



# JPS 404

## Advanced Japanese IV

S2 External 2018

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

Unit Convenor

Mio Bryce

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Contact via Email

Tutor

Jason Khoh

[jason.khoh@mq.edu.au](mailto:jason.khoh@mq.edu.au)

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Credit points

3

Prerequisites

JPS303 or JPS403

Corequisites

Co-badged status

### Unit description

This unit is designed to develop skills in all areas of Japanese language (reading, writing, listening and speaking) to an advanced level of proficiency. Students learn to discuss a wide range of topics as well as substantially increase their knowledge of vocabulary and kanji. Materials include authentic Japanese texts chosen from a wide range of genres in order to expose students to a variety of writing styles and expressions which they can then use in their own work. This unit covers socio-linguistic aspects of Japanese communication including register, pragmatics and rhetorical conventions which will contribute to the development of students' intercultural competence, enabling them to communicate in a manner which is culturally as well as linguistically appropriate. Students will be encouraged to sit for level N1 or N2 of the Japanese Language Proficiency Test (JLPT) at the completion of this unit. The use of online resources provides students with opportunities to use Japanese as much as possible.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.

Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.

Writing: write clear, coherent, detailed and well-structured texts in various styles on unfamiliar and complex topics, underlining the relevant and salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion, appropriately using a wider range of sophisticated expressions and kanji.

Spoken Interaction: express themselves fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, with little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject could hinder a natural, smooth flow of language.

Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

## General Assessment Information

### Late Submissions, Extensions and Supplementary Tests

Assessment tasks are compulsory and must be submitted on time. If you anticipate unavoidable difficulty in completing an assessment task (in class and/or online), contact the convener or your tutor as soon as possible.

### Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

### Special Consideration

If a student is prevented by serious and unavoidable disruption from completing unit requirements in accordance with their ability, they may apply for support under the Special Consideration Policy. To access this support, students must notify the university via [ask.mq.edu.au](https://ask.mq.edu.au). Students should refer to the Policy for further information (see the link provided in the 'Policies and procedures' section of this unit guide).

### Examples of Assessment Tasks

Indicative examples of assessment tasks will be available in class and/or iLearn.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Unit participation</a>	10%	No	Ongoing
<a href="#">Oral Presentations</a>	15%	No	Weeks 3 & 9
<a href="#">Listening Test</a>	10%	No	Week 7
<a href="#">Written Test</a>	20%	No	Week 10
<a href="#">Research Paper</a>	20%	No	Week 12
<a href="#">Final Examination</a>	25%	No	Formal examination period

### Unit participation

Due: **Ongoing**

Weighting: **10%**

For satisfactory completion of this unit, you are required to prepare for the classes and actively participate in all activities and homework (both online and in-class, where applicable). Internal students are required to attend the weekly seminars. External students are required to study independently as instructed and maintain regular communication with the teaching staff.

On successful completion you will be able to:

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.
- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social,

academic or vocational life.

- Writing: write clear, coherent, detailed and well-structured texts in various styles on unfamiliar and complex topics, underlining the relevant and salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion, appropriately using a wider range of sophisticated expressions and kanji.
- Spoken Interaction: express themselves fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, with little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject could hinder a natural, smooth flow of language.
- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

## Oral Presentations

Due: **Weeks 3 & 9**

Weighting: **15%**

This task requires you to give two oral presentations about your research project: a 4 minute presentation in Week 3 (5%) and a 7 minute one in Week 9 (10%). Further details and marking criteria are provided in class and iLearn.

On successful completion you will be able to:

- Spoken Interaction: express themselves fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, with little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject could hinder a natural, smooth flow of language.
- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

## Listening Test

Due: **Week 7**

Weighting: **10%**

The test will be conducted in Week 7. Further details are provided in class and iLearn.

On successful completion you will be able to:

- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.

## Written Test

Due: **Week 10**

Weighting: **20%**

This is a 100 minute test of reading and writing skills on unseen passages, which are related to the content learned in Weeks 1-9. The test will be conducted in class. You are required to bring your laptop to the class as the answers should be typed and uploaded to iLearn. You may refer to dictionaries and other resources, however, you will not be allowed to seek any other person's help.

On successful completion you will be able to:

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.
- Writing: write clear, coherent, detailed and well-structured texts in various styles on unfamiliar and complex topics, underlining the relevant and salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion, appropriately using a wider range of sophisticated expressions and kanji.

