



# ITL 311

## Advanced Italian II

S2 Day 2015

*Dept of International Studies*

### Contents

---

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	7
<u>Policies and Procedures</u>	8
<u>Graduate Capabilities</u>	10
<u>Additional Information</u>	16
<u>Common European Framework of Reference (CEFR)</u>	25

---

#### **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](mailto:emilio.lomonaco@mq.edu.au)

Contact via [emilio.lomonaco@mq.edu.au](mailto:emilio.lomonaco@mq.edu.au)

W6A 204

TBA

Credit points

3

Prerequisites

ITL310

Corequisites

Co-badged status

Unit description

In this unit students develop their ability to follow complex lines of argument in spoken and written texts in Italian in a range of genres and to identify and extract key information. The unit focuses on practicing skills in expressing and defending sophisticated arguments and opinions and employing strategies to understand and respond to unfamiliar material in preparation for applying language knowledge to social and professional situations. Students will use their judgement in decision-making around communicative tasks (written, oral, spontaneous and prepared) in meaningful everyday contexts.

## 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.

## General Assessment Information

**A portfolio of Language and Cross-Cultural Learning is distributed in the *ongoing* and *oral* assessments.**

These are the components of the portfolio

- *Record of formal and informal language learning experiences*
- *Reflective Diary of Intercultural encounters*
- *Self assessment of current language abilities*

## 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 Graded Assignments (compiti con voto, including *Reflective Diary of Intercultural encounters*) - **25%**
- 3 on-line quizzes - **15%**
- 3 x participation in voiceboard web-blog including:
  - *Record of formal and informal language learning experiences* **10%** - **Compulsory**

**\* Please, for more information on the Graded Assignments and the compulsory voiceboard check the Additional Information section.**

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) including: *Self assessment of current language abilities*

**\* Please, for more information on this exam check the Additional Information section**

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%**

-

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

- 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
- Marasco, Maria Valentina and Nicoletta Santeusanio. *Pane e Tulipani*, Quaderni di cinema italiano per stranieri, Guerra Edizioni, 2003. ISBN 88-7715-646-5

## 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

*Pane e tulipani*, Silvio Soldini, 2000.

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.

## Accessing Online Unit in iLearn

This unit has an online presence. Login is via: <https://ilearn.n.mq.edu.au/>

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

- For technical support go to: [http://mq.edu.au/about\\_us/offices\\_and\\_units/informatics/help](http://mq.edu.au/about_us/offices_and_units/informatics/help)
- For student quick guides on the use of iLearn go to: [http://mq.edu.au/iLearn/student\\_info/guides.htm](http://mq.edu.au/iLearn/student_info/guides.htm)

## 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](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](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](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/](https://students.mq.edu.au/support/student_conduct/)

## Results

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

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

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

## Student Services and Support

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

## Student Enquiries

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

## IT Help

For help with University computer systems and technology, visit <http://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

### 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.

## Assessment tasks

- Continuous assessment
- Class participation
- Oral assessment
- Final exam

## 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.

## Assessment tasks

- Continuous assessment
- Class participation
- Oral assessment
- Final exam

## 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.

## Assessment tasks

- Continuous assessment
- Class participation
- Oral assessment
- Final exam

## 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.

## Assessment tasks

- Continuous assessment
- Class participation
- Oral assessment
- Final exam

## 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.

## Assessment tasks

- Continuous assessment
- Class participation
- Oral assessment
- Final exam

## 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.

## **Assessment tasks**

- Continuous assessment
- Class participation
- Oral assessment
- Final exam

## **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*), external students are expected to regularly complete the *weekly compiti 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
Continuous assessment: <ul style="list-style-type: none"> <li>• 3 x Graded Assignments (compiti con voto)*</li> <li>• 3 on-line quizzes</li> <li>• 3 x participation in voiceboard web-blog* <b>Please read below</b></li> </ul>	25% 15% 10%	External students need to send their assignments (compiti con voto) as an attachment via iLearn
Class participation, including: <ul style="list-style-type: none"> <li>· in-class speaking activities</li> <li>· initiating discussion</li> <li>· asking questions in Italian</li> <li>· interacting in Italian in class</li> <li>· completion of non-graded homework tasks</li> </ul>	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)* <b>* Please read below</b>	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** 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 (5% everyday/weekends included) of your final assessment mark and/or exclusion from the final examination.

