaper 外国人のための新聞の見方・読み方. Tokyo: Bojinsha
6	Able to apply the concept of knowledge about <i>kanji</i> , grammar, and Japanese vocabulary in understanding reading related to social and health problems	Read short articles on social and health issues “新型コロナウイルス対策新しい生活様式について一緒に考えましょう。	Lecture discussion Group Presentation	Face to face: 2x50 minutes Structured tasks: 2x60min Independent Tasks: 2x60 minutes	Individual reports Observation of college activity	https://www.smips.jp/KMS/wp-content/uploads/2021/11/stop-corona-vaccine_ver1_r.pdf
7	Able to apply the concept of knowledge about <i>kanji</i> , grammar, and Japanese vocabulary in understanding reading related to historical events	Reading discourses about history “貿易キリスト教”	Lecture discussion Group Presentation	Face to face: 2x50 minutes Structured tasks: 2x60min Independent Tasks: 2x60 minutes	Individual reports Observation of college activity	http://language.tiu.ac.jp/materials/jpn/chujo/chujo03dic.html#2
8	Midterm exam					
9	Able to apply the concept of knowledge about <i>kanji</i> , grammar, and	Read notice boards and directions in public places “公の掲示や看	Lecture discussion	Face to face: 2x50 minutes	Individual reports Observation of college activity	The photo collection of lecturer teaching materials

	Japanese vocabulary in understanding reading related to announcements and instructions in public places	板を理解すること“	Group Presentation	Structured tasks: 2x60min Independent Tasks: 2x60 minutes		
10	Able to apply the concept of knowledge about <i>kanji</i> , grammar, and Japanese vocabulary in understanding reading related to social problems of humanity	Read articles about humanitarian activities “ <i>Malala.</i> ”	Lecture discussion Group Presentation	Face to face: 2x50 minutes Structured tasks: 2x60min Independent Tasks: 2x60 minutes	Individual reports Observation of college activity	
11	Able to apply the concept of knowledge about <i>kanji</i> , grammar, and Japanese vocabulary in understanding discourse about folklore	Reading <i>nihon no banasi musu</i> “ <i>houmurareta himitsu</i> ”	Lecture discussion Group Presentation	Face to face: 2x50 minutes Structured tasks: 2x60min Independent Tasks: 2x60 minutes	Individual reports Observation of college activity	https://www.aozora.gr.jp/cards/000258/files/42926_15331.html

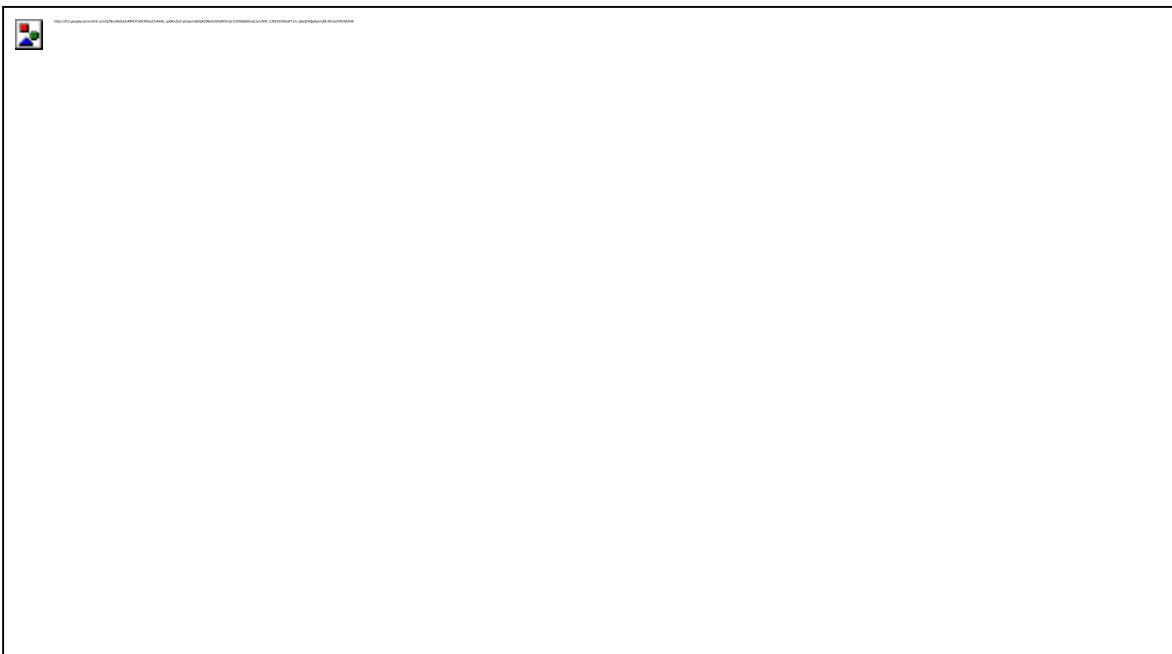
12	Able to apply the concepts of language, grammar, <i>kanji</i> , and vocabulary related to the political field	Reading political news articles “大統領の満足度62%に低下、16年以來低水準”	Lecture discussion Group Presentation	Face to face: 2x50 minutes Structured tasks: 2x60min Independent Tasks: 2x60 minutes	Individual reports Observation of college activity	https://www.nna.jp/news/show/2151501
13	Able to apply the concept of knowledge about <i>kanji</i> , grammar, and Japanese vocabulary in understanding reading related to understanding Japanese culture	Reading discourses about Japanese culture “やっぱり敬語が必要なわけ”	Lecture discussion Group Presentation	Face to face: 2x50 minutes Structured tasks: 2x60min Independent Tasks: 2x60 minutes	Individual reports Observation of college activity	Michiko, Yoshida. 2014. Nihon no Bunka o yomu. Japan: Kyoto Nihongo Kyoiku Sentaa? ALC Press Inc
14	Able to apply the concept of knowledge about <i>kanji</i> , grammar, and Japanese vocabulary in understanding reading related to cross-cultural comparison	Read articles on cross-cultural comparisons “日本人の喜怒哀楽”	Lecture discussion Group Presentation	Face to face: 2x50 minutes Structured tasks: 2x60min Independent Tasks: 2x60 minutes	Individual reports Observation of college activity	http://language.tiu.ac.jp/materials/jpn/chujo/chujo03dic.html#2

	problems between Japanese culture and American culture					
15	Able to make self-evaluations related to the followed lectures, make changes that are felt, increase the number of words and <i>kanji</i> obtained from studies.	Lecture Reflection	Lecture discussion	Face to face: 2x50 minutes Structured tasks: 2x60min Independent Tasks: 2x60 minutes	Self-evaluation essay about what the student got and what has changed after this course.	
16	FINAL EXAMS					

0. References

1. Abe Yooku, Akita Naoyuki, Yamashita Fumie. 2007. *Dokkai wo oshieru*. Japan: The Japan Foundation
2. Japanese Research Group University Tsukuba. *Nihongo Hyogen Bunkei II*. Tokyo : ISEBU
3. KIT 教材開発グループ. 1993. *How to Read Japanese Newspaper 外国人のための新聞の見方・読み方*. Tokyo: Bojinsha
4. Miura Akira, Oka Mayumi. 2009. *Rapid Reading Japanese*. Japan: The Japan Times.
5. Miho Igari., Kosuke, Imamura., Tomoe, kato., Kamata Tadako, 2010. *Manabo Nihongo*. Japan: Senmon Kyoiku Publishing.
6. Michiko, Yoshida. 2014. *Nihon no Bunka o yomu*. Japan: Kyoto Nihongo Kyoiku Sentaa? ALC Press Inc
7. <http://language.tiu.ac.jp/materials/jpn/chujo/chujo03dic.html#2>

Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc.



Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.





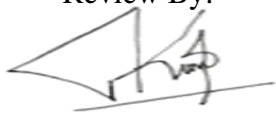

SEMESTER LESSON PLAN (RPS)
***NIHON BUNGA KU* (JAPANESE LITERATURE)**



Lecturer:
Wayan Sadyana

JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021

 <small>GANESHA UNIVERSITY OF EDUCATION</small>		SEMESTER LESSON PLAN	No.Dok FBS-PBJ-RPS409
			Revision: 02
		<i>Nihon Bungaku</i> (Japanese Literature)	Date: 1 February 2020
			Pages: 10

<p>Created By:</p>  <p>I Wayan Sadyana NIP 19781201 200604 1 001</p>	<p>Review By:</p>  <p>Dr. Kadek Eva Krishna Adnyani, SS, M.Si</p>	<p>Approved By:</p>  <p>I Wayan Sadyana NIP 19781201 200604 1 001</p>
Lecturer	Academic Quality Assurance Study Programme	Programmes Coordinator of Japanese Language Education

SEMESTER LESSON PLAN

1. Course Identity

Study Programmes : Japanese Language Education
Course : *Nihon Bungaku* (Japanese Literature)
Course Code : JPGS120409
Group Subject : Study Programme Specific Courses
Credit Hours of credits : 2
Level : S1
Semester : 4
Prerequisite : -
Status (compulsory/elective) : Compulsory
Name and code lecturer : I Wayan Sadyana (code:)

2. Course Description

Currency The lecture aims to study:

1. The development of classical to modern Japanese literature is based on the periodization of Japanese literature starting from the Joodai Bungaku, Chuuko Bungaku, Chuusei Bungaku, Kinsei Bungaku, and Kingendai Bungaku eras.

2. Introduction of various forms of representative literary works along with literary figures who represent each era. ancient literary works such as kojiki, nihon shoki which contain various mythological stories and legends combined with elements of ancient Japanese history.

3. Introduction to literary forms of poetry such as waka, tanka, haikai renga, chennshuu, hyakuninshuu, and haiku. 4. Introduction to literary works in the form of prose such as monogatari, short stories and novels. This course material also includes an introduction to some of the ideologies contained in Japanese literary works.

Lectures are presented with lecture, discussion, group presentation methods. Lecture evaluation is carried out with individual assessments, tests, and group projects. By attending this course, students can explain the periodization of Japanese literature, identify and show the forms of Japanese literature, and show Japanese writers with their various ideologies.

3. Learning Outcomes of Study Programmes

PLO1. Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation and state based on academic norms and ethics based on THK values

PLO2. Mastering the theoretical concepts of Japanese culture and society

PLO3. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in the field of Japanese language education.

PLO4. Apply Japanese language skills both oral and written.

4. Learning Outcomes

CLO1 Courses. Able to explain the periodization of Japanese literature with its patterns and characteristics.

CLO2. Able to explain the forms of Japanese literature

CLO3. Able to explain Japanese writers and their works

5. Description of Lesson Plan

Meeting	Indicators of Learning Outcomes Course	Study Materials	Learning Forms	Time	Assignments and Assessment	Reference
1	Students understand the lecture design for one semester	Class Contract	Lecturer orientation	2x50 minutes	Student participation	Syllabus, lecture module,
2	Can explain and demonstrate the chapters of Japanese literature. Can explain the basic considerations for naming a period.	Periodization of Japanese literature	Lecture Discussion	Face to face: 2x50 minutes of structured tasks: 2x60 minutes Task Independent: 2x60 minutes	Individual report activeness in class	1. Asoo, Isoji, et al, 1983, History of Japanese Literature, Jakarta, UIP. 2. Kiyama, Suzushi. 2010. Shin Nihon Bungaku Shi. Tokyo: Buneido 3. Rosidi, Ajip, 2000, Knowing Japanese Literature and Writers, Jakarta, GPU.
3	Able to recognize the characteristics and patterns of ancient Japanese literature. Can tell classic Japanese stories	Jodai Bungaku: Ancient Japanese Mythology, Kojiki, Nihonshoki	Lecture Discussion Group presentation	Face-to-face : 2x50 minutes Structured tasks: 2x60 minutes	Individual report Participation in class	1. Asoo, Isoji , et al, 1983, History of Japanese Literature, Jakarta, UIP. 2. Kiyama, Suzushi. 2010. Shin

	found in kojini and Nihonshoki			Independent work: 2x60 minutes		Nihon Bungaku Shi.Tokyo: Buneido 3. Rosidi, Ajip, 2000, Knowing Japanese Literature and Writers, Jakarta, GPU.
4	Able to show and explain classical Japanese poetry and a collection of poems	Jodai Bungaku: Kanshinbun, waka and Manyoushuu	Lecture Discussion Group presentation	Face-to-face : 2x50 minutes Structured tasks: 2x60 minutes Independent Tasks: 2x60 minutes	Individual report Students read the 5 waka contained in hyakunin ishuu and trying to give meaning	1. Asoo, Isoji, et al, 1983, History of Japanese Literature, Jakarta, UIP. 2. Kiyama, Suzushi. 2010. Shin Nihon Bungaku Shi.Tokyo: Buneido 3. Rosidi, Ajip, 2000, Knowing Japanese Literature and Writers, Jakarta, GPU.
5	Can explain medieval Japanese literature both in terms of style, variety of	Chuuko Bungaku : Setsuwa and Kayou Heian Period Literature	Lecture Discussion Group presentation	Face to face : 2x50 minutes Structured assignment	Individual report Observation of student	activity 1. Asoo, Isoji, et al, 1983, History of Japanese

	characteristics and forms of his work.	Poetry Heian Period		ts: 2x60 minutes Independent Assignments : 2x60 minutes		Literature, Jakarta, UIP. 2.Kiyama,Suzushi.2010.Shin Nihon Bungaku Shi.Tokyo: Buneido 3. Rosidi, Ajip, 2000, Knowing Japanese Literature and Writers, Jakarta, GPU.
6	Can explain Nikki (diary) as a form of Heian literature. Able to show the style and variety of Heian era prose literature.	Chuuko My Flower : Nikki & Zuihitsu d. Monogatari in the Heian Age	Lecture Group presentations discussion	Face-to-face: 2x50 minutes Structured assignments: 2x50 minutes Independent work: 2x50 minutes	Individual report (students look for articles and extract) Observation of student activity	1. Asoo, Isoji, et al, 1983, History of Japanese Literature, Jakarta , UIP. 2.Kiyama,Suzushi.2010.Shin Nihon Bungaku Shi.Tokyo: Buneido 3. Rosidi, Ajip, 2000, Knowing Japanese Literature and Writers, Jakarta, GPU.

7	Can show and explain the characteristics of medieval literature: <i>kamakura</i> and <i>muromachi</i>	Chuusei Bungaku: Waka and Renga	Lecture Student presentations discussion	Face-to-face: 2x50 minutes Structured assignments: 2x50 minutes Independent work: 2x50 minutes	Individual report Observation of student activity	History of Japanese literature https://www.youtube.com/watch?v=BeTSOa4xTEU Waka Hyakunin Isshū https://www.youtube.com/watch?v=dMMM uVrVYy8 Japanese Poetry https://www.youtube.com/watch?v=dMMM uVrVYy8
8	Can show and explain the characteristics of medieval literature: <i>kamakura</i> and <i>muromachi</i>	Chuusei Bungaku: Nikki and Zuhitsu in the Middle Ages	Lecture Student presentations discussion	Face-to-face: 2x50 minutes Structured assignments: 2x60 minutes Independent work: 2x60 minutes	Individual report Observation of student activity	History of Japanese literature https://www.youtube.com/watch?v=BeTSOa4xTEU Asoo, Isoji, et al, 1983, History of Japanese Literature, Jakarta, UIP. Kiyama, Suzushi. 2010. Shin Nihon

						Bungaku Shi.TokyoMidt erm
9	Exam					
10.	Can explain the literary development of Edo period Japanese poetry in terms of form and style.	Kinsei Bungaku: Haiku	Lecture Presentation Discussion	Face-to-face: 2x50 minutes Structured assignment: 2x60 minutes Independent Assignment : 2x60 minutes	Individual report Observation of student activity	Japanese Poetry https://www.youtube.com/watch?v=dMMM uVrVYy8https://www.youtube.com/watch?v=dMMM uVrVYy8 HaikuHaiku https://www.youtube.com/watch?v=dMMM uVrVYy8.youtube.com/watch?v=gKY WRHgp35E
11	Can explain about the process of development of pre-modern Japanese prose	Kinsei Bungaku: History of the development of Prose in Pre-Modern Ages	Lecture Presentation Discussion	Face-to-face: 2x50 minutes Structured tasks: 2x60 minutes Independent Assignments : 2x60 minutes	Individual report Observation of student activity	Japanese Poetry https://www.youtube.com/watch?v=dMMM uVrVYy8 Haiku https://www.youtube.com/watch?v=gKY WRHgp35E
12	Can explain the development of	Kindai Bungaku:	Lecture	eraFace to face :	Individual reports	Asoo, Isoji, et al, 1983,

	modern Japanese poetry: examples, styles and varieties	History of the development of poetry in the modern	Discussion Group presentation	2x50 minutes Structured assignments: 2x50 minutes Independent Assignments: 2x50 minutes	(students look for articles and write arikan)	History of Japanese Literature, Jakarta, UIP. kiyama,Suzushi.2010.Shin Nihon Bungaku Shi.Tokyo: Buneido Rosidi, Ajip, 2000, Knowing Japanese Literature and Writers, Jakarta, GPU. History of Japanese literature https://www.youtube.com/watch?v=BeTSOa4xTEU
13	to show and explain the process of the development of modern Japanese prose, and his character	Kindai my flower: Historical development of Modern Prose On	Lecture Discussion:	Face to face 2x50 minutes Task structured: 2x50 minutes Independent Assignments: 2x50 minutes	Individual report (students search for articles and extract)	Asoo, Isoji, et al, 1983, History of Japanese Literature, Jakarta, UIP. kiyama,Suzushi.2010.Shin Nihon Bungaku Shi.Tokyo:

						<p>Buneido Rosidi, Ajip, 2000, Knowing Japanese Literature and Writers, Jakarta, GPU. 4.</p> <p>History of Japanese literature https://www.youtube.com/watch?v=BeTSOa4xTEU</p>
14	Can examine an example of Japanese literature, and conduct a study from the context of social and cultural space	Reading and Discussing the Short Story Yume Juuya by Natsume Soseki	Lecture Discussion	<p>Face-to-face: 2x50 minutes</p> <p>Structured assignments: 2x50 minutes</p> <p>Independent Tasks: 2x50 minutes</p>	Individual report (students write an article analyzing one of the short stories in the Yuumejuuy a short story collection.)	Yumejuuya short story collection
15	Can study an example of Japanese literature, and conduct a review of the work literature.	Reading and Discussing the HANA short story by Akutagawa yunosuke	Lecture Discussion	<p>Face-to-face: 2x50 minutes</p> <p>Structured assignments: 2x50 minutes</p>	Individual report (students write articles and analyze HANA	Short stories Hana

				Independent Tasks: 2x50 minutes	short stories)	
16	SEMESTER FINAL EXAM					

6. List of References

1. Asoo, Isoji, et al, 1983, History of Japanese Literature, Jakarta, UIP.
2. Kiyama, Suzushi. 2010. Shin Nihon Bungaku Shi. Tokyo:
3. Buneido Rosidi, Ajip, 2000, Knowing Japanese Literature and Writers, Jakarta, GPU.
4. History of Japanese literature <https://www.youtube.com/watch?v=BeTSOa4xTEU>
5. Manyoshuu https://www.youtube.com/watch?v=y0sVwT1TIps&list=PLV1WdSjk_-UyxGotfjW8ezYII-SNS-Kw-
6. Waka Hyakunin isshuu <https://www.youtube.com/watch?v=dMMMuvrVYy8>
7. Japanese poetry <https://www.youtube.com/watch?v=dMMMuvrVYy8>
8. Haiku <https://www.youtube.com/watch?v=gKYWRHgp35E>
9. Hana by Akutagawa
10. by Natsume Soseki “Yume Juu Ya”

7. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc.



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SEMESTER LESSON PLAN (RPS)


HISTORY OF JAPAN






Lecturer:

I Wayan Sadyana

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021**

	 <small>Ganesha University of Education - India, Thailand</small>		SEMESTER LESSON PLAN	Doc : FBS-PBJ-RPSJANG
				Revision
			HISTORY OF JAPAN JPG 1	Date : 1 st February 2020
				Pages: 10

<p>Created By:</p>  <p>I Wayan Sadyana NIP 19781201 200604 1 001</p>	<p>Review By:</p>  <p>Dr. Kadek Eva Krishna Adnyani, SS, M.Sc.</p>	<p>Approved By:</p>  <p>I Wayan Sadyana NIP 19781201 200604 1 001</p>
Lecturer	Academic Quality Assurance Study Programme	Programme Coordinator of Japanese Language Education

SEMESTER LESSON PLAN

1. Course Identity

Study Programmes : Japanese Language Education
 Course : History of Japan
 Course Code : JPG 1
 Group Subject : Core Study Course
 Credit Hours of credits : 2
 Level : S1
 Semester : 4
 Prerequisite : -
 Status (compulsory/elective) : Compulsory
 name and code lecturers : I Wayan Sadyana (code:)

2. Course Description

This course aims to examine: (1) chronology Japanese history begins with the chronology of human life in Pre-Historic Japan (Jomon and yayoi era) Social and cultural political dynamics of Japan during the reign of the Nobles (Kofun, Yamato, Nara, and Heian), (3) Dynamics of social and cultural political life during the reign the Samurai of thePeriods Kamakura, Muromachi, and Edo. (4)changes Social in Japan after the Meiji Restoration, (5) The dynamics of political, social, and cultural life of the Meiji Era, as well as the development of democracy and thought in the Taisho period, and (6) Constitutional reform

during the Allied Occupation in Japan which gave birth to the conception peace "Heiwa shugi". The lecture process is carried out with lectures and lecturer orientation, group presentations, discussions, and utilizing literature studies. The evaluation models in this lecture are individual projects, group projects, and tests. After attending the lecture, students are expected to be able to explain the historical chronology of Japan from prehistoric times to modern times, show historical evidence that marked an event important of change or achievement of Japanese culture in the period and explain the background of changes social, political and cultural in Japan in perspective. historical.

3. Learning Outcomes of Study Programmes

PLO1. Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation and state based on academic norms and ethics based on the Tri Hita Karana values

PLO2. Mastering the theoretical concepts of Japanese culture and society

PLO3. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in the field of Japanese language education

PLO4. Apply Japanese language skills both oral and written.

4. Learning Outcomes

CLO1 Courses. Able to explain the historical chronology of Japan from prehistoric times to modern times.

CLO2. Can show historical evidence that marks an event important of change or achievement of Japanese culture in the period

CLO3. Can explain the background of changes social, political and cultural in Japan from a perspective historical.

5. Description of Lesson Plan

Meeting	Indicators of Learning Outcomes Course	Study Materials	Learning Forms	Time	Assignments and Assessment	Reference
1	Students understand the lecture design for one semester	Class Contract	Lecturer orientation	2x50 minutes	Student participation	Syllabus, lecture modules, RPS
2	Students understand the stages of Japanese history, periodization naming and the background of the emergence of this naming.	Periodization of Japanese history	Lectures Discussion	Face-to-face: 2 x 50 minutes Structured assignments : 2x60 minutes Independent Assignments : 2x60 minutes	Individual report (students look for articles and extract)	
3	Students can show the style of Japanese life in prehistoric times	<i>Jomon jidai</i> <i>Yayoi jidai</i>	Lecture Discussion Group presentation	Face to face : 2 x 502 x 602 x 60 minutes minutes Structured assignments Independent assignments	Individual report (students looking for articles and extracting them)	Surajaya, I Ketut., 2001. Introduction to Japanese History. 2. Ryuugakusei no tameno nihonshi; Tokyo University of Studies ; 1990

4	Students are skilled in explaining changes social during Japan's early historical period.	<i>Kofun Jidai Yamato jidai</i>	Lecture Discussion Group presentation	Face to face ::: 2 x 502 x 602 x 60 minutes Structured assignments Independent work minutes	Individual report Observatio n of activity student	Surajaya, I Ketut., 2001. Introductio n to Japanese History. 2. Ryuugakus ei no tamen nihonshi; Tokyo University of Studies ; 1990
5	Students can explain the life style and dynamics socio-political of Japan during the aristocracy Naraand cultural changes due to contact with China	<i>Nara Jidai</i>	Lecture Group presentations discussion	Face-to- face: 2x50 minutes Structured assignments : 2x60 minutes Independent Assignment s : 2x60 minutes	Individual reports (students look for articles and extracting) Observatio n of student activity	Surajaya, I Ketut., 2001. Introductio n to Japanese History. 2. Ryuugakus ei no tamen nihonshi; Tokyo University of Studies ; 1990
6	Students can explain the dynamics of life socialaspects,	<i>Heain Jidai</i>	Lecture Student presentation	Face-to- face: 2x50 minutes		Surajaya, I Ketut., 2001. Introductio

	political and social as well as showing the background of the emergence of the samurai class in Japan during the Heian		discussion	Structured assignments : 2x60 minutes Independent Tasks: 2x60 minutes		n to Japanese History. 2. Ryuugaku ei no tamenonihonshi; Tokyo University of Studies ; 1990
7	Students can explain the changes in Japanese culture under the militaristic leadership of the Bushis from the Kamakura era.	Kamakura Jidai	Lecture Presentation Discussion	Face to face : 2x50 minutes: 2x60 minutes Structured assignments Independent Tasks : 2x560 minutes	Reports by	Surajaya, I Ketut., 2001. Introduction to Japanese History. 2. Ryuugaku ei no tamenonihonshi; Tokyo University of Studies ; 1990
8	Mid-Semester Examination					
9	Students can explain the dynamics social and political of Japan in the Middle Ages. Can show	<i>Sengoku jidai</i> <i>Muromachi jidai</i>	Lecture Discussion Group presentation	Face to face : 2x50 minutes Structured assignments	Individual report (students look for articles	Surajaya, I Ketut., 2001. Introduction to

	the background of the war great in the Muromachi Era, changes in the leadership style of the Bushi under the command of Toyotomi Hideyoshi.			: 2x50 minutes Independent Tasks: 2x50 minutes	and extracting)	Japanese History. 2. Ryuugaku ei no tamenonihonshi, 1990. Tokyo University of Foreign Studies
10	Students can explain the dynamics of life in "peacetime: in Japan due to the politics of self-isolation under the leadership of the Tokugawa samurai clan, it shows the development of culture and social stratification in Japan.	<i>Edo Jidai</i>	Lecture Group Discussion	Face-to-face: 2x50 minutes Structured assignment: 2x60 minutes Independent Assignment : 2x60 minutes	Individual report (students search for articles and extract them)	Surajaya, I Ketut., 2001. Introduction to Japanese History. 2. Ryuugaku ei no tamenonihonshi, 1990. Tokyo University of Foreign Studies
11	Students will be able to explain the background of the policy changes. Can show changes in patterns of life and culture due to	Meiji Jidai	Lecture Discussion Group presentation	Face to face : 2x50 minutes Structured assignments : 2x60 minutes	Individual report (students look for articles and	Surajaya, I Ketut., 2001. Introduction to Japanese History.

	contact with outsiders. Showing modernization and industrialization in Japan			Independent Assignment s : 2x60 minutes	summarize)	3., 1988. 日本 の歴史.日 本語教育 学会 .Tokyo: The Society for Teaching Japanese as foreign Language
12	Students are skilled in demonstrating the development of thought in Japan as a result of contact with Europe. Students can explain the dialectic of democratic development in Japan	<i>Taisho jidai</i>	Lecture Discussion Group presentation	Face to face : 2x50 minutes Structured assignments : 2x60 minutes Independent Tasks: 2x60 minutes	Individual reports (students look for articles and summarize) 1988. 日本 の歴史.日 本語教育 学会 .Tokyo: The Society for Teaching Japanese as foreign Language
13	Students can explain the background of Japan's aggressive actions in World War I and World War II. Explain the link between Japanese industrialization	<i>Showa jidai</i>	Lecture Discussion Group presentation	Face-to-face : 2x50 minutes Structured assignments : 2x60 minutes Independent Tasks: 2x60 minutes	Individual report (students look for articles and extract)	Ryuugakus ei no tamen nihonshi; Tokyo University of Foreign Studies ; 1990

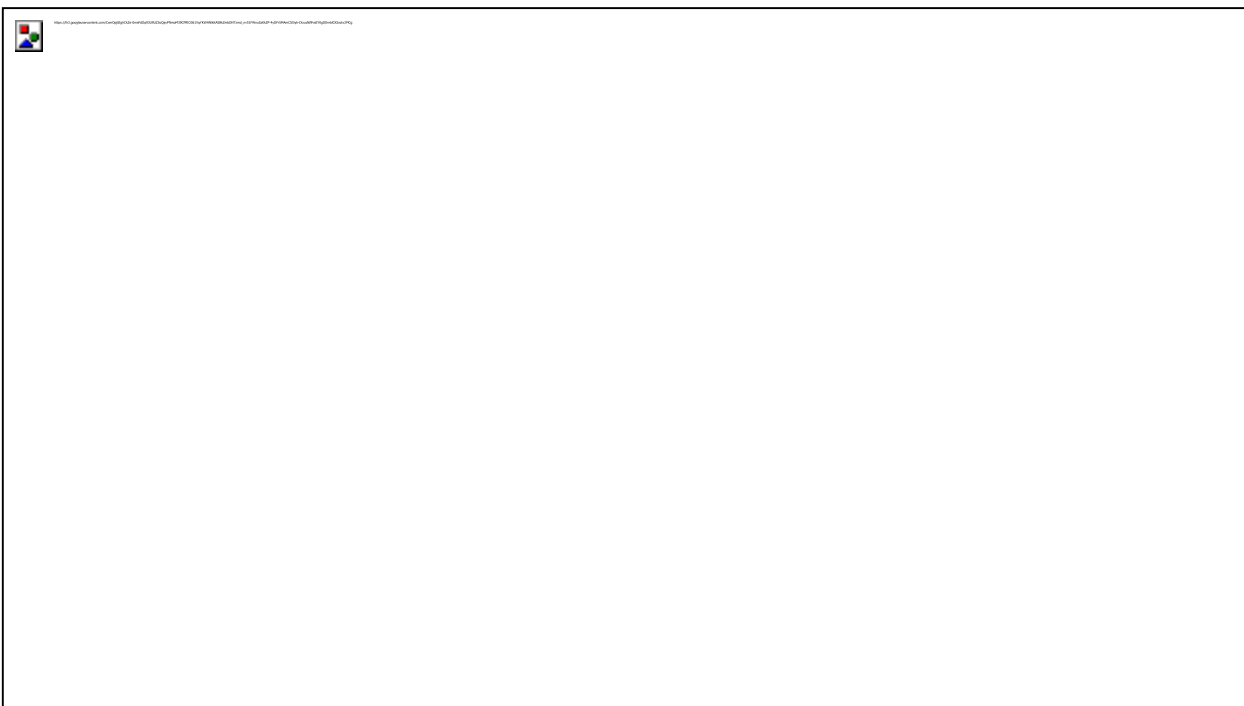
	with the need for raw materials and marketing areas. Show historical evidence of changes in the pattern of Japanese life under Allied occupation due to defeat in the war.					3. 1988. 日本 の歴史.日 本語教育 学会 .Tokyo: The Society for Teaching Japanese as foreign Language
14	Students explain life in Japan after the Japanese occupation. Shows the background of the choice of the "peace-loving" life model and attaches importance to the economy to become the number two economic power in the world.	<i>Heisei : Era of Economic Growth and Japan's</i>	Lecture Discussion Group Presentation	Foreign PolicyFace to face : 2x50 minutes Structured assignments : 2x60 minutes Independent Assignment s : 2x20 minutes	Individual reports (students look for articles and extract)	Ryuugakus ei no tamen nihonshi; Tokyo University of Foreign Studies ; 1990 3. 1988. 日本 の歴史.日 本語教育 学会 .Tokyo: The Society for Teaching Japanese as foreign Language

15	Students are skilled in explaining their learning process in lectures. Skilled in showing historical evidence of the development of Japanese culture from prehistoric times to the modern era.	Class Reflection student self evaluation	Lecture Discussion	Face to face: 1x50 minutes of structured tasks: 3x60 minutes Task Independent : 2x60 minutes	Task individual: essay make	Ryuugakusei no tameno nihonshi; Tokyo University of Foreign Studies ; 1990 3. 1988. 日本の歴史.日本語教育学会 .Tokyo: The Society for Teaching Japanese as foreign Language
16	SEMESTER FINAL EXAM					

6. List of References

1. Surajaya, I Ketut., 2001. Introduction to Japanese History.
2. Ryuugakusei no tameno nihonshi; Tokyo University of Studies ; 1990
3. 留学生のための日本史、東京外国語大学留学生教育教材開発センター、山川出版社、東京、1990
4. 1988. 日本の歴史.日本語教育学会.Tokyo: The Society for Teaching Japanese as foreign Language
5. 西尾韓二, 2021. 「市販本」新しい歴史教科書, 株式会社, 東京

7. Appendix 1: Sources of Subjects: Books, Modules, Handout power point, etc.



516671448. **Appendix 2: Problem test, test performance, sections, sheet observation etc.**



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SEMESTER LESSON PLAN (RPS)
(*KAIWA JOKYU* OR ADVANCED CONVERSATION)







Lecturer:

I Kadek Antartika, S.S., M.Hum.

JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	No.Doc : FBS_PBJ_MK405
		Revised : 2
		Date : February 1, 2020

	(KAIWA JOKYU OR ADVANCED CONVERSATION)	Page : 15
<p>Written By:</p>  <p>I Kadek Antartika, S.S., M.Hum. NIP.197707252005011003</p>	<p>Checked By:</p>  <p>Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP. 19870205122012122001</p>	<p>Approved by:</p>  <p>I Wayan Sadyana, S.S., M.Si. NIP. 197812012006041001</p>
Lecturer	Academic quality assurance of study programme	Coordinator of Japanese Language Education Study Programme
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>9. Course Identity</p> <p>Study Programme : Japanese Language Education Course : <i>Kaiwa Jokyū</i> or Advanced Conversation Course Code : JPGS120405 Courses of Courses : Study Programme Specific Courses Credit Hours : 3 Degree : Bachelor degree Semester : 4 Prerequisite : <i>Kaiwa Chukyu</i> or Intermediate Conversation Status (compulsory/elective): Compulsory Name and Lecturer's Code : I Kadek Antartika, S.S., M.Hum.</p> <p>10. Course Description</p> <p>The <i>Kaiwa Jokyū</i> course aims to provide contextual understanding and professional skills in speaking or communicating at an advanced level in order to support student competence in the fields of teaching and research. <i>Kaiwa Jokyū</i> learning</p>		

is divided into two activities, namely the first learning is focused on understanding expressions and communication strategies used in various contexts of speech situations in various wider fields of life. Scope of learning materials regarding *kangae/kansou no nobekata* 'communication strategies in asking and presenting ideas, ideas, impressions' *iken no nobekata*, *iken o sansei to fusansei* 'asking opinions, strategies in agreeing or disapproving of the speech partner's opinion', *jogen o motomeru* 'to ask or suggest something' *kanjou o hyougen suru* 'communication strategy for expressing feelings' *setsumei suru /shite morau* 'a strategy of giving and asking for an explanation of a topic. *Joukyou joutai o Kiku to noberu* 'strategy in asking and explaining a situation, situation or condition'. Students explore various social phenomena that can be used as topics and then carry out collaborative or group communication exercises using interview and role play methods.

The second part, learning focuses on improving communication competence used in discussion forums or public debates on various topics and improving communication in expressing ideas conveyed through speech. Students are not only required to be skilled in using various expressions, they are also trained to be able to express ideas, give objections and be trained to convey ideas in a structured and effective manner through delivering a speech. Learning assessment is carried out through presentations, projects, portfolios.

11. Learning Outcomes of the Referred Study Programme

1. Mastering the theoretical concepts of Japanese
2. Apply Japanese language skills both oral and written

12. Course Learning Outcome

1. Able and skilled in applying knowledge of various kinds of expressions used in conveying ideas, ideas, opinions, desires, and feelings in various contexts of speech situations in various topics that reflect advanced level Japanese communication skills.
2. Develop knowledge, skills, polite communication skills at an advanced level in various topics according to the context of the situation in supporting future career development in the field of Japanese language teaching.

13. Description of the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
1	Students understand the learning objectives for one semester	Syllabus, module, learning evaluation	Expository Class discussion	3x50 minutes	empty	Syllabus, Module

Meeting	Course Indicator and Learning Outcome	Study Material (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
2	Students are skilled at communicating using expressions that are appropriate to the context of the speech situation related to strategies in maintaining good social relations with speech partners	Phrases related to ethics and communication strategy <input type="checkbox"/> 話を始める * あのう、失礼ですが、いまちょっとよろしいでしょうか。 * お忙しいところ、申し訳ございませんが、ちょっとお話を伺わせていただきたいのですが、よろしいでしょうか。 <input type="checkbox"/> 話を終える * いろいろありがとうございました。とてもいい勉強になりました。 <input type="checkbox"/> 聞きにくいことを聞くとき * あのう、個人的なことなのですが、伺ってもよろしいでしょうか。 * もし失礼では無ければ、～について伺いたいんですが。	Class discussion Interview Role play	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Performance assessment 	1,2,3,4
3	Students are skilled at communicating by	Expressions in asking and expressing	<ul style="list-style-type: none"> ● Interview ● Role play 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation 	1,2,3,4

Meeting	Course Indicator and Learning Outcome	Study Material (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
	using expressions according to the speech situation in asking and conveying ideas, opinions, ideas	opinions, ideas on various topics, such as issues of children's education, the environment, □意見をきく、述べる ～をどう思いますか 。 ～についてどんなご意見をおもちですか 。 ～について、お考えをうかがいたんですが	<ul style="list-style-type: none"> ● Group discussion ● Class discussion 		<ul style="list-style-type: none"> ● Performance assessment 	
4	Students are skilled at communicating by using expressions according to the speech situation in agreeing or denying the ideas, opinions, ideas of the speech partners	Expressions in agreeing and disapproving opinions, ideas, ideas □相手の意見、考えに賛成する ～本当にそうですね ～私もそう思います ～私も同じ意見です □相手の意見、考えに反対する ～そうですね。（でも）しかし ～そうかもしれませんね。（でも）しかし	<ul style="list-style-type: none"> ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	1,2,3,4

Meeting	Course Indicator and Learning Outcome	Study Material (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
		～たしかに、そういうこともあります、しかし				
5	Students are skilled at communicating by using expressions in various contexts of speech situations to ask for advice or advice from the speech partner	Expressions for asking for advice, advice □助言を求める * ちょっと、ご相談したいことがあるんですが、 * ご助言をいただきたいことがあるんですが、 * ちょっとアドバイスをお願いしたいんですが。 * なにかいい～はないでしょうか。 * どこがいい～はないでしょうか。	<ul style="list-style-type: none"> ● Interview ● Role play ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	1,2,3,4
6	Students are skilled at communicating by using expressions in various contexts of speech situations in conveying suggestions or advice to speech partners	Expressions in giving advice, advice □助言をする、提案する * それでしたら、～がいいと思いますが * 私が知っている中では～が一番いいと思います。	empty	empty	empty	1,2,3,4

Meeting	Course Indicator and Learning Outcome	Study Material (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
		* ~てみたかどうか。 * ~たらどうかとおもってうたんですが * ~たらいかがですか。				
7	Students are skilled at communicating in conveying various feelings (joy, sad, surprised, regret, etc.) by using expressions in various contexts of speech situations.	Phrases related to feelings 感情を表現する <input type="checkbox"/> 喜びを表現する <input type="checkbox"/> 残念な気持ちを表現する <input type="checkbox"/> 悲しみを表現する <input type="checkbox"/> 驚きを表現する	<ul style="list-style-type: none"> ● Interview ● Role play ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	1,2,3,4
8	MID-SEMESTER TEST					
9	Students are skilled at communicating in asking and giving an explanation about a thing by using expressions in various contexts of speech situations.	Phrases used in determining words or expressions in certain situations <input type="checkbox"/> 何か言葉や言い方がわからないとき ~というのはなんのことですか。 ~は日本語で、どういえばいいでしょうか。	<ul style="list-style-type: none"> ● Interview ● Role play ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	1,2,3,4

Meeting	Course Indicator and Learning Outcome	Study Material (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
		<p>Ungkapan yang digunakan meminta penjelasan mengenai suatu hal</p> <p>□実際にどんなものか聞きたいとき</p> <p>* ~というのはどういう (どんな) ~でしょうか。</p> <p>* ~について教えていただきたいのですが。</p>				
10	Students are skilled at communicating in asking, comparing differences in something (culture, customs, habits), confirming knowledge and providing an explanation on various topics by using expressions in various contexts of speech situations.	<p>Expressions used to ask the purpose and time of using something</p> <p>□ ~はどんな時に~ ですか。</p> <p>例：日本人はどんな時に着物を着るんですか。</p> <p>□ どういう目的で~ ですか</p> <p>An expression to confirm the truth of previously acquired knowledge</p>	<ul style="list-style-type: none"> ● Interview ● Role play ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	1,2,3,4

Meeting	Course Indicator and Learning Outcome	Study Material (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
		<p>□自分が知っていることが正しいかどうか確認したい時 ～は～と聞いていますが、本当でしょうか。 ～は～と伺ったんですが、本当にそうでしょうか。</p> <p>Expressions used to compare ～では～が、～ではどうでしょうか。 例：私の国では、最近、仕事を持つ女性が増えているんですが、日本ではどうでしょうか。 ～に比べれば、どうちがいますか。</p> <p>Expressions to ask how or the steps in doing something ～がわからないんですが、どのように～ばいいでしょうか。</p>				

Meeting	Course Indicator and Learning Outcome	Study Material (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
11	Students are skilled at communicating in asking and giving an explanation about a condition or situation by using expressions in various contexts of speech situations.	<p>Phrases related to the topic of events or conditions due to natural disasters, accidents.</p> <p>* ~で~があったそうですが、どうだったんでしょうか。</p> <p>* ~による通波の被害はひどかったんですか。</p> <p>Related phrases about health conditions</p> <p>□健康状態について</p> <p>* コロナウィルスの感染拡大はこれ以上しないようにどうしたらいいんでしょうか。</p> <p>* ~は入院したと伺ったんですが、その後いかがですか。</p> <p>* ~その後、だいぶ良くなりましたか。</p>	<ul style="list-style-type: none"> ● Inquiry ● Interview ● Role play ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	1,2,3,4
12	Students are skilled at communicating in asking and giving an explanation about a condition or situation	Phrases related to the topic of the sustainability process of an activity or project.	<ul style="list-style-type: none"> ● Inquiry ● Interview ● Role play ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	1,2,3,4

Meeting	Course Indicator and Learning Outcome	Study Material (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
	by using expressions in various contexts of speech situations.	<p>□あることの進み具合について</p> <p>* ~は進んでいるでしょうか。</p> <p>* ~はあとどれくらいで、できるでしょうか。</p> <p>* ~はうまくいっていますか。</p> <p>~はいつごろできるでしょうか。</p> <p>Phrases related to the topic of living conditions</p> <p>* ~での生活はいかがですか。</p> <p>* ~さんは、~での生活にもうなれましたか。</p> <p>* 何かお困りのことはないでしょうか。</p> <p>* ~はどのように生活するんですか。</p>				
13	Students are skilled at communicating by using expressions that are appropriate to the context of the speech	<p>Expressions in asking for impressions</p> <p>□感想をきく、述べる</p>	<ul style="list-style-type: none"> ● Inquiry ● Interview ● Role play ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	1,2,3,4

Meeting	Course Indicator and Learning Outcome	Study Material (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
	situation in asking and conveying an impression of something.	～はどう（いかが）でしたか。 ～について、どんな感想をおもちですか。				
14	Students are skilled in conveying ideas, ideas about certain topics through speech discourse	Determining the topic of the speech does not contain elements of SARA. Speech themes can be Language, Culture, Youth, Internet, Gadgets, environment, health, education)	<ul style="list-style-type: none"> ● Inquiry ● Interview ● Group discussion 		<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	1,2,3,4
15	Students are skilled in conveying ideas, ideas about certain topics through speech discourse	Speech script	<ul style="list-style-type: none"> ● Inquiry ● Interview ● Group discussion 		<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	1,2,3,4
16	FINAL TEST					

14. References

- Rumi, Sei. 2017. *Kimochi ga Tsutawaru Nihongo Kaiwa Kihon Hyogen 180*. Tokyo : J Risaachi Shuppan
- Rokurou, Morita. 2011. *Nihonjin Kokoro ga Wakaru Nihongo*. Tokyo : Asuku Shuppan
- Nobuko, Mizutani, et al. 2016. *Sugu ni Tsukaeru Nihongo Kaiwa Chou minifureezu Hatten 210 chujokyuhon*. Tokyo : J Risaachi Shuppan

9. Nakai Junko, Kondo fumi, Suzuki Mariko, Ono Ekuko, Aramaki Tomoko, and Morii Tetsuya, 2005. *Kaiwa ni Chousen Nihongo Role Play*. Japan: 3A Corporation

15. Appendix 1: Teaching Resources: Books, Modules, Power Point Handouts, etc.

16. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN (RPS)

(*SAKUBUN JOKYU* OR ADVANCE COMPOSING)



Lecturer:

I Kadek Antarctica, SS, M. Hum.

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME FACULTY
OF LANGUAGE AND ARTS**

UNIVERSITAS PENDIDIKAN GANESHA

2021

	SEMESTER LESSON PLAN	No. Doc:
		Revisi : on
	(SAKUBUN JOKYU OR ADVANCE COMPOSING)	Date:
		Page:
Created By: I Kadek Antarctica, SS, M. Hum. NIP.197707252005011003	Review By: Dr. Kadek Eva Krishna Adnyani, SS, M. Si. NIP. 19870205122012122001	Approved By: I Wayan Sadyana, SS, M.Sc. NIP. 197812012006041001
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Japanese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Name of Study Programme	: Japanese Language Education
Course Name	: <i>Sakubun Jokyu</i> or Advance Composing
Course Code	: JPGS120406
Course Group	: Scientific Field of Study Courses
Credit Hours	: 3 credits
Degree	: Bachelor Degree
Semester	: 4
Prerequisite	: <i>Sakubun Jokyu</i> or Advance Composing
Status (compulsory/elective)	: Compulsory
Name and code of lecturer	: I Kadek Antarctica, SS, M. Hum.

2. Course Description

This course aims to provide professional skills regarding theoretical concepts regarding the rules or structures of intermediate Japanese phrases, clauses, and sentences referring to the JLPT N3 Japanese language mastery competence in writing essays. This course describes and provides an understanding of the written variety in Japanese used in compiling various documents, both personal and official. Providing skills in writing various forms of writing such as writing various kinds of memos, announcements, writing impressions (*kansoubun*), and diaries (*nikki*). Provide skills in writing advanced narrative, descriptive, and argumentative essays. Provide briefing on how to write documents such as filling out forms and *rirekisho*. College assessments are carried out through portfolios, projects.

3. Programme Learning Outcomes of the Referred Study Programme

- a. Mastering the theoretical concepts of the Japanese language
- b. Applying skills both oral and written

4. Course Learning Outcomes

- a. Able and skilled in expressing idea and ideas into written form that reflects the ability to write at an advanced level of Japanese (level N3)
- b. Develop compositional writing skills, narrative, descriptive, argumentative such as writing documents *rirekisho*, writing e-mails, commercial essays such as advertisements, recipes in Japanese, and others by paying attention to grammatical rules that reflect the ability to use Japanese language at an advanced level.

2. Description of Semester Lesson Plan

Meeting	Indicators of Course Learning Outcomes	Study Material (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
1	Students understand the purpose of learning for one semester	Syllabus Reference Module, Class Contracts	<ul style="list-style-type: none"> Class Discussion Lecture 	2X 50 Minute	<ul style="list-style-type: none"> Presentation 	1.
2	Students are skilled at writing telephone memos using expressions and various forms of writing that match the intended address.	Presentation on recognizing the form and variety of writing in the form of memos or notes in various contexts 電話のメモを書く 一般の場合 ・会社での場合	<ul style="list-style-type: none"> Inquiry Class discussion Assignment 	2X50 minutes	<ul style="list-style-type: none"> Portfolio Assessment Performance 	1

1	Students are skilled in writing various types of writing that state prohibitions, announcements, or brief information.	<p>Presentation on the expression, form, and variety of the memo's writing expresses clues, signs, prohibition, and brief information.</p> <ul style="list-style-type: none"> ● 書きのメモ通知 ● 注意・内などのメモ案 	<ul style="list-style-type: none"> ● Group discussion ● Class discussion ● Assignment 	2x50 minutes	<ul style="list-style-type: none"> ● portfolio ● performance of the 	first
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meeting	Indicators of Course Learning Outcomes	Study Materials (topic)	Learning Form (learning strategy)	Time	Assignments and Assessment	Reference
		<ul style="list-style-type: none"> 簡条書きのメモ 				
4	Students are skilled in writing information about a thing. Such as a guide or steps in doing something, such as cooking, a guide to the use of tools.	<p>Description of the phrase, written language used in writing down recipes, guides tools.</p> <p>機械の使い方のマニ</p>	<ul style="list-style-type: none"> Group discussion Class discussion Inquiry Assignment 	2x50 minute	<ul style="list-style-type: none"> presentations Assessment of performance 	1
5	Student essay persuasive form of advertising a product by leveraging social media	<p>Description and introduction of idioms and written forms of advertisements through online media such as SNS.</p> <p>SNS で広告を書く</p>	<ul style="list-style-type: none"> Inquiry Class discussion Assignment 	2X50 minutes	<ul style="list-style-type: none"> Presentation Performance Assessment Portfolio 	1

6	Students are skilled at writing argumentative essays about experiences or social phenomena that	recognize expressions and words used in conveying an opinion on events, events or	<ul style="list-style-type: none"> • Inquiry • Class discussion • Assignments 	2X50 minutes	<ul style="list-style-type: none"> • presentation • performance assessment • Portfolio 	1
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meeting	Indicators of Course Learning Outcomes	Study Materials (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
	Exist in the environment.	social phenomena in the surrounding environment. 身近なことを書く				
7	Students are skilled in writing descriptive narrative essays regarding introducing unique places in the surrounding environment.	Introduction of various expressions and strategies for writing descriptive essays on the topic of introducing a unique place in the surrounding environment 身近な場所を紹介する。	<ul style="list-style-type: none"> ● Inquiry ● Class discussion ● Assignment 	2X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Assessment of Performance ● Portfolio 	1
8	MIDDLE SEMESTER EXAM					

9	<p>Student Skilled in writing personal e-mails to someone.</p> <p>Skilled in writing E-mail replies from someone according to the context.</p>	<p>Presentation on the expression, principles, and rules and how to write an e-mail to someone</p> <p>Eメールの書き方お,メールの返信の仕</p>	<ul style="list-style-type: none"> ● Inquiry ● Class discussion ● Assignment 	2x50 minute	<ul style="list-style-type: none"> ● presentations ● Assessment performance of ● Portfolio 	3. 4
10	<p>Student Skilled in writing</p>	<p>the exposure of expression and how</p>	<ul style="list-style-type: none"> ● Inquiry ● Class discussion 	2x50 minute	<ul style="list-style-type: none"> ● presentations 	3,4

meeting	Indicators of Course Learning Outcomes	Study Materials (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
	Furthermore, distinguish expression used in writing the e-mail in the working world or the business world	of writing E-mail in the world business. ビジネスメールの	Assignment		<ul style="list-style-type: none"> Assessment of the performance of the portfolio is 	
11	students skilled in writing a CV in Japanese	exposure and recognition on how to CV writing in Japanese. 履歴書の書き方	<ul style="list-style-type: none"> Inquiry Class discussion Assignment 	2x50 minute	<ul style="list-style-type: none"> assessment of performance Portfolio 	2

12-15	Students skilled in writing several essays collaboratively in project projects get to know tourist villages in Bali or other areas in Indonesia.	<p>Project About introduce A Tourism Village Writes and informs about a village that has uniqueness and beauty to be introduced with an output form in a Blog.</p> <p>As for the topic of topics written, i.e., the layout of the village and</p>	<ul style="list-style-type: none"> Project-Based Learning 	4 (2x50) Special	<ul style="list-style-type: none"> Assessment performance Portfolio 	1,2,3,4
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meeting	Indicators of Course Learning Outcomes	Study Materials (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
		village demographics, Tourism potential in the village, tourist accommodation, Cultural Experience with residents, Cultural Traditions in the Village, Crafts or culinary famous from the village. 観光村紹介を書くブログの作成				
16	FINAL SEMESTER EXAM					

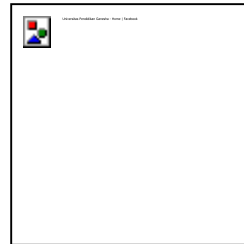
6.References

1. Taguchi,Masako, 1995. *Raku raku Nihongo Raitingu*. Japan : Aruku.
2. Rirekisho no Kakikata dalam <https://next.rikunabi.com/tenshokuknowhow/archives/909/>
3. 築明子、理恵大木、小松由佳. 2005 『日本語 E メールの書き方』 ザ・ジャパン・タイム
4. Setsuko, Matsumoto, et al. 2018. *Writing Business E-mail in Japanese : The Basic and Practical Examples*. Tokyo: The Japan Times.

7. Appendix 1: Teaching Resources: Books, Modules, Handouts PowerPoint, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN (RPS)
BUNPO JOKYU (ADVANCE GRAMMAR)



Lecturer:

I Kadek Antartika, S.S., M.Hum

**STUDIES PROGRAM OF EDUCATION JAPANESE
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

		SEMESTER LESSON PLAN	No.Doc FBS_PBJ_RPS403
			Revision: .02
		BUNPO JOKYU (ADVANCE GRAMMAR)	Date : February 1, 2020
			Pages: 18 pages
Created by:  I Kadek Antartika, S.S., M.Hum. NIP. 197707252005011003		Checked by:  Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP. 19870205122012122001	
Approved by:  I Wayan Sadyana, S.S., M.Si. NIP. 197812012006041001			
Lecturer		Academic Quality Assurance Study Programme	
		Coordinator of Japanese Language Education Study Programme	
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme : Japanese Language Education</p> <p>Course : <i>Bunpo Jokyū</i> (Advance Grammar)</p> <p>Course Code : JPGS120403</p> <p>Course Group : Scientific Field of Study Courses</p> <p>Credit Hours : 3</p> <p>Degree :</p> <p>Semester : 4</p> <p>Prerequisite : <i>Bunpo Chukyū</i> (Intermediate Grammar)</p> <p>Status (compulsory/elective) : Compulsory</p>			

Name and code of lecturer : I Kadek Antartika, Desak Made Sri Mardani

2. Course Description

This course aims to provide students with professional understanding and skills in the field of advanced level Japanese grammatical mastery in order to support competence in Japanese language teaching and research.

Learning is divided into two activities, first, students through cooperative learning examine the relationship of lingual units that form sentence structures by paying attention to morphological and semantic aspects in a sentence structure to understand the meaning of the sentence.

The second activity, in addition to doing exercises in applying sentence patterns into contextual expressions, students are also asked to compare and analyze differences in semantically the sentence structures used to express certain expressions with different lingual unit forms.

Assessment of learning outcomes is carried out through portfolios, formative tests and summative tests.

3. Learning Outcomes of the Study Programme Referred to

PLO3: Mastering theoretical concepts of Japanese

PLO4: Mastering theoretical concepts of learning Japanese

4. Course Learning Outcomes

- 1) Mastering grammatical theoretical concepts which include morphological and semantic aspects in Japanese sentence structure at an advanced level
- 2) Skilled in applying the rules of Japanese grammatical structure at a higher level continue into contextual oral and written expressions

5. Description of Lesson Plan

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Forms	Time	Assignment and Assessment	Reference
1	Students understand the learning that will be carried out during one semester	contract, Syllabus	<ul style="list-style-type: none">• Lecture• Class discussion	2 x 50 minutes	-	RPS, Module course course

2	<ul style="list-style-type: none"> ●Students are able to examine the relationship of lingual units that form sentence structures by paying attention to morphological and semantic aspects in a sentence structure to understand the meaning of the sentence in question ●Students are skilled at applying sentence patterns that contain elements of modality into contextual expressions 	<ul style="list-style-type: none"> ●Modalities in Japanese sentence structures that express possibility, certainty <ul style="list-style-type: none"> ● 推量、話しての考えを伝える -～だろう。 ● 疑問に思うときに使う表現 ～のだろうか ● 理由・可能性がない ～わけがない ● 部分的な否定を表す表現 ～わけではない 	<ul style="list-style-type: none"> ● Lecture ● Class discussion ● Group discussion ● Drill 	2 x 50 minutes	<ul style="list-style-type: none"> ● Formative test 	1,2,3
3	<ul style="list-style-type: none"> ●Students are able to examine the relationship unit lingual form the structure of sentences with the aspect of morphological, semantics in a sentence structure to understand the meaning of the sentence in question. ●Students are skilled at applying sentence 	<p>Sentence patterns:</p> <p>The function of the particle <i>no</i> as a marker of the agent subject in a relative clause structure.</p> <p>particle <i>Koso</i> to express affirmation</p> <p>particle <i>Yori</i> which express comparative degree</p> <ul style="list-style-type: none"> ● 主題主語を表す文節に使う助詞「の」 	<ul style="list-style-type: none"> ● Library / Online Research ● Class discussion ● Group discussion ● Drill 	2 x 50 minutes	<ul style="list-style-type: none"> ● presentation ● Formative test 	1,2,3

	patterns into contextual expressions.	<p>例：人の嫌がること話してはいけない。</p> <ul style="list-style-type: none"> ● 強調を表す「こそ」 <p>例：今度の試験こそがんばりたい</p> <ul style="list-style-type: none"> ● よりの使い方 <p>例：リサイクル運動はより多くの人に知ってもらいたい。</p> <ul style="list-style-type: none"> ● 動詞の省略 <p>例：いつもは歩いて、雨の日はバスで学校に通っている。</p>				
4	<ul style="list-style-type: none"> ● Students are able to examine the relationship lingual units that form the structure of sentences with the morphological, semantic aspects in a sentence structure to understand the meaning of a sentence ● Students are skilled at applying sentence patterns into contextual expressions. 	<p>Sentence patterns:</p> <ul style="list-style-type: none"> ● 内容・定義・具体例を表す ～という 例：この計画は賛成できないという意見が多い。 ● 対比表現、最上級を表す 例：本を読むことほど楽しいことはない。 ● 比較表現の整理 	<ul style="list-style-type: none"> ● Library / Online Research ● Class discussion ● Group discussion 	2 x 50 minutes	<ul style="list-style-type: none"> ● Portfolio ● Formative test 	1,2,3

		<p>例：中国の人口は日本の人口を比べると、中国の人口は日本の人口の十倍だ。</p> <ul style="list-style-type: none"> ● 動作・状態の程度を比喻や具体的な例を使って表す <p>例：持ち帰れないぐらいのお土産を頂いた</p>				
5	<ul style="list-style-type: none"> ● Students are able to examine the relationship of lingual units that form sentence structures by paying attention to morphological and semantics aspects in a sentence structure to understand the meaning of the intended sentence ● Students are skilled at applying sentence patterns into contextual expressions 	<p>sentence patterns:</p> <ul style="list-style-type: none"> ● Nからすると～ <p>例：彼の実力からすると、あの大学には合格できるだろう。</p> <ul style="list-style-type: none"> ● 疑問語疑問文～より <p>例：仕事は給料がいくらより、内容が大切だ。</p> <ul style="list-style-type: none"> ● 数字のタブー <p>2, 4, 6割り切れる数字が縁起がよくない。</p>	<ul style="list-style-type: none"> ● Library / Online Research ● Class discussion ● Group discussion ● Drill 	2 x 50 minutes	<ul style="list-style-type: none"> ● Portfolio ● Formative test 	1.2 ,3
6	<ul style="list-style-type: none"> ● Students are able to examine the relationship of 	<p>Sentence pattern:</p> <ul style="list-style-type: none"> ● N/Vて以来～ 	<ul style="list-style-type: none"> ● Library / Online Research ● Class discussion 	2 x 50 minutes	<ul style="list-style-type: none"> ● Portfolio ● Formative test 	1,2,3

	<p>lingual units that form sentence structures by paying attention to morphological and semantics aspects in a sentence structure to understand the meaning of the intended sentence</p> <ul style="list-style-type: none"> ● Students are skilled at applying sentence patterns into contextual expressions 	<p>例：日本に来て以来、毎日家族にメールを送った。</p> <ul style="list-style-type: none"> ● 何～も <p>例：彼には何年も会っていない。</p> <ul style="list-style-type: none"> ● 何～か <p>例：試験の結果が悪く、何人かの学生が落第した。</p> <p>文章の中の「こ・そ・」前の文に出てきたものである。</p>	<ul style="list-style-type: none"> ● Group discussion ● Drill 			
7	<ul style="list-style-type: none"> ● Students are able to examine the relationship of lingual units that form sentence structures by paying attention to morphological and semantics aspects in a sentence structure to understand the meaning of the intended sentence ● Students are skilled at applying sentence patterns into contextual expressions 	<p>Review sentence patterns that have been studied and compare the differences in their use.</p> <p>Explanation of the differences in the use of patterns that express suspicion, namely the use of <i>rashii</i>, <i>you desu</i>, <i>mitai</i>, <i>sou desu</i>.</p> <p>～らしい、～ようです～みたいの整理</p>	<ul style="list-style-type: none"> ● Library / Online Research ● Class discussion ● Problem-based Learning 	2 x 50 minutes	<ul style="list-style-type: none"> ● Portfolio ● Formative test 	1,2,3
8	MIDDLE SEMESTER TEST					

9	<ul style="list-style-type: none"> ● Students are able to compare to analyze the differences semantically the sentence structure used to express certain expressions with different lingual unit forms. ● Students are skilled at applying sentence patterns to contextual expressions. 	<p>Sentence patterns:</p> <ul style="list-style-type: none"> ● Vるまでもない 例：これはだれでも知っていることだから、わざわざ説明するまでもない。 ● Nであろうと 例：どんなひとであろうと、良心があるはずだ。 ● 助詞「の」＋への、からの、との等 例：良心からの手紙を読んだ。 ● Vる／Nの途中 例：駅へ行く途中で雨が降ってきた。 	<ul style="list-style-type: none"> ● Library / Online Research ● Class discussion ● Group discussion ● Drill 	2 x 50 minutes	<ul style="list-style-type: none"> ● Portfolio ● Formative test 	1,2,3
10	<ul style="list-style-type: none"> ● Students are able to compare to analyze the differences semantically the sentence structure used to express certain expressions with different lingual unit forms. ● Students are skilled at applying sentence patterns to contextual 	<p>Sentence patterns:</p> <ul style="list-style-type: none"> ● Vたとたん 例：彼は布団に入ったとたん、いびきをかき始めた。 ● ～たばかり、～たところ 例：バスはたった今出たところです。 	<ul style="list-style-type: none"> ● Library / Online Research ● Class discussion ● Group discussion ● Drill 	2 x 50 minutes	<ul style="list-style-type: none"> ● Portfolio ● Formative test 	1,2,3

	expressions.	<p>日本へ来たばかりなので、まだ日本語が上手に話せない。</p> <ul style="list-style-type: none"> ● ～ことに <p>例：うれしいことに、あきらめていた第一志望の大学に入学できた。</p>				
11	<ul style="list-style-type: none"> ● Students are able to compare to analyze the differences semantically the sentence structure used to express certain expressions with different lingual unit forms. ● Students are skilled at applying sentence patterns to contextual expressions. 	<p>Sentence patterns:</p> <ul style="list-style-type: none"> ● ～つつある <p>例：事故の原因は明らかになりつつある。</p> <ul style="list-style-type: none"> ● ～を中心に <p>例：日本は東京を中心に経済が発展します。</p> <ul style="list-style-type: none"> ● Vたところに／Vたところで <p>例：まっすぐ行ったところにトイレがあります。</p> <ul style="list-style-type: none"> ● Nらしい（典型的） <p>例：学生なら学生らしく勉強しなさい。</p> <ul style="list-style-type: none"> ● ～げ（様態） 	<ul style="list-style-type: none"> ● Library / Online Research ● Class discussion ● Group discussion ● Drill 	2 x 50 minutes	<ul style="list-style-type: none"> ● Portfolio ● Formative test 	1.2, 3

