



UNSW
AUSTRALIA

Arts & Social
Sciences

School of Humanities and Languages

ARTS1620 Introductory Italian 1 Semester 1 2014

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1. Course Staff and Contact Details			
Course Convenor			
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2. Course Details	
Units of Credit (UOC)	6
Course Description	Designed for absolute beginners with no previous knowledge of Italian, this course offers a practical introduction to this language. Based on a communicative and culture-based approach, the aim of this course is to develop your basic speaking, listening, reading and writing skills in the Italian language and also to take you into significant aspects of the Italian culture and society.
Students are required to undertake each week	<ul style="list-style-type: none"> • 2 hour Italian Grammar and Culture Lecture (Tuesdays 9-11). <i>Please note that these are not traditional lectures. They are interactive classes often conducted as a large group tutorial.</i> • 3 hours of language/tutorials divided in two sessions (1+2 hours - Tuesdays and Thursdays). <i>Please make sure you attend your classes under the same tutorial number (no mixing of tutorial times/groups is allowed)</i> • To progress in your Italian language acquisition, you should dedicate at least 2-4 hours each week to independent learning. • Lectures start in week 1. Tutorials start in week 2
Course Aims	<ol style="list-style-type: none"> 1. Analyse and reflect upon differences and similarities between Italian and English 2. Understand how the Italian language is structured in oral and written levels. 3. Gain a general understanding of some aspects of Italian culture and society.
Student Learning Outcomes	<ol style="list-style-type: none"> 1. On successful completion, students will have:

		a basic understanding of spoken Italian at beginners level.
	2.	will be able to ask questions, provide answers and sustain basic conversations on a range of topics.
	3.	will be able to read, understand and write short texts about a range of topics covered in the course.
	4.	recognise and use basic grammar structures of Italian language
Graduate Attributes	1.	The disciplinary knowledge we engage in both (vocabulary and grammar) as well as thematic/cultural content.
	2.	The linguistic skills we develop in the course provide a stepping stone to further linguistic development and hence entry in the international community.
	3.	The ability to develop cross- cultural awareness
	4.	The ability to develop analytical and critical abilities
	5.	The ability to develop teamwork skills

3. Learning and Teaching Rationale

This course is a beginners-level language course. All students who have had some experience with the language, either as a heritage language or previous instruction, must fill in the placement questionnaire available at

<https://hal.arts.unsw.edu.au/students/courses/language-placements>

This course is designed for students who have no previous knowledge of the language. The course seeks to create an inclusive, significant environment where students have opportunities to explore the target language through significant learning experiences. This course introduces students to online resources from which they can explore Italian language and culture. The materials selected for this course provide a variety of activities to assist students with different learning styles and linguistic abilities.

4. Teaching Strategies

A communicative, task-based approach will be implemented to deliver linguistic content and culture topics. Core Mode: face-to-face supplemented by autonomous learning.

In class every week we will be using a vast range of teaching modalities, including in-class small and large group discussions, task-oriented activities in pairs and groups.

In your lectures and tutorials you will be engaging in:

- Speaking activities
- Audio-visual comprehension activities
- Reading comprehension activities related to the themes covered in the course
- Writing activities

- Grammar activities

5. Course Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Homework/ independent learning	weekly	10 %	1,2,3	1-5	weekly
Class test	1 hour	20%	1,2,3	1-5	Week 5
Class test	1 hour	20 %	1,2,3	1-5	Week 8
2 in-class quizzes	30'	5 % each	1,2,3	1-5	Week 9 and Week 10 TBC
Oral assessment and class performance	Continuous + 2/3 min. oral test in weeks 11 and 12	10 %	1,2,3	1-5	Continuous + 2/3 min. oral test in weeks 11 and 12
Written test in examination period consisting of: listening comprehension, reading comprehension, vocabulary and grammar exercises, short composition, cultural awareness.	2 hours	30%	1,2,3	1-5	Formal examination period scheduled from 13 th to 30 th June
<p>Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.</p>					

Formal Examination

This course has a formal examination which will be scheduled in the **formal examination period from 13th to 30th June 2014**. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Explanation and Submission of Assessment Tasks

Homework and independent learning – weekly – weight 10 %

Weekly short written tasks must be completed BEFORE your lectures and tutorials each week. Indications will be given in class and online.

2 Class tests (in wk 5 and 8) 20 % each – total weight 40 %

This is a comprehensive assessment which covers aspects of language, grammar and vocabulary covered in class. During the semester you will also be required to self-evaluate your linguistic performance.

2 in-class quizzes (Week 9 and week 10). Weight 5 % each – total weight 10 %

Short assessment

Short oral assessment and class performance. Weight 10 %

Your final mark will reflect the quality of your participation in weekly oral activities performed in class and in your short oral exam in week 11 and 12. Criteria for evaluation include: use of communicative routines, ability to transmit a message using appropriate vocabulary, ability to use meta-linguistics expressions when needed such as *Scusa, non ho capito! Puoi ripetere, per favore?* etc), good use of pronunciation and intonation.

