



ITL 348

Advanced Italian III

S1 Day 2014

Dept of International Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	11
<u>Graduate Capabilities</u>	12
<u>Additional Information</u>	20
<u>Late Submissions</u>	21
<u>Schedule</u>	22
<u>Changes since First Published</u>	26

Disclaimer

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General Information

Unit convenor and teaching staff Unit Convenor Gianluca Alimeni gianluca.alimeni@mq.edu.au Contact via gianluca.alimeni@mq.edu.au W6A205
Credit points 3
Prerequisites ITL311
Corequisites
Co-badged status
Unit description This unit is aimed at perfecting students' knowledge of Italian grammar and vocabulary; the emphasis is on the practical use of the language through a range of contemporary material.

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:

To hear, speak, read and write modern Italian language in a variety of registers.

To read, listen to, comprehend and discuss a variety of Italian texts.

To attain a high level of spoken and written Italian through practice in class and completion of exercises and assignments.

To foster research skills.

To gain an appreciation of Italian culture through textual (including literature) and audio-visual material, research and class discussion.

To develop a critical consciousness of issues pertinent to Italian identity.

The unit aims at fostering language skills to level C1, described as follows in the Common European Framework of Reference (CEFR): As a proficient user you can

understand a wide range of demanding, longer texts and recognise implicit meaning; express yourself fluently and spontaneously without much obvious searching for expressions; can use language flexibly and effectively for social, academic and professional purposes; produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Students performing with outstanding performance will attain language skills as described for Level C2 of the Common European Framework: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	10%	on-going
<u>Final Exam</u>	30%	TBA
<u>Written Tasks</u>	30%	TBA
<u>Listening comprehension</u>	10%	Week 12
<u>Oral presentation</u>	20%	Week 13

Participation

Due: **on-going**

Weighting: **10%**

Participation, including:

- in-class speaking activities
- completion of non-graded assessment tasks (compito senza voto)
- initiating discussion
- asking questions in Italian

interacting in Italian in class

interacting on iLearn

On successful completion you will be able to:

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Final Exam

Due: **TBA**

Weighting: **30%**

Final 2-hour written Exam

On successful completion you will be able to:

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- To read, listen to, comprehend and discuss a variety of Italian texts.
- To attain a high level of spoken and written Italian through practice in class and completion of exercises and assignments.
- To gain an appreciation of Italian culture through textual (including literature) and audio-visual material, research and class discussion.
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Written Tasks

Due: **TBA**

Weighting: **30%**

Ogni compito con voto deve essere consegnato il mercoledì durante la lezione o entro le ore 17:00 tramite posta elettronica(concetta.perna@gmail.com)

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- To read, listen to, comprehend and discuss a variety of Italian texts.
- To attain a high level of spoken and written Italian through practice in class and completion of exercises and assignments.
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Listening comprehension

Due: **Week 12**

Weighting: **10%**

Listening comprehension; a mix of multiple choice and open-ended question in response to an audio track.

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Oral presentation

Due: **Week 13**

Weighting: **20%**

Presentazione Orale (8/10 minuti)

In consultazione con la tua insegnante, scegli un capitolo del libro *Non Soltanto un Baule*. Prepara gli spunti per la discussione nella sezione <Esprimi le tue opinioni> che trovi nell'appendice del libro. Preparati a guidare la discussione sul capitolo che hai scelto e a coinvolgere anche gli altri studenti nella discussione.

Attenzione: l'obiettivo di quest'attività è di incoraggiare il discorso parlato naturale. Evitate pertanto di leggere direttamente note da voi scritte.

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Delivery and Resources

Required and recommended texts

Required texts

- Perna Cirigliano, Concetta. *Non soltanto un baule*. Edizioni Farinelli, 2005. ISBN 0-9723562-5-8
- De Giuli, C. Guastalla, C.M. Neddeo, *Magari*, Alma Edizioni, 2008. ISBN 978-88-89237-91-5 (book & audio CD)

Recommended texts

- Monolingual dictionary: **Zingarelli**, Vocabolario della lingua italiana (copies in the library and Italian/French/Greek workroom)
- Bilingual dictionary: **Collins** English-Italian, Italian-English dictionary (copies in the library and Italian/French/Greek workroom)
- Aust, D. & M. Zollo. *Azione Grammatica: New Advanced Italian Grammar*, Hodder Education, 2006. SBN: 9780340915271; ISBN-10: 0340915277