		例：彼はさびしげにベンチに座っている。				
12	<ul style="list-style-type: none"> ●Students are able to compare to analyze the differences semantically the sentence structure used to express certain expressions with different lingual unit forms. ●Students are skilled at applying sentence patterns to contextual expressions. 	<p>Description of several sentence patterns, such as:</p> <ul style="list-style-type: none"> ● ～N にとって 例：留学生にとって日本の物価が高いのは問題だ。 ● ～ずにはいられない 例：彼女の悲しい話を聞いた時、泣かずにはいられなかった。 ● ～らしい 例：うわさでは、あの二人は結婚するらしい。 ● ～としたら 例：生まれ変わるとしたら、女性がいいです。 <p>名詞修飾節</p>	<ul style="list-style-type: none"> ● Library / Online Research ● Class discussion ● Group discussion ● Drill 	2 x 50 minutes	<ul style="list-style-type: none"> ● Portfolio ● Formative test 	1,2,3
13	<ul style="list-style-type: none"> ●Students are able to compare to analyze the differences semantically the 	<p>Sentence patterns:</p> <ul style="list-style-type: none"> ● N だらけ 	<ul style="list-style-type: none"> ● Library / Online Research ● Class discussion ● Group discussion 	2 x 50 minutes	<ul style="list-style-type: none"> ● Portfolio ● Formative test 	1,2,3

	<p>sentence structure used to express certain expressions with different lingual unit forms.</p> <p>●Students are skilled at applying sentence patterns to contextual expressions.</p>	<p>例：大雨の中を歩いたので、靴が泥だらけになった。</p> <ul style="list-style-type: none"> ● Vないと～Vないからだ。 <p>例：交通が不便で、車がないと、生活できないからだ。</p> <ul style="list-style-type: none"> ● ～たびに <p>例：誕生日のたびに、本をくれる友達がいる。</p> <ul style="list-style-type: none"> ● ～に加えて <p>例：雨が降っているのに加えて、風邪もひどくなってきた。</p>				
14	<p>●Students are able to compare to analyze the differences semantically the sentence structure used to express certain expressions with different lingual unit forms.</p> <p>●Students are skilled</p>	<p>The explanation of the difference in the structure of information in the Japanese sentence structure with the particle markers <i>wa</i> and <i>ga</i>. A description of the sentence structure that expresses effort.</p>	<ul style="list-style-type: none"> ● Class discussion ● Problem Base learning 	2 x 50 minutes	<ul style="list-style-type: none"> ● Portfolio ● Formative test 	1,2,3

	at applying sentence patterns to contextual expressions.	<p>The description and use of the conjunctions, <i>fui</i>, <i>youyaku</i>, <i>harukani</i> and others</p> <ul style="list-style-type: none"> ● 「は」と「が」の整理 例：星が出ている。 冬の星はきれいだ。 これは父が送ってくれた写真だ。 ● ～ように～ 例：先生に遅刻しないように何度も注意された。 ● 接続詞・副詞の整理 例：ちゃんこと呼ばれる料理をたっぷり食べる。不意に、はるかに、ようやく等 				
15	<ul style="list-style-type: none"> ● Students are able to compare to analyze the differences semantically the sentence structure used to express certain expressions with different lingual unit forms. ● Students are skilled at applying sentence 	<p>Explanation of several sentence patterns that state a little affirmation of meaning, sentence patterns that express minimal presuppositions. Differences in the use of the particles <i>koso</i>, <i>shika</i>, <i>sae</i> . ～にすぎない</p>	<ul style="list-style-type: none"> ● Class discussion ● Problem Base Learning 	2x50 minutes	<ul style="list-style-type: none"> ● Presentation ● Formative test 	1.2, 3

	patterns to contextual expressions.	例：アルバイトの収入は一月二万円にすぎない。 ～さえ～ば 例：お金さえあれば何でもできるわけではない。				
16	FINAL SEMESTER TEST					

6. References

1. Hirai Etsuko and Miwa Sachiko, 2007. *Chuukyuu o Manabo : Nihongo no bunkei to Hyougen 56*. Japan : 3A Corporation.
2. Etsuko Tomomatsu, Jun ,Masako Wakuri. 1998. *Donna toki Dou Tsukau Nihongo Hyogen Bunkei 500. Chuu to Joukyuu*
Tokyo: Aruku
3. グループ□ジャマシ. 1998. 『日本語文型辞典』 くろしお出版

7. Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.


**SEMESTER LESSON PLAN (RPS)
HONYAKU NYUMON
(Introduction to Translation)**





Lecturer:

Ni Nengah Suartini, S.S., M.A., Ph.D.

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	<div data-bbox="325 227 661 300"> SEMESTER LESSON PLAN </div>	<div data-bbox="703 227 745 958"> No. · Doc. : FBS - P B J - M K 7 0 8 </div> <div data-bbox="703 958 745 1372"> Revision: · 2 </div>
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	HONYAKU NYUMON	D a t e : F e b r u a r y 1 , 2 0 2 0
		P a g e s : 1 1

<p>Created By:</p>  <p>Ni Nengah Suartini, S.S., M.A., Ph.D NIP 197404212005012001</p>	<p>Reviewed By:</p>  <p>Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP 198705122012122001</p>	<p>Approved By:</p> <p>I Wayan Saad Yana, S.S., S.S., M</p>
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Lecturer	Academic Quality Assurance Study Programme	C o o r d i n a t o r o f J a p a n

		e s e L a n g u a g e E d u c a t i o n S t u d y P r o g r a m e
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SEMESTER LESSON PLAN

17. Course Identity

Name of Study Program : Japanese
Language Education

Subject Name : Honyaku
Nyumon (Introduction to
Translation)

Course Code : JPGS
120708

Course Group : Study
Programme Specific Course
(MKPP)

Credits Hours : 3

Level : S1

Semester : 7

Precondition : -

Status (required/optional): Optional

Name and code of lecturer : Ni
Nengah Suartini, S.S., M.A., Ph.D.

18. Course Description

Honyaku Nyumon
(Introduction to Translation)

Code: JPGS 120408

Credit Unit: 2

The Honyaku Nyumon
(Introduction to Translation)
course is an introduction to
translation that aims to
complement the knowledge and
ability to teach Japanese,
especially about basic knowledge

of translation, the importance of learning foreign languages in relation to the translator profession and the necessary qualifications and being able to translate simple sentences from Japanese to Indonesian.

Lectures are divided into 2 stages. The first stage is to understand the translator profession, translation products and processes in translation. The second stage is to find diction, the right phrase in translating so that the message from the source language can be conveyed in the target language, distinguishing the quality of translation, and explaining errors that tend to occur in translation. Students observe and discuss a translation product and review the translation. Things that need to be considered in translating, understanding the content of the text in the source language, the target of the translation in the target language. Second, things that need to be considered in reading and listening to messages from the source language in order to produce quality translations. Students listen, read texts and

electronic news, make individual vocabulary lists. Next, have a discussion about the content, message of the source language material.

19. Learning Outcomes of the Referred Study Program

PO1: Demonstrating scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation and state based on academic norms and ethics based on THK values.

PO3: Mastering the theoretical concepts of Japanese

PO5: Mastering the theoretical concepts of Japanese culture and society

PO7: Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in the field of Japanese language education.

PO8: Applying Japanese language skills both oral and written

20. Courses Learning Outcomes

1. Able to understand the translation profession and the important role of translators in bridging different languages and cultures.
2. Able to understand basic knowledge of translation, translation techniques and methods.
3. Able to understand important aspects in translation from source language to target language.

21. Description of Semester Lesson Plan

Meetings	Indicators of Courses Learning Outcomes	Study Materials	Learning Form	Time	Assignment and Assessment	Reference
1	Understand and ready to attend lectures.	class contract	Orientation and discussion	3x50 minutes	Student participation	Syllabus, Class contract, RPS etc.

2	Understand the importance of mastering a foreign language, professions related to language skills, the translator profession, the role of translators in bridging different languages and cultures.	https://youtu.be/DdqZ7cfZtY4 https://youtu.be/XcwYDwJ9ZrQ	Observing, lecturing, discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Individual report Activity in class	<input type="checkbox"/> Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press. <input type="checkbox"/> Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.
3	Understand the importance of mastering a foreign language, professions related to language skills, the translator profession, the role of translators in bridging different languages and cultures.	https://youtu.be/os2K6pirl7k	Observing, lecturing, discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Individual report Activity in class	<input type="checkbox"/> Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press. <input type="checkbox"/> Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.
4	Understand the Importance of Mastery of Foreign Languages, professions related to language skills, the translator profession, the role of translators in bridging different languages and cultures.	https://youtu.be/DdqZ7cfZtY4	Observing, lecturing, discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Individual report Activity in class	<input type="checkbox"/> Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press. <input type="checkbox"/> Newmark, Peter, 1988, A

						Textbook of Translation, Prentice Hall.
5	Understand the importance of mastering a foreign language, professions related to language skills, the translator profession, the role of translators in bridging different languages and cultures.	https://youtu.be/awQFZATL1_M	Summirizing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Individual report Activity in class	Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press. □ Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.
6	Understand the importance of mastery of foreign languages, professions related to language skills, translator professions, qualifications as translators, the role of translators in bridging different languages and cultures.	https://youtu.be/HgKV0qWjGqM	Summirizing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Individual report Activity in class	Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press. □ Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.
7	Understand the importance of Mastery of Foreign Languages, professions related to language skills, translation professions, qualifications as translators, the role of translators	https://youtu.be/MUKQiqT7rSw https://youtu.be/_kv1KpiCxc	Summirizing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent	Individual report Activity in class	Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford

	in bridging different languages and cultures .	https://youtu.be/PA8HTX6CXBs		Tasks : 3x60 minutes		University Press. □Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.
8	MIDDLE SEMESTER EXAM					
9	Able to understand the techniques and methods of translation.	Methods and techniques of translation, Peter Newmark.	Practicing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press. □Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.
10	Able to understand the techniques and methods of translation.	Methods and techniques of translation, Peter Newmark.	Practicing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press. □Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.

11	Able to translate simple Japanese proverbs into Indonesian according to natural and easy to understand.	Common Japanese proverbs and their equivalents in Indonesian.	Practicing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	□ Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press. □ Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.
12	Able to translate simple Japanese proverbs into Indonesian according to natural and easy to understand.	Common Japanese proverbs and their equivalents in Indonesian.	Practicing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press. □ Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.
13	Able to translate short and simple children's stories according to the target.	Short stories in Japanese.	Practicing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press.

						□Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.
14	Able to translate short and simple children's stories according to the target.	Short stories in Japanese.	Practicing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press. Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press. □Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.
15	Able to translate short and simple children's stories according to the target.	Short stories in Japanese.	Practicing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press. □Newmark, Peter, 1988, A

						Textbook of Translation, Prentice Hall.
16	FINAL SEMESTER EXAM					

22. Reference

- 田原利継, 2009, 『実務翻訳の方法』, 大修館書店.
- 辻谷真一郎, 2003, 『翻訳になるための考え方と実践』, NOVA.
- 実川元子, 2016, 『翻訳という仕事』, アルク.
- Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press.
- Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.

Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc

<https://youtu.be/o2oPclXHzNQ>

<https://youtu.be/HgKV0qWjGqM>

https://youtu.be/awQFZATL1_M

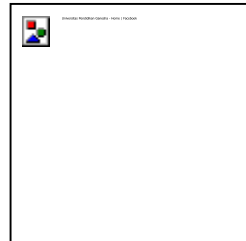
<https://youtu.be/DdqZ7cfZtY4>

https://youtu.be/_kv1KpiCxc

- Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN (RPS)

KAIWA CHUKYU (INTERMEDIATE CONVERSATION)







Lecturer:

I Kadek Antartika,S.S.,M.Hum.

JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME

**FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

		SEMESTER LESSON PLAN	No.Doc : FBS_PBJ_MK304
			Revision : second
		(KAIWA CHUKYU/INTERMEDIATE CONVERSATION)	Date : February 1, 2020
			Pages: 12
Created By:  I Kadek Antartika,S.S.,M.Hum. NIP.197707252005011003		Reviewed By:  Dr. Kadek Eva Krishna Adnyani, S.S.,M.Si. NIP. 19870205122012122001	
Lecturer		Approved By:  I Wayan Sadyana, S.S., M.Si. NIP. 197812012006041001	
Academic Quality Assurance Study Programme		Coordinator of Japanese Language Education Study Programme	
SEMESTER LESSON PLAN 23. Course Identity Name of Study Program : Japanese Language Education Course Name : Kaiwa Chukyu/Intermediate Conversation Course Code : JPGS120304 Course Group : Core Study Courses Credit Hours : 3 Level : S1 Semester :			

Prerequisite : Kaiwa Chukyu
Status (required/optional) : Compulsory
Name and code of lecturer : I Kadek Antartika,S.S.,M.Hum.

24. Course Description

The Kaiwa Chukyu/Intermediate Conversation course aims to provide contextual understanding and professional skills in speaking or communicating at the intermediate level in order to support student competence in the fields of teaching and research. Learning is classified into two parts, namely the first part focuses on understanding the concept of nihongo no kaiwa no tokuchou regarding the characteristics of Japanese oral communication, nihongo no kaiwa no danjosa the concept of variations in female and male languages, and ningen kankei no kaiwa communication ethics in culture Japan. Students are asked to conduct inquiry learning by finding various linguistic phenomena that characterize the characteristics of Japanese language communication by looking at lingual features. Students identify the variety of languages according to the context of speech citations, the relationship of speech partners that reflects the ethics of polite communication in Japanese. Next, the students presented by comparing the characteristics of communication from different language cultural backgrounds including Indonesian in relation to understanding cross-cultural communication.

The second part, learning is focused on developing and deepening communication strategies at the intermediate level which are related to the communication function in everyday life. The topics discussed related to aisatsu to houmon 'greetings and etiquette of visiting Japanese homes' Michi o kiku/oshieru 'asking and informing the address or location' irai suru/ukeru/kotawaru 'requests and rejection of requests' sasoi/shoutai 'invite, invite and how to refuse' gen'in riyuu o noberu 'deliver the reasons' kyoka o Morau 'ask permission' Dengon o tanomu, tsutaeru 'leave a message and deliver a message.' Students are asked to do the exercises in groups using the roleplay method and present it according to the context of the speech situation. Students are also invited to practice communication skills through dejitaru kamishibai. Learning assessment is carried out through presentations, projects, portfolios.

25. Programme Learning Outcomes of the REFERRED Study Programme

3. Mastering the theoretical concepts of Japanese
4. Apply Japanese language skills both oral and written

26. Courses Learning Outcomes

1. Skilled in choosing and using expressions or various languages according to the context of speech situations in various topics of daily life that reflect communication skills in intermediate level Japanese.

2. Develop knowledge, intermediate level communication skills in supporting future career development in the field of Japanese language teaching.

27. Description of Semester Lesson Plan

Meeting s	Indicators of Courses Learning Outcomes	Study Materials (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
1	Students understand the learning objectives for one semester	Syllabus, module, learning evaluation	<ul style="list-style-type: none"> • Expository • Class discussions 	3x50 minutes		Syllabus, Module
2	Students are skilled in using various greetings and understanding communication etiquette when visiting Japanese homes	A description of various expressions of greeting and communication etiquette when visiting someone's house. 挨拶と訪問 □ はじめて会った時の挨拶 □ 久しぶりに会ったときの挨拶 □ よく会うひとへの挨拶 玄関での表現 お土産を出すとき	<ul style="list-style-type: none"> • Class discussion • Role play 	3X50 minutes	<ul style="list-style-type: none"> • Presentation • Performance Assessment 	1,2,3,

Meeting s	Indicators of Courses Learning Outcomes	Study Materials (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
		帰るときに使う 挨拶				
3	Students are skilled in asking and explaining directions for directions to a location	The description of the expression used to ask and explain the direction of the road to a location. 道を聞く □ 道を教える	<ul style="list-style-type: none"> ● Role play ● Group discussion ● Class discussion 	3X50 minute s	<ul style="list-style-type: none"> ● Presentation ● Performance Assessment 	1,2,3,
4	Students understand ethics and are skilled in using various expressions in communicating over the telephone according to the context of the speech situation	Expressions used in communicating via telephone. 電話で話す 私、～ですが、～さん / 様いらっしゃいますか。 □すみません、電話間違えました。 電話をかけて伝言頼む。	<ul style="list-style-type: none"> ● Group discussion ● Class discussion ● Role play 	3X50 minute s	<ul style="list-style-type: none"> ● Presentation ● Performance Assessment 	1,2,3

Meeting s	Indicators of Courses Learning Outcomes	Study Materials (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
5	Students are skilled in choosing a variety of languages and expressions in conveying a request to someone according to the context of the speech situation.	Presentation of material regarding expressions in conveying requests in various contexts of speech situations. 依頼をする 友達への依頼 先生□年上への依頼 他人への依頼等	<ul style="list-style-type: none"> ● Role play ● Group discussion ● Class discussion 	3X50 minute s	<ul style="list-style-type: none"> ● Presentation ● Performance Assessment 	1,2,3
6	Students are skilled in choosing a variety of languages and expressions in conveying a rejection speech against someone's request according to the context of the speech situation.	Exposure to various expressions and communication strategies in conveying rejection speech in various contexts of speech				1,2,3,4

Meeting s	Indicators of Courses Learning Outcomes	Study Materials (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
		<p>situations. 「断り表現」 様々な場面 における依頼 のことわり □親しい友達 □家族の依頼 の断り方 □えらい人自 分より上の依 頼のことわり かた</p>				
7	Students are skilled in choosing a variety of languages and expressions in conveying invitations to someone according to the context of the speech situation.	<p>Exposure to various expressions and communication strategies in conveying invitations to someone in various contexts of speech situations. 人を招待する 友達に、先生 にあるいは親 しい人親しく ない人を招待 する。</p>	<ul style="list-style-type: none"> ● Interview ● Role play ● Group discussion ● Class discussion ● Role play 	3X50 minute s	<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	1,2,3,4

Meeting s	Indicators of Courses Learning Outcomes	Study Materials (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
8	MIDDLE SEMESTER EXAM					
9	Students are skilled in choosing a variety of languages and expressions in asking someone for permission according to the context of the speech situation.	Exposure to various expressions and communication strategies in asking someone for permission in various contexts of speech situations. 許可を求める 目上の人に許可をもとめる 。	<ul style="list-style-type: none"> ● Role play ● Group discussion ● Class discussion 	3X50 minute s	<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	1,2,3,4
10	Students are skilled in choosing a variety of languages and expressions in asking and conveying reasons according to the	Expressions used to ask and convey reasons in various contexts of speech situations 原因□理由を 聞く□述べる	<ul style="list-style-type: none"> ● Interview ● Role play ● Group discussion ● Class discussion 	3X50 minute s	<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	1,2,3

Meeting s	Indicators of Courses Learning Outcomes	Study Materials (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
	context of the speech situation.	例：締め切り の日にまに合 わない理由。 打ち合わせに 出席できない 理由等 □日本で働き たい理由				
11	Students are skilled in choosing a variety of languages and expressions in conveying a sense of empathy for a problem or misfortune that has been afflicted by someone.	Expressions and communication strategies used to convey empathy or ways to comfort and encourage someone. 慰めと励まし 相手の気持ち を受け止める -大変だったね 。 □～さんの気 持ちがよくわ かるよ。 慰め：	<ul style="list-style-type: none"> ● Interview ● Role play ● Group discussion ● Class discussion 	3X50 minute s	<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	1,2,3

Meeting s	Indicators of Courses Learning Outcomes	Study Materials (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
		□誰だってあ ると思うんで すけど。				
12	Students are skilled in explaining and introducing how to cook or make traditional foods.	Phrases and words used to introduce and explain how to make traditional snacks. 自分の伝統的 な料理の作り 方をおしえる	<ul style="list-style-type: none"> ● Inquiry ● Presentation ● Group discussion ● Class discussion 	3X50 minute s	<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	1,2,3
13-15	Students collaboratively work on the dejitar kamishibai project. Students understand various expressions in a story. Students are skilled in playing characters through the accuracy of articulation, pronunciation, accentuation,	Introducing the folklore of the archipelago through the digitization of the illustrated folklore 'Dejitaru Kamishibai. インドネシア の民話を語る デジタル紙芝 居 □インドネシ アの民話を日 本語で紹介す る。	<ul style="list-style-type: none"> ● Inquiry ● Interview ● Group discussion ● PBL 	3 (3X50) minute s	<ul style="list-style-type: none"> ● Presentation ● Performance assessment ● portfolio 	4-5

Meeting s	Indicators of Courses Learning Outcomes	Study Materials (topic)	Learning Form (learning strategy)	Time	Assignment and Assessment	Reference
	intonation according to the context of the story situation.	<input type="checkbox"/> 話しの内容 への理解。日 本語表現、単 語リストの作 成、確認) <input type="checkbox"/> 音読の練習 。(発音、音 量、アクセ ント、区切り) <input type="checkbox"/> 絵の作成。 場面ごとの絵 と話し内容の 再確認。音読 の練習。(発 音、音量、ア クセント、区 切り) <input type="checkbox"/> 紙芝居の練習 (最終の練習) 場面の内容、絵 、語り方 <input type="checkbox"/> 紙芝居の発表 (出来た作品を 発表する)				
16	FINAL SEMESTER EXAM					

28. References

10. Rumi, Sei. 2017. *Kimochi ga Tsutawaru Nihongo Kaiwa Kihon Hyogen 180*. Tokyo : J Risaachi Shuppan
11. Nobuko, Mizutani, et al. 2016. *Sugu ni Tsukaeru Nihongo Kaiwa Chou minifureezu Hatten 210 chujokyuhon*. Tokyo : J Risaachi Shuppan
12. Nakai Junko, Kondo fumi, Suzuki Mariko, Ono Ekuko, Aramaki Tomoko, and Morii Tetsuya, 2005. *Kaiwa ni Chousen Nihongo Role Play*. Japan: 3A Corporation
13. Balita Masyri'ah, "Cultural Comparison between Japan and Indonesia through the Folktales of Animals: for the Understanding of Japanese Culture by Japanese Language Learners-", 岩手大学教育学部 附属教育実践総合センター研究紀要 第15号 317-335, 2016.
14. 「インドネシア昔話の部屋」 <http://www.aa.tufs.ac.jp/~asako/cerita/index.htm>

29. Appendix 1: Teaching Resources: Book, Module, Handout power point, etc.

30. Appendix 2: Test Question, Performance Test, Rubric, Observation Sheet, etc.

5th Semester

SEMESTER LESSON PLAN (RPS)

NIHON GENGOGAKU ENSHU (JAPANESE LINGUSTICS)








Lecturer:

Dr. Kadek Eva Krishna Adnyani, SS, M.Sc.

Dr. Putu Dewi MYP SS M. Hum.

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021**

	SEMESTER LESSON PLAN	No. Doc : FBS-PBJ-RPS505
	<i>Nihon Gengogaku Enshu</i> (Japanese Linguistics)	Revision : 02
		Date : February 1, 2020
		Pages: 7
<p>Created By:</p>  <p>Dr. Kadek Eva Krishna Adnyani, SS, M.Sc. NIP. 198705122012122001</p> 	<p>Review By:</p>  <p>Dr. Kadek Eva Krishna Adnyani, SS, M.Sc. NIP. 198705122012122001</p>	<p>Approved By:</p>  <p>I Wayan Sadyana SS, M.SI NIP 197812012006041001</p>

Dr. Putu Dewi MYP SS M. Hum. NIP. 198202252009122002		
Lecturer	Academic Quality Assurance Study Programme	Programmes Coordinator of Japanese Language Education
<p align="center">SEMESTER LEARNING PLAN</p> <p>1. Course Identity</p> <p>Study Programmes : Japanese Language Education Course : <i>Nihon Gengogaku Enshu</i> (Japanese Linguistics) Course Code : JPGS 120505 Cluster of Courses : Core Study Course Credit Hours : 2 Level : S1 Semester : 5 Prerequisite : <i>Nihon Gengogaku Enshu</i> (Japanese Linguistics) Status (compulsory/elective) : Compulsory Name and code lecturer : Dr. Kadek Eva Krishna Adnyani, SS, M.Sc. (PBJEK07)</p> <p>2. Course Description</p> <p>This course material aims to study research/publications in the field of Japanese linguistics. This lecture is divided into two parts. Prior to UTS, lecturers will provide in-depth material on Japanese Linguistic Studies, Japanese Linguistic Studies and Its Branches, Japanese Phonetics and Phonology Studies, Japanese Syntactic Studies, Japanese Morphological Studies, Japanese Semantic and Pragmatic Studies, and Japanese Sociolinguistic Studies. After UTS, students will take turns presenting discussions of scientific articles (in journals or proceedings according to predetermined topics, such as Research with the theme of Japanese Phonetics and Phonology, etc. At the end of the video, students provide group conclusions regarding the strengths and weaknesses</p>		

of previous research and topic ideas related issues that have not been widely studied. Assessment is carried out with group presentations, individual presentations, and examinations (UTS and UAS).

3. Learning Outcomes of the Study Programmes

1. ATTITUDE

PLO 1

Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to quality improvement life in society, nation and state based on academic norms and ethics based on THK values (Demonstrate scientific, educational, and religious attitudes and actions that contribute to improving the quality of life in society, nation, and state based on academic norms and ethics based on THK's wisdom)

2. KNOWLEDGE

PLO 2

Mastering the concept of theotics of Japanese language

3. GENERAL SKILLS

PLO 4

Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners. (Able to integrate learning and innovation skills, technological and information mastery, career development, and life skills to become lifelong learners)

PLO 5

Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies the value of humanities in the field of Japanese language education.
(Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology and apply humanities values in accordance with Reviews their field of expertise)

4. SPECIFIC SKILLS (planning, implementation, evaluation)

PLO 6	Applying Japanese language skills both oral and written
5. Learning Outcomes Course CLO1: applying soft skills in the field of presentation CLO2 : analyzing publications in the field of Japanese linguistics CLO3 : understanding studies in the field of Japanese linguistics.	

5. Description of Lesson Plan

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Assignment and Assessment	References
1	Students understand the material and apply their knowledge to study related topics.	Introduction: Introduction to Japanese Linguistic Studies	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Individual Presentation Assessment uses the assessment rubric of	Heinrich, Patrick and Ohara, Yumiko. 2018. Routledge Handbook of Japanese Sociolinguistics. New York: Routledge.
2	Students understand the material and apply their knowledge to study related topics.	The Study of Japanese Linguistics and Its Branches	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Individual Presentation Assessment using the assessment rubric of	Heinrich, Patrick and Ohara, Yumiko. 2018. Routledge Handbook of Japanese Sociolinguistic

						s. New York: Routledge.
3	Students understand the material and apply their knowledge to study related topics. .	Study of Japanese Phonetics and Phonology	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the assessment rubric of	Heinrich, Patrick and Ohara, Yumiko. 2018. Routledge Handbook of Japanese Sociolinguistics. New York: Routledge.
4	Students understand the material and apply their knowledge to study related topics.	Japanese Syntax Study	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the assessment rubric of	Fasold, Ralph and Connor-Linton, Jeffrey. 2006. <i>An Introduction to Language and Linguistics</i> . New York: Cambridge University Press.
5	Students understand the material and apply their knowledge to study related topics. .	Japanese Morphology Study	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the assessment rubric of	Fasold, Ralph and Connor-Linton, Jeffrey. 2006. <i>An Introduction to Language and Linguistics</i> . New York: Cambridge University Press.

6	Students understand the material and apply their knowledge to study related topics.	Japanese Semantic and Pragmatic Studies	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the assessment rubric of	Fasold, Ralph and Connor-Linton, Jeffrey. 2006. <i>An Introduction to Language and Linguistics</i> . New York: Cambridge University Press.
7	Students understand the material and apply their knowledge to study related topics.	Japanese Sociolinguistic Studies	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the assessment rubric of	Fasold, Ralph and Connor-Linton, Jeffrey. 2006. <i>An Introduction to Language and Linguistics</i> . New York: Cambridge University Press.
8	MIDDLE SEMESTER EXAM					
9	Students understand the material and apply their knowledge to study related topics. • .	Group Presentation 1 Topic : Research with the theme of Phonetics and Japanese and Phonology	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the assessment rubric of	Holmes, Janet. 2013. <i>An Introduction to Sociolinguistics</i> . New York: Routledge.

10	Students understand the material and apply their knowledge to study related topics.	Group presentation 2 Topic: Research with the theme Japanese Morphology	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the assessment rubric of	Holmes, Janet. 2013. <i>An Introduction to Sociolinguistics</i> . New York: Routledge.
11	Students understand the material and apply their knowledge to study related topics.	Group presentation 3 Topics: research with the theme Japanese Syntax	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the assessment rubric of	Holmes, Janet. 2013. <i>An Introduction to Sociolinguistics</i> . New York: Routledge.
12	Students understand the material and apply their knowledge to study related topics.	Group presentation 4 topics: research with the theme of Japanese Semantics and Pragmatics	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the assessment rubric of	Podesva, Robert J and Sharma, Devyani. 2013. <i>Research Methods in Linguistics</i> . New York: Cambridge University Press.
13	Students understand the material and apply their	Group presentation 5	<ul style="list-style-type: none"> • Lecture • Group Discussion 	3 x 50 minutes	Group Presentation	Podesva, Robert J and Sharma, Devyani.

	knowledge to study related topics.	Topics: research with the theme of Japanese Sociolinguistics	<ul style="list-style-type: none"> • Class Discussion 		Assessment using the assessment rubric of	2013. <i>Research Methods in Linguistics</i> . New York: Cambridge University Press.
14	Students understand the material and apply their knowledge to study related topics.	Review I	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment using the assessment rubric of	Podesva, Robert J and Sharma, Devyani. 2013. <i>Research Methods in Linguistics</i> . New York: Cambridge University Press.
15	Students understand the material and apply their knowledge to study related topics.	Reviews II	<ul style="list-style-type: none"> • Lecture • Group Discussion • Class Discussion 	3 x 50 minutes	Group Presentation Assessment uses the assessment rubric of	Podesva, Robert J and Sharma, Devyani. 2013. <i>Research Methods in Linguistics</i> . New York: Cambridge University Press.
16	SEMESTER FINAL EXAM					

6. List of References

Heinrich, Patrick and Ohara, Yumiko. 2018. *Routledge Handbook of Japanese Sociolinguistics*. New York: Routledge.
Fasold, Ralph and Connor-Linton, Jeffrey. 2006. *An Introduction to Language and Linguistics*. New York: Cambridge University Press.
Holmes, Janet. 2013. *An Introduction to Sociolinguistics*. New York: Routledge.
Podesva, Robert J and Sharma, Devyani. 2013. *Research Methods in Linguistics*. New York: Cambridge University Press.

7. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN (RPS)





***Akademikku Nihongo* or Academic Writing in Japanese**



Lecturer:

Ni Nengah Suartini

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN:	No.Doc: FBS_PBJ_MK503
		Revision: .2
	<i>Akademikku Nihongo</i> or Academic Writing in Japanese	Date: February 1, 2020
Created By:  Ni Nengah Suartini, SS, MA, Ph.D. NIP 197404212005012001	Checked By:  Dr. Kadek Eva Krishna Adnyani, SS, M.Sc. NIP 198705122012122001	Approved By:  I Wayan Sadyana, SS, M.Sc. NIP 19782006
Lecturer	Academic Quality Assurance Study Programme	Coordinator Japanese Language Education Study Programme
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p> Name of Study Programme : Japanese Language Education Course Name : <i>Akademikku Nihongo</i> or Academic Writing in Japanese Course Code : JPGS 120503 Course Group : Core Study Course (MKIK) Credit Hours : 2 Degree : Bachelor Degree Semester : 7 Prerequisites : - Status (compulsory/elective) : Compulsory Name and code of the lecturer : </p> <p>2. Course Description</p>		

AKADEMIKKU NIHONGO or ACADEMIC WRITING IN JAPANESE

Code: JPGS 120503

Credit Unit: 2

The course *Akademikku Nihongo* or Academic Writing in Japanese aims to increase students' knowledge by improving academic Japanese language skills that support their careers in Japanese language teaching, especially those related to various academic languages.