Final test in formal examination period (Week 13.) Weight 30 %.

This is a comprehensive assessment which is based on all aspects of Italian studied in class. It will consist of:

- listening comprehension activity,
- reading comprehension activity
- vocabulary and grammar activities
- short composition
- cultural awareness

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule				
To view course timetable, please visit: http://www.timetable.unsw.edu.au/				
Week commencing:	Topic	Lecture Content	Tutorial / Lab Content	Homework tasks
Week 1 (starting 4 th March)	Getting to know	Course introduction, brief outline of the origins of the language, tips about language learning strategies, metalinguistic expressions (<i>Scusa, Non ho capito! Puoi ripetere, per favore?</i> etc) introduction of Lesson 1 grammar and communicative functions.		Revision of the notes and online resources used in class <i>Please note that homework tasks are an essential part of the course and will facilitate the learning process. Homework tasks assigned in the current week are due the following one.</i>
Week 2 (starting 11 th March)	Italian Espresso 1 Lesson 1: Primi contatti <u>Communicative functions:</u> greeting people, introducing yourself, asking how to	p.10 n.5 and 7 p. 11 n. 8 p.13 n. 12 p.15 n. 16 and 17 p.16 n.19	p.4 n.1,2,3 p. 5 n. 4,5 p.6 n.7,9 p.7 n.10,11 p.8 n. 12,14 <u>listening:</u> p.5 n. 6 p. 8 n.13	<u>Reading:</u> from your textbook: The language of gestures in Italy' (reading and activity pp.18-19) <u>Video:</u> TBA in class

	<p>pronounce or how to spell a word, asking for the meaning or the translation of a word, asking for nationality, asking for telephone numbers, saying goodbye.</p> <p><u>Grammar</u> Verbs: <i>Essere</i> and <i>chiamarsi</i>: 1st and 2nd person singular, the alphabet, adjectives of nationality, regular verbs, 1st and 2nd person singular, numbers from 0 to 20.</p>			<p><u>Words to remember</u>: with your teacher's help create a glossary of words and expressions learnt in lesson 1</p>
<p>Week 3 (starting 18th March)</p>	<p>Lesson 2 Buon appetito (1) <u>Communicative functions</u>: Introducing Italian food and drinks. Ordering in a café'.</p> <p><u>Grammar</u> Singular and plural of nouns, <i>questo e quello</i>, indefinite articles</p>	<p>p.21 n. 3 p.22 n. 5 p.23 n. 7</p>	<p>p. 10 n. 1, 2 p.11 n.3,4,5 p.13 n.11, 12</p>	<p>Revision of class notes, vocabulary and expressions.</p> <p>Reading activity: 'Il caffè' (photocopies will be distributed in class).</p> <p><u>Writing1</u>: Write a short paragraph introducing yourself. Remember to include your age, nationality, spoken languages and interests.</p>
<p>Week 4 (starting 25th March)</p>	<p>Lesson 2 Buon appetito (2) <u>Communicative functions</u>: Ordering in a restaurant, asking for prices, asking for the bill.</p> <p><u>Grammar</u> Definite articles, adjectives, numbers from 20 to 100</p>	<p>p.24 n. 10 p.27 n.17 p.28 n. 18 and 20 p. 29 n. 22</p>	<p>p. 12 n. 6, 7, 8, 9 p.14 n.13</p> <p><u>Listening</u>: p. 15 n.16, 17, 18</p>	<p>Revision of class notes, vocabulary and expressions.</p> <p>Youtube video</p> <p>Task: prepare a role play: ordering in a café'</p>

<p>Week 5 (starting 1st April)</p>	<p>Lesson 3 Io e gli altri (1) pp. 32-35</p> <p><u>Communicative functions:</u> Introducing someone, asking and giving personal details, days of the week</p> <p><u>Grammar</u> Present tense of verbs (regular), Formal and informal communication</p>	<p>p. 33 n. 4 p. 35 n. 8</p> <p>Additional material will be distributed in class</p>	<p>p. 16 n. 1, 2, 3 p.17 n.4, 6 p. 18 n. 7, 8, 9 p. 19 n. 10</p> <p>Class test</p>	<p><u>Writing 2:</u> Write a short dialogue between two friends who meet in a restaurant and order some food. Please remember to include communicative routines already covered in class (write about 100 words)</p>
<p>Week 6 (starting 8th April)</p>	<p>Lesson 3 Io e gli altri (2) pp. 36-41</p> <p><u>Communicative functions:</u> Names of occupations, talking about your interests and ideal job</p> <p><u>Grammar</u> The formal register, simple prepositions, numbers from 100 onwards</p> <p><u>Reading and writing activity in class:</u> Textbook p. 34 n. 5</p> <p>Task: put an a job advertisement 'mettere un annuncio di lavoro'</p>	<p>p. 38 n.1 4 p. 39 n. 19 p.41 n. 23, 24</p>	<p>p. 19 n. 11 p. 20 n. 13, 14</p> <p><u>listening:</u> p. 21 n.16, 17</p> <p>revision test: workbook pp 28, 29</p>	<p>Revision of class notes, vocabulary and expressions</p> <p>Workbook activities related to this unit.</p>
<p>Week 7 (starting 15th April)</p>	<p>Lesson 4 Tempo libero</p> <p><u>Communicative functions:</u> Talking about leisure time, talking out how often you do something, expressing likes and preferences, time, days of the week, months and seasons</p>	<p>p. 44 n. 2 p. 45 n. 4 p. 50 n. 11, 14 p. 52 n. 19 p. 53 n. 22</p>	<p>p. 22 n. 1, 2, 3 p. 23 n. 4, 5, 6 p. 24 n. 8, 10 p. 25 n. 11, 12, 13 p. 26 n. 14, 15, 16 p. 27 n. 17</p> <p>complete</p>	<p><u>Writing 3:</u> Write an email to an Italian friend in which you describe your daily routine and say how often you do the activities you like.</p>