Unit Schedule

<u>Settimana</u>	<u>Mercoledì</u> <u>9.00-11.00</u>	<u>Compiti</u> <u>Grammatica/</u> <u>MAGARI</u>	<u>Compiti</u> <u>Non Soltanto un Baule</u>
1	<u>Presentazione programma</u> <u>Non soltanto un Baule</u> <u>Magari: Capitolo 9 Lettura pag.</u> <u>96/97</u> -	<u>Capitolo 9:</u> <u>Esercizio pag.</u> <u>298/299</u> -	<u>Introduzione</u> <u>Lettura e analisi linguistica</u> -
2	<u>Non Soltanto un Baule:</u> <u>Discussione Introduzione e</u> <u>analisi linguistica/</u> <u>Magari: Correzione esercizi</u> <u>Grammatica pag. 373</u> -	<u>Capitolo 9:</u> <u>Esercizio pag.</u> <u>300/301</u> -	<u>Capitolo 1</u> <u>Lettura e analisi linguistica</u> <u>Domande di comprensione</u>

3	<p><u>Non Soltanto un Baule:</u> <u>Discussione e analisi linguistica</u> <u>Capitolo 1</u></p> <p><u>Magari:</u> <u>Capitolo 9</u> <u>Correzione</u> <u>esercizi</u></p> <p><u>Analisi grammatica pag.98/100/</u> <u>101/102</u></p> <p>-</p>	<p><u>Capitolo 9:</u></p> <p><u>esercizi 11a</u> <u>pag.102 ; 11b</u> <u>, 11c</u></p> <p><u>pag.103</u></p> <p>-</p>	<p><u>Capitolo 2</u></p> <p><u>Lettura e analisi linguistica</u></p> <p><u>Domande di comprensione</u></p>
4	<p><u>Non Soltanto un Baule:</u> <u>Discussione e analisi linguistica</u> <u>Capitolo 2</u></p> <p><u>Magari:</u> <u>Capitolo 9</u> <u>Correzione</u> <u>esercizi</u></p> <p><u>Lettura pag. 104</u></p> <p><u>Analisi lessicale/grammaticale</u> <u>pag.105/106</u></p> <p>-</p>	<p><u>Capitolo 9 :</u></p> <p><u>esercizi</u> <u>13b,13c</u></p> <p><u>pag.107</u></p>	<p><u>Capitolo 3</u></p> <p><u>Lettura e analisi linguistica</u></p> <p><u>Domande di comprensione</u></p> <p><u>Primo Compito con voto*</u></p> <p><u>Scegli un tema nella sezione ‘Scegli uno dei</u> <u>seguenti temi’ dai capitoli 1 e 2 di Non soltanto</u> <u>un Baule</u></p> <p>-</p>
5	<p><u>Non Soltanto un Baule:</u> <u>Discussione e analisi linguistica</u> <u>Capitolo 3</u></p> <p><u>Magari:</u> <u>Capitolo 10</u></p> <p><u>Lettura pag. 110</u></p> <p><u>Analisi lessicale/grammaticale</u> <u>pag.111/112</u></p> <p>-</p>	<p><u>Capitolo 10 :</u></p> <p><u>esercizio 1</u></p> <p><u>pag. 302</u></p>	<p><u>Capitolo 4</u></p> <p><u>Lettura e analisi linguistica</u></p> <p><u>Domande di comprensione</u></p> <p>-</p>
6	<p><u>Non Soltanto un Baule:</u> <u>Discussione e analisi linguistica</u> <u>Capitolo 4</u></p> <p><u>Magari:</u> <u>Capitolo 10</u></p> <p><u>Lettura pag. 113</u></p> <p><u>Analisi lessicale/grammaticale</u> <u>pag.114/115</u></p> <p>-</p>	<p><u>Capitolo 10 :</u></p> <p><u>esercizi 2,3,4</u></p> <p><u>pag. 303</u></p>	<p><u>Capitolo 5</u></p> <p><u>Lettura e analisi linguistica</u></p> <p><u>Domande di comprensione</u></p> <p><u>Secondo Compito con voto</u></p> <p><u>Scegli un tema nella sezione ‘Scegli uno dei</u> <u>seguenti temi’ dai capitoli 3 e 4 di Non soltanto</u> <u>un Baule</u></p> <p>-</p> <p>-</p> <p>-</p>
PAUSA	<u>PAUSA DI DUE SETTIMANE</u>		

