



ITL 310

Advanced Italian I

S1 External 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>	13
<u>Graduate Capabilities</u>	14
<u>Additional Information</u>	20

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff Unit Convenor Emilio Lomonaco emilio.lomonaco@mq.edu.au Contact via emilio.lomonaco@mq.edu.au
Credit points 3
Prerequisites 6cp at 200 level including ITL211
Corequisites
Co-badged status
Unit description This unit aims to further develop skills in reading, comprehension, speaking and writing. There is also more advanced work on selected topics in Italian grammar.

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:

Listening skills: Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.

Reading skills: Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.

Speaking skills: Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something; negotiate decision-making processes taken from an everyday life-context with a partner. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.

Writing skills: Students will be able to write a clear, well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues, choosing the right kind of expression to appeal to the reader.

Assessment Tasks

Name	Weighting	Due
<u>Continuous assessment</u>	50%	Ongoing
<u>Class participation</u>	10%	Ongoing
<u>Oral assessment</u>	10%	Week 11
<u>Final exam</u>	30%	TBA

Continuous assessment

Due: **Ongoing**

Weighting: **50%**

- 3 x compiti con voto
- 3 on-line quizzes (including listening comprehension)
- 3 x participation in voiceboard web-blog

On successful completion you will be able to:

- Listening skills: Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand

general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.

- Reading skills: Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Speaking skills: Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something; negotiate decision-making processes taken from an everyday life-context with a partner. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.
- Writing skills: Students will be able to write a clear, well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues, choosing the right kind of expression to appeal to the reader.

Class participation

Due: **Ongoing**

Weighting: **10%**

- in-class speaking activities
- initiating discussion
- asking questions in Italian
- interacting in Italian in class
- completion of non-graded tasks

On successful completion you will be able to:

- Listening skills: Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.
- Reading skills: Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Speaking skills: Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something; negotiate decision-making processes taken from an everyday life-context with a partner. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.
- Writing skills: Students will be able to write a clear, well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues, choosing the right kind of expression to appeal to the reader.

Oral assessment

Due: **Week 11**

Weighting: **10%**

Oral assessment (prova orale)

On successful completion you will be able to:

- Reading skills: Students will work towards understanding a wide range of written texts,

including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.

- Speaking skills: Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something; negotiate decision-making processes taken from an everyday life-context with a partner. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.
- Writing skills: Students will be able to write a clear, well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues, choosing the right kind of expression to appeal to the reader.

Final exam

Due: **TBA**

Weighting: **30%**

STUDENTS MUST PASS THE FINAL EXAM IN ORDER TO PASS THE UNIT

On successful completion you will be able to:

- Reading skills: Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Writing skills: Students will be able to write a clear, well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them

in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues, choosing the right kind of expression to appeal to the reader.

Delivery and Resources

Required texts

- Balì, M. & L. Ziglio *Espresso 3. Corso di italiano. Libro dello studente ed esercizi & CD* Florence: Alma edizioni, 2003. ISBN 88-86440-72-3
- Ziglio, Luciana. *Espresso 3. Esercizi supplementari..* Florence: Alma edizioni, 2004. ISBN 88-89237-02-3
- Aust, D. & M. Zollo. *Azione Grammatica: New Advanced Italian Grammar*, Hodder Education, 2006. SBN: 9780340915271; ISBN-10: 0340915277
- Begotti, P and G. Serragiotto. *Quaderni di cinema italiano per stranieri: Nuovo Cinema Paradiso*, Guerra Edizioni, 2002 ISBN 88-7715-543-4

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)

Film

Nuovo Cinema Paradiso. Giuseppe Tornatore, 1989

Copies of the film for self-study are available from the department and in the library. The film is also widely available commercially and can be purchased through Borders bookshops. You will also be able to hire it from video stores with good international film sections.

Online unit

Internal students will need to regularly access their online unit via ilearn.mq.edu.au for the discussion assignment, student pages and extra activities.

External students will need to regularly access their online unit via ilearn.mq.edu.au for communication with the tutor and other students, for grammar questions, to hand in assignments, for the discussion assignment, extra activities, and student pages.

