CRO 150
Introductory Croatian I
S1 External 2015
Dept of International Studies

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## General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
<th>Unit Convenor</th>
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<tbody>
<tr>
<td>Luka Budak</td>
<td><a href="mailto:luka.budak@mq.edu.au">luka.budak@mq.edu.au</a></td>
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<tr>
<td>Contact via <a href="mailto:luka.budak@mq.edu.au">luka.budak@mq.edu.au</a></td>
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<tr>
<td>W6A 114</td>
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<tr>
<td>Wednesdays 2.00 - 4.00 pm</td>
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| Credit points | 3 |

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<tr>
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<th>Unit description</th>
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This unit is for non-background speakers and also for people of Croatian background whose Croatian is limited, marginal and/or highly ungrammatical due to lack of practice or formal training.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at [https://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)

## Learning Outcomes

1. Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
2. Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
3. Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
4. Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
5. Spoken Production: produce simple mainly isolated phrases about people and places.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>5%</td>
<td>23/03/15</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>5%</td>
<td>07/04/15</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>5%</td>
<td>14/04/15</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>5%</td>
<td>24/04/15</td>
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<tr>
<td>Assignment 5</td>
<td>5%</td>
<td>07/05/15</td>
</tr>
<tr>
<td>Assignment 6</td>
<td>5%</td>
<td>17/05/15</td>
</tr>
<tr>
<td>Assignment 7</td>
<td>5%</td>
<td>27/05/15</td>
</tr>
<tr>
<td>Assignment 8</td>
<td>5%</td>
<td>08/06/15</td>
</tr>
<tr>
<td>Oral Examination</td>
<td>20%</td>
<td>10th June 2015</td>
</tr>
<tr>
<td>Final written examination</td>
<td>40%</td>
<td>Final exam timetable</td>
</tr>
</tbody>
</table>

**Assignment 1**

Due: **23/03/15**  
Weighting:  5%  
This assignment is due 23rd March 2015.

This Assessment Task relates to the following Learning Outcomes:

- Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
- Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.

**Assignment 2**

Due: **07/04/15**  
Weighting:  5%  
This assignment is due 3rd April 2015.

This Assessment Task relates to the following Learning Outcomes:
• Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
• Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
• Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.

Assignment 3
Due: 14/04/15
Weighting: 5%
This assignment is due 14th April 2015.

This Assessment Task relates to the following Learning Outcomes:
• Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
• Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
• Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.

Assignment 4
Due: 24/04/15
Weighting: 5%
This assignment is due 24th April 2015.

This Assessment Task relates to the following Learning Outcomes:
• Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
• Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.

Assignment 5
Due: 07/05/15
Weighting: 5%
This assignment is due 7th May 2015.

This Assessment Task relates to the following Learning Outcomes:
Assignment 6
Due: 17/05/15
Weighting: 5%
This assignment is due 17th May.

This Assessment Task relates to the following Learning Outcomes:
• Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
• Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.

Assignment 7
Due: 27/05/15
Weighting: 5%
This assignment is due 27th May 2015.

This Assessment Task relates to the following Learning Outcomes:
• Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
• Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
• Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Assignment 8
Due: 08/06/15
Weighting: 5%
This assignment is due 8th June 2015.

This Assessment Task relates to the following Learning Outcomes:
• Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
• Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
• Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
• Spoken Production: produce simple mainly isolated phrases about people and places.

Oral Examination
Due: 10th June 2015
Weighting: 20%

Oral examination will be held during last week of classes in June.

This Assessment Task relates to the following Learning Outcomes:
• Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
• Spoken Production: produce simple mainly isolated phrases about people and places.

Final written examination
Due: Final exam timetable
Weighting: 40%

Students must refer to final examination table.

This Assessment Task relates to the following Learning Outcomes:
• Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
• Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.

Delivery and Resources
A Few Useful Suggestions
Try to do some Croatian every day, even if it is only half an hour. Remember that learning the language is a process of acquiring a skill, rather like learning to swim, and progress can be made
only if the learner practices. Knowing in theory what to do with one’s arms and legs is not the same as being able to swim, and the same applies to languages. Knowing the rules will certainly help you understand, speak and write the language, but practice will make you fluent and confident. It is worth remembering that, with a bit of ingenuity, it should be possible to listen to your CD regularly while you are engaged in other necessary activities, i.e. housework, gardening, long car trips, etc.

