

2090LAL

Communicative Italian

Semester 1 2009

Academic Organisation:	School of Languages and Linguistics
Faculty:	Faculty of Humanities & Social Sciences
Credit point value:	10
Student Contribution Band:	Band 1
Course level:	Undergraduate
Campus/Location/Learning Mode:	Nathan / On Campus / In Person
Convenor/s:	Mrs Sara Visocnik-Murray (Nathan)
Enrolment Restrictions:	Nil
This document was last updated:	4 February 2009

BRIEF COURSE DESCRIPTION

This course extends students' ability to understand and speak colloquial Italian and develops reading and writing skills through work with newspaper articles, short stories and material from the Internet. Elements of Italian grammar are studied, through analysis of spoken and written texts. Assessment involves oral and written work during the semester.

Incompatible: HH12T01 Italian I - Communicative Italian

Prerequisite: 1091LAL Introductory Italian B OR equivalent

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SECTION A – TEACHING, LEARNING AND ASSESSMENT

COURSE AIMS

The course presents Italian language not only as an object of study in itself, but also as a means by which to study Italian culture and society and the debates and discourses transmitted through the language.

The course aims to:

1. develop proficiency in all four linguistic macro-skills (listening, speaking, reading and writing), to the level where students can not only use the language effectively in a social context but also begin to use it in an academic context;
2. develop students' awareness of some Italian *mentalità*, or ways of thinking, and how these are reflected in language use;
3. further develop proficiency in the macro-skill of reading to a level where students should be able to understand and summarise short newspaper and magazine articles;
4. introduce students to the analysis of literary short stories;
5. further develop proficiency in listening skills to a level where students should be able to understand the general content of conversations between native speakers in a range of everyday situations;
6. provide the opportunity to analyse and work with the lexical and grammatical structures observed in such conversations;
7. encourage students to use the newly learnt linguistic elements in their own oral production, focusing also on pronunciation and intonation.

LEARNING OUTCOMES

Upon successful completion of this course, students should have developed and/or enhanced the following abilities:

1. understanding the use of basic grammatical, syntactical and semantic structures of the Italian language;
2. understanding and summarising short newspaper articles;
3. understanding and analysing literary short stories;
4. understanding spoken Italian;
5. using oral Italian to communicate in a variety of contexts.

CONTENT, ORGANISATION AND TEACHING STRATEGIES

This course introduces several of the basic discourse markers (grammatical, syntactic and semantic) that enable us to 'make sense' of Italian texts and their context. Various types of spoken and written texts are used, including taped conversations, scenes from films, television advertisements, songs, newspaper articles and web pages. Two short stories are studied in some depth: *La madre* by Natalia Ginzburg and *Roba da supermercato* by Anna Maria Scaramuzzino. Both are in the anthology *Italian Women Writing* which is available in the library.

Contact Summary

There are **four contact hours** per week. Each week students attend one seminar (two hours) focused on the development of reading and writing skills, and one workshop (two hours) dealing primarily with listening

and speaking skills. All class work is conducted in Italian and based on authentic material. Most weeks students will be set some pages to read and a conversation to listen to before coming to class. Audio files of the majority of the workshop listening materials will be available from learning@griffith (see 'Organisations' and then 'LALItalian'). Students will need to **complete** and then **self-correct** the worksheets linked to the listening material **before coming to workshops**, as part of the Attendance and Participation requirement (see section under *Assessment details* for further information).

In addition to the four hours of class contact each week, students need to spend about **six hours** in private study and preparation, preferably dedicating a short time every day to Italian. A big effort made only occasionally or at the end of semester will prove inadequate.

Students are also encouraged to watch Italian programs on *SBS* and *Rai International*; to listen to programs on *SBS* radio, *4EB* or *Rete Italia*, and to take advantage of opportunities for contact with the Italian community in Brisbane through such organisations as the Dante Alighieri Society.

There is a **minimum requirement of 80 per cent attendance** in this course. Please see the notes on *Attendance and Participation* under Assessment. You should contact the convenor immediately if you are unable to comply with the attendance requirement.