The submission of material is divided into two parts. First, learning is focused on the characteristics of the academic language in Japanese. Students conduct group discussions to categorize scientific language in an abstraction of Japanese, practice changing from previously studied vocabulary/phrases to academic vocabulary/phrases. Presenting and discussing in class the results of group discussions.

Second, a discussion of the structure of Japanese articles and various rules for academic writing in Japanese. Students observe Japanese articles in groups and practice making Japanese abstractions individually. Competency achievements are evaluated based on group work, group presentations, individual performance and portfolios.

3. Programme Learning Outcomes of Study Programmes Referred to

PLO1: Demonstrate scientific, educative, and religious attitudes and behaviors that improve the quality of life in society, nation and state based on academic norms and ethics based on THK values.

PLO3: Mastering the theoretical concepts of Japanese.

PLO6: Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.

PLO8: Apply Japanese language skills, both oral and written.

4. Course Learning Outcomes

5. Descriptions Semester Lesson Plan

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Forms	Time	Assignment and Assessment	Reference
1	Students understand the objectives and content of the course.	class contract	Lecturing, discussion	Lecture2x50 minute	-	

2	Understand academic writing in general.	Expressions in academic language, the flow of presentation of research results in general abstraction.	Lecturing, discussion	face-to-face: 2x50 minutes Structured assignments: 2x60 minutes Independent assignments: 2x60 minutes Activities	Individual assignments in class.	鎌田千子・美・仁科浩美, 2014, 「アカデミック・ライティングのた-言い換え・書き換え」, スリーエーネット.
3	Understand Japanese academic writing.	Expressions in academic language and research results presentation flow in Japanese abstract writing.	Lecturing, discussion	face-to-face: 2x50 minutes Structured assignments: 2x60 minutes Independent assignments: 2x60 minutes activities	Individual assignments in class.	アカデミック・ジャパニーズ・小森・三井久美子, 2016, 「レポート・論文を書くための日本語」, くろしお出版.
4	Understand the characteristics of academic writing in Japanese.	Expressions in academic language and research results presentation flow in Japanese abstract writing.		Face-to-face : 2x50 minutes Structured assignments: 2x60 minutes Independent assignments: 2x60 minutes activities	Individual assignments in class.	アカデミック・ジャパニーズ・小森・三井久美子, 2016, 「レポート・論文を書くための日本語」, くろしお出版.
5	Able to distinguish academic and nonacademic languages	The use of diction in journalistic and Language academic	Lecturing, discussion	Face to face: 2x50	individual tasks activeness in class.	アカデミック・ジャパニーズ

	(vocabulary).	language in Japanese.		minutes tasks: of structured 2x60 minutes Task Independent: 2x60 minutes		・小森・三井久 美子,2016, 「 レポート・論文 を書くための 日本語」, くろ しお出版.
6	Can distinguish and nonacademic academic language (grammar)	The use of grammar in the language of journalism and academic language in Japanese	lecturing, discussion	Face to face: 2x50 minutes tasks: of structured 2x60 minutes Task Independent: 2x60 minutes	individual tasks activeness in class.	二通宣・子・大 島弥生・佐藤勢 紀子・因京子・ 山本富美子 ,2010, 「留学 生と日本人学 生のための・論 文表現ハンド ブック」, 東京 大学出版会.
7	Can distinguish academic language and nonacademic (phrase)	The use of the phrase in the language of journalism and academic language to Japanese	Group presentation, discussion	Face to face: 2x50 minutes tasks: of structured 2x60 minutes Task Independent: 2x60 minutes	The task group, active class participation.	二通宣・子・大 島弥生・佐藤勢 紀子・因京子・ 山本富美子 ,2010, 「留学 生と日本人学 生のための・論 文表現ハンド ブック」, 東京 大学出版会.
8	MIDDLE SEMESTER EXAM					
9	to use academic language in the writing	Writing <i>Joron, Honron and Shuron.</i>	Practicing	Face to face :	Individual assignments	小森万里 ・ ・ 三

	of abstraction, the structure of writing (1)		Discussion	2x50 minutes assignments Structured: 2x60 minutes Tasks Independent: 2x60 Activities minutes	in class.	井久美子,2016, 「レポート・論文を書くための日本語」, くろしお出版.
10	Can use academic language in writing abstractions, writing structures (2)	Choice of diction in writing <i>Joron, Honron and Shuron</i> .	Practicing Discussion	Face to face : 2x50 minutes assignments Structured: 2x60 minutes Tasks Independent: 2x60 Activities minutes	Individual assignments in class.	松本・茂, 河野哲也,2014, 「大学生のための「読む・書く・プレゼン・ディベート」の方法」, 玉川大学出版部
11	to use academic language in writing abstraction, vocabulary and Kanji (1)	Variety of expression/phrase in the writing of <i>Joron, Honron and Shuron</i> .	Practicing Discussion	Face to face : 2x50 minutes assignments Structured: 2x60 minutes Tasks Independent: 2x60 Activities minutes	Individual assignments in class.	松本・茂, 河野哲也,2014, 「大学生のための「読む・書く・プレゼン・ディベート」の方法」, 玉川大学出版部
12	to use academic language in writing	Variety <i>Kango</i> in writing <i>Joron, Honron and</i>	Practicing Discussion	Face to face :	Individual assignments	松本・茂, 河野哲也,2014, 「

	abstraction, vocabulary and Kanji (2)	<i>Shuron.</i>		2x50 minutes assignments Structured: 2x60 minutes Tasks Independent: 2x60 Activities minutes	in class.	大学生のための「読む・書く・プレゼン・デベート」の方法」, 玉川大学出版部
13	to use academic language in writing abstraction, grammar (1)	Writing Japanese abstraction language.	Practicing Discussion	Face to face : 2x50 minutes assignments Structured: 2x60 minutes Tasks Independent: 2x60 Activities minutes	Individual assignments in class.	銅直信・子・坂東実子,2015, 「大学生のための文章表現&口頭発表-練習帳」, 国書刊行会.
14	Can use academic language in writing abstractions, grammar (2)	Standard rules in writing abstracts in Japanese.	Practicing Discussion	Face to face : 2x50 minutes assignments Structured: 2x60 minutes Tasks Independent: 2x60 Activities minutes	Individual assignments in class.	銅直信・子・坂東実子,2015, 「大学生のための文章表現&口頭発表-練習帳」, 国書刊行会.
15	Can use academic language in writing	Standard rules in writing abstracts in Japanese.	Practicing Discussion	Face to face :	Individual assignments	銅直信・子・坂東実子,2015,

	abstracts in Japanese.			2x50 minutes assignments Structured: 2x60 minutes Tasks Independent: 2x60Activities minutes	in class.	「大学生のための文章表現&口頭発表-練習帳」, 国書刊行会.
16	FINAL SEMESTER EXAM					

6. List of References

- 鎌田美千子・仁科浩美, 2014, , .
- 二通宣子・大島弥生・佐藤勢紀子・因京子・山本富美子, 2010, 「留学生と日本人学生のための・論文表現ハンドブック」, 東京大学出版会.
- 松本茂, 河野哲也, 2014, 「大学生のための「読む・書く・プレゼン・ディベート」の方法」, 玉川大学出版部.
- 小森万里・三井久美子, 2016, 「レポート・論文を書くための日本語」, くろしお出版.
- 銅直信子・坂東実子, 2015, 「大学生のための文章表現&口頭発表」, .

7. Appendix 1: Teaching Resources: Books, Modules, Handouts PowerPoint, etc.

- <https://youtu.be/3IUtro2gU3Y>
- アカデミック口ジャパニーズ

1. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN (RPS)
***RONBUN REBYU* (JOURNAL REVIEW)**







Lecturer:

Ni Nengah Suartini

JAPANESE LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	Doc No. : .FBS_PBJ_MK504
		Revision : 2
	RONBUN REBYU (JOURNAL REVIEW)	Date : February 1, 2020 Middle
Created by:  Ni Nengah Suartini, S.S., M.A., Ph.D. NIP 197404212005012001	Checked by:  Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP 198705122012122001	Approved by:  I Wayan Sadyana, S.S., M.Si. NIP 19782006
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Japanese Language Education Study Programme
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme : Japanese Language Education Course : <i>Ronbun Rebyu</i> (Journal Review) Course Code : JPGS 120504 Course Group : Core Study Course Credit Hours : 2 Levels : Bachelor Degree Semester : 7 Prerequisites : - Status (compulsory/elective) : Compulsory Name and code of lecturer : Ni Nengah Suartini, S.S., M.A., Ph.D.</p> <p>2. Course Description</p>		

RONBUN REBYU (JOURNAL REVIEW)

Code: JPG 19505

Credit Hours: 2

The *Ronbun Rebyu* (Journal Review) course aims to complete students' skills in reading and reviewing scientific articles that support skills in the field of teaching Japanese, especially those related to critical reading skills. This lecture is divided into 2 parts. First, discussing scientific articles in Japanese, the structure of writing an article, technical terms, phrases used and the contents of each part of an article. Students do individual work to find out vocabulary, the way how to read *Kanji*, group discussions to find out the characteristics and contents of scientific articles they read. Presenting the results of group work and class discussions.

The second part, which focuses more on the practice of reading and reviewing articles related to Japanese and Japanese language education, finds the advantages, disadvantages and opportunities for further research from the articles read. Students discuss in groups to discuss the given task and present it for class discussion. The competency achievements of this course are evaluated based on individual performance, group performance, reports and portfolios.

3. Learning Outcomes of Study Programme Referred to

PLO1: Demonstrating scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation and state based on academic norms and ethics based on THK or Tri Hita Karana (Three Causes to Prosperity)'s wisdom

PLO3: Mastering the theoretical concepts of Japanese

PLO6: Being able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.

PLO8: Applying Japanese language skills both oral and written.

4. Courses Learning Outcomes

- 1) Understanding the theoretical concepts of writing academic articles in Japanese.
- 2) Understanding the standard rules in writing academic articles.
- 3) Applying the skills of reviewing academic articles.

5. Description of Lesson plan

Meeting	Indicators of Courses Learning Outcomes	Study Materials	Learning Forms	Time	Assignment and Assessment	Reference
1	Understanding and be ready to attend lectures.	Class contract	Orientation, discussion	2x50 minutes		
2	Being able to understand important aspects in academic articles.	https://www.editage.jp/insights/a-young-researchers-guide-to-writing-a-literature-review	Lecturing Discussion	Face-to-face : 2x50 minutes Structured assignment s: 2x60 minutes Independent assignment : 2x60 minutes	Individual assignments Activeness in class.	戸田山和久, 2014, 『論文の教室』, NHK出版.
3	Being able to understand the essence of sentences in academic writing.	https://www.editage.jp/insights/a-young-researchers-guide-to-writing-a-literature-review	Lecturing Discussion	Face-to-face : 2x50 minutes Structured assignment s: 2x60 minutes Independent assignment : 2x60 minutes	Individual assignments Activeness in class.	戸田山和久, 2014, 『論文の教室』, NHK出版.
4	Being able to understand the main ideas in	https://www.editage.jp/insights/a-young-researchers-guide-to	Lecturing Discussion	Face-to-face : 2x50 minutes	Individual assignments	戸田山和久, 2014, 『論文の

	academic articles.	writing-a-literature-review		Structured assignment s: 2x60 minutes Independent assignment : 2x60 minutes	Activeness in class.	教室』, NHK出版.
5	Being able to understand the arguments of the contents of academic articles.	https://www.editage.jp/insights/a-young-researchers-guide-to-writing-a-literature-review	Lecturing Discussion	Face-to-face : 2x50 minutes Structured assignment s: 2x60 minutes Independent assignment : 2x60 minutes	Individual assignments Activeness in class.	安部紘久, 2014, 『文章力の基本』, 日本事業出版社.
6	Being able to understand <i>ronten</i> from academic articles.	https://www.enago.jp/academy/how-to-write-a-review-article/	Lecturing Discussion	Face-to-face : 2x50 minutes Structured assignment s: 2x60 minutes Self-Assignment t: 2x60 minutes	Individual assignments Activeness in Class.	安部紘久, 2014, 『文章力の基本』, 日本事業出版社.
7	Being able to understand the strengths and weaknesses of	https://www.enago.jp/academy/how-to-write-a-review-article/	Discussion	Face-to-face: 2x50 minutes Structured	Group assignments,	安部紘久, 2014, 『文章力の基本』, 日本

	the academic articles read.			assignments: 2x60 minutes Independent Tasks: 2x60 minutes	Group presentation, Activeness in class.	事業出版社.
8	MIDDLE SEMESTER TEST					
9	Ability to apply theory in the review of academic articles (1)	https://thinkscience.co.jp/ja/articles/effective-peer-review http://jssce.wdc-jp.com/wp-content/uploads/147c923e72f88971e91c723257a0089d.pdf	Practicing Discussion	Face to face : 2x50 minutes Structured assignments: 2x60 minutes Independent Assignments : 2x60 minutes	Group work, Group presentation, Activeness in class.	松本茂, 河野哲也, 2014, 『大学生のための「読む・書く・プレゼン・ディベート」の方法』, 玉川大学出版部
10	Being able to apply theory in the review of academic articles (2)	https://thinkscience.co.jp/ja/articles/effective-peer-review http://jssce.wdc-jp.com/wp-content/uploads/147c923e72f88971e91c723257a0089d.pdf	Practicing Discussion	face to face: 2x50 minutes of structured tasks: 2x60 minutes Task Independent: 2x60 minutes	Group work, Group presentation, Activeness in class.	松本茂, 河野哲也, 2014, 『大学生のための「読む・書く・プレゼン・ディベート」の方法』, 玉川大学出版部

11	Being able to conduct peer-review (1)	https://thinkscience.co.jp/ja/articles/effective-peer-review http://jssce.wdc.jp.com/wp-content/uploads/147c923e72f88971e91c723257a0089d.pdf	Practicing Discussion	Face-to-face: 2x50 minutes Structured assignment s: 2x60 minutes Independent Tasks: 2x60 minutes	Group work, Group presentation, Activeness in class.	松本茂, 河野哲也, 2014, 『大学生のための「読む・書く・プレゼン・ディベート」の方法』, 玉川大学出版部
12	Being able to conduct peer-review (2)	https://thinkscience.co.jp/ja/articles/effective-peer-review http://jssce.wdc.jp.com/wp-content/uploads/147c923e72f88971e91c723257a0089d.pdf	Practicing Discussion	Face-to-face: 2x50 minutes Structured assignment s: 2x60 minutes Independent assignment : 2x60 minutes	Individual assignments, activeness in class.	松本茂, 河野哲也, 2014, 『大学生のための「読む・書く・プレゼン・ディベート」の方法』, 玉川大学出版部
13	Being able to conduct a review of academic articles as a thoroughly (1).	https://thinkscience.co.jp/ja/articles/effective-peer-review http://jssce.wdc.jp.com/wp-content/uploads/147c923e72f88971e91c723257a0089d.pdf	Practicing Discussion	Face to face: 2x50 minutes of structured tasks: 2x60 minutes Independent assignment	Individual assignment, Activeness in class.	戸田山和久, 2014, 『論文の教室』, NHK出版.

		147c923e72f88971e91c723257a0089d.pdf		: 2x60 minutes		
14	Being able to review academic articles thoroughly (2).	https://thinkscience.co.jp/ja/articles/effective-peer-review http://jssce.wdc.jp.com/wp-content/uploads/147c923e72f88971e91c723257a0089d.pdf	Practicing Discussion	Face to face: 2x50 minutes of structured tasks: 2x60 minutes Independent assignment : 2x60 minutes	Individual assignment Activeness in class.	戸田山和久, 2014, 『論文の教室』, NHK出版.
15	Able to conduct peer review of academic articles thoroughly.	https://thinkscience.co.jp/ja/articles/effective-peer-review http://jssce.wdc.jp.com/wp-content/uploads/147c923e72f88971e91c723257a0089d.pdf	Practicing Discussion	Face to face: 2x50 minutes of structured tasks: 2x60 minutes Independent assignment : 2x60 minutes	group work, group presentation Activeness in class.	松本茂, 河野哲也, 2014, 『大学生のための「読む・書く・プレゼン・ディベート」の方法』, 玉川大学出版部.
16	FINAL SEMESTER TEST					

6. References

- 戸田山和久, 2014, 『論文の教室』, NHK出版.
- 松本茂, 河野哲也, 2014, 『大学生のための「読む・書く・プレゼン・ディベート」の方法』, 玉川大学出版部.
- 安部紘久, 2014, 『文章力の基本』, 日本事業出版社.

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handouts, etc.

<https://www.editage.jp/insights/a-young-researchers-guide-to-writing-a-literature-review>

<https://www.enago.jp/academy/how-to-write-a-review-article/>

<http://jssce.wdc-jp.com/wp-content/uploads/147c923e72f88971e91c723257a0089d.pdf>

<https://thinkscience.co.jp/ja/articles/effective-peer-review>

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN (RPS)





Indonesia and Japan Cross-Cultural Understanding



Lecturer:

Ni Nengah Suartini

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND ART
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No.Doc : FBS_PBJ_MK502
	Indonesia and Japan Cross-Cultural Understanding	Revision : 2
		Date : February 1, 2020
Created by:  Ni Nengah Suartini, S.S., M.A., Ph.D. NIP 197404212005012001	Checked by:  Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP 198705122012122001	Approved by:  I Wayan Sadyana, S.S., M.Si. NIP 19782006
Lecturer	Study programme academic quality assurance	Coordinator of Japanese Language Education Study Programme
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme : Japanese Language Education Course : Indonesia and Japan Cross-Cultural Understanding Course Code : JPGS 120502 Course Group : Core Study Course Credits Hours : 3 Degree : Bachelor degree Semester : 5th semester Prerequisite : Status (mandatory/optional) Status (compulsory/elective): - Lecturer name and code :</p> <p>2. Course Description CROSS-CULTURAL UNDERSTANDING</p>		

Code: JPGS 120502

Credit Unit: 3

Cross-Cultural Understanding aims to complement the Japanese language learning experience by increasing understanding of Japanese culture and also about the culture that students have contextually. At the same time, develop competence in the field of Japanese language teaching, especially about ethics in communicating and interacting, including the values of politeness in Japanese culture. The material discussed is divided into 3 parts. The first is about the importance of cultural competence in multicultural life in the era of global mobility. Students discuss experiences of different cultures, responses to different cultures and cultural iceberg theory. The second is about ethics. Students watch short videos, read articles, summarize, discuss and then present them. The ethical material discussed relates to daily activities such as ethics in protecting the environment, ethics at the dining table, and ethics in public places.

The third material discusses folklore, especially superstitions/jynx in Japan and also in the student environment. Students listen and observe, make summaries and provide comments individually and in groups, then conduct group discussions, presentations and class discussions.

Competency achievements are evaluated through individual assignments, group assignments, group presentations, individual reports and portfolios.

3. Learning Outcomes of the Referred Study Program

PLO1: Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation and state based on academic norms and ethics based on THK values

PLO4: Mastering the theoretical concepts of learning Japanese

PLO8: Apply Japanese language skills both oral and written.

4. Course Learning Outcomes

5. Description of the Lesson Plan

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1	Demonstrate ability in understanding cultural concepts. Able to analyze different cultures	Iceberg Illusion, Image of Japanese Culture, Japanese local dialects, Intercultural experiences.	Active learning, Communicative approach,CTL.		<ul style="list-style-type: none"> • Attitude Assessment : Observation/Observation • Knowledge Assessment : Assignment Project 	Samovar A. Larry and Richad E. Porter, 2001, Communication Between Cultures Fourth Edition, Wadsworth. • Mathew, Brita and Kurnia Ningsih, 2017, CrossCultural Understanding: A Textbook, CV. Angkasa. • Bourdelais, Andreew P and 新谷尚紀, 2017, 『日本のしきたり —英語対訳』 JIPPI.
2	Demonstrate ability in understanding cultural concepts. Able to analyze different cultures	Iceberg Illusion, Image of Japanese Culture, Japanese local dialects, Intercultural experiences.	Active learning, Communicative approach,CTL.		<ul style="list-style-type: none"> • Attitude Assessment : Observation/Observation • Knowledge Assessment : Assignment Project 	Samovar A. Larry and Richad E. Porter, 2001, Communication Between Cultures Fourth Edition, Wadsworth. • Mathew, Brita and Kurnia Ningsih, 2017, CrossCultural Understanding: A Textbook, CV. Angkasa. • Bourdelais, Andreew P and 新谷尚紀, 2017, 『日本のしきたり —英語対訳』 JIPPI.

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
						しきたり ―英語対訳』 JIPPI.
3	Demonstrate ability in understanding ethics in the Japanese-Indonesian public sphere. Able to analyze different cultures in the context of ethics in the public sphere.	Public manners, garbage, bicycle, public transportations, train, bus and taxi, elevator, escalator.	Active learning, Communicative approach,CTL.		<ul style="list-style-type: none"> • Attitude Assessment : Observation/Observation • Knowledge Assessment : Assignment Project 	Samovar A. Larry and Richad E. Porter, 2001, Communication Between Cultures Fourth Edition, Wadsworth. • Mathew, Brita and Kurnia Ningsih, 2017, CrossCultural Understanding: A Textbook, CV. Angkasa. • Bourdelais, Andreew P and 新谷尚紀, 2017, 『日本のしきたり ―英語対訳』 JIPPI.
4	Demonstrate ability in understanding ethics in the Japanese-Indonesian public sphere. Able to analyze different cultures in the context of ethics in the public sphere.	Public manners, garbage, bicycle, public transportations, train, bus and taxi, elevator, escalator	Active learning, Communicative approach,CTL.		<ul style="list-style-type: none"> • Attitude Assessment : Observation/Observation • Knowledge Assessment : Assignment Project 	Samovar A. Larry and Richad E. Porter, 2001, Communication Between Cultures Fourth Edition, Wadsworth. • Mathew, Brita and Kurnia Ningsih, 2017, CrossCultural Understanding: A Textbook, CV. Angkasa. • Bourdelais, Andreew P and 新谷

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
						尚紀, 2017, 『日本のしきたり－英語対訳』 JIPPI.
5	Demonstrate ability in understanding ethics in the Japanese-Indonesian public sphere. Able to analyze different cultures in the context of ethics in the public sphere.	Public manners, garbage, bicycle, public transportations, train, bus and taxi, elevator, escalator	Active learning, Communicative approach,CTL.		<ul style="list-style-type: none"> • Attitude Assessment : Observation/Observation • Knowledge Assessment : Assignment Project 	Samovar A. Larry and Richad E. Porter, 2001, Communication Between Cultures Fourth Edition, Wadsworth. • Mathew, Brita and Kurnia Ningsih, 2017, CrossCultural Understanding: A Textbook, CV. Angkasa. • Bourdelais, Andreeuw P and 新谷尚紀, 2017, 『日本のしきたり－英語対訳』 JIPPI.
6	Demonstrate ability in understanding ethics in the Japanese-Indonesian public sphere. Able to analyze different cultures in the context of ethics in the public sphere.	Public manners, garbage, bicycle, public transportations, train, bus and taxi, elevator, escalator	Active learning, Communicative approach,CTL.		<ul style="list-style-type: none"> • Attitude Assessment : Observation/Observation • Knowledge Assessment : Assignment Project 	Samovar A. Larry and Richad E. Porter, 2001, Communication Between Cultures Fourth Edition, Wadsworth. • Mathew, Brita and Kurnia Ningsih, 2017, CrossCultural Understanding: A Textbook, CV. Angkasa. • Bourdelais,

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
						Andreew P and 新谷尚紀, 2017, 『日本のしきたり —英語対訳』 JIPPI.
7	Show ability in the understanding of ethics in Japanese-Indonesian public space. Able to analyze different cultures in context ethics in the public sphere.	Public manners, garbage, bicycle, public transportations, train, bus and taxi, elevator, escalator	Active learning, Communicative approach,CTL.		<ul style="list-style-type: none"> • Attitude Assessment : Observation/Observation • Knowledge Assessment : Assignment Project 	Samovar A. Larry and Richad E. Porter, 2001, Communication Between Cultures Fourth Edition, Wadsworth. • Mathew, Brita and Kurnia Ningsih, 2017, CrossCultural Understanding: A Textbook, CV. Angkasa. • Bourdelais, Andreew P and 新谷尚紀, 2017, 『日本のしきたり —英語対訳』 JIPPI.
8	<i>Middle test</i>					
9	Demonstrate ability in understanding Japanese-Indonesian culture & cuisine. Able to analyze different cultures in the	Japanese Food Culture, table manners.	Active learning, Communicative approach,CTL.		<ul style="list-style-type: none"> • Attitude Assessment : Observation/Observation • Knowledge Assessment : Assignment Project 	Samovar A. Larry and Richad E. Porter, 2001, Communication Between Cultures Fourth Edition, Wadsworth. • Mathew, Brita and Kurnia Ningsih, 2017, CrossCultural

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
	context of culinary culture and ethics when eating in Japanese culture.					Understanding: A Textbook, CV. Angkasa. • Bourdelais, Andreew P and 新谷尚紀, 2017, 『日本のしきたり —英語対訳』 JIPPI.
10	Demonstrate ability in understanding Japanese-Indonesian culture & cuisine. Able to analyze different cultures in the context of culinary culture and ethics when eating in Japanese culture.	Japanese Food Culture, table manners,	Active learning, Communicative approach,CTL.		• Attitude Assessment : Observation/Observation • Knowledge Assessment : Assignment Project	Samovar A. Larry and Richad E. Porter, 2001, Communication Between Cultures Fourth Edition, Wadsworth. • Mathew, Brita and Kurnia Ningsih, 2017, CrossCultural Understanding: A Textbook, CV. Angkasa. • Bourdelais, Andreew P and 新谷尚紀, 2017, 『日本のしきたり —英語対訳』 JIPPI.
11	Demonstrate ability in understanding Japanese-Indonesian culture & cuisine. Able to analyze different cultures in the	Japanese Food Culture, table manners.	Active learning, Communicative approach,CTL.		• Attitude Assessment : Observation/Observation • Knowledge Assessment : Assignment Project	Samovar A. Larry and Richad E. Porter, 2001, Communication Between Cultures Fourth Edition, Wadsworth. • Mathew, Brita and Kurnia Ningsih, 2017,

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
	context of culinary culture and ethics when eating in Japanese culture.					CrossCultural Understanding: A Textbook, CV. Angkasa. • Bourdelais, Andreew P and 新谷尚紀, 2017, 『日本のしきたり —英語対訳』 JIPPI.
12	Demonstrate ability in understanding Japanese-Indonesian culture & cuisine. Able to analyze different cultures in the context of culinary culture and ethics when eating in Japanese culture.	Japanese Food Culture, table manners.	Active learning, Communicative approach,CTL.		• Attitude Assessment : Observation/Observation • Knowledge Assessment : Assignment Project	Samovar A. Larry and Richad E. Porter, 2001, Communication Between Cultures Fourth Edition, Wadsworth. • Mathew, Brita and Kurnia Ningsih, 2017, CrossCultural Understanding: A Textbook, CV. Angkasa. • Bourdelais, Andreew P and 新谷尚紀, 2017, 『日本のしきたり —英語対訳』 JIPPI.
13	Demonstrate ability in understanding Japanese-Indonesian myths and culture. Able	Jinx and Taboos	Active learning, Communicative approach,CTL.		• Attitude Assessment : Observation/Observation • Knowledge Assessment : Assignment Project	Samovar A. Larry and Richad E. Porter, 2001, Communication Between Cultures Fourth Edition, Wadsworth. • Mathew, Brita and

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
	to analyze different cultures in the context of myths.					Kurnia Ningsih, 2017, CrossCultural Understanding: A Textbook, CV. Angkasa. • Bourdelais, Andreew P and 新谷尚紀, 2017, 『日本のしきたり —英語対訳』 JIPPI.
14	Demonstrate ability in understanding Japanese-Indonesian myths and culture. Able to analyze different cultures in the context of myths.	Jinx and Taboos	Active learning, Communicative approach,CTL.		• Attitude Assessment : Observation/Observation • Knowledge Assessment : Assignment Project	Samovar A. Larry and Richad E. Porter, 2001, Communication Between Cultures Fourth Edition, Wadsworth. • Mathew, Brita and Kurnia Ningsih, 2017, CrossCultural Understanding: A Textbook, CV. Angkasa. • Bourdelais, Andreew P and 新谷尚紀, 2017, 『日本のしきたり —英語対訳』 JIPPI.
15	Demonstrate ability in understanding Japanese-Indonesian myths	Jinx and Taboos	Active learning, Communicative approach,CTL.		• Attitude Assessment : Observation/Observation • Knowledge Assessment : Assignment Project	Samovar A. Larry and Richad E. Porter, 2001, Communication Between Cultures Fourth Edition, Wadsworth. •

Meeting	Indicator of Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
	and culture. Able to analyze different cultures in the context of myths.					Mathew, Brita and Kurnia Ningsih, 2017, CrossCultural Understanding: A Textbook, CV. Angkasa. • Bourdelais, Andreew P and 新谷尚紀, 2017, 『日本のしきたり —英語対訳』 JIPPI.
16	UJIAN AKHIR SEMESTER					

6. List of References

- Samovar A. Larry and Richad E. Porter, 2001, **Communication Between Cultures Fourth Edition**, Wadsworth.
- Mathew, Brita and Kurnia Ningsih, 2017, **CrossCultural Understanding: A Textbook**, CV. Angkasa.
- Bourdelais, Andrew P and 新谷尚紀, 2017, 『日本のしきたり —英語対訳』 JIPPI.
- 岩下宣子, 2001, 『冠婚葬祭辞典』, ナツメ社.

6. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc. •

<https://youtu.be/uENjJEr3HKA>

https://youtu.be/zie_BcXptYw

<https://youtu.be/MYquTY8mvnc>



6. 6. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc..

SEMESTER LESSON PLAN (RPS)





Japanese Society and Culture



Lecturer:

Ni Nengah Suartini

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	Doc No. : FBS_PBJ_MK502
		Revision : .2
	Japanese Society and Culture	Date : February 1, 2020
Page: 13		
Created by:  Ni NengahSuartini, SS, MA, Ph.D. NIP 197404212005012001	Checked by:  Dr. Kadek Eva Krishna Adnyani, SS, M.Sc. NIP 198705122012122001	Approved by:  I Wayan Sadyana, SS, M.Sc. NIP 19782006
Lecturer	Study programme academic quality assurance	Coordinator of Japanese Language Education Study Programme
<div style="text-align: center;">SEMESTER LEARNING PLAN</div> <div> 31. Course Identity Study Programme : Japanese Language Education Course : Japanese Society and Culture Course Code : JPGS 120502 Course Group : Core Study Course Credits Hours : 3 Degree : Bachelor degree Semester : 5 Prerequisite : - Status (compulsory/elective) : compulsory Lecturer's name and code : Ni Nengah Suartini </div> <div> 32. Course Description JAPANESE SOCIETY AND CULTURE </div>		

Code: JPGS 120502

Credit Units: 3

The Japanese Society and Culture course aims to complement students' contextual and professional knowledge related to Japanese society and culture. At the same time also develop competence in the field of teaching, especially those related to knowledge of the Japanese language user community .