Unit Schedule

Programma ITL 310

Semestre 1, 2014

Week	In classe: <i>Espresso</i> 3	In classe: Film <i>Nuovo Cinema Paradiso</i>	Grammatica da <i>Espresso</i> 3 e <i>Azione Grammatica (AG)</i>	Compiti per casa ed esercizi da <i>Espresso</i> 3 ed <i>Espresso</i> esercizi <i>supplementari</i>	• Compiti con voto • Quiz • Voiceboard
Wk 1	Capitolo 1: Do you speak Italian? L'italiano: perché lo studio?	Introduzione al film (pp. 3-4)	<i>prima di</i> + infinito; <i>trapassato prossimo</i> (Spiegazioni in Espresso : fine capitolo e p. 201) AG : capitolo 21 trapassato prossimo (p.148, p.151 es.1)	Espresso : esercizi di grammatica relativi a quanto svolto in classe Espresso esercizi supplementari : pp. 6-8	Voiceboard : cosa vorresti migliorare del tuo italiano? Che cosa ti aspetti da questo corso? Quali suggerimenti daresti all'insegnante per le lezioni?

<p>Wk 2</p>	<p>Capitolo 1: Do you speak Italian?</p> <p>Argomentare ed esprimere un'opinione</p>	<p>Introduzione al regista (pp. 5-10)</p>	<p><i>pronomi relativi;</i> <i>dovere;</i> <i>pronomi combinati</i> (Spiegazioni in Espresso: fine capitolo e p. 200; pronomi combinati p. 197) AG capitolo 42 pronomi relativi (pp. 287-293); pronomi diretti/indiretti/ riflessivi/ combinati pp.73-80.</p>	<p>Espresso: esercizi di grammatica relativi a quanto svolto in classe</p> <p>Espresso esercizi supplementari: pp. 9-10</p>	<p>Voiceboard: Visitate il sito www.beppevergnini.com Conoscete Beppe Severgnini? Chi è? Che idea ha dell'Italia Severgnini? E voi, che cosa pensate dell'Italia e degli italiani?</p>
<p>Wk 3</p>	<p>Capitolo 1: Do you speak Italian?</p> <p>Fine capitolo</p>	<p>I sequenza (testo: pp. 12-14)</p>	<p><i>pronomi relativi;</i> <i>prefisso negativo in;</i> <i>particella ci</i> (Spiegazioni in Espresso: fine capitolo e p. 195 e p. 198) AG capitolo 42 pronomi relativi (pp.287-293 -finire); capitolo 47 prefisso in-(p. 317, p.323).</p>	<p>Espresso: esercizi di grammatica relativi a quanto svolto in classe</p> <p>Espresso esercizi supplementari: pp. 11-13</p>	<p>Compito 1</p>

<p>Wk 4</p>	<p>Capitolo 2: Vivere in città</p> <p>In città</p>	<p>I sequenza (testo: pp. 15-17)</p>	<p><i>condizionale passato; passato remoto</i> (Spiegazioni in Espresso: fine capitolo e p. 202 e p. 207) AG capitolo 20 <i>condizionale</i> (pp.143-146); capitolo 22 <i>passato remoto</i> (pp.154-158).</p>	<p>Espresso: esercizi di grammatica relativi a quanto svolto in classe</p> <p>Espresso esercizi supplementari: pp. 15-17</p>	<p>Voiceboard: in quale città italiana vi piacerebbe vivere? Preferisci vivere in città o in campagna? Perché?</p> <p>In alternativa: Visitate uno dei seguenti siti: www.about-trentino.com/ www.esplorasicilia.com/</p> <p>In quale delle due regioni studiereste, andreste in vacanza o vivreste? Perché?</p>
--------------------	-----------------------------------------------------------	--------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Wk 5</p>	<p>Capitolo 2: Vivere in città</p> <p>Discussioni e divieti</p>	<p>Il sequenza (testo: pp. 18-20)</p>	<p><i>Congiuntivo presente (ripasso) e passato; AG:</i> capitolo 32 <i>congiuntivo presente e passato</i> (pp.225-226; <i>pronomi possessivi</i> (Spiegazioni in Espresso: fine capitolo e p. 196) AG capitolo 9 <i>aggettivi e pronomi possessivi</i> (pp.66-72).</p>	<p>Espresso: esercizi di grammatica relativi a quanto svolto in classe</p> <p>Espresso esercizi supplementari: p. 18-21</p>	<p>Quiz 1 In classe/ Online</p>
--------------------	------------------------------------------------------------------------	---------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------