Seminar programme (Tuesday 11:00 – 12:50)

Week	Content
1-4	<i>Tecniche di lettura: come leggere un articolo di giornale</i>
5	<i>Tecniche di lettura: come leggere un articolo di giornale (cont.); come leggere un racconto letterario: introduzione al racconto 'La madre ' di Natalia Ginzburg.</i>
6	Reading Test 1
<i>Vacanze di Pasqua</i>	
7-9	<i>Il racconto 'La madre ' di Natalia Ginzburg.</i>
10-12	<i>Il racconto 'Roba da supermercato' di Anna Maria Scaramuzzino.</i>
13	Reading Test 2

Workshop programme (Tuesday 13:00-14:50)

Week	Punti grammaticali	Situazioni e funzioni
1	<i>Introduzione. Articoli, sostantivi e aggettivi.</i>	<i>Presentarsi. Dare i propri dati anagrafici.</i>
2	<i>Tempi e modi del verbo.</i>	<i>Chiedere e dare informazioni.</i>
3	<i>Il passato prossimo. ('Sono nata a Cairns ma ho fatto le scuole a Brisbane')</i>	Raccontare avvenimenti al passato.
4	<i>Il passato prossimo cont.</i>	
5	<i>L'imperfetto. ('Da piccola leggevo sempre libri di fiabe.')</i>	Descrivere situazioni nel passato.
6	Reading Test 1 – No seminar and No workshop	
	Vacanze di Pasqua	
7	<i>Il passato prossimo e l'imperfetto. (Mentre andavo all'università ho incontrato Rosalia'.)</i>	<i>Raccontare una fatto accaduto.</i>
8	<i>I pronomi: personali e pronomi oggetto diretto ed indiretto. ('Chiami tu Tiziana o la chiamo io? Le dobbiamo dire che giovedì prossimo non c'è lezione.)</i>	<i>Stabilire rapporti di amicizia. Parlare di sé.</i>
9	<i>I pronomi oggetto diretto ed indiretto.</i>	<i>Darsi del 'tu' e del 'Lei'.</i>
10	<i>I pronomi e i verbi servili. ('Puoi passare a prendermi?') Il condizionale presente. ('Tu cosa preferiresti fare?')</i>	<i>'Ti va di andare al cinema?' Darsi un appuntamento.</i>
11	<i>I comparativi ('Il mercato è meno caro dei grandi magazzini.')</i>	<i>Fare acquisti.</i>
12	Listening Comprehension and Language Test – <u>Venue to be advised</u>	
13	<i>Revisione e preparazione all'esame orale.</i>	

ASSESSMENT

Item	Assessment Task	Weighting	Total Marks	Relevant Learning Outcomes	Due Day and Time
1.	Reading test 1	25%	100	1,2	Tuesday 7 April, Group A: 11:00 – 13:30 Group B: 13:30 – 16:00 N56_1.21
2.	Reading test 2	25%	100	1,3	Tuesday 2 June, 9:00 – 12:00, N29_Theatre 4
3.	Listening Comprehension and Language test	20%	100	1, 4	Tuesday 26 May – Venue to be advised
4.	Attendance and participation	10%	100	1, 4	Throughout the semester
5.	Oral exam	20%	100	1, 5	Week 15

Assessment Details

Assessment criteria will be specified for each item during the semester.

1. Reading test 1

The test **will be carried out in week 6 (Tuesday 7 April)**. It will consist of comprehension and analysis tasks based on a newspaper article, and grammatical activities.

2. Reading test 2

The test **will be carried out in week 13 (Tuesday 2 June)**. It will consist of questions relating to the short stories and some grammatical activities.

3. Listening Comprehension and Language test

The test **will be carried out in week 12 (Tuesday 26 May)**. It will consist of listening comprehension and grammar activities similar to those carried out during workshops and set in the weekly workshop worksheets.

4. Attendance and participation

Students are expected to prepare for, attend and participate in at least **80** per cent of seminars and **80** per cent of workshops. Students need to complete set tasks before the **seminars**. For the **workshops**, there will be **eight** worksheets (mainly based on the course's listening material) divided into part A and part B. Students will complete and self-correct (answers will be supplied on-line) **part A** of each worksheet and will bring it to the workshops for discussion and further elaboration of language points. Students will hand in **part B** of the worksheet in order to receive individual written feedback. Students who miss more than four seminars or four workshops (and don't supply evidence for absences) will receive a mark of 0. Students who attend 80 per cent or more of classes will be graded according to their level of preparation, participation and homework completion in the total of classes they have attended.

5. Oral exam

The exam will take place in **week 15**. It will consist of a number of 'role-play' conversations which students can choose to perform in pairs. Teachers will also ask additional questions to assess students' oral

comprehension and production. The topics and situations will be discussed and practised in the workshops during the semester.

