



PLH 222

Intermediate Polish III

FY1 External 2014

Dept of International Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Andrew Siedlecki

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Credit points

3

Prerequisites

PLH221

Corequisites

Co-badged status

Unit description

This unit is intended for students who have sufficient vocabulary and knowledge of Polish grammar to read modern short stories in the original. The unit uses a variety of delivery modes such as printed materials, a recorded CD, as well as computer-mediated communication. The students can also listen to the short stories in their on line unit. A voluntary on-campus session will be held, where students will have the opportunity to meet the lecturer and fellow students to revise material, practice speaking skills and pronunciation. Interstate students will have an opportunity to revise the material in their online unit.

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 be able to understand extended speech and follow even complex lines of argument provided the topic is reasonably familiar; understand general spoken language at normal speech rate; extract specific information and follow the significant points in an oral utterance; understand most TV news and short radio interviews; understand the majority of films in standard dialect.

Reading skills: Students will be able to read articles and reports concerned with contemporary problems; identify and extract information from various sources, including

statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; 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; respond to questions, express attitudes, justify their opinion, compare, explain, express preferences, agree or disagree; engage verbally with increasingly complex subjects; 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; use an increasingly wide range of vocabulary, set expressions and idioms, structuring their speech logically.

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; to 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.

Assessment Tasks

Name	Weighting	Due
<u>Assignment 1</u>	25%	7 January
<u>Assignment 2</u>	25%	15 January
<u>Assignment 3</u>	50%	1 February

Assignment 1

Due: **7 January**

Weighting: **25%**

Written assignment

On successful completion you will be able to:

- Listening skills: Students will be able to understand extended speech and follow even complex lines of argument provided the topic is reasonably familiar; understand general spoken language at normal speech rate; extract specific information and follow the

significant points in an oral utterance; understand most TV news and short radio interviews; understand the majority of films in standard dialect.

- Reading skills: Students will be able to read articles and reports concerned with contemporary problems; identify and extract information from various sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; understand frequently used set expressions.

Assignment 2

Due: **15 January**

Weighting: **25%**

Written assignment

On successful completion you will be able to:

- Listening skills: Students will be able to understand extended speech and follow even complex lines of argument provided the topic is reasonably familiar; understand general spoken language at normal speech rate; extract specific information and follow the significant points in an oral utterance; understand most TV news and short radio interviews; understand the majority of films in standard dialect.
- Reading skills: Students will be able to read articles and reports concerned with contemporary problems; identify and extract information from various sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; understand frequently used set expressions.

Assignment 3

Due: **1 February**

Weighting: **50%**

Written assignment

On successful completion you will be able to:

- Reading skills: Students will be able to read articles and reports concerned with contemporary problems; identify and extract information from various sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; 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; to 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.

Delivery and Resources

Required and recommended texts

The textbook for the unit is: **FIFTEEN MODERN POLISH SHORT STORIES** edited by A. Schenker. The book is available from the Co-op Bookshop, Macquarie University, Sydney NSW 2109 (www.coop-bookshop.com.au). In order to obtain it in time for the beginning of the course, you should contact by phone: (02)-8986-4000, fax: (02) 8986-4099 or e-mail: macquarie@coop-bookshop.com.au **immediately**, or go personally to the Co-op Bookshop.

The same book will also be needed for PLH324.

In order to obtain it in time for the beginning of the course, you should either go personally to buy the textbook or contact **immediately** the Co-op Bookshop or order it.

Apart from the textbook (which will be useful in PLH324) we recommend that each student should have: PWN Great Oxford Polish-English, English-Polish Dictionary available from Co-op Bookshop at Macquarie University.

Unit webpage

An on-line component includes:

The Study Guide, Assignment 1, 2, 3 and recorded short stories.

Unit Schedule

DETAILED TIMETABLE

You should have all the materials at home on or before start of Session 3.

Your last assignment should absolutely reach the University on or before **1st February**.

The timetable below may guarantee that you complete the unit on time.

Do all the work connected with the text listed by the date given below.

Title of text	Day to complete work on the text
M. Choromański, <i>Radość</i>	21 December

S. Mrozek, <i>W podróży</i>	27 December
T. Różewicz, <i>Grzech</i>	4 January
K. Brandys, <i>Pies</i>	9 January
J. Krasiński, <i>Autostop</i>	14 January
A. Kowalska, <i>Tłumacz Szekspira</i>	19 January
J. Andrzejewski, <i>Intermezzo</i>	26 January
ASSIGNMENT DUE	1st February

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

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 be able to understand extended speech and follow even complex lines of argument provided the topic is reasonably familiar; understand general spoken language at normal speech rate; extract specific information and follow the significant points in an oral utterance; understand most TV news and short radio interviews; understand the majority of films in standard dialect.
- Reading skills: Students will be able to read articles and reports concerned with contemporary problems; identify and extract information from various sources, including

statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; 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; respond to questions, express attitudes, justify their opinion, compare, explain, express preferences, agree or disagree; engage verbally with increasingly complex subjects; 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; use an increasingly wide range of vocabulary, set expressions and idioms, structuring their speech logically.
- 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; to 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.

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

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 be able to understand extended speech and follow even complex lines of argument provided the topic is reasonably familiar; understand general spoken language at normal speech rate; extract specific information and follow the

significant points in an oral utterance; understand most TV news and short radio interviews; understand the majority of films in standard dialect.

- Reading skills: Students will be able to read articles and reports concerned with contemporary problems; identify and extract information from various sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; 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; respond to questions, express attitudes, justify their opinion, compare, explain, express preferences, agree or disagree; engage verbally with increasingly complex subjects; 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; use an increasingly wide range of vocabulary, set expressions and idioms, structuring their speech logically.
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Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

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

- Listening skills: Students will be able to understand extended speech and follow even

complex lines of argument provided the topic is reasonably familiar; understand general spoken language at normal speech rate; extract specific information and follow the significant points in an oral utterance; understand most TV news and short radio interviews; understand the majority of films in standard dialect.

- Reading skills: Students will be able to read articles and reports concerned with contemporary problems; identify and extract information from various sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; 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; respond to questions, express attitudes, justify their opinion, compare, explain, express preferences, agree or disagree; engage verbally with increasingly complex subjects; 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; use an increasingly wide range of vocabulary, set expressions and idioms, structuring their speech logically.
- 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; to 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.

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

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

- 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; to 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.

Assessment task

- Assignment 3

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 be able to understand extended speech and follow even complex lines of argument provided the topic is reasonably familiar; understand general spoken language at normal speech rate; extract specific information and follow the significant points in an oral utterance; understand most TV news and short radio interviews; understand the majority of films in standard dialect.
- Reading skills: Students will be able to read articles and reports concerned with contemporary problems; identify and extract information from various sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; 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; respond to questions, express attitudes, justify their opinion, compare, explain, express preferences, agree or disagree; engage verbally with increasingly complex subjects; 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; use an increasingly wide range of vocabulary, set expressions and idioms, structuring their speech logically.

- 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; to 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.

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

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 skills: Students will be able to understand extended speech and follow even complex lines of argument provided the topic is reasonably familiar; understand general spoken language at normal speech rate; extract specific information and follow the significant points in an oral utterance; understand most TV news and short radio interviews; understand the majority of films in standard dialect.
- Speaking skills: Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; respond to questions, express attitudes, justify their opinion, compare, explain, express preferences, agree or disagree; engage verbally with increasingly complex subjects; 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; use an increasingly wide range of vocabulary, set expressions and idioms, structuring their speech logically.

Assessment tasks

- Assignment 1
- Assignment 2