

MONTCLAIR STATE UNIVERSITY  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF SPANISH AND ITALIAN

# *BENVENUTI!*

**Welcome to Third and Fourth-Semester Italian!**



The two-semester sequence **Italian 103-104** is designed to improve your knowledge of Italian language and culture and, by the end of your fourth semester, bring you to an intermediate level of proficiency. We strongly encourage you to complete this two-semester sequence, which will allow you to continue in upper level courses in Italian composition, conversation, culture and literature, either for a major/double major/a minor specialization, or to just satisfy your curiosity and interests towards this important language.

Invest time in studying Italian! The rewards are many: more marketability when it comes to finding a job (esp. in New Jersey or in the tri-state area, where the Italian-American community is large, economically and politically strong, with relevant ties to a variety of businesses, which may require some or good knowledge of Italian); opportunity to travel and join Study Abroad programs (MSU offers programs in Siena and Taormina, Sicily); fellowships/scholarships through funds administered by the Dept. of Spanish and Italian, UNICO-National, The Coccia Institute, etc. The Italian section grants around \$3,000 yearly in scholarships to deserving students who attend Italian courses. It definitely pays to study Italian at Montclair!

Now that you are in your third or fourth semester, it is definitely the time to take the plunge and decide to deepen your knowledge of everything-Italian! (Our Department also offers technical courses in Translation and Commercial Italian, should you be interested in pursuing a more 'hands-on' approach to the language. Recommended esp. for Business/Finance/Political Science majors.)



## Objectives

**Italian 103:** at the end of the semester you will be able to talk about yourself and your preferences, needs and interests simply in present, past, future and conditional time. You will review how to greet others, introduce yourself, handle basic social situations, talk about your interests and hobbies, express likes and dislikes, obtain food and beverages at a bar, use the phone, carry out simple transactions and talk about a variety of topics of common interest (your family, your friends, school, sports, hobbies) within the limits of your vocabulary in the present and in the past. You will also discuss food, tv, cinema, daily routines and the role of health in Italy. You will learn how to make hotel reservations, travel in Italy, rent cars and drive in Italy, go shopping at different stores, talk about homes and finally about the world of Italian music (classical, opera, popular songs).

**Italian 104:** at the end of the semester you will be able to talk about yourself and your preferences, needs and interests in present, past and future time, expressing conditions, hypotheses and views (using the conditional and subjunctive moods). Moreover, you will become acquainted with the language of Italian business and politics. After a thorough review of what you learned in the previous three semesters in Italian, you will learn to talk about art and literature, politics, economy and job markets, write your c.v. and letters of application for jobs in Italy and discuss contemporary Italy in the light of her new multiculturalism, all within the limits of your vocabulary. You

will learn how to write and read more sophisticated texts in present, past and future time and how to understand Italian well enough to carry out more challenging tasks and engage in complex conversations. You will also continue learning about aspects of everyday culture in Italy. The goal of this course is to help you learn to cope on your own in Italian, get a greater understanding of Italian people and culture and meet your basic needs should you go to Italy.



### **Preparation, homework and expected workload**

As you will hear stressed many times this semester, *daily practice is essential*. You should spend *at least* 1 to 2 hours each week practicing your oral and written skills (either from home or in the Language Laboratory). Memorization of vocabulary (and structures) comes indeed from repeated practice. If you work regularly, you should find that your listening and speaking proficiency develops fairly rapidly within the first year of instruction.

Because the study of a foreign language is cumulative -with each lesson building on structures and vocabulary from previous lessons- it is also extremely important that you do not fall behind in your work in Italian. *Assignments must be carefully read before the date indicated by the instructor*: written and oral homework with the Workbook/Lab manual will help you to practice new structures and vocabulary on your own at first. Classroom practice will then help you to actively use the vocabulary and structures you have already worked on and to integrate newer vocabulary and structures with previously learned material.

Since classes only meet for 150 minutes a week for a total of 37.5 hours a semester, **completion of at least 24 additional hours of out-of-class practice is required for homework** (this equals to at least 2 hours a week of practice on Workbook /Laboratory manual and other assignments (like: watching movies): vocabulary memorization and practice will be essential).