7	<p><u>Non Soltanto un Baule:</u> <u>Discussione e analisi linguistica</u> <u>Capitolo 5</u></p> <p><u>Magari:</u> <u>Capitolo 10</u></p> <p><u>Lettura pag. 116</u></p> <p><u>Analisi grammaticale pag.118/119/120</u></p> <p>-</p>	<p><u>Capitolo 10 :</u> <u>esercizi 5 , 6</u> <u>pag. 304,305</u></p>	<p><u>Capitolo 6</u></p> <p><u>Lettura e analisi linguistica</u></p> <p><u>Domande di comprensione</u></p> <p>-</p>
8	<p>-</p> <p><u>Pausa</u></p> <p><u>Non Soltanto un Baule:</u> <u>Discussione e analisi linguistica</u> <u>Capitolo 6</u></p> <p><u>Magari:</u> <u>Capitolo 11</u></p> <p><u>Lettura pag. 122/123</u></p> <p><u>Analisi lessicale pag.124/125/126</u></p> <p>-</p>	<p>-</p> <p><u>Pausa</u></p> <p><u>Capitolo 11 :</u> <u>esercizi 1,2</u> <u>pag 306, 307</u></p>	<p>-</p> <p>-</p> <p><u>Capitolo 7</u></p> <p><u>Lettura e analisi linguistica</u></p> <p><u>Domande di comprensione</u></p> <p>-</p>
9	<p><u>Non Soltanto un Baule:</u> <u>Discussione e analisi linguistica</u> <u>Capitolo 7</u></p> <p><u>Magari:</u> <u>Capitolo 11</u></p> <p><u>Leggere pag. 127</u></p> <p><u>Lettura e analisi lessicale</u> <u>pag. 128/129</u></p> <p>-</p> <p>-</p>	<p><u>Capitolo 11:</u> <u>Esercizi 3 pag 307,</u> <u>308</u></p> <p>-</p> <p>-</p> <p>-</p>	<p><u>Capitolo 8</u></p> <p><u>Lettura e analisi linguistica</u></p> <p><u>Domande di comprensione</u></p> <p><u>Terzo Compito con voto</u></p> <p><u>Scegli un tema nella sezione 'Scegli uno dei seguenti temi' dai capitoli 5, 6 e 7 di Non soltanto un Baule</u></p> <p>-</p>
10	<p><u>Non Soltanto un Baule:</u> <u>Discussione e analisi linguistica</u> <u>Capitolo 8</u></p> <p><u>Magari:</u> <u>Capitolo 11</u></p> <p><u>Leggere pag. 130</u></p> <p><u>analisi lessicale e grammaticale</u> <u>pag. 131,132</u></p> <p>-</p>	<p><u>Capitolo 11:</u> <u>Esercizi 4 pag 308</u></p> <p>-</p>	<p><u>Capitolo 9</u></p> <p><u>Lettura e analisi linguistica</u></p> <p><u>Domande di comprensione</u></p> <p>-</p>

11	<u>Non Soltanto un Baule:</u> <u>Discussione e analisi linguistica</u> <u>Capitolo 9</u> <u>Magari:</u> <u>Capitolo 11</u> <u>analisi lessicale e grammaticale</u> <u>pag. 133,134,135</u>	<u>Capitolo 11:</u> <u>Esercizi 4 pag</u> <u>308</u> -	<u>Capitolo 10</u> <u>Lettura e analisi linguistica</u> <u>Domande di comprensione</u> - - -
12	<u>Non Soltanto un Baule:</u> <u>Discussione e analisi linguistica</u> <u>Capitolo 10</u> <u>Prova di ascolto</u>	<u>Ripasso</u>	<u>Quarto Compito con voto</u> <u>Scegli un tema nella sezione ‘Scegli uno dei</u> <u>seguenti temi’ dai capitoli 8, 9 e 10 di Non</u> <u>soltanto un Baule</u>
13	<u>Presentazione orale</u>	<u>Ripasso</u>	<u>Ripasso</u>

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of 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/support/student_conduct/

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) 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

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

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

Graduate Capabilities

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

- To hear, speak, read and write modern Italian language in a variety of registers.
- To read, listen to, comprehend and discuss a variety of Italian texts.
- To foster research skills.

- To gain an appreciation of Italian culture through textual (including literature) and audio-visual material, research and class discussion.
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Assessment tasks

- Participation
- Final Exam
- Written Tasks
- Oral presentation

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.

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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.