<p>Wk 6</p>	<p>Capitolo 3: Non mi serve, ma...</p> <p>Compravendita e occasioni</p>	<p>Il sequenza (testo: pp. 21-23)</p>	<p><i>Prefisso ri</i> (Spiegazioni in Espresso: fine capitolo e pp. 203-205) capitolo 47 prefisso <i>rip</i>.318).</p>	<p>Espresso: esercizi di grammatica relativi a quanto svolto in classe</p> <p>Espresso esercizi supplementari: pp. 22-26</p>	<p>Voiceboard: usando le seguenti espressioni: <i>puó darsi che...penso che... l'importante é che...ho paura che...</i>esprimi la tua opinione riguardo gli acquisti on-line, se usi mai e-bay, e quali sono gli svantaggi e i vantaggi di fare acquisti online secondo la tua esperienza o il tuo punto di vista.</p> <p>Compito 2</p> <p>Semester Break</p>
<p>Wk 7</p>	<p>Capitolo 3: Non mi serve, ma...</p> <p>Comprare, spendere, reclamizzare, reclamare...</p>	<p>Scheda/ Questionario per discussione sul film</p>	<p>particella <i>ci</i>; <i>futuro anteriore</i> (Spiegazioni in Espresso: p.41, p.198, p.201) AG: capitolo 21 <i>futuro anteriore</i> (p.149, pp. 151-152).</p>	<p>Espresso: esercizi di grammatica relativi a quanto svolto in classe</p> <p>Espresso esercizi supplementari: pp. 27-29</p>	<p>Semester Break</p>

Wk 8	<p>Capitolo 4: <i>Parole, parole, parole...</i></p> <p>Conversazioni al telefono e email</p>		<p><i>congiuntivo imperfetto</i> uso dei tempi al <i>congiuntivo concordanza dei tempi e modi</i> (Spiegazioni in Espresso: p.51 e pp. 203-205) AG capitolo 32 <i>congiuntivo</i> (pp.225-229).</p>	<p>Espresso: esercizi di grammatica relativi a quanto svolto in classe</p> <p>Espresso esercizi supplementari: pp. 30-33</p>	<p>Quiz 2 In classe/ Online</p>
Wk 9	<p>Capitolo 4: <i>Parole, parole, parole...</i></p> <p>Riferire un messaggio</p>	<p>Scheda/ Questionario per discussione sul film</p>	<p><i>come se + congiuntivo</i> <i>Discorso indiretto</i> con verbo al presente (Spiegazioni in Espresso: p.51) AG capitolo 45 <i>discorso diretto e indiretto</i> (pp.304-309).</p>	<p>Espresso: esercizi di grammatica relativi a quanto svolto in classe</p> <p>Espresso esercizi supplementari: pp. 34-36</p>	<p>Voiceboard: passi molto tempo al telefono? Lo usi spesso? Usi di più il telefono di casa o il telefonino?</p>
Wk 10	<p>Capitolo 5: <i>Invito alla lettura</i></p> <p>Libri e riviste</p>		<p>altri usi del congiuntivo: con le congiunzioni <i>a patto che, purché-a condizione che</i>; retto da <i>superlativo relativo</i> (Spiegazioni in Espresso: p.61 e pp.205-206)</p>	<p>Espresso: esercizi di grammatica relativi a quanto svolto in classe</p> <p>Espresso esercizi supplementari: pp. 38-40</p>	<p>Compito 3</p>

			<p>AG capitolo 36 <i>congiuntivo</i> (pp.246-252).</p>		
Wk 11	<p>Prova orale</p>	<p>Prova orale</p>	<p>Prova orale</p>	<p>Prova orale</p>	<p>Prova orale</p>

Wk 12	Capitolo 5: Invito alla lettura Articoli, storie brevi, racconti	I	<i>costruzione passiva con essere e venire, che io sappia, discorso diretto e indiretto</i> (Spiegazioni in Espresso : p.61 e p. 211) AG ripasso capitolo 45 <i>discorso diretto e indiretto</i> (pp. 304-309); capitolo 30 <i>passivo</i> (pp. 210-219).	Espresso: esercizi di grammatica relativi a quanto svolto in classe Espresso esercizi supplementari: pp. 41-44	Quiz 3 In classe/ Online
Wk 13	Ripasso	Ripasso	Ripasso	Ripasso	Ripasso

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/

Late assignment policy

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.

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

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

- Listening skills: Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.
- Reading skills: Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Speaking skills: Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something; negotiate decision-making processes taken from an everyday life-context with a partner. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.
- Writing skills: Students will be able to write a clear, well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues, choosing the right kind of expression to appeal to the reader.

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

- Listening skills: Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.
- Reading skills: Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Speaking skills: Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something; negotiate decision-making processes taken from an everyday life-context with a partner. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.
- Writing skills: Students will be able to write a clear, well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues, choosing the right kind of expression to appeal to the reader.

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 skills: Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Speaking skills: Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something; negotiate decision-making processes taken from an everyday life-context with a partner. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.
- Writing skills: Students will be able to write a clear, well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues, choosing the right kind of expression to appeal to the reader.

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

- Listening skills: Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to

understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.

- Reading skills: Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Writing skills: Students will be able to write a clear, well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues, choosing the right kind of expression to appeal to the reader.

