



PLH 121

Introductory Polish II

S1 External 2017

Dept of International Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

Kamila Walker

kamila.walker@mq.edu.au

Contact via 02 9850 7014

W6A.322

Thursdays 12:00pm to 13:00pm

Credit points

3

Prerequisites

PLH120

Corequisites

Co-badged status

Unit description

This distance education unit is designed for non-native speakers of Polish who already have a very basic knowledge of the Polish language and who wish to foreground and expand their Polish language skills at the introductory level before venturing onto the more difficult Intermediate program. It focuses on a variety of everyday essential topics to increase the students' knowledge of the Polish language and builds upon PLH120 unit outcomes.

Throughout the course students will be further developing speaking, listening, reading and writing skills, and will gain an overview of Polish grammar, which ultimately prepares them for PLH220/221 Intermediate Polish I and II. Much of the unit practice of listening skills and lexis is through oral exercises and activities. The unit uses a variety of delivery modes with a view to encouraging the students to take a proactive role in their learning. The delivery modes include: • printed materials, • online Audio Lectures (mp3 format), • online Course Notes, • scheduled Skype sessions, • on-campus session (voluntary course revision), • online course revision material, and • online mediated communications (Discussion Forum and Coffee Lounge).

Important Academic Dates

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

Learning Outcomes

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

Reading: Ability to understand short, simple texts on familiar topics which consist of high frequency everyday or job-related language; construct fairly limited meaning from reading materials on learned topics; predict the meaning of unfamiliar vocabulary by analysing word structure and using context clues; and to analyse simple narrative or descriptive passages on familiar topics.

Listening: Ability to follow speech that is carefully articulated with long pauses for the learner to assimilate meaning (e.g., basic personal and family information, shopping, local geography, employment, weather); to follow oral instructions for speaking practice; to listen actively to basic conversations and respond appropriately; and to demonstrate comprehension of basic spoken discourse in audio segments.

Writing: Ability to write short, simple and comprehensible text to describe daily activities or past events by producing grammatically correct sentences in a short loosely organised paragraph; and to write a series of simple phrases and sentences incorporating a typical format for writing dates, adverbs of frequency, and simple connectors like “and”, “but” and “because”.

Spoken Interaction: Ability to engage in simple conversations in a variety of common and basic situations with reasonable ease; to manage routine exchanges with increased grammatical accuracy in predictable everyday situations to do with work and free time; and to participate in face-to-face conversations to describe daily events, activities and personal experiences.

Spoken Production: Ability to briefly describe studies, employment, weather, daily routines and basic people daily interactions through a series of short simple sentences.

Effective Communication: Ability to effectively participate in online sessions, on campus sessions and associated activities.

General Assessment Information

Detailed grading standards (such as rubrics) and indicative examples of tasks are provided in the iLearn unit.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Assignment 1</u>	10%	No	Week 5
<u>Assignment 2</u>	10%	No	Week 8
<u>Assignment 3</u>	10%	No	Week 10

Name	Weighting	Hurdle	Due
Oral Test	20%	No	Week 11
Assignment 4	10%	No	Week 12
Final Quiz	40%	No	Week 13

Assignment 1

Due: **Week 5**

Weighting: **10%**

Written assignment

On successful completion you will be able to:

- Reading: Ability to understand short, simple texts on familiar topics which consist of high frequency everyday or job-related language; construct fairly limited meaning from reading materials on learned topics; predict the meaning of unfamiliar vocabulary by analysing word structure and using context clues; and to analyse simple narrative or descriptive passages on familiar topics.
- Writing: Ability to write short, simple and comprehensible text to describe daily activities or past events by producing grammatically correct sentences in a short loosely organised paragraph; and to write a series of simple phrases and sentences incorporating a typical format for writing dates, adverbs of frequency, and simple connectors like “and”, “but” and “because”.