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Assessment tasks

- Participation
- Final Exam
- Written Tasks
- Listening comprehension
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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

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Assessment tasks

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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 outcome

- The unit aims at fostering language skills to level C1, described as follows in the Common European Framework of Reference (CEFR): As a proficient user you can understand a wide range of demanding, longer texts and recognise implicit meaning; express yourself fluently and spontaneously without much obvious searching for expressions; can use language flexibly and effectively for social, academic and

professional purposes; produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. Students performing with outstanding performance will attain language skills as described for Level C2 of the Common European Framework: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Assessment tasks

- Final Exam
- Written Tasks

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 outcome

- The unit aims at fostering language skills to level C1, described as follows in the Common European Framework of Reference (CEFR): As a proficient user you can understand a wide range of demanding, longer texts and recognise implicit meaning; express yourself fluently and spontaneously without much obvious searching for expressions; can use language flexibly and effectively for social, academic and professional purposes; produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. Students performing with outstanding performance will attain language skills as described for Level C2 of the Common European Framework: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Assessment task

- Written Tasks

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

- To hear, speak, read and write modern Italian language in a variety of registers.
- To read, listen to, comprehend and discuss a variety of Italian texts.
- To attain a high level of spoken and written Italian through practice in class and completion of exercises and assignments.
- To gain an appreciation of Italian culture through textual (including literature) and audio-visual material, research and class discussion.
- To develop a critical consciousness of issues pertinent to Italian identity.
- The unit aims at fostering language skills to level C1, described as follows in the Common European Framework of Reference (CEFR): As a proficient user you can understand a wide range of demanding, longer texts and recognise implicit meaning; express yourself fluently and spontaneously without much obvious searching for expressions; can use language flexibly and effectively for social, academic and professional purposes; produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. Students performing with outstanding performance will attain language skills as described for Level C2 of the Common European Framework: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Assessment tasks

- Participation
- Final Exam
- Written Tasks
- Listening comprehension
- Oral presentation

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

- To hear, speak, read and write modern Italian language in a variety of registers.
 - To read, listen to, comprehend and discuss a variety of Italian texts.
 - To foster research skills.
 - To gain an appreciation of Italian culture through textual (including literature) and audio-visual material, research and class discussion.
 - To develop a critical consciousness of issues pertinent to Italian identity.
 - The unit aims at fostering language skills to level C1, described as follows in the Common European Framework of Reference (CEFR): As a proficient user you can understand a wide range of demanding, longer texts and recognise implicit meaning; express yourself fluently and spontaneously without much obvious searching for expressions; can use language flexibly and effectively for social, academic and professional purposes; produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
- Students performing with outstanding performance will attain language skills as described for Level C2 of the Common European Framework: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Assessment tasks

- Participation
- Final Exam
- Written Tasks
- Oral presentation

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

- To hear, speak, read and write modern Italian language in a variety of registers.
- To read, listen to, comprehend and discuss a variety of Italian texts.
- To foster research skills.
- To gain an appreciation of Italian culture through textual (including literature) and audio-visual material, research and class discussion.
- To develop a critical consciousness of issues pertinent to Italian identity.
- The unit aims at fostering language skills to level C1, described as follows in the Common European Framework of Reference (CEFR): As a proficient user you can understand a wide range of demanding, longer texts and recognise implicit meaning; express yourself fluently and spontaneously without much obvious searching for expressions; can use language flexibly and effectively for social, academic and professional purposes; produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. Students performing with outstanding performance will attain language skills as described for Level C2 of the Common European Framework: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Assessment tasks

- Participation
- Final Exam
- Written Tasks
- Oral presentation

Additional Information

Unit requirements and expectations

Students are required to attend all language classes and are expected to participate actively in all classes. The language of instruction will be Italian and students are expected to interact in the target language. The participation mark will reflect students' commitment to practice the language and their commitment to completing the non-graded assignments (compiti senza voto) in self-study mode.

Language-learning is cumulative, and it is in students' best interest to regularly complete homework tasks. A strong emphasis at fourth year level is on reading comprehension. To allow time for communicative activities in class, students are required to prepare set readings before each class as indicated in the course programme. Students commitment to prepare the 'compiti senza voto' is reflected in the participation mark.

Written assignments are to be typed and double-spaced. This is necessary for marking purposes. Hand-written assignments will only be accepted by previous arrangement with the lecturer. Written assignments are to be submitted on the Wednesday of the week in which they are due.

Class work will encompass the study of one contemporary film which is available for independent student viewing in the library and in the departmental resource room. Students will need to view the entire film outside of class time, as indicated in the study programme. This is necessary to participate in class discussion and in order to complete one of the written assignments.