### **Teaching approaches and learning styles.**

*Class is conducted in Italian and students are expected to interact actively in Italian.*

Minimize English as much as possible and have fun with your new skills! Class participation is essential, it is the most important part of learning Italian. Negotiation of meaning (asking for clarification, trying to get your point across) and making mistakes are part of the experience of learning a language, so do not be afraid to participate and interact with your classmates and your instructor. Communication (fluency) is the immediate goal; as you practice your new skills, you will find that you also become more and more accurate. You will also notice soon how vocabulary is the key to understanding. *Following your instructor's assignments, vocabulary and grammar points (with the corresponding exercises in the textbook, workbook and lab manual) are to be prepared prior to class meetings.* Vocabulary and structures studied at home will be used in paired and group

activities. The class will make extensive use of transparencies, visuals (pictures, video clips etc.), so that your vocabulary knowledge will be tied to images, and not just to the written word. For this reason, lessons from your textbook are integrated by an illustrated dictionary, which will enrich your lexical (vocabulary) base directly in Italian. The instructor will have a role of a facilitator and guide (like a coach working on his/her team); students will be responsible for studying the materials at home and for attending class to practice.

### Role of grammar

*Grammar explanations in English are given in a concise fashion in your text. The majority of class time is devoted to talking in Italian, not talking about Italian.* Class time will be reserved for practice. If you do not understand a book explanation, or if a concept is still obscure after in-class practice, please ask questions. Do not expect *lengthy* grammar explanations in class: the focus of this course is mostly on the acquisition of vocabulary and its contextualized use.

If you require further help, come to office hours: office hours are made to help students and can be used to practice Italian with your instructor!

In the two-day class schedule, one day will be devoted more to fluency exercises (pair and group work, role-plays, skits, oral situations) while the other will be more focused on the development of accuracy (with more grammar exercises, review of grammar rules, reading/writing exercises). One day sessions will have an equally split focus, whenever possible. Italian will be taught mostly inductively, in conversation and with visual aids; however, a deductive approach will also be used at times to accommodate different learning styles.

**Contact information:** If at times you become frustrated or discouraged during your study, do not hesitate to contact your instructor (use his/her office hours!) or Dr. Andrea Dini, the Program Coordinator at [andrea.dini@montclair.edu](mailto:andrea.dini@montclair.edu). We are here to help you, to offer our knowledge of the Italian language and culture and to convey to you the excitement and enthusiasm about the rewards and challenges of foreign language learning.



## REQUIRED TEXTBOOKS FOR ITALIAN 103-104

*Students are required to purchase 4 items for Italian 103-104.*

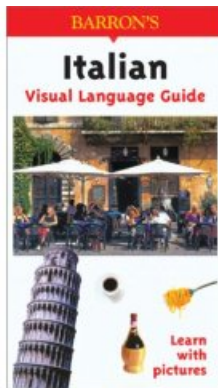
**These books are to be used for two semesters:**

**Items 1-3** are available at the Montclair State University Bookstore. These items are package together for your convenience.

1. Tognozzi, Elissa and Giuseppe Cavatorta, *Ponti. Italiano Terzo Millennio*. Boston: Houghton Mifflin, 2004.
2. Tognozzi, Elissa and Giuseppe Cavatorta, Anna Minardi. *Ponti. Workbook/Lab Manual*. Boston: Houghton Mifflin, 2004
3. Branciforte, Suzanne. *Parliamo italiano! Cd-rom*. Boston: Houghton Mifflin, 2002.

**Item n. 4** was not ordered at the Montclair State University Bookstore. You can easily purchase it used on-line, at Amazon.com.

**4) VISUAL LANGUAGE GUIDE** You are strongly encouraged to use a “Visual Language Guide” to widen your vocabulary base. Lexicon is arranged thematically and is introduced visually (in Italian and English). Lexicon memorization and immediate use will be promoted throughout the semester.



### **Italian Visual Language Guide (Paperback)**

by [Karl-Heinz Brecheis](#) (Illustrator), [Rudi Kost](#) (Series Editor), [Robert Valentin](#) (Series Editor)

**List Price:** \$12.95  
**Price:** **\$10.62**  
**You Save:** \$2.33 (18%)  
**USED** available from **\$4.97**

## TECHNOLOGICAL REQUIREMENTS FOR ITALIAN LANGUAGE COURSES: Italian 103-104

(Keep these instructions handy when accessing course materials)

### A. Computer and Internet access.

**Computer access is necessary to satisfy course requirements.** If you do not have a computer or have limited Internet home access (and/or a dial-up connection), make sure you set aside *at least 2 hrs a week* to do work on campus in the many computer labs the University offers to students. Language students are encouraged to work in the Language Laboratory located in Dickson Hall 278.