	<p><u>Grammar</u> Presents tense of verbs (II) adverbs of frequency: <i>conoscere, sapere, piacere (mi piace, mi piacciono)</i></p> <p><u>Reading activity</u></p> <p><u>Writing in class</u> Workbook p. 27 n. 19 (<i>ricapitoliamo</i>)</p>		revision test: workbook pp 28, 29	
Easter Break 18-27 April				
Week 8 (starting 29 st April)	Revision		Class test	
Week 9 (starting 6 st May)	<p>Lesson 5 In giro per l'Italia (1) pp. 56-61</p> <p><u>Communicative functions:</u> Describing a place</p> <p><u>Grammar</u> Revision of adjectives, irregular verbs. <i>C'e'/ci sono</i></p> <p><u>readings</u></p>	<p>p. 58 n. 4 p. 61 n. 10 p. 62 n. 12</p>	<p>p. 30 n. 1, 2, 3 p. 31 n. 4 p. 32 n. 6,7</p>	<p><u>Writing 4.</u> <i>Research project:</i> Research a place in Italy that you would like to visit, write to a friend and describe this place to them. Tell what you can see or do in this place. Provide information about entertainments and interesting sites. (150 words)</p>
Week 10 (starting 13 st May)	<p>Lesson 5 In giro per l'Italia (2) pp. 62-64</p> <p><u>Communicative functions:</u> Asking and giving directions Talking about means of transport</p> <p><u>Grammar</u> Prepositions</p> <p><u>Readings</u></p>	<p>p. 63 n. 16 (speaking)</p>	<p>p. 32 n. 8 p. 33 n. 9, 10, 11, 12 p. 34 n. 13, 14, 15 p. 35 n. 16</p> <p><u>listening</u> p. 35 n. 18</p>	

<p>Week 11 (starting 20st May)</p>	<p>Lesson 6 In albergo pp. 68-73, p. 77</p> <p><u>Communicative functions:</u> Booking a hotel room, asking and giving timetables information</p> <p><u>Grammar</u> Introduction to modal verbs, compound prepositions</p> <p><u>readings</u></p>	<p>p. 69 n. 3 p. 70 n. 4 p. 71 n. 6 p. 73 n. 12 p. 77 n. 20, 22</p>	<p>p. 36 n. 2, 3, 4 p. 37 n. 5, 6 p. 38 n. 7, 8 p. 39 n. 9, 10 p. 40 n. 14, 16 p. 41 n. 17, 18</p> <p><u>Listening</u> p. 41 n. 19</p> <p>oral assessment</p>	<p><u>Writing 5</u> Write a short email to an Italian friend who is coming to visit you in Sydney. Write about some interesting places to visit or some interesting things to do here in Sydney. Mention how you can reach these places, which means of transport you can use.</p>
<p>Week 12 (starting 27st May)</p>	<p>Completion of Lesson 6 In albergo and revision</p>		<p>oral assessment</p>	
<p>Week 13 (starting 3rd June)</p>	<p>Revision Final Exam in examination period</p>			

9. Course Resources

Textbook Details

Title: **Italian Espresso 1** (with workbook and CD)

Authors: P. Bultrini, F. Graziani, N. Magnani

Publisher: Alma Edizioni

ISBN: 978-88-89237-29-8

Please note that textbook and workbook are COMPULSORY and should be acquired before week 2 classes from the University Co-op Bookshop or online from WWW.IBS.it.

Other online resources will be provided on MOODLE from week 2

Additional Readings

Soluzioni! A practical Grammar of Contemporary Italy (Hodder, 2nd edition, 2010)

Adorni, S&K Primorac, *English Grammar for Students of Italian*, 1995

Collins Italian Concise Dictionary –Collins
Collins Sansoni Italian Dictionary – Collins

Websites

Dictionaries:

<http://www.garzantilinguistica.it/>

<http://www.wordreference.com/>

Excellent additional online support is available through the BBC Italian Language Program:
<http://www.bbc.co.uk/languages/italian/index.shtml>

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:
<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:
<https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
<https://my.unsw.edu.au>
<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see
<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.