I suggest you use the following procedure for studying each lesson. First, listen to the dialogue at least two or three times, trying to understand what it is about, in general at first and later in detail. Next, check in the vocabulary and grammar section whether your understanding of the content is correct.

When you feel you understand the text, listen to it again, this time paying attention to the pronunciation. Try to mouth the words and sentences, silently at first. Listen to the text again, this time repeating loudly after the recorded voices.

**On-campus Session**

The on-campus session will be held at Macquarie University on **Saturday 2nd May** (Room W6A 117) 9:30 am - 4:00 pm. You are urged to attend if at all possible. The on-campus session will provide a lecture on grammar, conversation, tutorials and reading exercises. There will be drills on grammar and vocabulary as covered in the course text-book.

The on-campus session is not compulsory but it is strongly recommended.

**Online Unit**

Login is via: [https://ilearn.mq.edu.au/](https://ilearn.mq.edu.au/)

Is my unit in iLearn?: [http://help.ilearn.mq.edu.au/unitonline/](http://help.ilearn.mq.edu.au/unitonline/) 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](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)

**Unit Schedule**

- To enable the student to acquire basic language skills necessary for communication (both oral and written) at an introductory level.
- To provide the student with sufficient reading and writing skills to read relatively simple texts and write short compositions on selected themes.
- To teach the spoken language as it is used by native speakers, with attention to
pronunciation, inflections, word-formation, syntax and linguistic functions.  
• To train students in aural comprehension.  
• To acquaint students with basic styles of spoken and written language.  
• To impart a knowledge of Croatian life and culture, especially in the Australian context.

**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the [Learning and Teaching Category](http://mq.edu.au/policy/docs/) 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 Assignment Policy - International Studies**

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://stu](http://stu)
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**: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
- **Listening**: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
• Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
• Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
• Spoken Production: produce simple mainly isolated phrases about people and places.

**Assessment tasks**

• Assignment 1
• Assignment 2
• Assignment 3
• Assignment 4
• Assignment 5
• Assignment 6
• Assignment 7
• Assignment 8
• Oral Examination
• Final written examination

**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: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
• Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
• Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
• Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
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- Spoken Production: produce simple mainly isolated phrases about people and places.

### Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4
- Assignment 5
- Assignment 6
- Assignment 7
- Assignment 8
- Oral Examination
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### 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

- Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
- Spoken Production: produce simple mainly isolated phrases about people and places.

#### Assessment tasks

- Assignment 7
- Assignment 8
- Oral Examination

### 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: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
- Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
- Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
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- Assignment 5
- Assignment 6
- Assignment 7
- Assignment 8
- Oral Examination
- Final written examination

**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**

- Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on
very familiar topics.

- Spoken Production: produce simple mainly isolated phrases about people and places.

**Assessment tasks**

- Assignment 7
- Assignment 8
- Oral Examination

**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: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
- Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
- Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
- Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
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- Assignment 3
- Assignment 4
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- Assignment 7
- Assignment 8
• Oral Examination
• Final written examination

**Required and recommended readings**

**Required and recommended texts**

1. **Required texts**
   
   Marica Čilaš-Mikulić, et. al. *Hrvatski za početnike 1, Udžbenik i rječnik* (Zagreb: Hrvatska sveučilišna naklada) with a CD;
   
   Marica Čilaš-Mikulić, et. al. *Hrvatski za početnike 1, Vježbenica i gramatički pregled* (Zagreb: Hrvatska sveučilišna naklada);
   
   Both books and a CD may be purchased from the University Co-op Bookshop; phone: (02) 8866 4000; email: macquarie-tbuzer1@coop-bookshop.com.au

2. **Recommended texts**
   
   Vinko Grubišić, *Croatian Grammar* (Hrvatska sveučilišna naklada & HIŠAK, 2007) - Excellent Reference Grammar;
   
   Celia Hawkeworth, *Colloquial Croatian* (Comes with a CD)