Return of Assessment Items / Notification of Availability of Feedback on Assessment

Feedback on the reading tests will be provided to students within two weeks of the submission date, during class-time. Answers to the workshop worksheets will be available on-line for self-correction. There will also be individual written feedback given for some of the worksheet activities. Feedback for the Week 12 listening comprehension and language test will be available in Week 14 and the oral exam marks will be available in Week 16.

If you miss an assessment item, you need to notify Tiziana (for the reading tests) and Sara (for all other assessment items) within three working days of the date of the test. Please contact Sara for any administrative matters concerning the course.

GRADUATE SKILLS

The [Griffith Graduate Statement](#) states the characteristics that the University seeks to engender in its graduates through its degree programs. This course contributes to the development of the following graduate skills.

Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (oral)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (interpersonal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work autonomously	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work in teams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creativity and innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Responsible, effective citizenship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

TEACHING TEAM

Course Convenor

Convenor Details	Nathan
Campus Convenor	Sara Visocnik Murray
Email	s.visocnik-murray@griffith.edu.au
Office Location	N06_0.17
Phone	373 57157
Fax	373 56766
Consultation times	To be posted on Learning @Griffith

Additional teaching team members

Details	Nathan
Teaching member	Tiziana Miceli
Email	t.miceli@griffith.edu.au
Office Location	N06_0.26
Phone	373 57075
Fax	373 56766
Consultation times	To be posted on Learning @Griffith

COURSE COMMUNICATIONS

Students will be able to communicate by email with lecturers outside consultation time.

Electronic announcements regarding this course, together with university and community events of interest to Italian students, will be posted at the Learning@Griffith site for 2090LAL. Students are required to check this site, and their Griffith student email address, **at least twice a week**.

TEXTS AND SUPPORTING MATERIALS

Set texts

Mezzadri, M., Scott-Monkhouse A. and Taylor P. 2001, *Essential Italian Grammar in Practice. A reference and practice book for students from elementary to intermediate*, Guerra Editore, Perugia.

An Italian–English dictionary such as *Concise Oxford Paravia Italian Dictionary* or the *Collins Concise Italian Dictionary*.

Recommended text

Italian Espresso 1: Italian Course for English Speakers. Textbook with CD. (Set text for 1090LAL *Introductory Italian A* and 1091LAL *Introductory Italian B* at Griffith University)

NB: Copies of this textbook, CD and workbook **are available from the library**. Segments of units 10-14 will be integrated into the workshop programme (if you don't already own this book, you don't need to purchase it especially for the course).

Wood, S. (ed.) 1993, *Italian Women Writing*, Manchester University Press, Manchester.

Other resources

Much of the listening material used in this course will be taken from the following texts:

Catizone, P. et al. 1997, *Volare*, Edizioni Dilit, Rome.

Luzi Catizone, R. et al. 1982, *Comunicare subito*, Edizioni Dilit, Rome.

Audio-files of the listening material will be available through Learning@Griffith. Students using the computers in the private-practice laboratories will need to provide their own set of headphones due to health regulations.

Several conversation activities will be taken from the following text, copies of which will be available in class: Miceli, T., Visocnik Murray, S. et al. 1996, *L'asso nella manica: Cento attività per imparare a comunicare in italiano*, Boombana Publications, Brisbane.

Workshop worksheets will be distributed in class and will also be available at Learning@Griffith. **Copies of all class handouts will be available from the Italian noticeboard area, on level 0 of N06.**

Students are encouraged to read the short stories in the Grafisk Vorlag Easy Reader series and to browse through Italian newspapers, magazines and journals in the library. *La Fiamma*, *Nuovo Paese* and *Italy*

Down Under are Italo-Australian publications. Most of the major Italian newspapers and magazines put their main articles on the Internet.

Italian magazines and newspapers on line:

<http://www.onlinenewspapers.com/italy.htm>

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

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

<http://diario.picomax.it/>

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

<http://www.italydownunder.com.au/>

Instructions for Internet access and some useful website addresses in Italy will be provided in class. Students are encouraged to use the computers in the LAL (N56) private practice lab and rooms LAL 0.25 and LAL 0.10 when those rooms are not booked for classes, for accessing Internet in their own time.

Recommended viewing and listening:

Italianissimo II. BBC. The library holds the videocassettes and books.