## Research Paper

Due: **Week 12**

Weighting: **20%**

For this task, you will be required to write a fully refereed research paper (2000-2500 words) in Japanese, on a topic of your choice. Your paper needs to include a research question, brief literature reviews of relevant scholarly articles and analytical arguments. You may use English or Japanese articles. Further details and marking criteria are provided in class and iLearn.

On successful completion you will be able to:

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference

sources; acquire a wider range of kanji and vocabulary.

- Writing: write clear, coherent, detailed and well-structured texts in various styles on unfamiliar and complex topics, underlining the relevant and salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion, appropriately using a wider range of sophisticated expressions and kanji.

## Final Examination

Due: **Formal examination period**

Weighting: **25%**

The final assessment for JPS404 is a 120 minute written exam. You may bring in a dictionary (either paper-based or electronic) to the examination.

The exam will be conducted on campus during the formal examination period or for external students unable to travel, it will be held in a Macquarie University-endorsed examination centre.

It is your responsibility to prepare your own dictionary. No dictionaries will be supplied at the exam.

It is the University policy that students enrolled in units that require them to sit for compulsory examinations during the official examination period must **not arrange to go away before or during the end of the exam period**. Exams could be scheduled on Saturdays during that period. You should not expect that alternative examination arrangements can be made for you. The only exceptions to this rule are made for :

1. members of the armed forces who must go away on duty;
2. students representing Australia or the University in a national or international sporting or cultural event;
3. students proceeding to a period of study in a foreign country, associated with their Macquarie program of study.

On successful completion you will be able to:

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.
- Writing: write clear, coherent, detailed and well-structured texts in various styles on unfamiliar and complex topics, underlining the relevant and salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion, appropriately using a wider range of sophisticated expressions and kanji.

## Delivery and Resources

### Technology used and required

#### Online Unit

Login is via: <https://ilearn.mq.edu.au/>

Is my unit in iLearn?: <http://help.ilearn.mq.edu.au/unitsonline/> to check when your online unit will become available.

#### Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient. Completion of assessment tasks will also require a computer with Japanese fonts enabled. Basic computer skills (e.g., internet browsing) and skills in word processing in Japanese and English are required.

Internal students need to bring along your own laptop computer, ready to work with activities, especially for the Written Test in Week 10. The preferred operating system is Windows 10.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

Please contact your course convenor **before** the end of **Week 1** if you do not have a suitable laptop (or tablet) for in-class use.

- **For central technical support go to:** [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/)
- **For student quick guides on the use of iLearn go to:** <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students>

No textbook is required for this unit.

At least one Japanese/English dictionary will be required.

## Unit Schedule

Please refer to iLearn.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)



- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](http://students.mq.edu.au/support/study/student-policy-gateway) (<http://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Writing: write clear, coherent, detailed and well-structured texts in various styles on unfamiliar and complex topics, underlining the relevant and salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion, appropriately using a wider range of sophisticated expressions and kanji.
- Spoken Interaction: express themselves fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, with little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject could hinder a natural, smooth flow of language.
- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

### Assessment tasks

- Unit participation
- Oral Presentations
- Written Test
- Research Paper
- Final Examination

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.
- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.
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### Assessment tasks

- Unit participation
- Oral Presentations
- Listening Test
- Written Test
- Research Paper
- Final Examination

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.
- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.
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### Assessment tasks

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- Oral Presentations
- Listening Test
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- Final Examination

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.
- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.
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### Assessment tasks

- Unit participation
- Oral Presentations
- Listening Test
- Written Test

- Research Paper
- Final Examination

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.
- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.
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### Assessment tasks

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- Oral Presentations
- Listening Test
- Written Test

- Research Paper
- Final Examination

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.
- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.
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- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

### Assessment tasks

- Unit participation
- Oral Presentations
- Listening Test
- Research Paper



- Final Examination

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.
- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.
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### Assessment tasks

- Unit participation
- Oral Presentations
- Listening Test
- Written Test
- Research Paper



- Final Examination

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.
- Writing: write clear, coherent, detailed and well-structured texts in various styles on unfamiliar and complex topics, underlining the relevant and salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion, appropriately using a wider range of sophisticated expressions and kanji.
- Spoken Interaction: express themselves fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, with little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject could hinder a natural, smooth flow of language.
- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

### Assessment tasks

- Unit participation
- Oral Presentations
- Listening Test
- Research Paper
- Final Examination

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work

with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Spoken Interaction: express themselves fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, with little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject could hinder a natural, smooth flow of language.
- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

## **Assessment tasks**

- Unit participation
- Oral Presentations