**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.

## 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.

<b>HD</b>	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;
<b>D</b>	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;
<b>Cr</b>	Credit which denotes work of predominantly good quality, demonstrating a sound grasp of content together with efficient organisation, selectivity and use of techniques;
<b>P</b>	Pass which denotes a clear pass and satisfactory achievement of unit objectives;
<b>F</b>	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 311**

### **NOT GRADED ASSIGNMENTS (COMPITI SENZA VOTO)**

Each week 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).

### **Graded Assignments (Compiti 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.

Please do not hand in assignments late unless you have a doctor's certificate. The University has a very strict policy on deadlines and marks will be lost at a rate of 5% per day if your assignment is late.

### **DUE DATES: Graded Assignments (compiti con voto)**

Compito 1: week 5 (Wednesday)

Compito 2: week 8 (Wednesday)

**Compito 3:** week 12 (Wednesday) **Reflective diary (10%)**

PAST: Describe *in Italian* a puzzling, interesting or otherwise striking event which has happened to you prior to this semester in contact with the language/culture you are studying, e.g. At home: family, friends, colleagues, classmates, online. Social/professional situations, Or abroad: e.g. work, holidays, exchange, residential intensive. (Approx. 200 words).

CURRENT: Briefly outline *in Italian* all cultural engagement arising from your study of the language and culture *this* semester, e.g. film, books, other media, fashion, cuisine, music, art and architecture. Comment briefly on the similarities/differences to Australian culture. (Approx. 300 words).

### **Voiceboard**

On the homepage you will find a folder which contains a few 'web-blogs' on interesting topics relating to the chapters of the textbook and other experiences. You need to complete **three** voiceboards which require both oral and written production. **Please notice, the following voiceboard topic (Week 9) is compulsory:**

- ***Record of formal and informal language learning experiences***

Please refer to the following instructions:

- LANGUAGE BACKGROUND - Briefly state your family background, language of schooling, cultural environment growing up/in the past (e.g. exposure to other languages and cultures).
- LANGUAGE STUDY - List your primary/secondary/tertiary/private providers(schools etc)/in-country programs. Include the duration of studies, levels/qualifications attained. Any external examinations/certificates.
- LANGUAGE USE AND CULTURAL ENGAGEMENT - List any informal experiences which have contributed to your language learning, including intercultural experiences (encounters with the country, culture and speakers of the language), and other activities which have contributed to a greater knowledge of the society and culture (art, music, literature, history, media etc). List significant occasions of your practical use of the language in specific situations (work, study, school, free time, with friends and acquaintances), and important pieces of work and projects you have completed in the target language.

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!

You will receive feedback on your oral and written production. 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 2pm Wednesday in the week that they are due, and will close 11pm Sunday of the same week. If you miss a quiz because you are sick, you **must** provide a

docotor'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 3

Quiz 2: week 6

Quiz 3: week 10

**Prova orale (10%) week 11**

La prova orale, della durata totale di **10 minuti**, nella prima parte sarà una conversazione tra lo studente e l'insegnante che conterrà una autovalutazione del livello dell'italiano raggiunto (vedi tabella sotto: *Self Evaluation*).

Nella seconda parte allo studente verrà chiesto, in base a delle brevi frasi date al momento della prova, di formulare delle frasi ipotetiche (di II e III tipo) e di cambiare una frase al passato dal discorso diretto al discorso indiretto.

**Self-evaluation: MY CURRENT PROFICIENCY IN THE TARGET LANGUAGE**

*Referring to the descriptors in the table below, comment in Italian, on your current language level of proficiency in each of the skill areas: listening, reading, spoken interaction, spoken production, writing.*

B1	B2	C1	C2
I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

<p>I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.</p>	<p>I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.</p>	<p>I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.</p>	<p>I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.</p>
<p>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p>	<p>I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.</p>	<p>I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</p>
<p>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p>I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	<p>I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.</p>
<p>I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.</p>	<p>I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.</p>	<p>I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.</p>	<p>I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.</p>

### 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 grammatica*.



More details will be provided closer to the time.

-

## Common European Framework of Reference (CEFR)

The unit aims at fostering language skills to level B1, 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 B2 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.