**Note to AOL users:** *Always use browsers like Internet Explorer or Netscape, Mozilla, Firefox etc. to access materials related to this class.* If you are an AOL user, for example, log on to your AOL account to get on-line and minimize it. Then open Internet Explorer or Netscape or another browser to connect to the Internet. AOL causes frequent error messages and/or sessions to expire if you try to access your Webmail, or Blackboard or QUIA using the AOL browser. If you must, use AOL only to get on-line.

### B. Msu Net-Id.

**For your Italian class(es) you are required to have a valid MSU Net ID account.** If you do not have a valid MSU Net ID account, please go to: <http://oit.montclair.edu/resources/studentemail.html> and follow the on-screen instructions to get one. Login to your e-mail account at: <http://webmail.montclair.edu> to get mail on and off-campus.

### C. Blackboard.

**Your Net Id will be necessary to access a course management system called Blackboard**

(<http://www.montclair.blackboard.com>), where Italian 103-104 content and course-related information may be regularly posted by your instructor. When you are logged in, the list of the classes you are taking will appear on the right of your screen. Click on Italian 103 (or 104) and explore the site. You will need to familiarize yourself with the system within the first 2 weeks of class. You can learn more about Blackboard at: <http://oit.montclair.edu/resources/studentbb.html>.

It is your responsibility to get acquainted with the way Blackboard works. Your instructor can help you but cannot do your work for you, so please spend some time in a Lab (or at home with your computer) to explore the site and the course. You will soon find out how easy it is to navigate Blackboard (Bb6). Check your course on Blackboard regularly (make sure you check for announcements *at least* the day before class meets). Your instructor may also upload handouts for you to download and use in class, so it is extremely important that you keep updated



## Grade breakdown 103-104

### Oral production (50%):

**20%** Oral in-class participation (volunteering, answering questions etc.), daily preparation; assigned homework from textbook done orally in class; in-class pop-quizzes (measuring progress)

**15%** Oral assessments and other oral projects(Wimba voice files on Italian movies, other Wimba assignments)

**5 %** Homework. Lab manual.

**10%** Final oral proficiency interview

### Written production (40%):

**10%** Homework: Workbook

**10%** Compositions

**10%** Midterm exam

**10%** In class quizzes

### Italian culture (10%):

**10%** Readings (discussions/ comprehension exercises), Web-based exercises or other assignments, assignments from the Cd-Rom *Parliamo Italiano*.



## Attendance policy

Class attendance is mandatory. Your instructor keeps a written record of attendance, documenting all absences and late arrivals. (Your instructor may elect to have a sheet circulate at the beginning of each class that students will have to sign. Late arrivals will be documented immediately.)

Because of the collaborative and communicative nature of language learning, be aware that absences will not allow you to develop and improve your skills in Italian and will therefore influence the instructor's evaluation of your in-class active oral participation, preparation and homework. For this reason, no distinction between excused and unexcused absences will be made. However, should you be absent or late for class, make sure you tell your instructor, so you can have advanced notice of homework and be prepared when you come back to class next time. Always check your syllabus and Blackboard if you need to be absent from class.

\*\*\*\*\* If the student experiences extenuating circumstances outside of their control (i.e. death in the family, unforeseen serious illness, etc..) the professor and the department *must be notified immediately* so that proper arrangements can be made according to school policy. \*\*\*\*\*

For their own good, we firmly discourage students from joining the course after the first crucial 3-4 meetings (2 meetings for 1-day classes). The first 2 weeks are essential to a good start with a language program. It becomes difficult to catch up after 3-4 missed meetings (or 2 meetings for weekend classes). *For this reason, consider joining Italian next semester from day 1.* Absences numbering 7 or more mean automatic failure of the course. Since the classes meet only twice (2x's) per week, 7 absences constitutes approximately one (1) month of missed classes. Understand, however, that more than two (2) absences adversely affects your final grade:

3 absences = loss of A, A-

4 absences = loss of B+, B, B-

5-6 absences = loss of C+, C, C-

7 + absences = Failure

Chronic tardiness (or leaving class early) will also be taken into account for final grade computation by your instructor: if a student arrives late to class 3 times (10-15 minutes into class, or more), the instructor will attribute 1 absence.