This course material is divided into two parts. First, it discusses geographical conditions, the division of *Todofuken* and cultural aspects in society in general, the annual traditions of people in various regions in Japan that are traditional. Students conduct group discussions, presentations and class discussions about the uniqueness, philosophical value of the celebration tradition and its similarities with traditions in Indonesia. Second, discusses the dynamics of Japanese society in the Post-World War II Showa Period (1946~1989), Heisei Period (1989~2017). The main topic is economic growth accompanied by social dynamics of Japanese society, including sub-culture and various other aspects of Japanese society. Students explore, discuss and describe social phenomena of Japanese society through news observations, short videos, anime, articles, etc.

Competency achievements in this course are evaluated based on individual assignments, group assignments, group presentations, individual reports and portfolios.

33. Learning Outcomes of the Referred Study Program

PLO1: Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation and state based on academic norms and ethics based on THK values.

PLO4: Mastering the theoretical concepts of learning Japanese

PLO8: Apply Japanese language skills both oral and written

34. Course Learning Outcomes

CLO1. Understand the various celebrations that exist in Japan in 4 seasons (spring, summer, fall, winter).

CLO2. Understand and be able to explain the social conditions of Japanese society in general.

CLO3. Understand and be able to explain Japanese society and culture , as well as being able to apply things that are important in interacting with Japanese people.

35. Description of Lesson Plan

Meeting	Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1	Understand the content, rules of lectures and be able to prepare for the learning process.	class contract	Orientation discussion	3x50	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Syllabus, lecture modules, RPS
2	Understand the various celebrations that take place in spring and be able to apply some expressions related to spring celebrations.	https://youtu.be/jQi7j3gxuZw https://youtu.be/2FQY8asdnxk Hinamatsuri, Nendomatsu, nendohajime etc.	lecturing Observing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Individual report Activity in class	新谷尚紀・アンドリューP. ボーダレー『英語対訳で読む日本のしきたり』じっぴコンパクト新書, 東京. Sugimoto, Yoshio, 2010, <i>An Introduction to Japanese Society</i> , Third Edition, Melbourne: Cambridge University Press.
3	Understand the various celebrations that take place in spring and be	https://youtu.be/mpRdbSDYtDU Natsu no fubutsu, Summer festivals, etc.	lecturing Observing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60	Individual report Activity in class	新谷尚紀・アンドリューP. ボーダレー『英語対訳で読む日本

Meeting	Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
	able to apply some expressions related to summer celebrations .			minutes Independent Tasks : 3x60 minutes		のしきたり』じっぴコンパクト新書, 東京. Sugimoto, Yoshio, 2010, <i>An Introduction to Japanese Society</i> , Third Edition, Melbourne: Cambridge University Press.
4	Understand the various celebrations that take place in spring and be able to apply some expressions related to summer celebrations, especially Obon celebrations.	https://youtu.be/dAkvCeGqVUs	lecturing Observing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Individual report Activity in class	新谷尚紀・アンドリュース・ボーダレー『英語対訳で読む日本のしきたり』じっぴコンパクト新書, 東京. Sugimoto, Yoshio, 2010, <i>An Introduction to Japanese Society</i> , Third Edition, Melbourne: Cambridge University Press.

Meeting	Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
5	Understand the various celebrations that take place in spring and be able to apply some expressions related to autumn celebrations.	https://youtu.be/dGFkkrHMFmc	lecturing Observing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Individual report Activity in class	新谷尚紀・アンドリューP. ボーダレー『英語対訳で読む日本のしきたり』じっぴコンパクト新書, 東京. Sugimoto, Yoshio, 2010, <i>An Introduction to Japanese Society</i> , Third Edition, Melbourne: Cambridge University Press.
6	Understand the various celebrations that take place in spring and be able to apply some expressions related to winter celebrations, especially celebrations at the end of the year and celebrations at the new year and	https://youtu.be/2qNzEI5JeGE https://youtu.be/1ZeJDyO76Yc https://youtu.be/N73Fo4NnYml	lecturing Observing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Individual report Activity in class	新谷尚紀・アンドリューP. ボーダレー『英語対訳で読む日本のしきたり』じっぴコンパクト新書, 東京. Sugimoto, Yoshio, 2010, <i>An Introduction to Japanese Society</i> , Third Edition, Melbourne: Cambridge University Press.

Meeting	Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
	beginning of the year.					
7	Understand the division of the Todofuken government area and the geographical conditions of Japan.	Geographical location, 4 seasons in Japan and the division of government services.	lecturing Observing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Individual report Activity in class	新谷尚紀・アンドリュウP. ボーダレー『英語対訳で読む日本のしきたり』じっぴコンパクト新書, 東京. Sugimoto, Yoshio, 2010, <i>An Introduction to Japanese Society</i> , Third Edition, Melbourne: Cambridge University Press.
8	MIDTERM EXAM					
9	Understand demographic conditions and other social problems related to demographic conditions in Japan.	https://youtu.be/iheEi6Mzu1s https://youtu.be/OzNcoENNsxQ https://youtu.be/B5T3_EiWSDY https://youtu.be/m1hrdy-9bg	Observing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	<i>Ni Nengah Suartini , 2019 , The Emerging of Japanese Neology and Aging Society, JAPANEDU Volume 4 Issue 1, June 2019. pp.54-64.</i>

Meeting	Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
						Mouer, Ross and Sugimoto Yoshio, 2009, <i>Imagaes of Japanese Society</i> , Routledge.
10	Understand and be able to explain demographic conditions and other social problems in Japanese society.	https://www.youtube.com/watch?v=UEhYMirs7fk https://youtu.be/GFMKew0y_Ik https://youtu.be/_aSLhz00U7s https://youtu.be/gep6UGZm6h4	Observing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	Mouer, Ross and Sugimoto Yoshio, 2009, <i>Imagaes of Japanese Society</i> , Routledge. Sugimoto, Yoshio, 2010, <i>An Introduction to Japanese Society</i> , Third Edition, Melbourne: Cambridge University Press.
11	and able to explain demographic conditions, declining birth rate, marriage and single life in Japan.	https://youtu.be/9Y-YJEtXHeo https://youtu.be/Pk74xyar4BM https://youtu.be/uNpV35k0z1A https://youtu.be/-S9qLsR_rqo https://youtu.be/q1HjonCqaXc https://youtu.be/MrJCX8PTdoo	Observing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	Mouer, Ross and Sugimoto Yoshio, 2009, <i>Imagaes of Japanese Society</i> , Routledge. Sugimoto, Yoshio, 2010, <i>An Introduction to Japanese Society</i> , Third Edition, Melbourne: Cambridge

Meeting	Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
						University Press.
12	Understand and be able to explain about international migrants and the Japanese society.	https://youtu.be/BRr5MI9QCIY https://youtu.be/rkDvB8rMZaY https://www.youtube.com/watch?wA_PVw_TRS50	Observing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	Mouer, Ross and Sugimoto Yoshio, 2009, <i>Images of Japanese Society</i> , Routledge. Sugimoto, Yoshio, 2010, <i>An Introduction to Japanese Society</i> , Third Edition, Melbourne: Cambridge University Press.
13	Understand and be able to explain about education to children in Japan.	https://youtu.be/hL5mKE4e4uU https://youtu.be/IkVvXVDs5aI https://youtu.be/yE3GYkn5ngw https://youtu.be/ehLTNa6jKjE https://youtu.be/BC3deIZ66CI	Observing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	Sugimoto, Yoshio, 2009, <i>The Cambridge to Modern Japanese Culture</i> , Melbourne: Cambridge University Press. Mouer, Ross and Sugimoto Yoshio, 2009, <i>Images of Japanese Society</i> , Routledge.
14	Understand and be able to explain about	https://youtu.be/z3W7waKeMk0 https://youtu.be/EdUWW7jZQRQ https://youtu.be/1vGtQDQIRuc	Observing Discussion	Face to face : 3x50 minutes	Group presentation Activity in class	Sugimoto, Yoshio, 2009, <i>The Cambridge to</i>

Meeting	Subject Learning Achievement	Study Material	Learning Form	Time	Assignments and Assessments	Reference
	politeness and hospitality in the Japanese society.	https://youtu.be/7d42fu5nqKw		Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes		<i>Modern Japanese Culture</i> , Melbourne: Cambridge University Press. Mouer, Ross and Sugimoto Yoshio, 2009, <i>Images of Japanese Society</i> , Routledge.
15	Understand and be able to explain about subculture in the Japanese society.	https://youtu.be/o9fZqWmrdZU https://youtu.be/S5BuP_119Tc https://youtu.be/o8Rq92mLlbs	Observing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	Sugimoto, Yoshio, 2009, <i>The Cambridge to Modern Japanese Culture</i> , Melbourne: Cambridge University Press. Mouer, Ross and Sugimoto Yoshio, 2009, <i>Images of Japanese Society</i> , Routledge.
16	SEM ESTER FINAL EXAM					

36. List of References /references

- Sugimoto, Yoshio, 2009, *The Cambridge to Modern Japanese Culture*, Melbourne: Cambridge University Press.
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- Sugimoto, Yoshio, 2010, *An Introduction to Japanese Society*, Third Edition, Melbourne: Cambridge University Press.
- 渡戸一郎・井沢やすき, 2010, 『多民族化社会・日本』, 明石書店.

- 新谷尚紀・アンドリューP. ボーダレー 『英語対訳で読む日本のしきたり』 じっぴコンパクト新書, 東京.
- Mihic, Tamaki, 2020, *Re-imaging Japan After Fukushima*, Australian University Press.
- ニ・ヌンガー・スアルティニ, 2016, 「国際結婚と日本人社会— ライフスタイル移民をめぐる—」, 『海外日本人社会とメディア・ネットワーク：バリ日本人社会を事例として』, 吉原直樹, 今野裕昭, 松本行真編, 東信堂.
- Suartini, Ni Nengah, 2019, "THE EMERGING OF JAPANESE NEOLOGISM AND AGING SOCIETY", JAPANEDU Volume 4 Issue 1, June 2019. pp.54-64. <https://ejournal.upi.edu/index.php/japanedu/article/view/16768>
- Suartini, Ni Nengah, 2018, 'Neologisme dalam Perkembangan Bahasa Jepang dan Latar Belakang Fenomena Sosial Masyarakatnya, Prosiding Seminar Nasional Jurusan Sastra Jepang' Jepang dan Indonesia dalam Perspektif Humaniora» Rabu, 7 November 2018 ISBN: 978-623-90160-0-5

37. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc

<https://youtu.be/iheEi6Mzu1s> (Population)

<https://youtu.be/OzNcoENNsxQ> (longevity)

https://youtu.be/B5T3_EiWSDY (Aging society)

<https://youtu.be/m1hrdy-9bg> (Aging Society 2)

<https://www.youtube.com/watch?v=UEhYMirs7fk> (Individualization in the Japanese Society)

https://www.youtube.com/watch?v=wAPVw_TRS50 (being an international student in Japan)

https://youtu.be/GFMKew0y_Ik (Documentary about Hikikomori)

https://youtu.be/_aSLhz00U7s (Hikikomori)

<https://youtu.be/gep6UGZm6h4> (Dying Alone)

<https://youtu.be/BRr5MI9QCIY> (Immigrant population)

<https://youtu.be/rkDvB8rMZAy> (Foreign workers in Japan)

<https://youtu.be/9Y-YJEtxHeo> (Karoshi)

<https://youtu.be/Pk74xyar4BM> (Karoshi 2)

<https://youtu.be/hL5mKE4e4uU> (Children rising)

<https://youtu.be/IkVvXVDs5aI> (Children rising 2)

<https://youtu.be/yE3GYkn5ngw> (Children rising 3)

<https://youtu.be/z3W7waKeMk0> (the culture of respect)

<https://youtu.be/EdUWW7jZQRQ> (politeness)

<https://youtu.be/1vGtODQIRuc> (Japan Hospitality)

<https://youtu.be/7d42fu5nqKw> (Tea Ceremony)

<https://youtu.be/ehLTNa6jKjE> (Food education)

<https://youtu.be/BC3deIZ66CI> (School Meals)

<https://youtu.be/BC3deIZ66CI> (Te jime)

https://youtu.be/S5BuP_119Tc (subculture 1)

https://youtu.be/S5BuP_119Tc (subculture 2)

<https://youtu.be/jQi7j3gxuZw> (Visit Japan Spring)

38. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

6th Semester

SEMESTER LESSON PLAN (RPS)

Introduction to School Field (PLP) 1




Lecturer:

Name of Lecturer

**LEARNING DEVELOPMENT AND QUALITY ASSURANCE INSTITUTE
UNIVERSITY OF EDUCATION GANESHA
2021**



	SEMESTER LESSON PLAN	No. Doc :
		Revision :
	Introduction to the School Field (PLP) 1	Date :
		Page:
Created By: Name of Lecturer NIP of Lecturer	Examined By: Name of Examiner NIP of Examiner	Approved By: Name of Coordinator of Program Study NIP Lecturer
Lecturer	Academic Quality Assurance Study Programme	Program Coordinator Study Program

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: -
Course	: Introduction to School Fields (PLP) 1
Course Code	: JPGS 120505
Cluster of Courses	: Core Study Course
Credit Hours	: 2
Level	: S1
Semester	: 6
Prerequisite	: Educational Insight
Status (compulsory/elective)	: Compulsory
Name and code of lecturer	: -

2. Course Description

This course aims to provide opportunities for students to understand, analyze, and evaluate educational practices in educational units. The study materials in this course are (1) school culture, (2) structure organizational and governance in schools, (3) rules and regulations for implementing education in schools, (4) activities ceremonial formalin schools, (5) routine activities in the form of curricular, co-curricular, and extracurricular activities, and (6) positive habituation practices and habits at school. Learning activities are carried out face-to-face on campus and orientation-observation in education units. Assessment is given by taking into account aspects of attendance on campus and in education units, reports on the implementation of activities, and oral exams.

The implementation of PLP 1 is carried out with a **block system**. The learning load is 2 credits in the form of field practice. The time allocation for PLP 1 is 2 credits x 16 TM x 170 minutes = 5,440 minutes, so the learning load in JP is 5,440 minutes/50 minutes = 108.8 JP. Study load per day = $108.8/7 \text{ JP} = 15.54 = 16$ days. Of the 16 days, 25% or 4 days of the learning process are carried out on campus to provide orientation, debriefing, and reflection for students. Meanwhile, 75% or 12 days of the learning process is carried out in partner schools to make observations.

3. Learning Outcomes of the Study Programmes

A. Attitude

Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to improving the quality of life in society, nation and state based on academic norms and ethics based on THK values

B. Knowledge

1. Mastering Concepts theoretical and applications for implementing education in educational units through orientation and observation activities by utilizing developments in information and communication technology
2. Mastering Concepts theoretical related to the general characteristics of students and being able to analyze student characteristics in real situations in PLP partner schools in depth

C. General Skills

1. Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.
2. Able to apply thinking logical, critical, systematic, and innovative in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise.

D. Specific Skills

1. Able to design educational culture orientation and observation activities in an educational unit
2. Able to examine the organizational structure and work procedures of schools, regulations and publications, formal ceremonial activities, routine activities (curricular, co-curricular, and extracurricular), and positive habituation practices in schools through the use of science and technology and problem-solving abilities.

4. Learning Outcomes Course

1. Students are able to evaluate school culture,

2. Students are able to examine structures organizational and governance in schools,
3. Students are able to examine the rules and regulations for implementing education in schools,
4. Students are able to examine activities ceremonial formalin schools,
5. Students Able to carry out routine activities in the form of curricular, co-curricular, and extracurricular activities, and
6. Students are able to evaluate positive habituation practices and habits in school

5. Description of Learning Plan

Meetings	Learning Outcomes Indicators Course	Materials Study Materials	Learning Forms	Time	Tugas andAssessme nt	Reference
1 (on campus)	A1, K1, K2, GS1, GS2, SS1	Implementati on of education in education units	Problem based learning (PBL)	7 JP	Group presentation	PLP Guidelines 1 Universitas Pendidika n Ganesha
2 (on campus)	A1, K1, K2, GS1, GS2, SS1	Develop a work program	Project based learning (PjBL)	11 JP	Presentation of work program	PLP Guidelines 1 Universitas Pendidika n Ganesha
3	A1, K1, GS2, SS1	Alignment of program design with school situation:	Problem based learning (PBL)	7 JP	Observation of	PLP Guidelines 1 Ganesha University

		referring to observations and orientation				of Education
4	A1, K1, K2, GS1, SS1	Observation of school culture	project Based learning(PjBL)	7 JP	Report on results of observations of school culture	PLP Guidelines 1 Ganesha Education University
5	Bachelors, K1, K2 , GS1, GS2, SS1	Evaluation of school culture	Problem based learning (PBL)	7 JP	Report on evaluation of school culture	Guidelines for PLP 1 Ganesha University of Education
6	A1, K1, K2, GS1, GS2, SS2	structure Organizational and governance in schools	Project based learning ng (PjBL)	7 JP	Observation report on structure organizational and governance in schools	PLP Guidelines 1 Ganesha University of Education
7	A1, K1, K2, GS1, GS2, SS2	Regulations and rules for implementing education in schools	Project based learning (PjBL)	7 JP	Report Observation of school rules and regulations	PLP Guidelines 1 Universitas Pendidikan Ganesha
8	MIDDLE SEMESTER EXAM					

9 (on campus)	A1, K1, K2, GS1, GS2, SS1, SS2	Reflection and follow-up plan	Discussion	14 JP	Presentation of reflection results and follow-up plan	Guideline s PLP 1 Ganesha University of Education
10	A1, K1, K2, GS1, GS2, SS2	activities ceremonial Formalin schools	Project based learning (PjBL)	7 JP	Reports on observations of activities ceremonial formalin schools	Guideline s for PLP 1 Universita s Pendidika n Ganesha
11	A1, K1, K2 , GS1, GS2, SS2	Routine activities in the form of curricular and co-curricular	Project based learning (PjBL)	7 JP	Reports on the results of observations of routine activities in the form of curricular and co-curricular	PLP 1 Ganesha University of Education Guideline s
12	A1 , K1, K2, GS1, GS2, SS2	Routine activities such as extracurricula r	Project based learning (PPA)	7 JP	report the observation of routine activities such as extracurricula r	Guideline s PLP 1 Universita s Pendidika n Ganesha
13	A1, K1, K2, GS1, GS2, SS2	Practices positive habits and habits in schools	Project based learning (PjBL)	7 JP	Report on the results of observations of positive habituation	PLP 1 Ganesha Education University

					practices and habits in schools	Guidelines
14	A1, K1, K2, GS1, GS2, SS2 Habituation	practices and habits positive in schools	Project based learning (PPA)	7 JP	A progress report on observations activity practices of habituation and positive habits in school	Guidance PLP 1 Universitas Pendidikan Ganesha
15	A1, K1, K2, GS1, GS2, SS2	practices habituation and positive practices in school	Project based learning (PjBL)	7 JP	Final report evaluation of positive habituation practices and habits in schools	PLP 1 Ganesha Education University Guidelines
16	<i>SEMESTER FINAL EXAM</i>					

6. List References

PLP Guidelines 1 Universitas Pendidikan Ganesha

7. Appendix 1: Teaching Resources: Books, Modules, Handouts Powerpoint, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

Assessment:

1. assessment is carried out by the PLP 1 supervisor with the assessment form provided.
2. The aspects assessed and the weight of the assessment are shown in the following table.

No.	Components of Assessment	Weight
1.	Attendance on campus and at school	10%
2.	Report on the implementation of PLP 1	50%
3.	Oral exam by supervisor of PLP 1	40%

Observation sheet for students:

SCHOOL CULTURE OBSERVATION INSTRUMENTS

INSTRUCTIONS

1. This sheet is to identify activities- habituation activities that occur in PLP schools, which can build good attitudes (character) for school residents.
2. Please give a check mark(✓)in the column under Yes or No (If Yes include Good or Less).
3. Each of the existing activities can be added a description to describe it better.

Observation Date :

Name of School :

No	Aspects of Observation	Implementation			Descripti on
		Yes		No	
		Bk	Kr		
1	Activity 3S (Smile, Greet, Greet)				

2	Conditioning of early learning				
3	Flag ceremony				
4	Use of school uniforms				
5	Recommendations for maintaining cleanliness				
6	Recommendations for maintaining calm				
7	Recommendations for taking the time				
8	Creating a calm and comfortable atmosphere for studying				
9	The atmosphere at school is pleasant				

Remarks: Bk=good ; Cr=less

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INSTRUMENTS FOR IMPLEMENTATION OF ACTIVITIES OBSERVING THE CO CURRICULAR AND EXTRACURRICULAR

INSTRUCTIONS

1. This sheet is to describe the Implementation of Cocurricular and Extracurricular Activities in schools where PLP is located.
2. Please give a check mark(√)in the column under Yes or No (If Yes include Good or Less).
3. Each of the existing activities can be added with information to describe it better.

Observation Date :

Name of School :

Name of School					
No.	curricular and activities extracurricular	Excecution			Description
		Yes		No	
		Bk	Kr		
1	There co-curricular and extracurricular activities				
2	A schedule of implementation of curricular and extracurricular				
3	There are coaching co-and curricular				
4	Every teacher becomes coach co-curricular and extra-curricular				
5	Every student is required to participate in co-curricular and extra-curricular activities				

Note: Bk=good ; Cr=less

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.....
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INSTRUMENT RATING OF PLP I (Assessment Filled Supervisor)

INSTRUCTIONS

1. This instrument is filled by lecturers students PLP I
2. please leave a check mark(√) the score indicators / aspects of the corresponding observations of the PLP I guided students.

The scoring provisions are as follows.

Score 1: very poor; Score 2: less; Score 3: good; Score 4: very good

Student Name :

NIM :

Study Program :

Date of Assessment :

No	Aspect to be assessed	Assessment			
		1	2	3	4
1	Attendance on campus and at school				
2	The seriousness of carrying out the task				
3	Everyday appearance				
4	Quality of association with teachers/employees/students				
5	Utilization of Principals/Public Teachers/Employees as resource persons				
6	Participation in school assignments/activities				
7	The suitability of the material obtained with the orientation objectives and conditions in the field				
8	Creativity and enthusiasm in the hunt for relevant experiences				
	Total				

	Average (Total / 32 x 100)	
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INSTRUMENT RATING STUDENTS REPORT PLP I
(Assessment To be completed by Supervisor)

INSTRUCTIONS

1. This instrument is completed by the supervisor to assess the students participating in the PLP report I.
2. Please give a check mark(√)the score indicator / aspects that are in accordance with the observations of PLP I students who are mentored. The scoring provisions are as follows.
 Score 1: very poor
 Score 2: poor
 Score 3: good
 Score 4: very good

Student Name :
 NIM :
 Study Programme :
 Date of Assessment :

No	Aspect assessed	Assessment			
		1	2	3	4
1	The quality of the final report is seen from the systematics, language, and neatness of the report.				
2	Conformance exposure to the material to the issue / findings appointed in orientation activities				
3	Authenticity and completeness/depth of exposure				
	Total				
	Average (Total/12 x 100)				

SEMESTER LESSON PLAN (RPS)


Introduction to School Field (PLP) 1



Lecturer:

Name of Lecturer

**LEARNING DEVELOPMENT AND QUALITY ASSURANCE INSTITUTE
UNIVERSITY OF EDUCATION GANESHA
2021**

	SEMESTER LESSON PLAN	No. Doc :
	Introduction to the School Field (PLP) 1	Revision :
		Date :
		Page:
Created By:	Examined By:	Approved By:
Name of Lecturer NIP of Lecturer	Name of Examiner NIP of Examiner	Name of Coordinator of Program Study NIP Lecturer
Lecturer	Academic Quality Assurance Study Programme	Program Coordinator Study Program
SEMESTER LESSON PLAN		
9. Course Identity		
Study Programme : -		
Course : Introduction to School Fields (PLP) 1		
Course Code : JPGS 120505		
Cluster of Courses : Core Study Course		
Credit Hours : 2		
Level : S1		
Semester : 6		

Prerequisite	: Educational Insight
Status (compulsory/elective)	: Compulsory
Name and code of lecturer	: -

10. Course Description

This course aims to provide opportunities for students to understand, analyze, and evaluate educational practices in educational units. The study materials in this course are (1) school culture, (2) structure organizational and governance in schools, (3) rules and regulations for implementing education in schools, (4) activities ceremonial formalin schools, (5) routine activities in the form of curricular, co-curricular, and extracurricular activities, and (6) positive habituation practices and habits at school. Learning activities are carried out face-to-face on campus and orientation-observation in education units. Assessment is given by taking into account aspects of attendance on campus and in education units, reports on the implementation of activities, and oral exams.

The implementation of PLP 1 is carried out with **a block system**. The learning load is 2 credits in the form of field practice. The time allocation for PLP 1 is 2 credits x 16 TM x 170 minutes = 5,440 minutes, so the learning load in JP is 5,440 minutes/50 minutes = 108.8 JP. Study load per day = $108.8/7 \text{ JP} = 15.54 = 16$ days. Of the 16 days, 25% or 4 days of the learning process are carried out on campus to provide orientation, debriefing, and reflection for students. Meanwhile, 75% or 12 days of the learning process is carried out in partner schools to make observations.

11. Learning Outcomes of the Study Programmes

A. Attitude

Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to improving the quality of life in society, nation and state based on academic norms and ethics based on THK values

B. Knowledge

3. Mastering Concepts theoretical and applications for implementing education in educational units through orientation and observation activities by utilizing developments in information and communication technology
4. Mastering Concepts theoretical related to the general characteristics of students and being able to analyze student characteristics in real situations in PLP partner schools in depth

C. General Skills

1. Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.
2. Able to apply thinking logical, critical, systematic, and innovative in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise.

D. Specific Skills

3. Able to design educational culture orientation and observation activities in an educational unit
4. Able to examine the organizational structure and work procedures of schools, regulations and publications, formal ceremonial activities, routine activities (curricular, co-curricular, and extracurricular), and positive habituation practices in schools through the use of science and technology and problem-solving abilities.

12. Learning Outcomes Course

7. Students are able to evaluate school culture,
8. Students are able to examine structures organizational and governance in schools,
9. Students are able to examine the rules and regulations for implementing education in schools,
10. Students are able to examine activities ceremonial formalin schools,
11. Students Able to carry out routine activities in the form of curricular, co-curricular, and extracurricular activities, and
12. Students are able to evaluate positive habituation practices and habits in school

13. Description of Learning Plan

Meetings	Learning Outcomes Indicators Course	Materials Study Materials	Learning Forms	Time	Tugas andAssessment	Reference
1 (on campus)	A1, K1, K2, GS1, GS2, SS1	Implementati on of education in education units	Problem based learning (PBL)	7 JP	Group presentation	PLP Guidelines 1 Universitas Pendidikan n Ganesha
2 (on campus)	A1, K1, K2, GS1, GS2, SS1	Develop a work program	Project based learning (PjBL)	11 JP	Presentation of work program	PLP Guidelines 1 Universitas Pendidikan n Ganesha
3	A1, K1, GS2, SS1	Alignment of program design with school situation: referring to observations and orientation	Problem based learning (PBL)	7 JP	Observation of	PLP Guidelines 1 Ganesha University of Education
4	A1, K1, K2, GS1, SS1	Observation of school culture	project Based learning(PjB L)	7 JP	Report on results of observations	PLP Guidelines 1

					of school culture	Ganesha Education University
5	Bachelors, K1, K2 , GS1, GS2, SS1	Evaluation of school culture	Problem based learning (PBL)	7 JP	Report on evaluation of school culture	Guidelines for PLP 1 Ganesha University of Education
6	A1, K1, K2, GS1, GS2, SS2	structure Organizational and governance in schools	Project based learning ng (PjBL)	7 JP	Observation report on structure organizational and governance in schools	PLP Guidelines 1 Ganesha University of Education
7	A1, K1, K2, GS1, GS2, SS2	Regulations and rules for implementing education in schools	Project based learning (PjBL)	7 JP	Report Observation of school rules and regulations	PLP Guidelines 1 Universitas Pendidikan Ganesha
8	MIDDLE SEMESTER EXAM					
9 (on campus)	A1, K1, K2, GS1, GS2, SS1, SS2	Reflection and follow-up plan	Discussion	14 JP	Presentation of reflection results and follow-up plan	Guidelines PLP 1 Ganesha University of Education
10	A1, K1, K2, GS1, GS2, SS2	activities ceremonial	Project based learning (PjBL)	7 JP	Reports on observations of activities	Guidelines for PLP 1

		Formalin schools			ceremonial formalin schools	Universitas Pendidikan Ganesha
11	A1, K1, K2 , GS1, GS2, SS2	Routine activities in the form of curricular and co-curricular	Project based learning (PjBL)	7 JP	Reports on the results of observations of routine activities in the form of curricular and co-curricular	PLP 1 Ganesha University of Education Guidelines
12	A1 , K1, K2, GS1, GS2, SS2	Routine activities such as extracurricular	Project based learning (PPA)	7 JP	report the observation of routine activities such as extracurricular	Guidelines PLP 1 Universitas Pendidikan Ganesha
13	A1, K1, K2, GS1, GS2, SS2	Practices positive habits and habits in schools	Project based learning (PjBL)	7 JP	Report on the results of observations of positive habituation practices and habits in schools	PLP 1 Ganesha Education University Guidelines
14	A1, K1, K2, GS1, GS2, SS2 Habituation	practices and habits positive in schools	Project based learning (PPA)	7 JP	A progress report on observations activity practices of habituation	Guidance PLP 1 Universitas Pendidikan Ganesha

					and positive habits in school	
15	A1, K1, K2, GS1, GS2, SS2	practices habituation and positive practices in school	Project based learning (PjBL)	7 JP	Final report evaluation of positive habituation practices and habits in schools	PLP 1 Ganesha Education University Guidelines
16	<i>SEMESTER FINAL EXAM</i>					

14. List References

PLP Guidelines 1 Universitas Pendidikan Ganesha

15. Appendix 1: Teaching Resources: Books, Modules, Handouts Powerpoint, etc.

16. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

Assessment:

3. assessment is carried out by the PLP 1 supervisor with the assessment form provided.
4. The aspects assessed and the weight of the assessment are shown in the following table.

No.	Components of Assessment	Weight
1.	Attendance on campus and at school	10%
2.	Report on the implementation of PLP 1	50%
3.	Oral exam by supervisor of PLP 1	40%

Observation sheet for students:

SCHOOL CULTURE OBSERVATION INSTRUMENTS

INSTRUCTIONS

1. This sheet is to identify activities- habituation activities that occur in PLP schools, which can build good attitudes (character) for school residents.
2. Please give a check mark(√)in the column under Yes or No (If Yes include Good or Less).
3. Each of the existing activities can be added a description to describe it better.

Observation Date :

Name of School :

No	Aspects of Observation	Implementation			Description
		Yes		No	
		Bk	Kr		
1	Activity 3S (Smile, Greet, Greet)				
2	Conditioning of early learning				
3	Flag ceremony				
4	Use of school uniforms				
5	Recommendations for maintaining cleanliness				
6	Recommendations for maintaining calm				

7	Recommendations for taking the time				
8	Creating a calm and comfortable atmosphere for studying				
9	The atmosphere at school is pleasant				

Remarks: Bk=good ; Cr=less

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INSTRUMENTS FOR IMPLEMENTATION OF ACTIVITIES OBSERVING THE CO CURRICULAR AND EXTRACURRICULAR

INSTRUCTIONS

4. This sheet is to describe the Implementation of Cocurricular and Extracurricular Activities in schools where PLP is located.
5. Please give a check mark(√)in the column under Yes or No (If Yes include Good or Less).
6. Each of the existing activities can be added with information to describe it better.

Observation Date :

Name of School :

No.	curricular and activities extracurricular	Excecution			Description
		Yes		No	
		Bk	Kr		

1	There co-curricular and extracurricular activities				
2	A schedule of implementation of curricular and extracurricular				
3	There are coaching co-and curricular				
4	Every teacher becomes coach co-curricular and extra-curricular				
5	Every student is required to participate in co-curricular and extra-curricular activities				

Note: Bk=good ; Cr=less

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INSTRUMENT RATING OF PLP I (Assessment Filled Supervisor)

INSTRUCTIONS

3. This instrument is filled by lecturers students PLP I
4. please leave a check mark(√) the score indicators / aspects of the corresponding observations of the PLP I guided students.
The scoring provisions are as follows.

