CRO 350
Advanced Croatian I
S1 External 2015
Dept of International Studies

Contents

General Information 2
Learning Outcomes 2
Assessment Tasks 3
Delivery and Resources 11
Unit Schedule 12
Policies and Procedures 12
Graduate Capabilities 13
Required and recommended readings 19

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
Luka Budak
luka.budak@mq.edu.au
Contact via luka.budak@mq.edu.au
W6A 114
Wednesdays 2.00 - 4.00 pm

Credit points
3

Prerequisites
6cp at 200 level including CRO255

Corequisites

Co-badged status

Unit description
The most significant aim of this unit is to improve students’ skills in both written and spoken Croatian. Special emphasis is placed on writing and comprehension and communicative skills.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

1. 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.

2. 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.

3. 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.

4. 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>5%</td>
<td>23rd March 2015</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>5%</td>
<td>3rd April 2015</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>5%</td>
<td>14th April 2015</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>5%</td>
<td>24th April 2015</td>
</tr>
<tr>
<td>Assignment 5</td>
<td>5%</td>
<td>7th May 2015</td>
</tr>
<tr>
<td>Assignment 6</td>
<td>5%</td>
<td>17th May 2015</td>
</tr>
<tr>
<td>Assignment 7</td>
<td>5%</td>
<td>27th May 2015</td>
</tr>
<tr>
<td>Assignment 8</td>
<td>5%</td>
<td>8th June 2015</td>
</tr>
<tr>
<td>Oral Examination</td>
<td>20%</td>
<td>By 10th June 2015</td>
</tr>
<tr>
<td>Final written exam</td>
<td>40%</td>
<td>June 2015</td>
</tr>
</tbody>
</table>
Assignment 1
Due: 23rd March 2015
Weighting: 5%

This assignment is due 23rd March 2015.

This Assessment Task relates to the following 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.

Assignment 2
Due: 3rd April 2015
Weighting: 5%

This assignment is due 3rd April 2015.

This Assessment Task relates to the following 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.

**Assignment 3**

**Due:** 14th April 2015  
**Weighting:** 5%

This assignment is due 14th April 2105.

This Assessment Task relates to the following 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.

Assignment 4
Due: 24th April 2015
Weighting: 5%

This assignment is due 24th April 2105.

This Assessment Task relates to the following 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.

Assignment 5
Due: 7th May 2015
Weighting: 5%

This assignment is due 7th May 2015.
This Assessment Task relates to the following 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.

Assignment 6

Due: 17th May 2015
Weighting: 5%

This assignment is due 17th May 2015.
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.

Assignment 7
Due: 27th May 2015
Weighting: 5%

This assignment is due 27th May 2015.

This Assessment Task relates to the following 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.
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.

Assignment 8
Due: 8th June 2015
Weighting: 5%

This assignment is due 8th June 2015.

This Assessment Task relates to the following 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.

Oral Examination

Due: By 10th June 2015
Weighting: 20%

Oral examination will be held last week of classes in June 2015.

This Assessment Task relates to the following 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.

- **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.

Final written exam

Due: June 2015
Weighting: 40%

Students should refer to the Examination timetable in June.

This Assessment Task relates to the following 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.

Delivery and Resources

Unit requirements and expectations

a) Assignments
Assignments should be completed and sent in as per due dates.

b) Final Written Examination
There will be a written examination at the end of the Session. Students must pass an examination in order to pass the unit. A mark of 50% will be regarded as pass.

c) On-campus Session
The on-campus session will be held at Macquarie University on Saturday 2nd May from 9:30 - 4:00 pm (Building W6A, Room 117). You are urged to attend if at all possible. The on-campus session will provide a tutorial on grammar, conversation and reading exercises.

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

d) Expected Weekly Workload

(i) Reading aloud and practicing with the recorded material 2 hours
(ii) Doing the exercises in the text book and workbook 2 hours
(iii) Answering questions and writing-up the assignments 2 hours

Online Unit
Login is via: https://ilearn.mq.edu.au/

Is my unit in iLearn?: 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
• For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

Unit Schedule
CRO 350 is offered in the composite mode, i.e. externally and on-campus. On campus classes will be held Thursday evenings 6 - 8 pm. For the venue contact your lecturer on (02) 9870 8507 or email: luka.budak@mq.edu.au

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
Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct
Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

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.

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.

https://unitguides.mq.edu.au/unit_offerings/46759/unit_guide/print

12
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 Enquiry Service
For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity 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.

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

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

• Assignment 1
• Assignment 2
• Assignment 3
• Assignment 4
• Assignment 5
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 outcome**

- Writing skills: Students will be able to write a clear, well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; 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**

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4
- Assignment 5
- Assignment 6
- Assignment 7
- Assignment 8
- Final written exam

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**

- **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**

- Assignment 1
- Assignment 2
- Assignment 3
Effective Communication

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

This graduate capability is supported by:

Learning outcomes

- Listening skills: Students will 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**

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4
- Assignment 5
- Assignment 6
- Assignment 7
- Assignment 8
- Oral Examination
- Final written 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**

- **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**

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4
- Assignment 5
- Assignment 6
- Assignment 7
- Assignment 8
- Oral Examination
- Final written exam

**Required and recommended readings**

**Required and recommended texts**
Unit guide CRO 350 Advanced Croatian I

Required:
Jasna Barešić: *Dobro došli 2, Udžbenik i rječnik za učenje hrvatskoga jezika za strance* (Zagreb: Školska knjiga) with a CD;
Jasna Barešić: *Dobro došli 2, Gramatika i rješenja zadataka* (Zagreb: Školska knjiga).

Recommended:
Celia Hawkesworth: *Colloquial Croatian* (comes with a CD).

Unit webpage