# Oral proficiency and assessments

## General guidelines:

*Attendance is not considered participation.*

You are graded upon *active* participation in class: questions, answers, group work, volunteering, etc. (You are not graded on your mistakes: mistakes will happen. You are graded on your willingness to speak and interact with your instructor and your fellow classmates.)

An obvious lack of at-home preparation will have a negative effect upon the participation portion of your grade (as will frequent tardiness).

Several grades for participation will be given over the course of the semester, and averaged for a final class participation grade. Oral proficiency will be assessed through instructor-student and student-student exchanges in paired activities and group work. Ask your instructors for your participation grade, and discuss with them how to improve this important part of your grade.

Periodical formal oral assessments are also part of your course requirements. You will receive separate instructions about in-class (final interview, listening comprehensions, dictations, group work/skits) and out-of-class oral assessments (Wimba assessments, voice files).

## The role of the Laboratory Manual.

Oral practice is fundamental for the development of your oral skills. If you do not practice on the audio components via on-line Lab or regularly do your Lab, your in-class oral performance will be affected and you will fall behind. ***1 hour of practice*** assigned from the Laboratory Manual and the cd-roms or other sources, concurrent to the chapter/sections being studied, **is required *per week***.

**Important: all vocabulary lists at the end of each textbook chapter must be memorized.** Your instructor will inform you if there are some sections you may have to skip, if necessary. Make sure you check the list and write down additional vocabulary given to you in class (there will be some files form a “visual dictionary” that will be assigned). **Vocabulary knowledge is a key component of this class:** as you will see in the Oral Evaluation Rating Form, vocabulary knowledge scores double points.

## The Role of Italian Movies

Your instructor will assign at least 4 movies (a minimum of one per month) to watch during the course of the semester, and will ask you to complete a series of activities (done orally, with Wimba voice mail/Voice Boards) about them. You are strongly encouraged to watch more movies on your own and/or ask for extra-credit. (Ask your instructor for some advice when picking up titles. Sprague Library and the Language Lab have a good selection of Italian movies.) Watching movies (with English and/or Italian subtitles, when available) will help you with your Italian pronunciation, grammar, colloquial expressions/vocabulary and will undoubtedly show you aspects of Italian culture to reflect upon.

## STUDENT INFORMATION ABOUT THE FINAL ORAL EVALUATION

The various exams and quizzes that you take during Italian 103-104 will test four language skills: listening, speaking, reading, and writing as well as the vocabulary and structure necessary to function in those skills.

The speaking section of this course will be administered during its final weeks (see your instructor's calendar for dates and specific times allotted for the final interview).

The instructor will provide you with a topic or situation to be used for the evaluation. The topics and situations are similar in format and content to the paired and group exercises and activities practiced throughout the semester. Some of topics and situations will ask you to speak as an individual; other involve an interactive topic which you will role-play with the instructor. You will topic or situation aloud in English and then do what is outlined. All topics and situations relate to the communicative functions being tested. **The speaking portion corresponds to 10% of your final grade.**

Each student's speaking skill will be evaluated on five separate criteria: pronunciation, fluency, control of vocabulary, control of linguistic functions, and control of grammar forms and structures.

*Pronunciation* refers to the production of individual sounds, accentuation or stress, and features of intonation. The most important element in rating pronunciation is comprehensibility. Pronunciation at the beginning level should be understood by persons used to dealing with working with students. Native-like speech is not expected.. (15 points)

*Fluency* refers to the easy and ready flow of words. Pauses will be rated by their frequency, length and purpose. Lengthier, more frequent pauses characterized by groping for words, use of English, and the inability to continue with the situation are to be avoided. (15 points)

*Control of vocabulary* refers to the knowledge of the words and phrases needed to carry out the conversation or situation. The student must demonstrate a depth of vocabulary related to the topic in order to receive the maximum number of points. Note that the vocabulary portion of the oral evaluation is worth twice as much as any other section.. (40 points)

*Control of linguistic functions* refers to the speakers ability to perform the linguistic task under consideration.. For example, in a restaurant situation, the speaker can order a meal, call the waiter/waitress to the table and pay the check. The most important element in rating the linguistic function is the appropriateness of the language used and its comprehensibility. (15 points)

*Control of grammar forms and structures* refers to the knowledge of forms and structures needed to carry out the conversation or situation. The most important element in rating grammar is global correctness and comprehensibility. (15 points)

A sample oral evaluation rating form is attached to this information sheet.