Attendance at all classes is compulsory for on-campus students. This applies particularly to tests. You will only be permitted to make up for a missed test in exceptional circumstances such as illness (Medical certificate required). An adequate explanation for any classes missed must be given to your tutor. A poor attendance record may result in exclusion from the final examination. Ongoing work commitments are no valid reason for missing classes. If you miss a class it is your responsibility to contact a classmate for the details of the class in order to catch up on work missed and prepare for the next lesson.

Assignments are compulsory and must be handed in at the time specified. Assignments handed in late (without valid reason) will not be accepted. Repeated failure to hand in assignments will result in loss of a percentage of your final assessment mark and/or exclusion from the final examination. Assignments must have a Division cover sheet, signed by the student. Please refer also to the "Late Submission" section of this unit guide.

Preparation: Students are expected to prepare the course work to be covered in class in advance, as set out in programs or announced in class.

Punctuality: Please arrive on time for classes. Arriving late is very disruptive. All classes start five minutes past the hour. If you should arrive late, it is your responsibility to find out what you have missed.

Examination Period: Students enrolled in units that require them to sit for compulsory examinations (to be held during business hours) during the official examination period must ***not arrange to go away before the end of the exam period***. Exams could be scheduled for Saturdays during that period. Do not expect that alternative examination arrangements can be made for you. The only exceptions to this are:

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

Late Submissions

Assignments are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 5% for each day (including

weekends) the assignment task is late. No assignments will be accepted after assignments have been corrected and feedback has been provided. Assignment tasks handed in early will not be marked and returned before the due date.

Schedule

<u>Settimana</u>	<u>Mercoledì</u> <u>9.00-11.00 (W6B225)</u>	<u>Compiti</u> <u>Grammatica/</u> <u>MAGARI</u>	<u>Compiti</u> <u>Non Soltanto un Baule</u>
1	Presentazione programma Non soltanto un Baule Magari: Capitolo 9 Lettura pag. 96/97 -	<u>Capitolo 9:</u> Esercizio pag. 298/299 -	<u>Introduzione</u> Lettura e analisi linguistica -
2	<u>Non Soltanto un Baule:</u> Discussione Introduzione e analisi linguistica/ <u>Magari:</u> Correzione esercizi Grammatica pag. 373 -	<u>Capitolo 9:</u> Esercizio pag. 300/301 -	<u>Capitolo 1</u> Lettura e analisi linguistica Domande di comprensione
3	<u>Non Soltanto un Baule:</u> Discussione e analisi linguistica Capitolo 1 <u>Magari:</u> Capitolo 9 Correzione esercizi Analisi grammatica pag.98/ 100/101/102 -	<u>Capitolo 9:</u> esercizi 11a pag.102 : 11b , 11c pag.103 -	<u>Capitolo 2</u> Lettura e analisi linguistica Domande di comprensione
4	<u>Non Soltanto un Baule:</u> Discussione e analisi linguistica Capitolo 2 <u>Magari:</u> Capitolo 9 Correzione esercizi Lettura pag. 104 Analisi lessicale/ grammaticale pag.105/106 -	<u>Capitolo 9 :</u> esercizi 13b,13c pag.107	<u>Capitolo 3</u> Lettura e analisi linguistica Domande di comprensione <u>Primo Compito con voto*</u> Scegli un tema nella sezione 'Scegli uno dei seguenti temi' dai capitoli 1 e 2 di Non soltanto un Baule -

5	<p><u>Non Soltanto un Baule:</u> <u>Discussione e analisi linguistica Capitolo 3</u></p> <p><u>Magari:</u> Capitolo 10</p> <p>Lettura pag. 110</p> <p><u>Analisi lessicale/ grammaticale pag.111/112</u></p> <p>-</p>	<p><u>Capitolo 10</u> : esercizio 1 pag. 302</p>	<p><u>Capitolo 4</u></p> <p><u>Lettura e analisi linguistica</u></p> <p><u>Domande di comprensione</u></p> <p>-</p>
PAUSA	<p><u>PAUSA DI DUE SETTIMANE</u></p>	-	-
PAUSA	-	-	-
6	<p><u>Non Soltanto un Baule:</u> <u>Discussione e analisi linguistica Capitolo 4</u></p> <p><u>Magari:</u> Capitolo 10</p> <p>Lettura pag. 113</p> <p><u>Analisi lessicale/ grammaticale pag.114/115</u></p> <p>-</p>	<p><u>Capitolo 10</u> : esercizi 2,3,4 pag. 303</p>	<p><u>Capitolo 5</u></p> <p><u>Lettura e analisi linguistica</u></p> <p><u>Domande di comprensione</u></p> <p><u>Secondo Compito con voto</u></p> <p><u>Scegli un tema nella sezione ‘Scegli uno dei seguenti temi’ dai capitoli 3 e 4 di Non soltanto un Baule</u></p> <p>-</p> <p>-</p> <p>-</p>
7	<p><u>Non Soltanto un Baule:</u> <u>Discussione e analisi linguistica Capitolo 5</u></p> <p><u>Magari:</u> Capitolo 10</p> <p>Lettura pag. 116</p> <p><u>Analisi grammaticale pag.118/119/120</u></p> <p>-</p>	<p><u>Capitolo 10</u> : esercizi 5 , 6 pag. 304,305</p>	<p><u>Capitolo 6</u></p> <p><u>Lettura e analisi linguistica</u></p> <p><u>Domande di comprensione</u></p> <p>-</p>