Score 1: very poor; Score 2: less; Score 3: good; Score 4: very good

Student Name :

NIM :

Study Program :

Date of Assessment :

No	Aspect to be assessed	Assessment			
		1	2	3	4
1	Attendance on campus and at school				
2	The seriousness of carrying out the task				
3	Everyday appearance				
4	Quality of association with teachers/employees/students				
5	Utilization of Principals/Public Teachers/Employees as resource persons				
6	Participation in school assignments/activities				
7	The suitability of the material obtained with the orientation objectives and conditions in the field				
8	Creativity and enthusiasm in the hunt for relevant experiences				
	Total				
	Average (Total / 32 x 100)				

INSTRUMENT RATING STUDENTS REPORT PLP I
(Assessment To be completed by Supervisor)

INSTRUCTIONS

3. This instrument is completed by the supervisor to assess the students participating in the PLP report I.
4. Please give a check mark(√)the score indicator / aspects that are in accordance with the observations of PLP I students who are mentored. The scoring provisions are as follows.
Score 1: very poor
Score 2: poor
Score 3: good
Score 4: very good

Student Name :
NIM :
Study Programme :
Date of Assessment :

No	Aspect assessed	Assessment			
		1	2	3	4
1	The quality of the final report is seen from the systematics, language, and neatness of the report.				
2	Conformance exposure to the material to the issue / findings appointed in orientation activities				

3	Authenticity and completeness/depth of exposure				
	Total				
	Average (Total/12 x 100)				

SEMESTER LESSON PLAN

I. Course Identity

Study Programme : Bachelor Degree Education and Non-Education

Course :KKN or *Kuliah Kerja Nyata* (Community Service Programme)

Code : Adjusting

Semester : V
Credit hours : 3
Supervisors :
KKN Coordinator : Drs. I Putu Panca Adi, M.Pd

II. General Description of Courses

The Community Service Programme course is one of the compulsory courses in the undergraduate program, both educational and non-educational. As a compulsory course, KKN aims to give students direct experience in applying and integrating the knowledge they have mastered to solve problems in society. More specifically, KKN has the objectives to: 1) Provide valuable learning experiences to students through their involvement in the community to find, formulate, study, recognize the target community potential, organize the community, solve, and tackle community development problems rationally by fostering motivation to take advantage of one's own abilities; 2) Provide opportunities for students to develop their thinking based on Science, Technology, and Arts (IPTEKS); 3) Prepare development cadres; 4) Increase students' empathy and concern for the problems faced by the community; 5) Increasing maturity and personality, namely (a) nationalism and the spirit of Pancasila, (b) tenacity, work ethic, and responsibility, and (c) independence, leadership, and entrepreneurship as well as broadening students' horizons; 6) Improve national competitiveness; and 7) Improve the spirit of researchers, especially in terms of (a) data exploration and analysis, (b) encouraging learning community and learning society.

III. Course Learning Outcomes

a. Course Learning Outcome of Attitude

1. Showing scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation, and state based on academic norms and ethics based on THK values

b. Course Learning Outcome of Knowledge

1. Mastering the theoretical concepts of concepts, mechanisms, codes of ethics, and thematic themes of KKN
2. Being able to identify problems and potentials in the community.
3. Being able to design empowerment programs in accordance with the potential that exists in the community and local wisdom.

c. Course Learning Outcome of General Skill

1. Being able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.
2. Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise.

d. Course Learning Outcome of Specific Skill

1. Being able to manage interdisciplinary cooperation networks.
2. Being able to carry out empowerment programs based on local wisdom and potential.
3. Being able to formulate accountability for the performance of accountability-based empowerment programs.
4. Being able to carry out specific programs for the target community (foster families) according to the field of science that is occupied
5. Being able to formulate accountability for specific program performance for foster families based on scientific fields

IV. Details of Lecture Activities

Weekly	Skill Learning Outcomes- Course	Study Material/Subject Matter/ Material Details	Learning Methods	Estimated Time	Experience	Criteria and Indicators of Assessment	Weight of Assessment (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	a.1, b.1, c.1, c.2	debriefing of KKN (Community Service Programme): <ul style="list-style-type: none"> • Concept and Implementation Mechanism KKN • Code of Ethics for Implementation of Community Service Programme • Themes Developed in Community Service Programme • KKN Group Formation 	<ul style="list-style-type: none"> • Mastering KKN Handbook • Group Forming 	3 x 50 Minutes	Students master the concepts and mechanisms of KKN implementation, code of ethics, and themes that can be developed in the implementation of KKN, as well as the formation of the Thematic KKN Group,	Understanding the Concept and Mechanism of Community Service Programme, Code of ethics, and KKN themes Formation of KKN Group	10

2	a.1, b.2, c.1, c.2	Field Introduction <ul style="list-style-type: none"> Getting to know the location where KKN will be conducted Identify problems and potential candidate KKN location 	<ul style="list-style-type: none"> Survey/ Field observations Searching through online media/websites about the KKN location The practice of identifying problems faced by the community at the KKN location 	3 x 50 Minutes	Students know directly or indirectly the location of the KKN	An understanding of the KKN location with all the problems and potentials in it	15
3-4	a.1, b.3, c.1 , c.2	Designing KKN activities: <ul style="list-style-type: none"> Designing learning activities to help problems in locations The division of tasks and cooperation to each group of KKN 	<ul style="list-style-type: none"> Practice makes proposals Division of tasks for each KKN group 	6 x 50 Minutes	Students make proposals for KKN activities.	Design of KKN activities	15

5-14	Community Servicea.1, c.1,c.2, d.1, d.2, d.3, d.4, D.5	Implementation of KKN: <ul style="list-style-type: none"> • Implementing KKN programme with the community • Making the KKN daily activity report • Blog creation of the implementation KKN activities 	<ul style="list-style-type: none"> • Conducting KKN programme • Make daily activity report (logbook) • Creating blog content for the implementation of KKN activities 	30 x 50 Minutes	Students are carrying out KKN activities: helping to solve problems in the community, collaborating with the community in the village, and micro (foster family) scopes.	Implementation of KKN activities, Daily activity reporting Updating blog activities,	40
15-16	a.1 c.1, c.2, D.3, D.5	KKN Reporting: <ul style="list-style-type: none"> • Preparation of the final report of the implementation of Community Service Programme activities 	<ul style="list-style-type: none"> • Compile the final report on KKN activities 	6 x 50 Minutes	Students complete the final report on KKN activities	Final report on the implementation of KKN	20

Weight of Assessment:

1. Course Learning Outcome 1: 10 %

2. Course Learning Outcome 2: 15 %

3. Course Learning Outcome 3: 15 %

4. Course Learning Outcome: 40 %

5. Course Learning Outcome 5: 20 %

V. REFERENCE:

Buku Panduan KKN Undiksha 2018 dan 2020

VI. ASSESSMENT

A. Reference for Assessment

Score Percentile	Scale Score	Letter Grade
96—100	4.00	A
91—95	3.75	A-
86—90	3.25	B+
81—85	3.00	B
76—80	2.75	B-

65—75	2, 00	C
40—64	1.00	D
0—39	0.00	E

Singaraja,

Acknowledgment:

KKN Coordinator

Field Supervisor,

Drs. II Putu Panca Adi, M.Pd

NIP 196307091990031001

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NIP

7th Semester





SEMESTER LESSON PLAN (RPS)
***HOTERU NO TAME NO NIHONGO* (JAPANESE FOR HOTEL)**



Lecturer:

Ni Nengah Suartini, SS, MA, Ph.D.

JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021

	SEMESTER LESSON PLAN	No. Doc : FBS_PBJ_MK704Suart, Ph.ini
	<i>Hoteru No Tame No Nihongo (Japanese For Hotel)</i>	Revision : both
		Date : February 1, 2021
		Pages: 10 pages
Written by:  NiSS, MA.D. NIP 197404212005012001	Checked By:  Dr. Kadek Eva Krishna Adnyani, SS, M.Sc. NIP 198705122012122001	Approved By:  I Wayan Sadyana, SS, M.Sc. NIP 19782006
Lecturer	Academic Quality Assurance Study Programme	Programmes Coordinator of Japanese Language Education
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programmes : Japanese Language Education</p> <p>Course : <i>Hoteru No Tame No Nihongo</i> (Japanese For Hotel)</p> <p>Course Code : JPGS 120704</p> <p>Cluster of Courses : Study Programme Specific Courses</p> <p>Credit Hours : 3</p> <p>Level : S1</p> <p>Semester : 7</p> <p>Prerequisite : -</p> <p>Status (compulsory/elective) : Compulsory</p> <p>Name and code of lecturer : Ni Nengah Suartini, SS, MA, Ph.D.</p> <p>4. Course Description</p> <p>HOTERU NO TAME NO NIHONGO (JAPANESE FOR HOTEL)</p>		

Code: JPGS 120704

Credit Unit: 3

The Hoteru no Tame no Nihongo course aims to complete the ability to teach Japanese for specific purposes (Japanese for Specific Purposes), especially in applying Japanese language skills contextually related to use of Japanese in the context of hospitality.

The material in this course is divided into two parts. The first part discusses various politeness and euphemisms in Japanese (Honorific expression and Euphemism), the concept of Omotenashi and knowledge of hospitality in general. Students observe, discuss and present promotional videos, web sites, tourism guidebooks about hotels in Japan and Bali, observe examples of Japanese conversation in the context of hospitality. The second part emphasizes more on the practice of using Japanese according to various situations that describe work in hospitality. Students draft a situational conversation at the front office, restaurant, concierge, housekeeping, doorman, and practice it through roleplay. Students also make videos to make the roleplay more natural. So that students are able to use Japanese according to the situation as natural as possible.

Competency in this course is achieved through individual performance, group performance, portfolio and project.

2. Learning Outcomes of the Study Programmes (1, 3, 5, 7, 8)

PLO1. Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation and state based on academic norms and ethics based on THK values

PLO3: Mastering theoretical concepts of Japanese

PLO5: Mastering theoretical concepts of Japanese culture and society

PLO7: Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in the field of Japanese language education.

PLO8: Apply Japanese language skills both oral and written

3. Learning Outcomes Course

4. Description Lesson Plan

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Assignment and Assessment	References
1	Students understand and agree with the lecture design.	Lecture Lecture Contract	,discussion	75 minute	Student participation	RPS, Module course
2	Can explain about the facilities and services provided by the hotel.	Video Tour Hotel Nikko (Tokyo and Tanjung Benoa, Bali)	Lecturing & Discussion	Face-to-face: 2x50 minutes assignments Structured: 2x60 minutes Assignments Independent: 2x60 minutes	Individual report Activity in class	https://youtu.be/nKPwIrr0xy0 岡部麻美子口目怜子他著, 2013, 「サービス日本語-テルタッフ編ホスー」, 凡人社.
3	Understanding the concept of omotenashi	https://youtu.be/Oo2iQqlZxX8	Lecturing & Discussion	Face to face		Hospitality- Hospitality- Hospitality- Hospitality- Omotenashi Omotenashi Omotenashi Omotenashi Comparing Apples to Oranges
4	Understanding service culture in Japan, discovering omotenashi attitudes contextually,	https://www.youtube.com/watch?v=tgzGJE-xEoY&t=6s	Lecturing & Discussion	Face to face : 2x50 minutes assignments Structured: 2x60 minutes Assignments Independent: 2x60	Individual report Activity in class	林千賀・羽鳥美有紀・斎藤貢, 2016, 「おもてなしの日本語-心で伝える接客コ」, アスク出版. 「おもてなしの日本語-心で伝える接客コ」, アスク出版.

				minutes		
5	Can explain Omotenashi in the daily life of Japanese people.	https://www.youtube.com/watch?v=XigMrd1bKyk	lecturing & Discussion	Face to face: 2x50 minutes tasks: of structured 2x60 minutes Task Independent: 2x60 minutes	Individual classes activeness report	林千賀・羽鳥美有紀・斎藤貢, 2016, 「おもてなしの日本語-心で伝える接遇コ」, アスク出版. 「おもてなしの日本語-心で伝える接遇コ」, アスク出版.
6	Understand the concept of the importance of <i>omotenashi</i> in the hospitality business in Japan.	Omotenashi Concept in Japanese Expression in Hospitality file:///C:/Users/asus/Downloads/2822-Article%20Text-5326-1-10-20210417.pdf	Lecturing & Discussion	Face to face : 2x50 minutes assignments Structured: 2x60 minutes Assignments Mandiri: 2x60 minutes	Individual report activeness in class	林千賀・羽鳥美有紀・斎藤貢, 2016, 「おもてなしの日本語-心で伝える接遇コ」, アスク出版. 「おもてなしの日本語-心で伝える接遇コ」, アスク出版.
7	Understanding about Language and hospitality	insights.ehotelier.com/2018/09/02/languages-make-hospitality-hospitable/	Lecturing & Discussion	Face to face : 2x50 minutes assignments Structured: 2x60 minutes Assignments Independent: 2x60 minutes	Individual report Activity in class	林千賀・羽鳥美有紀・斎藤貢, 2016, 「おもてなしの日本語-心で伝える接遇コ」, アスク出版.
8	MIDDLE SEMESTER EXAM					

9	Understand the concept of <i>Keigo</i> in Japanese.	www.youtube.com/watch?v=OVknUh-cUzU	Lecturing & Discussion	Face to face : 2x50 minutes assignments Structured: 2x60 minutes Assignments Independent: 2x60 minutes	Individual report Activity in class	PPT about keigo 林千賀・羽鳥美有紀・斎藤貢, 2016,「おもてなしの日本語-心で伝える接客コ」, アスク出版. 岡部麻美子・目怜子他著 2013,「サービス日本語-ホテルスタッフ編-」, 凡人社.
10	Understand and be able to use the <i>Keigo</i> variety in the hospitality sector, especially as a Doorman.	https://www.youtube.com/watch?v=ZxVJYPQqaMs	Discussion & Practicing	Face to face: 2x50 minutes tasks: of structured 2x60 minutes Task Independent: 2x60 minutes	Individual report activeness in class	岡部麻美子・目怜子他著 2013,「サービス日本語-ホテルスタッフ編-」, 凡人社.
11	Understand and be able to use <i>Keigo's</i> variety in the hospitality sector, especially as restaurant staff.	https://www.youtube.com/watch?v=bj4bE4reAgg https://www.youtube.com/watch?v=cgwedNouCIg	Discussion & Practicing	Advance: 2x50 minutes assignments Structured: 2x60 minutes Assignments Independent: 2x60 minutes	Activity in class, role play.	岡部麻美子・目怜子他著 2013,「サービス日本語-ホテルスタッフ編-」, 凡人社.
12	Understand and be able to	https://youtu.be/ymtLBzlmI5o	Discussion & Practicing	advance: 2x50 minutes	activeness in class, role play	岡部麻美子・目怜子他著,2013,「サービス日本語-ホテルスタッフ編-」, 凡人社

	use the <i>Keigo</i> variety in the hospitality sector, especially as a Front Office Staff (1).			Task structured: 2x60 minutes Task Independent: 2x60 minutes		
13	Understanding the role and can use a variety of <i>Keigo</i> in the hospitality field, especially as a Front Office Staff (2)	https://www.youtube.com/watch?v=YBwIMqN8yck	Discussion & Practicing	advance: 2x50 minutes tasks: of structured 2x60 minutes Task Independent: 2x60 minutes	activeness in class, role play	岡部麻美子・目怜子他著,2013,「サービス日本語-ホテルスタッフ編-」, 凡人社
14	Understanding the role and be able to use a variety of <i>Keigo</i> in the hospitality field, particularly as Front Office Staff (3)	https://www.youtube.com/watch?v=Mr3HnKfWh_g	Discussion & Practicing	Advance: 2x50 minutes assignments Structured: 2x60 minutes Assignments Independent: 2x60 minutes	Activity in class, role play	岡部麻美子・目怜子他著,2013,「サービス日本語-ホテルスタッフ編-」, 凡人社
15	Understanding the whole of the work and the things that need to be	https://www.youtube.com/watch?v=2IHugrDd62A	lecturing & face to face	Discussion: 2x50 minutes tasks: of structured	activeness in class, group report,	岡部麻美子・目怜子他著,2013,「サービス日本語-ホテルスタッフ編-」, 凡人社 地球の歩, 2020, 「地球の歩き方-パリ島」, ダイヤモンド社.

	considered as hotel staff.	https://youtu.be/ymtLBzlmI5o		2x60 minutes Task Independent: 2x60 minutes	presentation .	
16	EXAM END OF SEMESTER					

6. References

- 岡部麻美 ・子・ 目怜子他著,2013, 「サービス日本語-ホテルスタッフ編-」, 凡人社.
- 林千賀 ・羽鳥美有紀・ 斎藤貢,2016, 「おもてなしの日本語-心で伝える接客コ」, アスク出版.
- ・地球の歩き方編集, 2020, 「地球の歩き方-バリ島」, ダイアモンド社.

7. Appendix 1: Teaching Resources: Books, Modules, Handouts Powerpoint, etc.

Japanese Hospitality “Omotenashi” <https://youtu.be/Oo2iQqlZxX8>

Hotel Nikko Bali Benoa Beach <https://youtu.be/nKPwIrr0xvo>

PPT:

Handout: Kusshon Kotoba

Guide to Hotel Jobs in Japan <https://youtu.be/ymtLBzlmI5o>

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN (RPS)





***KANKOU TSUSHIN* OR JAPANESE FOR TOURISM MARKETING**



Lecturer:

Ni Nengah Suartini

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No. Doc : . FBS_PBJ_MK703																				
		Revisions: 2																				
	KANKO TSUSHIN	Date: February 1, 2020	Pages: 13																			
Written By:  Ni Nengah Suartini, S.S., M.A., Ph.D. NIP 197404212005012001	Checked By:  Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP 198705122012122001	Approved by:  I Wayan Sadyana, S.S., M.Si. NIP 19782006 041001																				
Lecturer	Academic quality assurance of study programmes	Coordinator Japanese Language Education Study Programme																				
<div style="text-align: center;">SEMESTER LESSON PLAN</div> <div> 39. Course Identity <table> <tr><td>Study Programme</td><td>: Japanese Language Education</td></tr> <tr><td>Course</td><td>: <i>Kanko Tsushin</i> or Japanese for Tourism Marketing</td></tr> <tr><td>Course Code</td><td>: JPGS 120703</td></tr> <tr><td>Clusters of Courses</td><td>: Study Programme Specific Courses</td></tr> <tr><td>Credit Hours</td><td>: 2</td></tr> <tr><td>Degree</td><td>: Bachelor degree</td></tr> <tr><td>Semester</td><td>: 7</td></tr> <tr><td>Prerequisite</td><td>: -</td></tr> <tr><td>Status (compulsory/elective)</td><td>: compulsory</td></tr> <tr><td>Name and Lecturer's Code</td><td>: Ni Nengah Suartini, S.S., M.A., Ph.D.</td></tr> </table> </div> <div> 40. Description of the Course </div>			Study Programme	: Japanese Language Education	Course	: <i>Kanko Tsushin</i> or Japanese for Tourism Marketing	Course Code	: JPGS 120703	Clusters of Courses	: Study Programme Specific Courses	Credit Hours	: 2	Degree	: Bachelor degree	Semester	: 7	Prerequisite	: -	Status (compulsory/elective)	: compulsory	Name and Lecturer's Code	: Ni Nengah Suartini, S.S., M.A., Ph.D.
Study Programme	: Japanese Language Education																					
Course	: <i>Kanko Tsushin</i> or Japanese for Tourism Marketing																					
Course Code	: JPGS 120703																					
Clusters of Courses	: Study Programme Specific Courses																					
Credit Hours	: 2																					
Degree	: Bachelor degree																					
Semester	: 7																					
Prerequisite	: -																					
Status (compulsory/elective)	: compulsory																					
Name and Lecturer's Code	: Ni Nengah Suartini, S.S., M.A., Ph.D.																					

KANKO TSUSHIN

Code: JPGS 120703

Credit Unit: 2

The *Kanko Tsushin* course aims to complement Japanese language teaching skills for Specific Purposes, particularly in applying Japanese language skills contextually related to the use of Japanese as a commercial medium. The lecture is divided into two parts. First, the discussion of the theory of the Japanese language in advertising media. Students observe various brochures, magazines, travel guide books both printed and electronic to find various persuasive Japanese expressions and styles as a promotion of a tourism product. Conduct individual recitations, then group discussions and class discussions through presentations. In the second session, it is the application and students practice to make advertisements for local products that have tourism potential in their place of origin to be promoted. Students practice to make tourism promotion media, posters, short videos of tourism advertisements, e-brochure in Japanese.

Competency achievements in this course are evaluated based on individual performance, group performance, projects and portfolios.

41. Learning Outcomes of the Referred Study Programme

PLO1: Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to improving the quality of community, national, and state life based on academic norms and ethics based on *Tri Hita Karana* values

PLO3: Mastering the theoretical concepts of Japanese

PLO5: Mastering the theoretical concepts of Japanese culture and society

PLO7: Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pay attention to and apply the value of the humanities in the field of Japanese language education.

PLO8: Apply Japanese language skills both oral and written.

42. Course Learning Outcome

- a. Understand the Japanese language used in tourism promotion media in general.
- b. Apply Japanese in the form of tourism advertising in the form of electronic and print media.
- c. Develop catching phrases that have a function as a promotional medium in the field of tourism.

43. Description of the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	Understand and agree on lecture activities.	Class contracts	Orientation Discussion	2x50 minutes	-	Syllabus, Class contract, RPS etc.
2	Understand about the development of Bali tourism, advertising about Bali in colonial times.	History of Bali tourism, travel records as a medium of promotion of Bali tourism in the Colonial Era.	Lecturing Discussion	Face-to-face: 2x50 minutes Structured tasks: 2x60 minutes Individual tasks: 2x60 minutes	Individual tasks Class participation	Covarrubias , Miguel, 1936, Island of Bali, Alfred A. Knopf, Inc (= [1991] 2006, 関本紀美子訳, 『バリ島』平凡社.)
3	Understanding the process of forming the image of tourism in tourist destinations,	The image of a tourist destination, the importance of images in promotional media, the formation of catching phrases.	Lecturing Discussion	Face-to-face: 2x50 minutes Structured tasks: 2x60 minutes Individual tasks: 2x60 minutes	Individual tasks Class participation	山中速人, 1992, 『イメージの＜樂園＞』, ちくまライブラリー.
4	Understand the image of tourism and the character of tourist destinations.	The image of a tourist destination, the importance of images in promotional media, the formation of catching phrases.	Lecturing Discussion	Face-to-face: 2x50 minutes Structured tasks: 2x60 minutes Individual tasks: 2x60 minutes	Individual tasks Class participation	山中速人, 1992, 『イメージの＜樂園＞』, ちくまライブラリー.

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
5	Understand Bali tourism advertisements, Bali's image in the media in Japan, especially about accommodation facilities.	Catching phrases, characteristics of Bali tourism, tourism advertising media in Japan.	Lecturing Discussion	Face-to-face: 2x50 minutes Structured tasks: 2x60 minutes Individual tasks: 2x60 minutes	Individual tasks Class participation	地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社.
6	Understand Bali tourism advertisements, Bali images in the media in Japan, especially about cultural tourism.	Catching phrases, characteristics of Bali tourism, tourism advertising media in Japan.	Lecturing Discussion	Face-to-face: 2x50 minutes Structured tasks: 2x60 minutes Individual tasks: 2x60 minutes	Individual tasks Class participation	地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社.
7	Understand Bali tourism advertising, bali image in the media in Japan, especially about agronomics tourism.	Catching phrases, characteristics of Bali tourism, tourism advertising media in Japan.	Lecturing Discussion	Face-to-face: 2x50 minutes Structured tasks: 2x60 minutes Individual tasks: 2x60 minutes	Individual tasks Class participation	地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社.
8	MID SEMESTER TEST					

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
9	Can apply the image of Bali as a tourist destination, make tourism advertisements about the area of origin as a tourist destination (1)	https://www.his-j.com/bali/index.html https://www.jtb.co.jp/kaigai_opt/srh/citytop/aASI/bID/	Practicing Discussion	Face-to-face: 2x50 minutes Structured tasks: 2x60 minutes Individual tasks: 2x60 minutes	Group work, Group presentation, Class participation .	山下晋司編, 2011, 『観光文化学』, 新曜社. 地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社. 遠藤英樹・寺岡慎吾・堀野正人, 2014, 『観光メディア論』, ナカニシヤ出版 .
10	Can apply the image of Bali as a tourist destination, make tourism advertisements about the area	https://www.his-j.com/bali/index.html https://www.jtb.co.jp/kaigai_opt/srh/citytop/aASI/bID/	Practicing Discussion	Face-to-face: 2x50 minutes Structured tasks: 2x60 minutes Individual	Group work, Group presentation, Class participation .	山下晋司編, 2011, 『観光文化学』, 新曜社. 地球の歩き方編集室,

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	of origin as a tourist destination (2)			tasks: 2x60 minutes		2020, 『地球の歩き方ーバリ島』, ダイヤモンド社. 遠藤英樹・寺岡慎吾・堀野正人, 2014, 『観光メディア論』, ナカニシヤ出版.
11	Can apply the image of Bali as a tourist destination, create tourism advertisements about life course events in Bali.	https://www.watabe-wedding.co.jp/resort_wedding_overseas/bali/ https://tirtha.com/index.php/topic/bali-wedding_ja	Practicing Discussion	Face-to-face: 2x50 minutes Structured tasks: 2x60 minutes Individual tasks: 2x60 minutes	Group work, Group presentation, Class participation.	山下晋司編, 2011, 『観光文化学』, 新曜社. 地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社. 遠藤英樹・寺岡慎吾・

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
						堀野正人, 2014, 『観光メディア論』, ナカニシヤ出版.
12	Can apply the image of Bali as a tourist destination, create tourism advertisements about life course events in Bali.	https://www.watabe-wedding.co.jp/resort_wedding_overseas/bali/ https://tirtha.com/index.php/topic/bali-wedding_ja	Practicing Discussion	Face-to-face: 2x50 minutes Structured tasks: 2x60 minutes Individual tasks: 2x60 minutes	Group work, Group presentation, Class participation.	山下晋司編, 2011, 『観光文化学』, 新曜社. 地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社. 遠藤英樹・寺岡慎吾・堀野正人, 2014, 『観光メディア論』, ナカニシヤ出版.

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
13	Can apply the image of Bali as a tourist destination, create tourism advertisements about agronomics tourism (1)	https://www.jtb.co.jp/kaigai_guide/report/ID/2014/09/bumbu-bali.html https://www.youtube.com/watch?v=oIx5GjgZAv8	Practicing Discussion	Face-to-face: 2x50 minutes Structured tasks: 2x60 minutes Individual tasks: 2x60 minutes	Group work, Group presentation, Class participation .	山下晋司編, 2011, 『観光文化学』, 新曜社. 地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社. 遠藤英樹・寺岡慎吾・堀野正人, 2014, 『観光メディア論』, ナカニシヤ出版 .
14	Can apply the image of Bali as a tourist destination, create tourism advertisements about	https://www.jtb.co.jp/kaigai_guide/report/ID/2014/09/bumbu-bali.html https://www.youtube.com/watch?v=oIx5GjgZAv8	Practicing Discussion	Face-to-face: 2x50 minutes Structured tasks: 2x60 minutes Individual tasks: 2x60 minutes	Group work, Group presentation, Class participation .	山下晋司編, 2011, 『観光文化学』, 新曜社. 地球の歩き方編集室, 2020,

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	agronomics tourism (2)					『地球の歩き方ーバリ島』, ダイヤモンド社 . 遠藤英樹・寺岡慎吾・堀野正人, 2014, 『観光メディア論』, ナカニシヤ出版 .
15	Can apply the image of Bali as a tourist destination, making tourism advertisements about accommodation in the form of local homestays.	https://www.okura-nikko.com/ja/indonesia/bali/hotel-nikko-bali-benoa-beach/	Practicing Discussion	Face-to-face: 2x50 minutes Structured tasks: 2x60 minutes Individual tasks: 2x60 minutes	Group work, Group presentation, Class participation .	山下晋司編, 2011, 『観光文化学』, 新曜社. 地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社. 遠藤英樹・

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
						寺岡慎吾・堀野正人, 2014, 『観光メディア論』, ナカニシヤ出版
16	FINAL TEST					

44. References

- Covarrubias, Miguel, 1936, Island of Bali, Alfred A. Knopf, Inc (= [1991] 2006, 関本紀美子訳, 『バリ島』 平凡社.)
- 山中速人, 1992, 『イメージの＜楽園＞』, ちくまライブラリー.
- 山下晋司編, 2011, 『観光文化学』, 新曜社.
- 地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社.
- 遠藤英樹・寺岡慎吾・堀野正人, 2014, 『観光メディア論』, ナカニシヤ出版.

45. Appendix 1: Teaching Source: Books, Modules, Handout power points, etc.

- <https://www.his-j.com/bali/index.html>
https://www.jtb.co.jp/kaigai_opt/srh/citytop/aASI/bID/
https://www.watabe-wedding.co.jp/resort_wedding_overseas/bali/
https://tirtha.com/index.php/topic/bali-wedding_ja
<https://www.okura-nikko.com/ja/indonesia/bali/hotel-nikko-bali-benoa-beach/>
https://www.jtb.co.jp/kaigai_guide/report/ID/2014/09/bumbu-bali.html
<https://www.youtube.com/watch?v=oIx5GjgZAv8>

46. Appendix 2: Tests, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN





***HONYAKU ENSHU* (TRANSLATION PRACTICE)**



Lecturer:

Ni Nengah Suartini, S.S., M.A., Ph.D.

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	Doc No: FBS_PBJ_MK708
	<i>HONYAKU ENSHU (TRANSLATION PRACTICE)</i>	Revision: 2
		Date: 1 February 2020 Page: 11 Pages
Created by:  Ni Nengah Suartini, S.S., M.A., Ph.D. NIP 197404212005012001	Checked by:  Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP 198705122012122001	Approved by:  I Wayan Sadyana, S.S., M.Si. NIP 19782006
Lecturer	Assurance of Study Programme Academic Quality	Coordinator of Japanese Language Education Study Programme
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>4. Course Identity</p> <p>Study Programme Name: Japanese Language Education</p> <p>Course Name : Honyaku Enshu</p> <p>Course Code : JPGS 120708</p> <p>Course Group : Mata Kuliah Penciri Prodi (MKPP)</p> <p>Credit Hours : 3</p> <p>Level : Bachelor degree</p> <p>Semester : 7</p> <p>Prerequisite : -</p> <p>Status (required/optional) : Optional</p> <p>Lecturer name and code : Ni Nengah Suartini, S.S., M.A., Ph.D.</p> <p>2. Course Description</p>		

The *Honyaku Enshu* (Translation Practice) course aims to complement the knowledge and ability to teach Japanese, especially in applying Japanese language skills contextually related to the use of Japanese in the context of translation. Lectures are divided into 2 stages. The first stage is to find diction, the correct phrase in translating so that the message from the source language can be conveyed in the target language, distinguishing the quality of translation, and explaining errors that tend to occur in translation. Students observe and discuss a translation product and review the translation. Things that need to be considered in translating are understanding the text's content in the source language and the translation's target in the target language. Second, things need to be considered in reading and listening to messages from the source language to produce quality translations. Students listen, read texts and electronic news, make individual vocabulary lists. Next, discuss the content and message of the source language material. Finally, translating the explanation of a product or short news from Japanese into Indonesian in groups, making presentations in class.

3. Learning Outcomes of the Referred Study Programme

PLO1: Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation, and state based on academic norms and ethics based on THK values.

PLO3: Mastering the theoretical concepts of Japanese

PLO5: Mastering the theoretical concepts of Japanese culture and society

PLO7: Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and uses humanities values in the field of Japanese language education.