## **STRATEGIES FOR A SUCCESSFUL ORAL EVALUATION**

The oral evaluation assesses if you have learned the communicative goals of the course and the strategies to master them. Prior to the exam review the list of communicative goals on your syllabus ("Communicative objectives")

Enjoy the opportunity to show what you know and relax. Anxiety hinders performance. You do not have to show you know everything. Mistakes and negotiation of meaning will occur.

The instructor can only judge what he/she hears. While you may know how to say many things, you must say them (id est, you need to try) in order to receive credit. If the instructor must ask you questions and/or prod you into speaking, you will receive fewer points.

It is your responsibility to begin and end the conversation. You are not being judged on the length of your conversation. Do not ask if you have said enough.

Avoid the use of English. Do not ask the instructor for vocabulary items. Do not ask the instructor if what you have said is correct.

Do not chew gum during the oral evaluation or speak in a very low voice. Be loud and clear!

## **RATING THE ORAL EVALUATION**

### **Rating Pronunciation**

Pronunciation refers to the production of individual sounds (phonemes), accentuation or stress, and features of intonation. The most important element in rating pronunciation is comprehensibility. Errors should be judged by quantity and by whether they do or do not impede comprehension.

- 5 *Superior* Nearly perfect except for minor, unimportant errors that do not impede comprehension.
- 4 *Good* Only one or two major errors that impede comprehension.
- 3 *Acceptable* Several major errors that impede comprehension. A native speaker would have difficulty understanding.
- 2 *Unacceptable* Many errors that impede comprehension. A native speaker would not understand.
- 1 *Incomprehensible* Very few correct forms. Even people used to dealing with non-native speech would have difficult understanding.

### **Rating Fluency**

Fluency refers to the easy and ready flow of words of an accomplished speaker. The most important element in rating fluency is sustained speech. Pauses in the flow of speech should be judged by their frequency, their length, and their purpose. Most speakers pause occasionally during a conversation. In an accomplished speaker pauses are brief cessations of speech during which the speaker reorganizes his or her thoughts or changes topics. Lengthier, more frequent pauses of an unaccomplished speaker are characterized by a groping for word, use of English, generally linguistic breakdown, and/or the inability to continue with the situation or conversation at hand.

- 5 *Superior* Few, brief pauses to reorganize thoughts or change topics. Neither pauses nor groping for words are evident.
- 4 *Good* Only one or two instances of pauses to grope for words or use of English.
- 3 *Acceptable* Several pauses of considerable length and several instances of groping for words. A native speaker would have difficulty following the conversation. No evidence of linguistic breakdown.
- 2 *Unacceptable* The high number of pauses and their length is annoying or distracts from comprehension. Much groping for words, use of English and evidence of linguistic breakdown.
- 1 *Incomprehensible* Speaker is unable to sustain even a brief phrase or sentence; inability to continue with the situation or conversation.

### **Rating Control of Vocabulary**

Control of vocabulary refers to the knowledge of the words and phrases needed to carry out the conversation or situation. Control of vocabulary does not refer to mistakes in pronunciation of a word or phrase or to grammatical mistakes made while using the word or phrase. The most important element for rating is the appropriateness and depth of vocabulary. Deficiencies in the knowledge of a vocabulary item or errors in its usage should be judged by whether or not they impede comprehension.

- 5 *Superior* No errors or deficiencies, or very minor errors or deficiencies that do not impede comprehension.

4 *Good* One or two errors or deficiencies that do impede comprehension.

3 *Acceptable* Several errors or deficiencies. A native speaker would have difficulty understanding.

2 *Unacceptable* Errors and deficiencies are numerous. A native speaker would not understand.

1 *Incomprehensible* Student cannot complete the situation/conversation. No appreciable knowledge of vocabulary.

*NOTE:* It is now widely recognized that the most important element of communication for novice level speakers is vocabulary.