- *Italia News*. 7.30 am on Sundays on SBS TV
- *Tg1*. Italian news 7.25 am on weekdays on SBS TV
- *SBS Radio*. See: <http://www.radio.sbs.com.au/language.php?language=Italian>
- Radio 4EB, 98.1 FM (www.4eb.org.au)
- *Rete Italia*, 105.3 AM -
http://italianmedia.com.au/public_html/index.php?option=com_content&task=view&id=7099&Itemid=2418
- Italian radio stations with live streaming: www.rds.it and www.rtl.it
- Rai International TV. The Rai is the Italian State Broadcasting Service. The international channel is received by satellite (24 hours a day) and the programme guide is available on the Internet at: <http://www.international.rai.it>
- You can also watch Rai1, Rai2 and Rai3 TV news or listen to Rai radio news at: <http://www.news.rai.it/dl/portal/news.html>
- Italian TV on demand <http://www.rai.tv/mpwebtv/0,,10,00.html>.

The Dante Alighieri Society's web-site provides a wealth of material of interest to students of Italian: <http://www.ladante.it/index.asp>

You are also encouraged to browse through Italian newspapers, magazines and journals in the library.

Reference books on Italian language

Adorni, S. and Primorac, K. 1982, *English Grammar for Students of Italian*, Olivia and Hill, Ann Arbor.

Avitabile, G. 1977, *Italian for the English-speaking*, Bonacci, Rome.

Bertocchi, D. and Lugarini, E. 2004, *La lingua pensata. Grammatica italiana per stranieri*, Edizione Sansoni, Florence.

Bertoni, S. and Nocchi, S. 2003, *Le parole italiane : esercizi e giochi per imparare il lessico*, Alma Edizioni, Florence.

Dardano, M. and Trifone, P. 1985, *La lingua italiana*, Zanichelli, Bologna.

Glennan, P. and Bressan D. 2004, *A Student's Guide to Italian Grammar*, Oxford University Press, Melbourne.

Glennan, P. and Bressan D. 2001, *The Oxford Study Italian Dictionary*, Oxford University Press, Melbourne.

Graziano, C. *Italian Verbs and Essentials of Grammar*, Passport, Chicago.

- Guarnuccio, A. and C. 1993, *The Complete Italian Verb Book*, CIS Educational, Carlton.
- Kearns, S. Berwick, G. and Thorne S. 2004, *Italian Dictionary Skills*. Oxford University Press, Melbourne.
- Lepschy, A. L. and G. 1988, *The Italian Language Today*, 2nd edition, Hutchinson, London.
- Maiden, M. and Robustelli, C. 1999, *A Reference Grammar of Modern Italian*, Arnold, London.
- Marmini, P. and Vicentini, G. 1998, *Passeggiate italiane: livello intermedio*, Bonacci, Rome.
- McCormick, C. 1988, *Basic Italian Grammar*, Longman, Melbourne.
- McIntosh, C. 2002, *Oxford Italian Grammar and Verbs*, Oxford University Press, Oxford.
- Mezzadri, M. (ed.) 2004 *Dizionario dell'uso dei verbi italiani*, Guerra Edizioni, Perugia.
- Moss, H. and Motta, V. 2000, *Using Italian Synonyms*, CUP, Cambridge.
- Nocchi, S. 2002, *Italian Grammar in Practice*, Alma Edizioni, Florence.
- Oriolo, L. 1990, *A New Style Italian Grammar*, Links, London.
- Tartaglione, R. 2000, *Verbissimo. Tutti i verbi italiani*, Alma Edizioni, Florence.

Online dictionaries:

Oxford Paravia Concise
 Hazon, *Dizionario bilingue*
 WordReferenceDictionaries
 Garzanti, *Il dizionario d'italiano*

<http://www.demauparavia.it/>
<http://www.garzantilinguistica.it/>
<http://www.wordreference.com>
<http://www.garzantilinguistica.it/>

Reference books on contemporary Italian literature, especially women's writing

- Aricò, S. (ed.) 1990, *Contemporary Women Writers in Italy: A Modern Renaissance*, University of Massachusetts Press, Amherst, Mass.
- Brogini, P. 2005, *Raccontare il Novecento*, Edilingua, Rome.
- Caesar, A. 1996, 'Post-War Italian Narrative: An Alternative Account', in Forgacs, D. and Lumley, R. (eds) *Italian Cultural Studies: An Introduction*, Oxford University Press, Oxford.
- Caesar, M. and Hainsworth, P. (eds) 1984, *Writers and Society in Contemporary Italy*, Leamington Spa, Berg.
- Cairns, C. 1977, *Italian Literature: The Dominant Themes*, David & Charles, New York.
- De Giovanni, N. 1996, *Carta di donna. Narratrici italiane del '900*, S.E.I., Turin.
- Deon, S., Francini P. and Talamo, A. 2001, *Amor di Roma. Roma nella letteratura italiana del Novecento*, Bonacci Editore, Rome.
- Guastalla, C. 2002, *Giocare con la letteratura*, Alma Edizioni, Florence.
- Merry, B. 1990, *Women in Modern Italian Literature: Four Studies Based on the Work of Grazia Deledda, Alba De Cespedes, Natalia Ginzburg and Dacia Maraini*, James Cook University, Townsville.