PLO8: Apply Japanese language skills, both oral and written

4. Course Learning Outcomes

4. Understand the techniques and methods of translation.
5. Understand the important aspects of translation from the source to the target language.
6. Able to translate material in the form of public information, specific information/specific fields, and information on a product from Japanese to Indonesian communicatively and naturally according to the objectives and targets of the translation.

5. Description of the Lesson Plan

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1	Understanding and ready to attend lectures.	Class Contract	Orientation and discussion	3x50 minutes	Student participation	Syllabus, Class contract, Semester Lesson Plan, etc.
2	Understand the translation method used in a translation.	https://youtu.be/Bc_kQOTNKXk	Observing, lecturing, discussion	Face to face: 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks: 3x60 minutes	Individual report Activity in class	□ Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press. □ Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.
3	Understand the translation techniques used in a translation.	Translation techniques, characteristics of the source language, characteristics of the target language.	Observing, lecturing, discussion	Face to face: 3x50 minutes Structured tasks: 3x60 minutes Independent : 3x60 minutes	Individual report Activity in class	□ Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press.

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Time	Assignments and Assessments	Reference
						□ Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.
4	Translation ideology.	289234-pentingnya-pengetahuan-ideologi-penerjem-74a3ae35	Observing, lecturing, discussion	Face to face: 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks: 3x60 minutes	Individual report Activity in class	□ Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press. □ Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.
5	Understanding translation as an object of research (1).	https://www.linguistikid.com/2016/11/pengertian-ideologi-penerjemahan.html	Summarizing Discussion	Face to face: 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks: 3x60 minutes	Individual report Activity in class	□ 実川元子, 2016, 『翻訳という仕事』, アル ク 田原利継 2000 『宝

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Time	Assignments and Assessments	Reference
						務翻訳の方法』, 大修館書店
6	Understanding translation as an object of research. (2)	TEKNIK PENERJEMAHAN TINDAK TUTUR DIREKTIF DALAM CERPEN DOKTOR SIHIR KARYA IWAYA SAZANAMI DAN LARILAH MELOS KARYA DAZAI OSAMU Izumi, Volume 4, No 2, 2015 p-ISSN: 2338-249X Tersedia online di http://ejournal.undip.ac.id/index.php/izumi	Summirizing Discussion	Face to face: 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks: 3x60 minutes	Individual report Activity in class	□実川元子, 2016,『翻訳という仕事』,アル ク田原利継,2009,『実務翻訳の方法』, 大修館書店
7	Understanding translation as an object of research. (3)	A TRANSLATION ANALYSIS OF INDONESIAN SONG LYRICS INTO ENGLISH Niswatin Nurul Hidayati Institut Agama Islam Al Hikmah Tuban, Indonesia JALIE: Journal of Applied Linguistics and Islamic Education Volume 04, Nomor 02, September 2020; p-ISSN: 2549-7804; e-ISSN: 2549-8622; 169-185	Summarizing Discussion	Face to face: 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks: 3x60 minutes	Individual report Activity in class	□実川元子, 2016,『翻訳という仕事』,アル ク田原利継,2009,『実務翻訳の方法』, 大修館書店

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Time	Assignments and Assessments	Reference
8	MIDTERM EXAM					
9	Able to translate public information from official government agencies about the outbreak.	https://www.c19.mhlw.go.jp/covid-19-ie.html	Practicing Discussion	Face to face: 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks: 3x60 minutes	Group presentation Activity in class	□田原利継,2009,『実務翻訳の方法』, 大修館書店 □辻谷真一郎,2003,『翻訳になるための考え』
10	Able to translate public information from special government agencies, information about foreign workers in Japan (1).	https://www.jitco.or.jp/ja/skill/	Practicing Discussion	Face to face: 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks: 3x60 minutes	Group presentation Activity in class	□田原利継,2009,『実務翻訳の方法』, 大修館書店 □辻谷真一郎,2003,『翻訳になるための考え』
11	Able to translate public information from special	https://www.jitco.or.jp/ja/skill/	Practicing Discussion	Face to face: 3x50 minutes Structured	Group presentation Activity in class	□田原利継,2009,『実務翻訳の方

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Time	Assignments and Assessments	Reference
	government agencies, information about foreign workers in Japan (2).			tasks: 3x60 minutes Independent Tasks: 3x60 minutes		法』, 大修館書店 □辻谷真一郎,2003,『 翻訳になるための考え 方』
12	Able to translate a regulation from an official government agency (3).	https://www.jitco.or.jp/ja/skill/	Practicing Discussion	Face to face: 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks: 3x60 minutes	Gr Group presentation Activity in class	□田原利継,2009,『実務翻訳の方法』, 大修館書店 □辻谷真一郎,2003,『 翻訳になるための考え 方』
13	Able to translate a Japanese product into Indonesian (1).	Japanese products marketed in Indonesia. Foodstuffs, Health products, etc.	Practicing Discussion	Face to face: 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks: 3x60 minutes	Group presentation Activity in class	□田原利継,2009,『実務翻訳の方法』, 大修館書店 □辻谷真一郎,2003,『

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Time	Assignments and Assessments	Reference
						翻訳になるための考え方と実践』
14	Able to translate a Japanese product into Indonesian (2).	Japanese products marketed in Indonesia. Foodstuffs, Health products, etc.	Practicing Discussion	Face to face: 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks: 3x60 minutes	Group presentation Activity in class	□田原利継,2009,『実務翻訳の方法』, 大修館書店 □辻谷真一郎,2003,『翻訳になるための考え方と実践』
15	Able to translate a Japanese product into Indonesian (3).	Japanese products marketed in Indonesia. Foodstuffs, Health products, etc.	Practicing Discussion	Face to face: 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks: 3x60 minutes	Group presentation Activity in class	□田原利継,2009,『実務翻訳の方法』, 大修館書店 □辻谷真一郎,2003,『翻訳になるための考え方と実践』
16	FINAL EXAMS					

6. References

- 田原利継,2009,『実務翻訳の方法』,大修館書店.
- 辻谷真一郎,2003,『翻訳になるための考え方と実践』,NOVA.
- 実川元子, 2016,『翻訳という仕事』,アルク.
- Catford, J.C., 1965, A Linguistic Theory of Translation, Oxford University Press.
- Newmark, Peter, 1988, A Textbook of Translation, Prentice Hall.

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handouts, etc.

https://youtu.be/Bc_kQOTNKXk

<https://www.c19.mhlw.go.jp/covid-19-ie.html>



<https://www.jitco.or.jp/ja/skill/>

<https://www.jitco.or.jp/ja/regulation/care.html>

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN (RPS)
(PUREZENTEESHON OR ACADEMIC PRSENTATION)







Lecturers:

I Kadek Antartica,
I Wayan Sadyana

JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	No. Doc : FBS_PBJ_RPS703
		Revised: 02

	PUREZENTEESHON OR ACADEMIC PRESENTATION	Date: February 1, 2020
		Page: 10 pages
Written By:  I Kadek Antarctica, S.S., M.Hum NIP. 197707252005011003 I Wayan Sadyana, S.S., M.Si NIP. 197812012006041001	Checked By:  Dr. Kadek Eva Krishna Adnyani, S.S., M. Si. NIP. 19870205122012122001	Approved by:  I Wayan Sadyana, S.S., M.Si. NIP. 197812012006041001
Lecturer	Academic quality assurance of study programmes	Coordinator of Japanese Language Education Study Programme
<div style="text-align: center;">SEMESTER LESSON PLAN</div> <div> 1. Course Identity Study Programme : Japanese Language Education Course : <i>Purezenteeshon</i> or Academic Presentation Course Code : JPGS120703 Clusters of Courses : Study Programme Specific Courses Credit Hours : 2 Degree : Bachelor degree Semester : 7 Prerequisite : <i>Sakubun Shokyu</i> or Basic Comprehension Status (compulsory/elective) : compulsory Name and Lecturer's Code : I Kadek Antarctica, I Wayan Sadyana </div>		

2. Course Description

The *Purezenteeshon* course aims to provide students with understanding and develop communication skills in making presentations that support competence in Japanese language teaching and research. The lesson is divided into two sessions. First, learning is focused on exposing the concept of self-development in presenting something to an audience, introducing basic concepts in making presentations, including exposure to the introduction of essential expressions, development and strategies in integrating nonverbal communication, utilization, and development or selection of media or selection handouts in making presentations. The second part, learning, focuses on developing soft skills and developing students' skills contextually in doing various forms of presentations. Students are invited to explore communication skills in presenting something in various topics such as how to speak in scientific discussion forums, speaking as a representative of a group, speaking in the context of an election, and speaking in a job interview. Furthermore, students are also invited collaboratively to present the results or findings obtained through a survey or research on a particular object of study. Learning outcomes are assessed through performance, portfolios, and projects. Meanwhile, attitude assessment is carried out through observation.

3. Learning Outcomes of the Referred Study Programme

- 1) Mastering the theoretical concepts of Japanese
- 2) Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pay attention to and apply the value of humanities in Japanese language education
- 3) Apply Japanese language skills, both spoken and written

4. Course Learning Outcome

- 1) Skilled in using Japanese expressions for both segmental and suprasegmental elements or nonverbal communication elements in conveying a topic in various presentation contexts.
- 2) Skilled in applying critical, systematic, logical thinking in conveying an idea through a form of presentation.

5. Description of the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	Students understand the learning that will	College contract	<ul style="list-style-type: none">● Lecture● Class discussion	2 x 50 minutes	-	RPS and course module

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	be done during one semester.					
2	<ul style="list-style-type: none"> Students understand concepts and strategies in developing themselves to communicate with audiences. 	Self-development: ways and strategies of communication with the audience.	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion 	2 x 50 minutes	<ul style="list-style-type: none"> Group Presentation 	Joan Van Emden and Lucinda Becker. 2004. <i>Presentation Skills for Students</i> . New York: Palgrave Macmillan
3	<ul style="list-style-type: none"> Students master the concept and are skilled in communicating persuasively, organizing and aligning ideas, and conveying ideas. Students understand concepts and harmonize non-linguistic aspects such as body language. 	Strategy in persuasion. Body language and suprasegmental elements in presentation.	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion 	2 x 50 minutes	<ul style="list-style-type: none"> Group Presentation Portfolio 	Joan Van Emden and Lucinda Becker. 2004. <i>Presentation Skills for Students</i> . New York: Palgrave Macmillan Suzy Siddons. 2008. <i>The Complete Presentation Skill Handbook: How to Understand and Reach Your Audience for Maximum Impact and Success</i> London: Kogan Page
4	<ul style="list-style-type: none"> Students understand the basic concepts and components in conducting presentations. Students understand 	Components in performing a presentation プレゼンテーションの構成	<ul style="list-style-type: none"> Class discussion Group discussion Inquiry 	2 x 50 minutes	<ul style="list-style-type: none"> Group Presentation Portfolio 	三浦香苗、岡沢孝雄、福沢のぞみ、ヒルマン小林恭子. 2006. 『最初的一方から始める日本語学習者と日本人学生のためのアカデミックプレゼンテーション入門』 ひつじ書房。

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	the methods of making presentations.					
5	<ul style="list-style-type: none"> Students understand the various important phrases used in starting, refuting, convincing, answering, ending and other expressions in making presentations. 	Important expressions in making presentations プレゼンテーションに必要な表現	<ul style="list-style-type: none"> Class discussion Group discussion Drill 	2 x 50 minutes	<ul style="list-style-type: none"> Portfolio Group Presentation 	1
6	<ul style="list-style-type: none"> Students understand and are skilled at using a variety of expressions related to how to convey percentages, numbers or numerical, and graphs in presentations. 	Expressions and how to read graphs, decimal numbers, percentage fractions, and others in a presentation. 数の単位、少数、分数、倍数、割合を表す表現と大体の数を表す表現。 図表を説明する表現	<ul style="list-style-type: none"> Class discussion Group discussion Exercise 	2 x 50 minutes	<ul style="list-style-type: none"> Group Presentation Portfolio 	1

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
7	Students understand and are skilled at using phrases used in comparing things and expressions to convey quotes from literary sources and internet sources in presentation.	Expression in conveying the comparison. Phrase in conveying a quote. 比較の表現と引用の表現	<ul style="list-style-type: none"> • Class Discussion • Discussion Group 	2 x 50 minutes	Presentation Group Portfolio	1
8	MID-SEMESTER TEST					
9	<ul style="list-style-type: none"> • Students understand how and are skilled in making slide materials in making presentations. 	Shape and design of presentation slide creation. スライドの形式と構成と上手なスライドの作り方	<ul style="list-style-type: none"> • Class discussion • Group discussion 	2 x 50 minutes	<ul style="list-style-type: none"> • Group Presentation • Portfolio 	1 , 2
10	<ul style="list-style-type: none"> • Students are skilled in delivering presentations on topics regarding My City, My Country 	Presentation on a topic of My Country's City. いろいろなプレゼンテーシ	<ul style="list-style-type: none"> • Inquiry • Class discussion • Group discussion 	2 x 50 minutes	<ul style="list-style-type: none"> • Group Presentation • Portfolio 	1.2.3

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
		ヨシ「私の国」 「私の町」				
11	● Students are skilled in delivering presentations on topics regarding meetings and elections	Presentation on the topic of selecting the head of the student association majors いろいろなプレゼンテーション ヨシ 「学生会会長の選挙」	<ul style="list-style-type: none"> ● Class discussion ● Group discussion 	2 x 50 minutes	<ul style="list-style-type: none"> ● Group Presentation ● Portfolio 	1.2.3
12	● Students are skilled in delivering presentations on topics regarding job interviews	Presentation on a topic いろいろなプレゼンテーション ヨシ 「就職の面接」	<ul style="list-style-type: none"> ● Inquiry ● Class discussion ● Group discussion ● Drill 	2 x 50 minutes	<ul style="list-style-type: none"> ● Group Presentation ● Portfolio 	1, 2, 3
13-15	● Students are collaboratively skilled at conducting survey projects on a topic	Survey project on the reasons and motivations of	<ul style="list-style-type: none"> ● Class discussion ● Group discussion 	3 (2 x 50) minutes	<ul style="list-style-type: none"> ● Group Presentation ● Portfolio 	1, 2, 3

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
	by analyzing and presenting the results of surveys and their analysts.	Balinese youth wanting to work in Japan. アンケート調査プロジェクト	<ul style="list-style-type: none"> • Drill 			
16	FINAL TEST					

6. References

1. 三浦香苗、岡沢孝雄、福沢のぞみ、ヒルマン小林恭子. 2006. 『最初的一方から始める日本語学習者と日本人学生のためのアカデミックプレゼンテーション入門』 ひつじ書房。
2. Joan Van Emden and Lucinda Becker. 2004. *Presentation Skills for Students*. New York: Palgrave Macmillan
3. Suzy Siddons. 2008. *The Complete Presentation Skill Handbook: How to Understand and Reach Your Audience for Maximum Impact and Success* London: Kogan Page

SEMESTER LESSON PLAN

NIHONGO HYOGEN (JAPANESE PHRASES)







Lecturer:

**I Kadek Antartika,
Desak Made Sri Mardani**

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	Doc No. : FBS_PBJ_RPS707
		Revision : .02

	NIHONGO HYOGEN (JAPANESE PHRASES)	Date : 1 February 2020
Created by:  I Kadek Antartika NIP.197707252005011003 Desak Made Sri Mardani NIP. 198201102006042002		Page: 10 pages
Lecturer	Checked by:  Dr. Kadek Eva Krishna Adnyani, S.S.,M.Si. NIP. 19870205122012122001	Approved by:  I Wayan Sadyana, S.S., M.Si. NIP. 197812012006041001
	Assurance of Study Programme Academic Quality	Coordinator of Japanese Language Education Study Programme
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Course Identity Study Programme Name : Japanese Language Education Course Name : <i>Nihongo Hyogen</i> (Japanese Phrases) Course Code : JPGS120707 Course Group : Study Programme Courses Credit Hours : 3 Level : Bachelor degree Prerequisite : - Status (required/optional) : Required Lecturer name and code : I Kadek Antartika, Desak Made Sri Mardani</p> <p>2. Course Description</p>		

Nihongo Hyogen (Japanese Phrase) aims to provide students with contextual knowledge and professional skills to students in mastering various expressions of speakers in expressing attitudes, feelings, situations, and circumstances (*hyogen*) at the advanced level (N3) to support competence in the Japanese language teaching and research.

Learning is focused on two main activities. First, students with their groups examine expressions by paying attention to the relationship between meanings formed from sentence patterns and the context of the situation to understand both the semantic and pragmatic aspects of the expression or the expression meant.

Second, students do exercises individually and in groups to produce expressions by paying attention to grammatical aspects and reflecting contextual situations.

Learning outcomes are assessed through portfolios, formative tests, and summative tests

3. Learning Outcomes of the Referred Study Programme

- 1) Mastering the theoretical concepts of Japanese
- 2) Mastering the theoretical concepts of Japanese culture and society
- 3) Applying Japanese language skills, both oral and written

4. Course Learning Outcomes

1. Students understand various expressions and are able to distinguish the nuances of meaning from the use of expressions in a sentence structure.
2. Students are skilled in using various expressions that show advanced language skills (level N3) by paying attention to aspects of Japanese communication culture.

5. Description of the Lesson Plan

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1	Students understand the learning that will be carried out during one semester	Course Contract	<ul style="list-style-type: none"> Lecture 	2 x 50 minutes	-	Semester Lesson Plan, Course Module
2	<ul style="list-style-type: none"> Students master how an expression (<i>hyogen</i>) is used in contextual 	An explanation of the expression that states the meaning: <i>kyouchou</i> (Emphatic Expression)	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion Problem-Based Learning 	2 x 50 minutes	-	1,2

	<ul style="list-style-type: none"> situations Students are skilled at applying expressions (<i>hyogen</i>) into contextual expressions 					
3	<ul style="list-style-type: none"> Students master how an expression (<i>hyogen</i>) is used in contextual situations Students are skilled at applying expressions (<i>hyogen</i>) into contextual expression 	An explanation of the expression that states the meaning: <i>Dantei</i> (judgment, decision)	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion Problem-Based Learning 	2 x 50 minutes	<ul style="list-style-type: none"> Portfolio Formative test 	1,2
4	<ul style="list-style-type: none"> Students master how an expression (<i>hyogen</i>) is used in contextual situations Students are skilled at applying expressions (<i>hyogen</i>) into contextual expressions 	An explanation of the expression that states the meaning: <i>keikou</i> (tendency)	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion 	2 x 50 minutes	<ul style="list-style-type: none"> Portfolio Formative test 	1,2

5	<ul style="list-style-type: none"> Students master how an expression (<i>hyogen</i>) is used in contextual situations Students are skilled at applying expressions (<i>hyogen</i>) into contextual expressions 	An explanation of the expression that states the meaning: <i>yousu</i> (look)	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion Problem-Based learning 	2 x 50 minutes	<ul style="list-style-type: none"> Portfolio Formative test 	1,2
6	<ul style="list-style-type: none"> Students master how an expression (<i>hyogen</i>) is used in contextual situations Students are skilled at applying expressions (<i>hyogen</i>) into contextual expressions 	An explanation of the expression that states the meaning: <i>Katei jouken</i> (hypothetical Condition)	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion Problem-Based Learning 	2 x 50 minutes	<ul style="list-style-type: none"> Portfolio Formative test 	1,2
7	<ul style="list-style-type: none"> Students master how an expression (<i>hyogen</i>) is used in contextual situations Students are 	An explanation of the expression that states the meaning: <i>Shinjou No. Kyousei</i> (Emphasizing feeling)	<ul style="list-style-type: none"> Library/ Online Research Class discussion Problem-Based learning 	2 x 50 minutes	<ul style="list-style-type: none"> Portfolio Formative test 	1,2

	skilled at applying expressions (<i>hyogen</i>) into contextual expressions					
8	MIDTERM EXAM					
9	<ul style="list-style-type: none"> Students master how an expression (<i>hyogen</i>) is used in contextual situations Students are skilled at applying expressions (<i>hyogen</i>) into contextual expressions 	<p>An explanation of the expression that states the meaning:</p> <p><i>bubun hitei</i> (partial negative)</p>	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion Drill 	2 x 50 minutes	<ul style="list-style-type: none"> Portfolio Formative test 	1,2
10	<ul style="list-style-type: none"> Students master how an expression (<i>hyogen</i>) is used in contextual situations Students are skilled at applying expressions (<i>hyogen</i>) into contextual expressions 	<p>An explanation of the expression that states the meaning:</p> <p><i>gentei, higentei</i> (limitation, non-limitation)</p>	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion Drill 	2 x 50 minutes	<ul style="list-style-type: none"> Portfolio Formative test 	1,2

11	<ul style="list-style-type: none"> Students master how an expression (<i>hyogen</i>) is used in contextual situations Students are skilled at applying expressions (<i>hyogen</i>) into contextual expressions 	An explanation of the expression that states the meaning: <i>mukankei</i> (unrelated condition)	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion Drill 	2 x 50 minutes	<ul style="list-style-type: none"> Portfolio Formative test 	1,2
12	<ul style="list-style-type: none"> Students master how an expression (<i>hyogen</i>) is used in contextual situations Students are skilled at applying expressions (<i>hyogen</i>) into contextual expressions 	An explanation of the expression that states the meaning: <i>keika to ketsumatsu</i> (process /conclusion)	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion 	2 x 50 minutes	<ul style="list-style-type: none"> Portfolio Formative test 	1,2
13	<ul style="list-style-type: none"> Students master how an expression (<i>hyogen</i>) is used in contextual situations Students are 	An explanation of the expression that states the meaning: <i>Mukankei, Mushi, Reigai</i> (Unrelated Condition/ Exception)	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion Problem-Based Learning 	2 x 50 minutes	<ul style="list-style-type: none"> Portfolio Formative test 	1,2

	skilled at applying expressions (<i>hyogen</i>) into contextual expressions					
14	<ul style="list-style-type: none"> Students master how an expression (<i>hyogen</i>) is used in contextual situations Students are skilled at applying expressions (<i>hyogen</i>) into contextual expressions 	<p>An explanation of the expression that states the meaning:</p> <p><i>Fukanou/ kanou, konnan to yooi</i> (Possibility and Impossibility, Difficulty and Easiness)</p>	<ul style="list-style-type: none"> Library/ Online Research Class discussion Problem-Based learning 	2 x 50 minutes	<ul style="list-style-type: none"> Portfolio Formative test Presentation 	1,2
15	<ul style="list-style-type: none"> Students master how an expression (<i>hyogen</i>) is used in contextual situations Students are skilled at applying expressions (<i>hyogen</i>) into contextual expressions 	<p>An explanation of the expression that states the meaning:</p> <p><i>Gyakusetsu</i> (contradiction)</p>	<ul style="list-style-type: none"> Library/ Online Research Class discussion Problem-Based learning 			1,2
16	FINAL EXAMS					

6. References

1. 友松悦子、宮本淳、和栗雅子、2000.『どんな時どう使う日本語表現 500 中・上級』アルク.
2. 友松悦子、宮本淳、和栗雅子、2000.『どんな時どう使う日本語表現 200 初・中級』アルク

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN (RPS)
***TSUYAKU* (INTERPRETER)**







Lecturer:

I Kadek Antarctica, SS, M. Hum.

JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021

	SEMESTER LEARNING PLAN	No. Doc :
		Revision :
		Date :

	TSUYAKU (INTERPRETER)	Page:																				
Written By:  I Kadek Antarctica, SS, M. Hum NIP. 197707252005011003	Review By:  Dr. Kadek Eva Krishna Adnyani, SS, M.Sc. NIP. 19870205122012122001	Approved By:  I Wayan Sadyana, SS, M.Sc. NIP. 197812012006041001																				
Lecturer	Academic Quality Assurance Study Programme	Programmes Coordinator of Japanese Language Education																				
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <table> <tr> <td>Study Programmes</td> <td>: Japanese Language Education</td> </tr> <tr> <td>Course</td> <td>: <i>Tsuyaku</i> (Interpreter)</td> </tr> <tr> <td>Course Code</td> <td>: JPGS120709</td> </tr> <tr> <td>Cluster of Courses</td> <td>: Educational Science Courses</td> </tr> <tr> <td>Credit Hours</td> <td>: 3</td> </tr> <tr> <td>Level</td> <td>: S1</td> </tr> <tr> <td>Semester</td> <td>: 7</td> </tr> <tr> <td>Prerequisite</td> <td>: -</td> </tr> <tr> <td>Status (compulsory/elective)</td> <td>: Compulsory</td> </tr> <tr> <td>Name and code of lecturer</td> <td>: I Kadek Antarctica, SS, M. Hum.</td> </tr> </table>			Study Programmes	: Japanese Language Education	Course	: <i>Tsuyaku</i> (Interpreter)	Course Code	: JPGS120709	Cluster of Courses	: Educational Science Courses	Credit Hours	: 3	Level	: S1	Semester	: 7	Prerequisite	: -	Status (compulsory/elective)	: Compulsory	Name and code of lecturer	: I Kadek Antarctica, SS, M. Hum.
Study Programmes	: Japanese Language Education																					
Course	: <i>Tsuyaku</i> (Interpreter)																					
Course Code	: JPGS120709																					
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Level	: S1																					
Semester	: 7																					
Prerequisite	: -																					
Status (compulsory/elective)	: Compulsory																					
Name and code of lecturer	: I Kadek Antarctica, SS, M. Hum.																					

2. Course Description

Tsuyaku course is a direct (oral) translation course. The aim of this course is to provide professional knowledge and skills related to oral translation of Japanese into Indonesian and vice versa in order to support competence in the fields of teaching and research.

Learning is divided into two stages, first, learning is focused on knowledge of translation theories, pragmatic rules, semantics, culture and humanities. Students learn using the inquiry method, namely exploring the similarities and differences from both the linguistic and cultural aspects of the two languages, both the target language and the source language or vice versa. Both lessons focused on developing skills in translating spoken discourse in various forms and topics. Translation activities cover short oral discourses about everyday life to oral discourses in certain fields. Students are asked to practice translating an oral discourse and make a self-evaluation report on the obstacles experienced in carrying out the translation process. Learning assessments are carried out through portfolios, performances, presentations.

3. Learning Outcomes of the Study Programmes

- 1) Mastering the concepts theoretical of the Japanese language
- 2) Applying skills both oral and written

4. Learning Outcomes Course

1. Having knowledge of concepts theoretical in translating spoken texts both from Japanese into Japanese and vice versa in various topics.
2. Develop skills in transfer the oral discourse of Japanese to Indonesian or otherwise that could support the career development in the future in the field of Japanese language teaching

5. Description Lesson Plan

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Assignment and Assessment	References
1	Students understand learning which will be carried out during one semester	contract	<ul style="list-style-type: none">• Lecture• Class discussion	3 x 50 minutes	-	RPS, Module course course

2	<ul style="list-style-type: none"> Students understand the basic concepts of <i>interpreting</i>, its types and relationships and differences with <i>translation</i> 	Initial concepts, definitions, types of Interpreting, their relationship and differences with <i>translation</i> .	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion 	3 x 50 minutes	<ul style="list-style-type: none"> Group Presentation 	Pöchhacker, Franz.2004. <i>Introducing Interpreting Studies</i> . London: Routledge.
3	<ul style="list-style-type: none"> Students understand the similarities and differences in linguistic aspects, both at the semantic, syntactic, and cultural aspects of Japanese and Indonesian. 	Introduction to the similarities and differences between Japanese and Indonesian, both in terms of linguistic aspects and cultural aspects that underlie the use of the language.	<ul style="list-style-type: none"> Library/ Online Research Class discussion Group discussion 	3 x 50 minutes)	<ul style="list-style-type: none"> Group Presentation Portfolio 	<p>Yuko, Yoshida. 2014. <i>How to use Japanese correctly</i>. Dainippon insatsu geisha.</p> <p>Moeliono, Anton M, et al. Standard Indonesian Grammar Fourth Edition. Language Development Agency: Ministry of Education and Culture.</p>
4	<ul style="list-style-type: none"> Students understand the simplification technique and find key words in complex sentences of spoken discourse in the source language. Students are skilled in translating spoken 	discourse of the source language to the target language. Strategies and techniques for simplifying complex sentences of spoken discourse of the	<ul style="list-style-type: none"> Class discussion Group discussion Inquiry 	3 x 50 minutes	<ul style="list-style-type: none"> Group Presentation Portfolio 	James Nolan.2005. <i>Interpretation Techniques and Exercises</i> . Toronto: Multilingual Matters, Ltd.

		source language into the target language.				
5	Students understand aspects that are difficult to find the equivalent of "untranslatability" in the target language. Students are skilled in translating spoken discourse that contains aspects that are difficult to extinguish in the target language.	An introduction to linguistic aspects that are difficult to find equivalent words. A description of the translation technique of things that are classified as "untranslatability" such as idioms, abstractions, expressions of feelings, artifacts, objects or cultural concepts, etc.	<ul style="list-style-type: none"> • Class discussion • Group discussion • Exercise 	3 x 50 minutes	<ul style="list-style-type: none"> • Portfolio • Group Presentation 	James Nolan.2005. <i>Interpretation Techniques and Exercises. Toronto: Multilingual Matters, Ltd.</i>
6	<ul style="list-style-type: none"> • Students understand and are skilled in determining the choice of words or <i>diction</i> or registers in translating oral discourse 	Introduction to the technique of determining word choice (diction) or registers in the process of translating oral discourse by paying attention to the suitability, situation or event where the translation process is carried out, and listeners of the translation results .	<ul style="list-style-type: none"> • Class discussion • Group discussion • Exercise 	3 x 50 minutes	<ul style="list-style-type: none"> • Group Presentation • Portfolio 	James Nolan.2005. <i>Interpretation Techniques and Exercises. Toronto: Multilingual Matters, Ltd.</i>
7	Students understand and are skilled in translating oral	.	<ul style="list-style-type: none"> • Class Discussion • Group Discussion • exercise 	x 50 minutes	Group Presentation Portfolio	James Nolan.2005. <i>Interpretation Techniques and</i>

	discourse that contains satire or quotes from certain sources, for example quotes from famous people's expressions, from literary works, quotes from documents					<i>Exercises. Toronto: Multilingual Matters, Ltd.</i>
8	MIDDLE SEMESTER EXAM					
9	<ul style="list-style-type: none"> Students understand the concept of performance or the result of a translation of an oral discourse. 	Presentation of material description about <i>performance and product</i> . namely regarding the results and criteria that are considered in the translation such as <i>orality, fidelity, accuracy, omission and addition, pragmatic impact</i> .	<ul style="list-style-type: none"> Class discussion Group discussion 	x 50 minutes	<ul style="list-style-type: none"> Group Presentation Portfolio 	Pöchlhacker, Franz.2004. <i>Introducing Interpreting Studies</i> . London: Routledge.
10	<ul style="list-style-type: none"> Students are skilled in translating oral discourse on certain topics. 	Translating oral discourse in a topic about tutorials on using zoom with consecutive interpreting. Zoomミーティングを主催する方法	<ul style="list-style-type: none"> Inquiry Class discussion Group discussion 	x 50 minutes	<ul style="list-style-type: none"> Group Presentation Portfolio 	Dodd, Stefany.2012. <i>How to Become an Interpreter and Translator : A Beginner`s Guide</i> . Delhi: The English Press

						6
11	<ul style="list-style-type: none"> Students are skilled in translating oral discourses on specific topics. 	Translation of spoken discourse on a topic of news weather forecasts with consecutive interpreting. 天気予報の通訳作業	<ul style="list-style-type: none"> Class discussion Group discussion 	3 x 50 minutes	<ul style="list-style-type: none"> Group Presentation portfolio 	Dodd, Stefany.2012. <i>How to Become an Interpreter and Translator : A Beginner`s Guide</i> . Delhi: The English Press 7
12	<ul style="list-style-type: none"> Students skilled in translating the oral discourse on a specific topic. 	Translating oral discourse in a topic about with consecutive interpreting.	<ul style="list-style-type: none"> Inquiry Class discussion Group discussion Drill 	x 50 minutes	<ul style="list-style-type: none"> Group Presentation Portfolio 	Dodd, Stefany.2012. <i>How to Become an Interpreter and Translator : A Beginner`s Guide</i> . Delhi: The English Press 8
13-15	<ul style="list-style-type: none"> students collaboratively skillfully projects translation of <i>cerakyat jepang</i> Students understand various expressions and understand the differences between the source language ungkapa the target 	Japanese folklore translation project. 1. Students ensure expressions, words that are difficult to find equivalents. 2. Each group member takes turns as a story reader and translator.	<ul style="list-style-type: none"> Class discussion Group discussion Project based learning 	x 50 minutes	<ul style="list-style-type: none"> Group Presentation Portfolio 	1,2,3,4,5

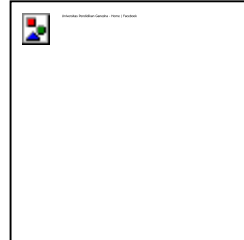
	language. ●Students are skilled in translating oral texts.					
16	SEMESTER FINAL EXAM					

6. List of References

1. Pöchhacker, Franz.2004. *Introducing Interpreting Studies*. London: Routledge.
2. Dodd, Stefany.2012. *How to Become a Interpreter and Translator : A Beginner`s Guide*. Delhi: The English Press
3. James Nolan.2005. *Interpretation Techniques and Exercises*. Toronto: Multilingual Matters, Ltd.
4. Yuko, Yoshida. 2014. *How to use Japanese correctly*. Dainippon insatsu geisha.
5. Moeliono, Anton M, dkk. Tata Bahasa Baku Bahasa Indonesia Edisi keempat. Badan Pengembangan Pembinaan Bahasa: Kementerian Pendidikan dan Kebudayaan.
6. ホストとして正しくZoomミーティングを主催する方法<https://www.youtube.com/watch?v=rC3KlzxNU>
7. 天気予報 <https://www.youtube.com/watch?v=PPvkOs96bt0>
8. スピーチTED x <https://www.youtube.com/watch?v=gBumdOWWMhY>

SEMESTER LESSON PLAN

KANKO NO TAME NO NIHONGO OR JAPANESE FOR TOURISM



Lecturer :
Ni Nengah Suartini, S.S., M.A., Ph.D.





JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME

FACULTY OF LANGUAGE AND ART

UNIVERSITAS PENDIDIKAN GANESHA

2021

	SEMESTER LESSON PLAN	Doc No. : FBS_PBJ_MK 706
		Revision : .second

		(KANKO NO TAME NO NIHONGO OR JAPANESE FOR TOURISM)	Date : February 1, 2020 Pages: 11																				
Made by:  Ni Nengah Suartini, S.S., M.A., Ph.D. NIP 197404212005012001	Checked by:  Dr. Kadek Eva Krishna Adnyani, S.S., M.Si. NIP 198705122012122001	Approved by:  I Wayan Sadyana, S.S., M.Si. NIP 19782006																					
Lecturer	Assurance of study programme academic quality	Coordinator of Japanese Language Education Study Programme																					
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <table> <tr> <td>Study Programmes</td> <td>: Japanese Language Education</td> </tr> <tr> <td>Course</td> <td>: <i>Hoteru No Tame No Nihongo</i> (Japanese For Tourism)</td> </tr> <tr> <td>Course Code</td> <td>: JPGS 120704</td> </tr> <tr> <td>Cluster of Courses</td> <td>: Study Programme Specific Courses (MKPP/MKPI)</td> </tr> <tr> <td>Credit Hours</td> <td>: 3</td> </tr> <tr> <td>Level</td> <td>: S1</td> </tr> <tr> <td>Semester</td> <td>: 7</td> </tr> <tr> <td>Prerequisite</td> <td>: -</td> </tr> <tr> <td>Status (compulsory/elective)</td> <td>: Elective</td> </tr> <tr> <td>Name and code of lecturer</td> <td>: Ni Nengah Suartini, S.S., M.A., Ph.D.</td> </tr> </table> <p>2. Course Description</p>				Study Programmes	: Japanese Language Education	Course	: <i>Hoteru No Tame No Nihongo</i> (Japanese For Tourism)	Course Code	: JPGS 120704	Cluster of Courses	: Study Programme Specific Courses (MKPP/MKPI)	Credit Hours	: 3	Level	: S1	Semester	: 7	Prerequisite	: -	Status (compulsory/elective)	: Elective	Name and code of lecturer	: Ni Nengah Suartini, S.S., M.A., Ph.D.
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The Hoteru no Tame no Nihongo course aims to complement the ability to teach Japanese for specific purposes (Japanese for Specific Purposes), particularly in applying Japanese language skills contextually related to the use of Japanese in the context of hospitality.

The material in this course is divided into two parts. The first part discusses the history of Japanese people traveling, knowledge about travel, and an introduction to tourism in general. Students observe, discuss and present tourism promotion videos, web sites, travel guide books in Japan and Bali. The second part emphasizes more on the practice of using Japanese in accordance with tourism objects around the student's home area. Students make drafts about tourism potential, promote the attractive side of the tourist attraction and practice it through roleplay. Students also make videos to make the roleplay more natural and contextual. So that students are able to introduce tourism objects interestingly in Japanese.

Competency in this course is achieved through individual performance, group performance, portfolio and project.

3. Programme Learning Outcomes of the Referred Study Programme

PO1: Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation and state based on academic norms and ethics based on THK values.

PO3: Mastering the theoretical concepts of Japanese.

PO5: Mastering the theoretical concepts of Japanese culture and society.

PO7: Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in the field of Japanese language education.

PO8: Apply Japanese language skills both oral and written.

4. Course Learning Outcomes

5. Description of Semester Lesson Plan

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Task and Assessment	References
1	Understand the rules and regulations and be able to prepare to attend lectures.	Class contract	Orientation and discussion	3x50 minutes	Student participation	Syllabus, lecture modules, RPS
2	Able to explain and understand about Bali as a tourism destination.	https://www.youtube.com/watch?v=4gPCF24ZquY https://www.youtube.com/watch?v=gr1nv-8Shvl https://www.youtube.com/watch?v=n5_jPKM5WpU	Lecturing Discussion	Face to face : 3x50 minutes Structured tasks : 3x60 minutes Independent Tasks : 3x60 minutes	Individual report Activity in class	山下晋司, 2011, 『観光文化学』, 新曜社. 地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイアモンド社.
3	Able to understand about the history of Bali tourism.	https://www.youtube.com/watch?v=RqZnBGsnlq4 https://www.youtube.com/watch?v=V-1XkisDYBY	Observing, lecturing, discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks :	Group presentation Activity in class	山下晋司, 2011, 『観光文化学』, 新曜社. • Pringle, Robert, 2004, A

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Task and Assessment	References
				3x60 minutes		Short History of Bali Indonesia's Hindu Realm, Allen & Unwin.
4	Able to understand about the history of Japanese people traveling abroad (1)	https://www.jnto.go.jp/jpn/projects/research_consulting/cq6g7o0000002hw5-att/project_data.pdf	Summirizing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	山口誠, 2010, 『ニッポンの海外旅行ー若者と観光メディアの50年史』, ちくま新書.
5	Able to understand about the history of Japanese people traveling abroad (2)	https://www.jnto.go.jp/jpn/projects/research_consulting/cq6g7o0000002hw5-att/project_data.pdf	Summirizing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks :	Group presentation Activity in class	山口誠, 2010, 『ニッポンの海外旅行ー若者と観光メディアの50年史』, ち

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Task and Assessment	References
				3x60 minutes		くま新書. 地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社.
6	Able to understand about the attractiveness of Bali tourism for Japanese tourists.	https://www.youtube.com/watch?v=TZap4Sso-DU	Summirizing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	山口誠, 2010, 『ニッポンの海外旅行ー若者と観光メディアの50年史』, ちくま新書. 地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモン

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Task and Assessment	References
						ド社.
7	Able to understand the role of guides in Bali tourism.	https://dpphpi.org/tentang-dpp-hpi	Summirizing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	山口誠, 2010, 『ニッポンの海外旅行-若者と観光メディアの50年史』, ちくま新書. 地球の歩き方編集室, 2020, 『地球の歩き方-バリ島』, ダイヤモンド社.
8	<i>MIDTERM EXAM</i>					
9	Able to explain about tourist destinations	https://www.youtube.com/watch?v=lcWo9tQmr4Y	Practicing Discussion	Face to face : 3x50 minutes Structured	Group presentation Activity in class	地球の歩き方編集室, 2020, 『地球の

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Task and Assessment	References
	in the area of origin and surrounding areas (1)			tasks: 3x60 minutes Independent Tasks : 3x60 minutes		歩き方ーバリ島』, ダイヤモンド社.
10	Able to explain about tourist destinations in the area of origin and surrounding areas (2)	https://www.youtube.com/watch?v=w7Y-Bex-HXQ	Practicing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社.
11	Able to explain about tourist destinations in the area of origin and surrounding areas (3)	https://www.youtube.com/watch?v=gjgQGPxla1w	Practicing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社.

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Task and Assessment	References
12	Able to explain about gastronomic tourism in the area of origin and surrounding areas (1)	https://www.youtube.com/watch?v=iVITIdu_ano	Practicing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社.
13	Able to explain about gastronomic tourism in the area of origin and surrounding areas (2)	https://www.youtube.com/watch?v=268GNXUmZp8	Practicing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社.
14	Able to explain about the unique traditions of the area of origin and its	https://www.youtube.com/watch?v=hDFDcjWSqfs the variety of holidays in Bali	Practicing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes	Group presentation Activity in class	地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダ

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Task and Assessment	References
	surroundings that have tourism potential (1)			Independent Tasks : 3x60 minutes		イヤモンド社.
15	Able to explain about the unique traditions of the area of origin and its surroundings that have tourism potential (2)	https://www.youtube.com/ various ceremonies in Bali	Practicing Discussion	Face to face : 3x50 minutes Structured tasks: 3x60 minutes Independent Tasks : 3x60 minutes	Group presentation Activity in class	地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社.
16	FINAL EXAMS					

6. List of References

- 山口誠, 2010, 『ニッポンの海外旅行ー若者と観光メディアの50年史』, ちくま新書.
- 飯田芳也, 2012, 『観光文化学ー旅から観光へ』, 古今書院.
- 岡本伸之, 2010, 『観光学入門』, 有斐閣アルマ.
- 山下晋司, 2011, 『観光文化学』, 新曜社.
- Pringle, Robert, 2004, A Short History of Bali Indonesia's Hindu Realm, Allen & Unwin.
- 地球の歩き方編集室, 2020, 『地球の歩き方ーバリ島』, ダイヤモンド社.

7. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc

<https://www.youtube.com/watch?v=TZap4Sso-DU>

<https://www.youtube.com/watch?v=WTITSAKbSm8>

https://www.into.go.jp/jpn/projects/research_consulting/cq6g7o0000002hw5-att/project_data.pdf

<https://www.youtube.com/watch?v=oIx5GjgZAv8>

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN (RPS)





(BIJINESU NIHONGO/ Japanese for Business)



Lecturer:

I Kadek Antartica ,SS .,M.Hum .

JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	Doc No. : FBS_PBJ_MK704
	BIJINESU NIHONGO/ Japanese for Business	Revision : second
		Date : February 1, 2020
		Page:
<p>Created by:</p>  <p>I Kadek Antarctica ,SS .,M.Hum . NIP.197707252005011003</p>	<p>Checked by:</p>  <p>Dr. Kadek Eva Krishna Adnyani , SS , M.Si. NIP. 19870205122012122001</p>	<p>Approved by:</p>  <p>I Wayan Sadyana , SS , M.Si. NIP . 197812012006041001</p>
Lecturer	Guarantor quality academic study program	Coordinator of Japanese Language Education Study Programme
SEMESTER LEARNING PLAN		
<p>47. Identity Subject</p> <p>Study Programme : Japanese Language Education</p> <p>Course : <i>Bijinesu Nihongo</i></p> <p>Course Code : JPGS120704</p> <p>Course Group : Study Programme Specific Courses</p> <p>Credit Hours : 3 credits</p> <p>Degree : S1 (Bachelor Degree)</p> <p>Semester : 7</p>		

Prerequisites : -

Status (compulsory/elective) : compulsory

Name and code of lecturer : I Kadek Antarctica, SS, M. Hum .

48. Course Description

The *Bijinesu Nihongo* course aims to improve contextual Japanese language skills and Japanese language teaching related to *Japanese for Special Purposes*, especially Japanese for Business. This course is divided into 2 stages. First, increase knowledge about *business manners* which include ethics (gesture, attitude etc.) and the characteristics of Japanese people in doing business (courtesy and Japanese business culture), work environment (honorific expressions, internal hierarchy of the group, the concept of “ *Uchi and Soto* ” as a clear distinction between 'in-groups and 'out-groups'), and things to consider in Japanese work culture (including grooming, punctuality, etc). Students watch short videos, read simple articles, conduct group discussions, class discussions and make short videos about business ethics, language politeness and aspects of Japanese culture related to business. Second, contextual communication based on situations such as picking up the office phone, responding in various situations, making appointments, changing schedules, giving suggestions etc. Students practice business communication in Japanese by considering various aspects that have been studied in the first stage such as Japanese expressions for business, office culture etc. Competency achievements are evaluated based on group performance, group presentations, projects, individual performance and portfolios.

49. Learning Outcomes of the Referred Study Programme

- a. Mastering the theoretical concepts of Japanese
- b. Apply Japanese language skills both oral and written

50. Course Learning Outcomes

1. Skilled in practicing gestures, gestures, expressions, behaviours or actions that reflect ethical etiquette in establishing good communication relationships with speech partners in the world of work or business.
2. Skilled in using expressions, *kusshon kotoba* 'gardened words' , various polite languages (*keigo*) *setsuguuuyoogo* 'Japanese words or registers in the world of work' that are in accordance with the context of the speech situation.
3. Skilled in communicating using Japanese in various topics that reflect polite communication according to the context of situations in the world of work or business.

51. Description of Lesson Plan

Meeting	Subject Learning Achievement	Study Material (topics)	Learning Form (learning strategies)	Time	Assignments and Assessments	Reference
1	Students understand the learning objectives for one semester .	Syllabus, module, learning evaluation	<ul style="list-style-type: none"> • Expository • Class discussion 	3x50 minute		Syllabus , Module
2	Students understand the concepts of manners , ethics , manners and appearance in the business world or the world of work in Japanese society. Students understand the culture of work ethic and the rules that must be obeyed in the office world. Students are skilled in using greeting expressions that are often used in the office world. Students are skilled in	<p>Presentation of the concept and introduction to <i>business manners</i>, appearance, how to sit, stand, ojigi, manners when entering the office, if you are late, take time off, when you come home from work.</p> <p>An explanation of basic greeting expressions used in the world of work in various contexts of situations.</p> <p>Watch a video about Japanese etiquette in the world of work.</p> <p><input type="checkbox"/> ビジネスマナーとは</p> <p><input type="checkbox"/> ビジネスマナーの必要性</p> <p><input type="checkbox"/> 服装と身だしなみ / 立ち居振る舞い / 座り方 / お辞儀</p> <p><input type="checkbox"/> 基本的な挨拶</p> <p>例：ただ今～から戻りました。</p> <p>～部との打ち合わせに行って参ります。</p> <p>お疲れ様でした、等。</p>	<ul style="list-style-type: none"> • Class discussion • Group discussion 	3X50 minutes	<ul style="list-style-type: none"> • Presentati on • Performa nce Assessme nt 	1.3

Meeting	Subject Learning Achievement	Study Material (topics)	Learning Form (learning strategies)	Time	Assignments and Assessments	Reference
	practicing posture, how to sit, and ojigi according to the context of the situation.					
3	Students understand the concepts and characteristics of communication in the business world. appropriate choice of words or expressions Students skilled in use expressions or words or registers that are used in the context of communication in the business or office world	An explanation of the characteristics of conversation in the business world, <i>s etsuguu yougou, kusshon kotoba</i> <input type="checkbox"/> ビジネス会話とは <input type="checkbox"/> 言葉遣い <input type="checkbox"/> 声のトーン <input type="checkbox"/> 話すスピード <input type="checkbox"/> 視線、身振り手振り <input type="checkbox"/> 接遇用語と使い方 <input type="checkbox"/> クッション言葉の使い方	<ul style="list-style-type: none"> ● Inquiry ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● AssessmentFor work 	1,2,3
4-5	Students are skilled in using appropriate and appropriate	An explanation of the various expressions used in introducing oneself. Presentation of <i>keigo's</i> variety of polite language material	<ul style="list-style-type: none"> ● Group discussion ● Class discussion 	2(3X50) minutes	<ul style="list-style-type: none"> ● Presentation 	1,2,3,4

Meeting	Subject Learning Achievement	Study Material (topics)	Learning Form (learning strategies)	Time	Assignments and Assessments	Reference
	expressions and various polite <i>keigo language</i> in introducing themselves in various contexts of situations, namely introductions to fellow people of the same company (colleagues, superiors), introductions to people from outside the company, introducing workmates to other people in the company. Students are skilled in showing a good attitude and skilled in practicing how to exchange business cards when	<p>. Video viewing is related to ethics and how to exchange business cards when introducing yourself.</p> <ul style="list-style-type: none"> • の人に自己紹介をする <ul style="list-style-type: none"> a. この、こちらにおになることになりましたバユと申します。 b. これからりますので、よろしく願いいたします。 c. 研究室のディアンとします。インドネシアからまいりました。 • 社外の人に自己紹介をする <ul style="list-style-type: none"> a. ADFからまいりましたディアンとします。 b. この度、になりましたディアンとします。 • を持っていないときのまり <ul style="list-style-type: none"> a. 申しわけありませんが、ただ今名刺をきらしておりまして....。 b. 申し訳ありません、ちょっと名刺が見当たりませんので。 • のをする ご紹介します。課長のワヤンです。 	<ul style="list-style-type: none"> ● Inquiry ● Roleplay 		<ul style="list-style-type: none"> ● Assessment show work 	

Meeting	Subject Learning Achievement	Study Material (topics)	Learning Form (learning strategies)	Time	Assignments and Assessments	Reference
	introducing themselves according to Japanese cultural ethics. Students are skilled in using and distinguishing various types of <i>Keigo polite language</i>	<p>こちらはの田中さんです。</p> <ul style="list-style-type: none"> ・敬語、「尊敬語、謙譲語、丁寧語」と美化語 				
6-7	Students are skilled at communicating via telephone media in the business world by using appropriate expressions in various contexts of speech situations, both communicating with people from one company or with business partners, which	<p>An explanation of the ways, etiquette, various variations of expressions used in communication by telephone in various contexts of speech situations. Video showing of ethics and manners of calling and receiving calls in the world of work.</p> <ul style="list-style-type: none"> ・電話対応（基本マナー） ・電話対応のポイント「好印象、気持ちよい応答」 ・音声表現（好感を持たれる音声表現） ・電話のかけ方（内線と外線電話） 	<ul style="list-style-type: none"> ● In query ● Role play ● Group discussion ● Presentation group 	2(3X50) minutes	<ul style="list-style-type: none"> ● Presentation ● Assessment show work 	1,2,3,5

Meeting	Subject Learning Achievement	Study Material (topics)	Learning Form (learning strategies)	Time	Assignments and Assessments	Reference
	reflects polite communication. Students are skilled in demonstrating and practicing ethics, communication manners through telephone media in the world of work in accordance with Japanese cultural ethics.	・ 電話の受け方 (内線と外線)				
8	MIDTERM EXAM					
9	Students are skilled in using expressions when they want to leave messages in various contexts of speech situations both to people inside and outside the company which	An explanation of the ethics and manners of communication either by telephone or directly in relation to entrusting a message or conveying a message to someone. A description of the various variations of expressions used in asking to leave a message or convey someone's message. ・ 伝言を頼む／伝言をうける ・ ご伝言をお願いできますか。 。	<ul style="list-style-type: none"> ● In query ● Role play ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Assessment show work ● portfolio 	1,2,3

Meeting	Subject Learning Achievement	Study Material (topics)	Learning Form (learning strategies)	Time	Assignments and Assessments	Reference
	reflects polite communication. Students are skilled in using appropriate expressions in conveying someone's message to colleagues, superiors and others according to the context of the speech situation.	<ul style="list-style-type: none"> * ～とお伝えください。 * 何か伝言がございましたら、お伝えいたしますが <ul style="list-style-type: none"> ・ 伝言を確認する * ～様に～お伝えいただけますか。 * ～部長／様に～ようお伝えいたしたいと思ひまして * 念のため復唱いたします。 * ～ということによろしいでしょうか。 				
10	Students are skilled at using appropriate expressions when they want to convey reprimands, warnings that reflect polite communication in various contexts of speech situations.	<p>Presentation and description of various variations of expressions related to warnings, reprimands, complaints in various contexts of speech situations.</p> <p>Exposure and description of etiquette and etiquette in responding to reprimands, criticisms, and complaints from someone.</p> <ul style="list-style-type: none"> ・ 注意をする／注意を受ける <p>* ～ほうがいいですよ</p>	<ul style="list-style-type: none"> ● Interview ● Role play ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Assessment show work ● portfolio 	1,2,3

Meeting	Subject Learning Achievement	Study Material (topics)	Learning Form (learning strategies)	Time	Assignments and Assessments	Reference
	Students are skilled at using appropriate expressions in responding to reprimands, warnings from superiors or from people from outside the company in accordance with Japanese cultural ethics and manners.	<p>* ~んじゃないかな（婉曲的に注意をする）</p> <p>* ~と存じますけれども／～と思うけど</p> <p>・ 苦情を言う</p> <p>* ~ようなんですが。。。 請求書がまだ届いてないようなんですが</p> <p>・ 注意をしてくれるよう頼む</p> <p>* 何かお気づきの点がございましたら、おっしゃってください。</p> <p>・ 陳謝／あやまる</p> <p>・ 苦情の手配</p>				
11	Students are skilled in communicating by using The	Exposure to various variations of expressions of request and rejection of requests in various contexts of speech situations. A description of ethics and communication strategies in	<ul style="list-style-type: none"> ● Inquiry ● Interview ● Role play ● Group discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Assessment show work 	1.2

Meeting	Subject Learning Achievement	Study Material (topics)	Learning Form (learning strategies)	Time	Assignments and Assessments	Reference
	<p>right expression in expressing a request is in accordance with the context of the speech situation that reflects polite communication within the framework of communication ethics in the Japanese business world.</p> <p>Students are skilled in conveying the request of the interlocutor in relation to matters related to the world of</p>	<p>submitting a request and refusing a request and invitations. A description of the expression in price bargaining.</p> <ul style="list-style-type: none"> ・ 話の切り出す * お忙しいところ申し訳ございませんが、 * ちょっと今よろしいでしょうか。 ・ 前置きをする * 恐れ入りますが、 * お手数かけて申し訳ありませんが。 ・ 依頼する * ～ていただけないでしょうか。 ・ 依頼を断る （陳謝、理由） 婉曲的断り * 今から打ち合わせで出かけるところなんです。 * ～もので ・ 値段の交渉をする ・ 勧誘を断る 	<ul style="list-style-type: none"> ● Class discussion 		<ul style="list-style-type: none"> ● portfolio 	

Meeting	Subject Learning Achievement	Study Material (topics)	Learning Form (learning strategies)	Time	Assignments and Assessments	Reference
	work, while maintaining harmonious relations with business partners. Students understand the ethics and manners of communication in conveying requests and refusals related to the Japanese world of work.					
1 2	Students are skilled in communicating by using appropriate expressions in expressing requests for permission in various contexts of speech situations in the business world, both with	Description and explanation of various expressions and contexts of speech situations that reflect communication in relation to submitting requests for permission. Description and etiquette of company etiquette in applying for permits. ・ 許可を求める * ~たいんですが、よろしいでしょうか。	<ul style="list-style-type: none"> ● Inquiry ● Interview ● Role play ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Assessment show work ● portfolio 	1,2,3

Meeting	Subject Learning Achievement	Study Material (topics)	Learning Form (learning strategies)	Time	Assignments and Assessments	Reference
	people from one company or with business partners from different companies that reflect polite communication. Students understand the ethics and manners of communication in submitting requests for permission in the Japanese work environment.	<p>* ~ (を) させていただきたいんですが、よろしいでしょうか。</p> <p>・ 上司に許可を求める (早退する・社用車を借りるなど、後でファックスで送る)</p> <p>・ 他社の人に許可を求める</p>				
13	Students are skilled in communicating by using appropriate expressions in agreeing agreements (schedules, etc.), canceling or changing the	<p>Exposure and description of various expressions in making promises, canceling appointments in various contexts of situations. An explanation of ethics and etiquette in canceling or changing promises unilaterally in the Japanese culture of business communication.</p> <p>・ 自社の人にアポイントを取る</p>	<ul style="list-style-type: none"> ● Inquiry ● Interview ● Role play ● Group discussion ● Class discussion 	3X50 minutes	<ul style="list-style-type: none"> ● Presentation ● Assessment show work ● portfolio 	1,2,3,

Meeting	Subject Learning Achievement	Study Material (topics)	Learning Form (learning strategies)	Time	Assignments and Assessments	Reference
	agreed schedule in various contexts of speech situations. in the business world, both with people from one company or with business partners from different companies that reflect polite communication. Students understand the ethics and manners of communication in agreeing an agreement, canceling or changing the schedule of the agreement in accordance with the ethics of Japanese cultural communication.	<ul style="list-style-type: none"> ・ 他社の人におピントをとる（許可の表現、提案する） ・ 対面のない人にアポイントを取る ・ 知り合いに紹介してもらった人にアポを取る ・ 約束を変更する ・ 約束を中止する。 				

Meeting	Subject Learning Achievement	Study Material (topics)	Learning Form (learning strategies)	Time	Assignments and Assessments	Reference
14	Students are skilled in communicating by using appropriate expressions in delivering reports in various contexts of speech situations in the business world, both with people from one company or with business partners from different companies that reflect polite communication. Students understand the ethics and manners of communication in submitting reports in accordance with the ethics of	<p>A description of the various expressions used in submitting a report, handling a report.</p> <p>A description and presentation of ethics in reporting activities to both superiors and business partners in the Japanese culture of business communication.</p> <p>❖ をべるときのまり</p> <p>a. からにしますと. . . .</p> <p>b. なはまだつかんでいせんが. . . .</p> <p>c. (沈黙)。大体こんなところ です。 ざっぱにと. . .</p> <p>❖ 報告する.</p> <p>➤ によるでは、はできない とのことです。</p> <p>➤ を見る限り、はかなり危 機的なにあります。</p> <p>➤ 詳しいことはこのレポ ートにまとめておきました 。</p> <p>❖ をらかにする。 Memperjelas duduk persoalan.</p> <p>➤ まず、についてですが、</p> <p>➤ つぎに、セールプロモ ーションですけど、</p>	<ul style="list-style-type: none"> ● Inquiry ● Group discussion 	3X50 minute	<ul style="list-style-type: none"> ● Presentati on ● Assessme nt show work ● portfolio 	1,2,3,

Meeting	Subject Learning Achievement	Study Material (topics)	Learning Form (learning strategies)	Time	Assignments and Assessments	Reference
	Japanese cultural communication.	<ul style="list-style-type: none"> ・出張の報告をする ・ミーティングで仕事の進捗状況を報告する 				
15	Students are skilled in communicating by using appropriate expressions when making visits to other people's companies according to the context of the speech situation in the business world that reflects polite communication. Students understand the ethics and manners of communication in making visits to business partner companies in	<p>Explanation of various expressions used when making visits to business partner companies. A description of the various contexts of communication made during visits to other people's companies. Presentation on etiquette and manners in making visits through the display of visual video media.</p> <ul style="list-style-type: none"> ・訪問する * 受付で取次を頼む ～様にお取り次いだきたいのですが。 * 名刺を受け取る * 辞去する ～今後ともよろしくお願いいたします。 * 応接室で面会する 	<ul style="list-style-type: none"> ● Inquiry ● Interview ● Group discussion 	3X50 minute	<ul style="list-style-type: none"> ● Presentation ● Assessment show work ● portfolio 	1,2,3,6

Meeting	Subject Learning Achievement	Study Material (topics)	Learning Form (learning strategies)	Time	Assignments and Assessments	Reference
	accordance with the ethics of Japanese cultural communication. Students are skilled in communicating when receiving visits from outsiders.					
16	SEMESTER FINAL EXAM					

52. List of References / references

1. TOPランゲージ, 2006, , _ . _
2. Michiko, Miyazaki and Sachiko, Goshi. 2009. *Nihongo de hataraku Bijinesu Nihongo*. Tokyo : 3A Network.
3. Fujitsu FOM. 2009. *Yoku Wakaru Jishin ga Tsuku Bijinesu Manaa*. Tokyo: FOM Shuppan
4. <https://www.youtube.com/watch?v=hQkjQ6gK6OQ>
5. <https://www.youtube.com/watch?v=E8zXxhTNwMg>
6. https://www.youtube.com/watch?v=ucYo_kPYgr8

53. Appendix 1: Teaching Resources : Books , Modules, Power point Handouts, etc

54. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

8th semester

SEMESTER LESSON PLAN (RPS)




(Thesis)



Lecturer:

Team

**JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	Doc No. : .FBS-PBJ-MK801
	Thesis	Revision : .2
		Date : February 1, 2020
		Page:
Created by:	Checked by:	Approved by:
Team	 Dr. Kadek Eva Krishna Adnyani , SS , M.Si. NIP. 19870205122012122001	 I Wayan Sadyana , SS , M.Si. NIP . 197812012006041001
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Japanese Language Education Study Programme
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Identity Subject</p> <p>Study Programme : Japanese Language Education</p> <p>Course : Thesis</p> <p>Course Code : JPGS120801</p> <p>Course Group : Core study course</p> <p>Credit Hours : 3 credits</p> <p>Degree : S1 (Bachelor Degree)</p> <p>Semester : 8</p> <p>Prerequisites : -</p> <p>Status (compulsory/elective) : compulsory</p> <p>Name and code of lecturer : Team</p>		

2. Course Description

Thesis is a course offered in all Bachelor programmes in UNDIKSHA. The credits earned are 6 credits. The purpose of this course is to provide opportunities for students to apply their abilities in conducting research and writing scientific reports in the form of a thesis. There are several thesis themes that can be studied by students, including: education, linguistics, sociolinguistics, Japanese culture and literature studies related to education. This course is offered in semester 8. Prior to taking this course, students are required to take a Research Methods course and a number of study programs. The thesis process begins with the guidance of the research proposal, then the proposal examination, the determination of the thesis supervisor, the research and reporting process. The final process is a thesis exam, where students present their research results in front of the examiner

3. Learning Outcomes of the Referred Study Programme

PLO1. Demonstrate scientific, educational, and religious attitudes and actions that contribute to improving the quality of life in society, nation, and state based on academic norms and ethics based on THK's wisdom

PLO3. Mastering the theoretical concepts of Japanese language

PLO4. Mastering the theoretical concepts of Japanese language teaching

PLO5. Mastering the theoretical concepts of Japanese culture and society

PLO6. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology and apply humanities values in accordance with their field of expertise

4. Course Learning Outcomes

1. Mastering the theory of research and applying it to conduct research in the fields of Education, Japanese linguistics, culture and literature
2. Innovative, mastering technology and information to answer problems in the field of education and Japanese language
3. Able to design learning technology systems/models, produce learning media, utilize learning media, control learning systems/models, and be able to evaluate the application of learning systems/models in the field of Japanese Language Education

5. Description of Lesson Plan

- (1) Thesis is a form of final project for undergraduate students, which is an academic paper related to the problem of mastery and application of knowledge, in the form of research results carried out by prospective undergraduates under the guidance of their supervisors.

(2) The research themes of Japanese Language Education students are education, Japanese linguistics, Japanese culture and Japanese literature.