### **Rating Control of Linguistic Functions**

Control of the linguistic functions refers to the speaker's ability to perform the linguistic task under consideration; that is, the speaker has control of the speech acts, routines, and gambits necessary to function in the situation. For example, in a restaurant situation the speaker can order a meal, call the waiter/waitress to the table, and pay the check; in an interview situation the speaker can ask and/or answer questions; when talking on the telephone the speaker can greet the answering party, ask to speak to a third party, or leave

a message. The most important element in rating the linguistic function is the appropriateness to the situation of the language used and its global comprehensibility- A phrase or sentence may be grammatically correct but inappropriate to the situation.

5 *Superior* A minimum of minor, relatively unimportant errors.

4 *Good* Only one or two minor errors that impede comprehension or one or two examples of inappropriateness.

3 *Acceptable* Several examples of inappropriateness or major errors that impede comprehension. A native speaker would have difficulty understanding.

2 *Unacceptable* Many examples of inappropriateness or major errors that impede comprehension. A native speaker would not understand.

1 *Incomprehensible* Few correct elements. Even persons used to dealing with non-native speakers would have difficulty understanding.

### **Rating Control of Grammar Forms and Structures**

Control of grammar refers to the knowledge of the forms and structures needed to carry out the conversation or situation. The most important element in rating grammar is global correctness and comprehensibility. Errors in accuracy should be judged by whether or not they impede comprehension.

5. *Superior* A minimum of very minor, relatively unimportant errors.

4. *Good* Only one or two major errors that impede comprehension.

3. *Acceptable* Several major errors that impede comprehension. A native speaker would have difficulty understanding.

2 *Unacceptable* Many serious errors that impede comprehension. A native speaker would not understand.

1 *Incomprehensible* Few correct forms. Even persons used to dealing with non-native speech would have difficulty understanding.

# Oral Evaluation Rating Form

Name

1. Pronunciation  
3 6 9 12 15

2. Fluency  
3 6 9 12 15

3. Control of Vocabulary  
8 16 24 32 40

4. Control of Linguistic Functions  
3 6 9 12 15

5. Control of Grammar Forms and Structures  
3 6 9 12 15

TOTAL POINTS (out of 100 possible points):

COMMENTS:

# Compositions

1) Students will write several compositions in the course of the semester.

Your instructor will assign a series of short compositions that will be collected and graded. Each composition is preceded by a series of “writing strategies” you will have to take into account before you start writing. Please follow directions closely when you complete these tasks.

*Compositions will have to be typed and double spaced.*

Your instructor will decide case per case what kind of feedback students will receive.

Often, you will receive feedback in form of a “model” given to you by your instructor (that is, compositions will not be graded right away, or all mistakes signaled to you). You will need to compare what your instructor has given you (with his/her suggestions to avoid typical mistakes beginning students make) and re-write/correct your composition.

2) Final composition project. Towards the end of the semester, as a diagnostic tool of your proficiency in Italian (and as a measure of your increasing creativity in the foreign language) *your instructor may elect* to have you rewrite, edit and put together your composition to form a single, cohesive text. It is to your advantage to work well and carefully edit all previous versions of the assigned compositions, since you will need them to accomplish this final project.

**NOTE:** Late (or handwritten) compositions will **not** be accepted for a grade. The instructor will grade the composition but you will not receive a grade. If you are to be absent, have a classmate hand in your assignment or put it in your instructor’s mailbox before class or send it via email. *Always keep one copy of your composition for your personal records.*

**Important:** compositions must be your work. You cannot ask for external help to complete compositions or use on-line translators either. Instructors can spot rather easily when something is not a student’s work (that is, work that corresponds to someone’s proficiency level). **Receiving external help or plagiarism** (*copying or paraphrasing from other sources*) is a very serious matter and may lead to **F for the class**, not just for the assignment. Students’ names will also be sent to the Dean of Students’ office for further disciplinary actions.

**Grading criteria.** The following page contains the grading criteria to be used to evaluate your compositions. Your instructor will write his/her comments on the final draft of your compositions AND will give you copy of his/her evaluation (boxes will be checked). You will be able to clearly see how your grade was reached and the strengths (or weaknesses) of your written production.