Assignment 2

Due: **Week 8**

Weighting: **10%**

Written assignment

On successful completion you will be able to:

- Reading: Ability to understand short, simple texts on familiar topics which consist of high frequency everyday or job-related language; construct fairly limited meaning from reading materials on learned topics; predict the meaning of unfamiliar vocabulary by analysing word structure and using context clues; and to analyse simple narrative or descriptive passages on familiar topics.
- Writing: Ability to write short, simple and comprehensible text to describe daily activities or past events by producing grammatically correct sentences in a short loosely organised

paragraph; and to write a series of simple phrases and sentences incorporating a typical format for writing dates, adverbs of frequency, and simple connectors like “and”, “but” and “because”.

Assignment 3

Due: **Week 10**

Weighting: **10%**

Written assignment

On successful completion you will be able to:

- Reading: Ability to understand short, simple texts on familiar topics which consist of high frequency everyday or job-related language; construct fairly limited meaning from reading materials on learned topics; predict the meaning of unfamiliar vocabulary by analysing word structure and using context clues; and to analyse simple narrative or descriptive passages on familiar topics.
- Writing: Ability to write short, simple and comprehensible text to describe daily activities or past events by producing grammatically correct sentences in a short loosely organised paragraph; and to write a series of simple phrases and sentences incorporating a typical format for writing dates, adverbs of frequency, and simple connectors like “and”, “but” and “because”.

Oral Test

Due: **Week 11**

Weighting: **20%**

Oral Test

On successful completion you will be able to:

- Listening: Ability to follow speech that is carefully articulated with long pauses for the learner to assimilate meaning (e.g., basic personal and family information, shopping, local geography, employment, weather); to follow oral instructions for speaking practice; to listen actively to basic conversations and respond appropriately; and to demonstrate comprehension of basic spoken discourse in audio segments.
- Spoken Interaction: Ability to engage in simple conversations in a variety of common and basic situations with reasonable ease; to manage routine exchanges with increased grammatical accuracy in predictable everyday situations to do with work and free time; and to participate in face-to-face conversations to describe daily events, activities and

personal experiences.

- Spoken Production: Ability to briefly describe studies, employment, weather, daily routines and basic people daily interactions through a series of short simple sentences.
- Effective Communication: Ability to effectively participate in online sessions, on campus sessions and associated activities.

Assignment 4

Due: **Week 12**

Weighting: **10%**

Written assignment

On successful completion you will be able to:

- Reading: Ability to understand short, simple texts on familiar topics which consist of high frequency everyday or job-related language; construct fairly limited meaning from reading materials on learned topics; predict the meaning of unfamiliar vocabulary by analysing word structure and using context clues; and to analyse simple narrative or descriptive passages on familiar topics.
- Writing: Ability to write short, simple and comprehensible text to describe daily activities or past events by producing grammatically correct sentences in a short loosely organised paragraph; and to write a series of simple phrases and sentences incorporating a typical format for writing dates, adverbs of frequency, and simple connectors like “and”, “but” and “because”.

Final Quiz

Due: **Week 13**

Weighting: **40%**

Online Quiz

On successful completion you will be able to:

- Reading: Ability to understand short, simple texts on familiar topics which consist of high frequency everyday or job-related language; construct fairly limited meaning from reading materials on learned topics; predict the meaning of unfamiliar vocabulary by analysing word structure and using context clues; and to analyse simple narrative or descriptive passages on familiar topics.
- Writing: Ability to write short, simple and comprehensible text to describe daily activities or past events by producing grammatically correct sentences in a short loosely organised

paragraph; and to write a series of simple phrases and sentences incorporating a typical format for writing dates, adverbs of frequency, and simple connectors like “and”, “but” and “because”.

Delivery and Resources

Required Text

The prescribed text (Course Notes) for PLH120/PLH121 is "Elementary Polish for English Speaking Students" by Edmund A. Ronowicz and Ronald F. Feldstein. A copy of the Course Notes can be found in the unit online as individual lessons.