8	<p><u>Pausa</u></p> <p><u>Non Soltanto un Baule:</u> Discussione e analisi linguistica Capitolo 6</p> <p><u>Magari:</u> Capitolo 11</p> <p>Lettura pag. 122/123</p> <p><u>Analisi lessicale pag.124/125/126</u></p> <p>-</p>	<p><u>Pausa</u></p> <p><u>Capitolo 11</u></p> <p>⋮</p> <p><u>esercizi 1,2</u></p> <p><u>pag 306, 307</u></p>	<p>-</p> <p>-</p> <p><u>Capitolo 7</u></p> <p><u>Lettura e analisi linguistica</u></p> <p><u>Domande di comprensione</u></p> <p>-</p>
9	<p><u>Non Soltanto un Baule:</u> Discussione e analisi linguistica Capitolo 7</p> <p><u>Magari:</u> Capitolo 11</p> <p>Leggere pag. 127</p> <p><u>Lettura e analisi lessicale pag. 128/129</u></p> <p>-</p> <p>-</p>	<p><u>Capitolo 11:</u></p> <p><u>Esercizi 3</u> <u>pag 307,</u> <u>308</u></p> <p>-</p> <p>-</p> <p>-</p>	<p><u>Capitolo 8</u></p> <p><u>Lettura e analisi linguistica</u></p> <p><u>Domande di comprensione</u></p> <p><u>Terzo Compito con voto</u></p> <p><u>Scegli un tema nella sezione 'Scegli uno dei seguenti temi' dai capitoli 5, 6 e 7 di Non soltanto un Baule</u></p> <p>-</p>
10	<p><u>Non Soltanto un Baule:</u> Discussione e analisi linguistica Capitolo 8</p> <p><u>Magari:</u> Capitolo 11</p> <p>Leggere pag. 130</p> <p><u>analisi lessicale e grammaticale</u> <u>pag. 131,132</u></p> <p>-</p>	<p><u>Capitolo 11:</u></p> <p><u>Esercizi 4</u> <u>pag 308</u></p> <p>-</p>	<p><u>Capitolo 9</u></p> <p><u>Lettura e analisi linguistica</u></p> <p><u>Domande di comprensione</u></p> <p>-</p>
11	<p><u>Non Soltanto un Baule:</u> Discussione e analisi linguistica Capitolo 9</p> <p><u>Magari:</u> Capitolo 11</p> <p><u>analisi lessicale e grammaticale</u> <u>pag. 133,134,135</u></p>	<p><u>Capitolo 11:</u></p> <p><u>Esercizi 4</u> <u>pag 308</u></p> <p>-</p>	<p><u>Capitolo 10</u></p> <p><u>Lettura e analisi linguistica</u></p> <p><u>Domande di comprensione</u></p> <p>-</p> <p>-</p> <p>-</p>

<u>12</u>	<u>Non Soltanto un Baule:</u> <u>Discussione e analisi</u> <u>linguistica Capitolo 10</u> <u>Prova di ascolto</u>	<u>Ripasso</u>	<u>Quarto Compito con voto</u> <u>Scegli un tema nella sezione 'Scegli uno</u> <u>dei seguenti temi' dai capitoli 8, 9 e 10 di</u> <u>Non soltanto un Baule</u>			
<u>13</u>	<u>Presentazione orale</u>	<u>Ripasso</u>	<u>Ripasso</u>			

Changes since First Published

Date	Description
05/03/2014	added session break to unit schedule