Reference books on contemporary Italian history

- Clark, M. 1996, *Modern Italy 1871–1995*, [2nd ed.], Longman, London.
- Duggan, C. 1994, *A Concise History of Italy*, Cambridge University Press, Cambridge.
- Ginsborg, P. 2001, *Italy and its Discontents: Family, Civil Society, State, 1980-2001*, The Penguin Press, London.
- Ginsborg, P. 1990, *A History of Contemporary Italy: Society and Politics 1943–1988*, Penguin, Harmondsworth.
- Gundle, S. and Parker, S. (eds) 1996, *The New Italian Republic: From the Fall of the Berlin Wall to Berlusconi*, Routledge, London.
- Richards, C. 1995, *The New Italians*, Penguin, Harmondsworth.
- Sassoon, D. 1997, *Contemporary Italy: Economy, Society and Politics since 1945*, [2nd ed.], Longman, London.

SECTION B – ADDITIONAL COURSE INFORMATION

Course Evaluation

This course will be formally evaluated through surveys run by the School in accordance with University and Faculty policy.

Mobile phone use

Mobile phones must be turned off and kept in your bags during class.

Description of Standard Grades

High Distinction (HD)

Complete and comprehensive understanding of the course content; development of relevant skills to a comprehensive level; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

Distinction (D)

Very high level of understanding of the course content; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

Credit (C)

High level of understanding of course content; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the course; some minor objectives not fully achieved.

Pass (P)

Adequate understanding of most of the basic course content; development of relevant skills to a satisfactory level; adequate interpretive and analytical ability and achievement of all major objectives of the course; some minor objectives not achieved.

Non-graded Pass (NGP)

Successful completion of a course assessed on a pass/fail basis, indicating satisfactory understanding of course content; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement in all major objectives of the course.

Fail (F)

Inadequate understanding of the basic course content; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve some or all major and minor objectives of the course.

Other grades that may be awarded are:

Pass Conceded (PC)

Fail No Assessment Submitted (FNS)

Did not present any work for assessment, to be counted as failure

Withdraw with failure (WF)

Recommended Grade Cut-offs

90% HD

80% D

70% C

50% P

48% PC

Final grades are awarded by the Faculty Assessment Board. The grade cut-offs listed above are recommendations only and may be adjusted by the Faculty Assessment Board in consultation with the course convenor.

SECTION C – KEY UNIVERSITY INFORMATION

ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.
- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.
- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
 1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
 2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
 - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
 - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
 3. duplication of the same or almost identical work for more than one assessment item;
 4. copying ideas, concepts, research data, images, sounds or text;
 5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
 6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
 7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the University's Institutional Framework for Promoting Academic Integrity Among Students for further details.

PLAGIARISM DETECTION SOFTWARE

The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

HEALTH AND SAFETY

Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety

obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from http://www.griffith.edu.au/hrm/health_and_safety/

Information about Laboratory safety can be obtained from http://www.griffith.edu.au/ots/secure/health/content_labsafety.html

KEY STUDENT-RELATED POLICIES

All University policy documents are accessible to students via the University's Policy Library website at: www.griffith.edu.au/policylibrary. Links to key policy documents are included below for easy reference:

[Academic Calendar](#)

[Academic Standing, Progression and Exclusion Policy](#)

[Assessment Policy](#)

[Examinations Timetabling Policy and Procedures](#)

[Guideline on Student E-Mail](#)

[Health and Safety Policy](#)

[Institutional Framework for Promoting Academic Integrity Among Students](#)

[Policy on Student Grievances and Appeals](#)

[Student Administration Policy](#)

[Student Charter](#)

UNIVERSITY SUPPORT RESOURCES

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[Learning Centres](#) - the University provides access to common use computing facilities for educational purposes. For details visit www.griffith.edu.au/cuse

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[Student Services](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[Learning Services](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.