Recommended Texts

It is recommended that each student acquires additional books that are also available from The Co-op Bookshop:

1. Any Polish-English, English-Polish dictionary
2. K. Janecki, *301 Polish Verbs: Fully Conjugated in all the Tenses in a New Easy-to-Learn Format, Alphabetically Arranged*, 2nd ed. (Hauppauge, N.Y.: Barron's Educational Series, 2000).
3. D. Bielec, *Polish: An Essential Grammar*, 2nd ed. (London and New York: Routledge, 2012).
4. L. Madelska and G. Schwartz, *Discovering Polish: A Learner's Grammar* (Kraków: Prolog, 2010).

Copies of all recommended texts are available in the Macquarie Library.

On-line materials include:

The Student Handbook, Study Plan Schedule, Assignments 1-4, Recorded Lessons, Key to the Exercises, Unit Review, Oral Test Instructions, Quiz Instructions and Sample Quiz, The Placement Tests, Residential School and Polish Educational Scholarship Forms, and other information.

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

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

Technology

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

- For technical support go to: 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

Unit Schedule

A recommended study plan including assignment/test due dates called **Study Plan Schedule** can be located in your online unit.

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_2016.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/

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.

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

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

This graduate capability is supported by:

Learning outcomes

- Reading: Ability to understand short, simple texts on familiar topics which consist of high frequency everyday or job-related language; construct fairly limited meaning from reading materials on learned topics; predict the meaning of unfamiliar vocabulary by analysing word structure and using context clues; and to analyse simple narrative or descriptive passages on familiar topics.
- Listening: Ability to follow speech that is carefully articulated with long pauses for the learner to assimilate meaning (e.g., basic personal and family information, shopping, local geography, employment, weather); to follow oral instructions for speaking practice; to listen actively to basic conversations and respond appropriately; and to demonstrate comprehension of basic spoken discourse in audio segments.
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format for writing dates, adverbs of frequency, and simple connectors like “and”, “but” and “because”.

- Spoken Interaction: Ability to engage in simple conversations in a variety of common and basic situations with reasonable ease; to manage routine exchanges with increased grammatical accuracy in predictable everyday situations to do with work and free time; and to participate in face-to-face conversations to describe daily events, activities and personal experiences.
- Spoken Production: Ability to briefly describe studies, employment, weather, daily routines and basic people daily interactions through a series of short simple sentences.
- Effective Communication: Ability to effectively participate in online sessions, on campus sessions and associated activities.

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Oral Test
- Assignment 4
- Final Quiz

Commitment to Continuous Learning

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

This graduate capability is supported by:

Learning outcomes

- Reading: Ability to understand short, simple texts on familiar topics which consist of high frequency everyday or job-related language; construct fairly limited meaning from reading materials on learned topics; predict the meaning of unfamiliar vocabulary by analysing word structure and using context clues; and to analyse simple narrative or descriptive passages on familiar topics.
- Listening: Ability to follow speech that is carefully articulated with long pauses for the learner to assimilate meaning (e.g., basic personal and family information, shopping, local geography, employment, weather); to follow oral instructions for speaking practice; to listen actively to basic conversations and respond appropriately; and to demonstrate

comprehension of basic spoken discourse in audio segments.

- Writing: Ability to write short, simple and comprehensible text to describe daily activities or past events by producing grammatically correct sentences in a short loosely organised paragraph; and to write a series of simple phrases and sentences incorporating a typical format for writing dates, adverbs of frequency, and simple connectors like “and”, “but” and “because”.
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Discipline Specific Knowledge and Skills

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

This graduate capability is supported by:

Learning outcomes

- Reading: Ability to understand short, simple texts on familiar topics which consist of high frequency everyday or job-related language; construct fairly limited meaning from reading materials on learned topics; predict the meaning of unfamiliar vocabulary by

analysing word structure and using context clues; and to analyse simple narrative or descriptive passages on familiar topics.