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

- Reading skills: Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Writing skills: Students will be able to write a clear, well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex

issues, choosing the right kind of expression to appeal to the reader.

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

- Listening skills: Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.
- Reading skills: Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Speaking skills: Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something; negotiate decision-making processes taken from an everyday life-context with a partner. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.
- Writing skills: Students will be able to write a clear, well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex

issues, choosing the right kind of expression to appeal to the reader.

Additional Information

Unit requirements and expectations

Students are required to attend all four 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.

Students are expected to regularly access iLearn for extra revision and task completion. Those who do not have a computer at home can work in the University's computer labs. It is expected that all External students use a computer, preferably with high-speed internet to facilitate access to the online resources.

Homework is to be completed on a continual basis. Language-learning is cumulative, and it is in students' best interest to regularly complete homework tasks. In addition to the graded assignments (*compito con voto*), students are expected to regularly complete the *compito senza voto* as outlined in the programme, using the answer keys provided.

Note: The tasks set from *Azione grammatica* may not always correspond exactly to the grammar learned in *Espresso*. The tasks from *Azione grammatica* are intended to extend your understanding and usage of Italian grammar.

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.

Class work will encompass the study of one contemporary film which is available for independent student viewing in the library. Students will need to view the entire film at some stage during the semester in order to complete one of the written assignments as indicated in the study programme.

Form of Assessment	% Weighting	Note for External Students
<p>Continuous assessment:</p> <ul style="list-style-type: none"> • 3 x compiti con voto • 3 on-line quizzes (including listening comprehension) • 3 x participation in voiceboard web-blog 	50%	External students need to send their assignments (compiti con voto) as an attachment via iLearn
<p>Class participation, including:</p> <ul style="list-style-type: none"> • in-class speaking activities • initiating discussion • asking questions in Italian • interacting in Italian in class • completion of non-graded homework tasks 	10%	External students will be marked on their commitment to handing in the 'compiti senza voto' on a regular basis, on using iLearn and Voiceboard regularly and on their discussion exchange
Oral assessment (prova orale)	10%	External students to complete this task over the phone and or Voiceboard
Final exam	30%	External students to sit this exam at various locations

PLEASE NOTE:

STUDENTS MUST PASS THE FINAL EXAM IN ORDER TO PASS THE UNIT

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: 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.

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. It is expected that for every contact hour students will study and practice one hour on their own. For external students this means that you need to dedicate at least 8 hours per week to the study of Italian.

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.

Required texts

- Bali, M. & L. Ziglio *Espresso 3. Corso di italiano. Libro dello studente ed esercizi & CD* Florence: Alma edizioni, 2003. ISBN 88-86440-72-3
- Ziglio, Luciana. *Espresso 3. Esercizi supplementari..* Florence: Alma edizioni, 2004. ISBN 88-89237-02-3
- Aust, D. & M. Zollo. *Azione Grammatica: New Advanced Italian Grammar*, Hodder Education, 2006. SBN: 9780340915271; ISBN-10: 0340915277
- Begotti, P and G. Serragiotto. *Quaderni di cinema italiano per stranieri: Nuovo Cinema Paradiso*, Guerra edizioni, 2002 ISBN 88-7715-543-4

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)

Film

***Nuovo Cinema Paradiso*, Giuseppe Tornatore, 1989**

Copies of the film for self-study are available from the department and in the library. The film is also widely available commercially and can be purchased through Borders bookshops. You will also be able to hire it from video stores with good international film sections.

Plagiarism

Assignments are to be your own work. Using someone else's words (either another student's, from a book, a journal article or a website) without clear acknowledgement is plagiarism and can incur serious penalties. The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. Information about plagiarism can be found in the *Handbook of Undergraduate Studies*, on the web at <http://www.student.mq.edu.au/plagiarism> and on the Division cover sheet, which you must sign before you submit your assignments. If you are in doubt consult your lecturer or tutor.

Grading

The university has a set of guidelines on the distribution of grades across the range from fail to high distinction.

HD	High Distinction which denotes work of outstanding quality. This may be demonstrated in areas such as criticism, logical argument, interpretation of materials or use of methodology. This grade may also be awarded to recognise a high order of originality or creativity in student performance;
D	Distinction which denotes work of superior quality in the same areas of performance as above. This grade may also be awarded to recognise particular originality or creativity in student performance;
Cr	Credit which denotes work of predominantly good quality, demonstrating a sound grasp of content together with efficient organisation, selectivity and use of techniques;
P	Pass which denotes a clear pass and satisfactory achievement of unit objectives;
F	Fail which denotes that a candidate has failed to complete a unit satisfactorily.