- Listening: Ability to follow speech that is carefully articulated with long pauses for the learner to assimilate meaning (e.g., basic personal and family information, shopping, local geography, employment, weather); to follow oral instructions for speaking practice; to listen actively to basic conversations and respond appropriately; and to demonstrate comprehension of basic spoken discourse in audio segments.
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Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

- Writing: Ability to write short, simple and comprehensible text to describe daily activities

or past events by producing grammatically correct sentences in a short loosely organised paragraph; and to write a series of simple phrases and sentences incorporating a typical format for writing dates, adverbs of frequency, and simple connectors like “and”, “but” and “because”.

- Spoken Interaction: Ability to engage in simple conversations in a variety of common and basic situations with reasonable ease; to manage routine exchanges with increased grammatical accuracy in predictable everyday situations to do with work and free time; and to participate in face-to-face conversations to describe daily events, activities and personal experiences.
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Effective Communication

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

This graduate capability is supported by:

Learning outcomes

- Reading: Ability to understand short, simple texts on familiar topics which consist of high frequency everyday or job-related language; construct fairly limited meaning from reading materials on learned topics; predict the meaning of unfamiliar vocabulary by analysing word structure and using context clues; and to analyse simple narrative or descriptive passages on familiar topics.
- Listening: Ability to follow speech that is carefully articulated with long pauses for the learner to assimilate meaning (e.g., basic personal and family information, shopping,

local geography, employment, weather); to follow oral instructions for speaking practice; to listen actively to basic conversations and respond appropriately; and to demonstrate comprehension of basic spoken discourse in audio segments.

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- Effective Communication: Ability to effectively participate in online sessions, on campus sessions and associated activities.

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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

- Reading: Ability to understand short, simple texts on familiar topics which consist of high frequency everyday or job-related language; construct fairly limited meaning from

reading materials on learned topics; predict the meaning of unfamiliar vocabulary by analysing word structure and using context clues; and to analyse simple narrative or descriptive passages on familiar topics.

- Listening: Ability to follow speech that is carefully articulated with long pauses for the learner to assimilate meaning (e.g., basic personal and family information, shopping, local geography, employment, weather); to follow oral instructions for speaking practice; to listen actively to basic conversations and respond appropriately; and to demonstrate comprehension of basic spoken discourse in audio segments.
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- Spoken Production: Ability to briefly describe studies, employment, weather, daily routines and basic people daily interactions through a series of short simple sentences.
- Effective Communication: Ability to effectively participate in online sessions, on campus sessions and associated activities.

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Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Reading: Ability to understand short, simple texts on familiar topics which consist of high frequency everyday or job-related language; construct fairly limited meaning from reading materials on learned topics; predict the meaning of unfamiliar vocabulary by analysing word structure and using context clues; and to analyse simple narrative or descriptive passages on familiar topics.
- Listening: Ability to follow speech that is carefully articulated with long pauses for the learner to assimilate meaning (e.g., basic personal and family information, shopping, local geography, employment, weather); to follow oral instructions for speaking practice; to listen actively to basic conversations and respond appropriately; and to demonstrate comprehension of basic spoken discourse in audio segments.
- Writing: Ability to write short, simple and comprehensible text to describe daily activities or past events by producing grammatically correct sentences in a short loosely organised paragraph; and to write a series of simple phrases and sentences incorporating a typical format for writing dates, adverbs of frequency, and simple connectors like “and”, “but” and “because”.
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- Spoken Production: Ability to briefly describe studies, employment, weather, daily routines and basic people daily interactions through a series of short simple sentences.
- Effective Communication: Ability to effectively participate in online sessions, on campus sessions and associated activities.

Assessment tasks

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- Oral Test
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- Final Quiz

Changes since First Published

Date	Description
02/02/2017	Change of assessment title and due date.