The guidelines are designed to ensure comparability across the University. Scaled marks, raw marks or grades are given to students on each assessment task. This is part of the learning feedback. The marks or grades on the assessment tasks are combined into a raw score in the unit, following the distribution of possible marks indicated in the Unit study guide, but the raw score is only an interim stage in the final calculation of the final grade. A scaling process is used to convert the raw score to the final scaled marks (standardized numerical grades or SNGs), using the guidelines for grading as moderators.

The scaled marks indicate that students have satisfied the criteria for inclusion in a particular performance band and rank them by the performance within the band. The scaling process preserves the rank order of the marks. There is no simple arithmetical relationship between raw marks and scaled marks. The relationship will almost always differ between units and between different performance bands within the same unit.

Student support services

The University provides many different kinds of support services for you. Contact your tutor if you need help and see the range of services (such as counseling and writing skills) available at <http://www.student.mq.edu.au>.

HOMEWORK AND ASSESSMENT OUTLINES ITL 310

COMPITO SENZA VOTO

Each week external students will need to work through exercises from *Espresso* (textbook and esercizi supplementari) and/or from *Azione grammatica* as indicated in the course program. The exercises must be prepared in self-study mode using the answerkeys provided. Answerkeys for the exercises in the textbook *Espresso* and the *Esercizi supplementari* are at the back of the book.

The exercises in *Azione grammatica* provide opportunities for general revision, while the exercises in *Espresso* are an expansion of the grammar studied in the main chapters of the book.

Remember that language learning is cumulative, therefore the more exercises you do, the faster you will learn!

Students' commitment to completing these exercises will be reflected in the overall participation mark.

Ongoing assessment (50%)

On-going assessment consists of 3 compiti con voto, 3 on-line quizzes and 3 responses to voiceboard (web-blog).

Compito con voto

Download the assignment scheda and follow the instructions. Assignments must be typed and double-spaced. Make sure you add all accents. External students are to submit their assignments as Word attachments via WebCT email. On-campus students are to hand in their assignments in class on the Wednesday of the week it is due.

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.

DUE DATES: compiti con voto

- | | |
|------------|---------------------|
| Compito 1: | week 3 (Wednesday) |
| Compito 2: | week 6 (Wednesday) |
| Compito 3: | week 10 (Wednesday) |

Voiceboard

On the homepage you will find a folder which contains about 5 'web-blogs' on interesting topics related to the chapters of the textbook. You need to participate in a minimum of THREE blogs, which require both oral and written production.

To participate you will need to have access to a pair of headphones and high-speed internet. You need to listen to the voice recording prepared by the tutor and reply expressing your view on the subject matter by recording your own voice. Your voice recording needs to be accompanied by at least three written sentence on the topic.

You are encouraged to begin a new discussion thread on a related topic to express your view. We encourage lively discussions!

Your commitment to participating and initiating lively discussions and replying will be reflected in the overall mark.

Online quizzes

The online quizzes will be made available over certain dates. Within that time you will be allowed to sit the quiz **once** only. You will have a limited amount of time to finish once you have started the quiz, so make sure you revise well before attempting to open it. If you do not have a computer at home, organise to sit the quiz on campus. The quiz results will be sent directly to your tutor. There will be a preparation quiz for you to complete so you can become used to the system. This quiz will not count towards your assessment.

The quizzes will be open from Wednesday in the week that they are due, and will close 11pm Sunday. If you miss a quiz because you are sick, you **must** provide a doctor's certificate. If you miss a quiz due to technical difficulties, you **must** email your tutor immediately. If you have limited internet connectivity at home, plan to sit your quiz on campus. Besides the weekend, you also have a full Monday and full Friday in which to sit your quiz. Please do **not** sit a quiz during class time, and do **not** miss a class in order to finish a written assignment. Your absence will not be justified.

Please remember that the University has very strict rules in cases of plagiarism, so do **not** sit a quiz together and do **not** ask for outside help with your written assignments. Any suspicions of plagiarism will be followed up.

Due dates on-line quizzes

Quiz 1: week 5

Quiz 2: week 8

Quiz 3: week 12

Prova orale(10%)

week 11

La prova orale, della durata totale di **7-8 minuti**, sarà una conversazione tra lo studente e l'insegnante su **DUE** tra i temi affrontati nel corso. **Un tema di conversazione sarà scelto dallo studente e uno dall'insegnante.**

Final Exam (30%)

Format: The final exam will include a reading comprehension, grammar exercises, and a composition.

Content: It will be based on Chapters 6-10 of *Espresso*, and on the grammar covered in *Azione grammaticale*.

More details will be provided closer to the time.