<b>Criteria</b>	<b>Points</b>
<u>Content</u> (Information conveyed)	
• <input type="checkbox"/> Minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate	16-19
• <input type="checkbox"/> Limited information; ideas present but not developed; lack of supporting detail or evidence.	20-23
• <input type="checkbox"/> Adequate information; some development of ideas; some ideas lack supporting detail or evidence.	24-27
• <input type="checkbox"/> Very complete information; no more can be said; thorough, relevant, on target.	28-30
<u>Organization</u>	
• <input type="checkbox"/> Series of separate sentences with no transitions; disconnected ideas; no apparent order to the content; or not enough to evaluate.	11-14
• <input type="checkbox"/> Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed.	15-18
• <input type="checkbox"/> An apparent order to the content is intended; somewhat choppy, loosely organized but main points do stand out although sequencing of ideas is not complete.	19-22
• <input type="checkbox"/> Logically and effectively ordered from introduction to conclusion; main points and details are connected; fluent.	23-25
<u>Vocabulary</u>	
• <input type="checkbox"/> Inadequate; repetitive; incorrect use or non-use of words studied; literal translations; abundance of invented words or words in English; or not enough to evaluate.	11-14
• <input type="checkbox"/> Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied.	15-18
• <input type="checkbox"/> Adequate but not impressive; some erroneous word usage or choice, but meaning is not obscured; some use of words studied.	19-22
• <input type="checkbox"/> Broad, impressive; precise and effective use and choice; extensive use of words studied.	23-25
<u>Language</u>	
• <input type="checkbox"/> Abundance of errors in use and form of the grammar already studied; frequent errors in subject / verb and noun / adjective agreement; non-Italian sentence structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate.	6-9
• <input type="checkbox"/> Frequent errors in use and form of the grammar already studied; some errors in subject / verb and noun / adjective agreement; erroneous use of language often impedes comprehensibility; work was poorly edited for language.	10-13
• <input type="checkbox"/> Occasional errors in use and form of the grammar already studied; occasional errors in subject / verb and noun / adjective agreement; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete.	14-17
• <input type="checkbox"/> No errors in the grammar already studied; very few errors in subject / verb and noun / adjective agreement; work was well edited for language.	18-20

## Readings and knowledge of Italian culture.

By the end of 103-104 you will have to show that you have learned many aspects of Italian culture. Throughout the semester, in fact, you will do readings that pertain certain regions, or cities or important Italian cultural features and watch videoclips on the same subject.

Some reading you will discuss in class with your instructor, some others you will do on your own, researching topics on the Internet. Materials will be both in Italian and in English. You will find out that the more you read about Italy (in Italian and in English) and the more you become acquainted with the culture, the better your Italian language skills develop. (Not to mention that it can be fun and informative.)

### Readings

- 1) Readings in Italian are often preceded by “common reading strategies”, which should help you refine your skill. Please make sure that you pay close attention to all pre-reading strategies and exercises, since you will have to apply them in class for quick reading comprehension tests.
- 2) Your instructor may also post on Blackboard additional readings in Italian with links to web-sites (and web-based exercises). These readings specifically address Italian geography, Italian cities, and the 20 regions.
- 3) Other readings in Italian AND English that will be posted on Blackboard (or distributed to you by your instructor) are on subjects like the Italian school system, the Italian family, shopping in Italy, the role of women in Italian society, vacations in Italy, sports and leisure time activities, Italian food, etc. Some will also address specific cities or regions.

### Picture files.

Who doesn't like looking at pictures from a foreign country? Your instructor has posted for you on Blackboard a series of files with pictures of Italian cities, people and things. Some will be tied to the subjects you discuss in class, others will not. Check them all out and, if you want and are curious, ask your instructor some questions about some that strike you as peculiar, or different, or that you simply want to know more about.

### Music clips

Listening to music is a great way to learn a language. Many clips of all sorts of music genres are posted on Blackboard. Your instructor may assign some clips to listen to, either because of their language or their subjects or simply for your enjoyment. Some clips may be linked to some comprehension exercises, some others may not. We hope you will keep on listening: Italian words are rather easy to understand even in music!







## Written exams.

There will be **one** in-class written **Midterm** exam and several in-class quizzes during the semester (your instructor will be more specific about in-class quizzes when the course calendar is distributed). Exams will be open-ended: you may be required to describe pictures, write dialogues or short essays on familiar topics or complete charts, by using the Italian you know creatively.

### **103:**

The 75-minute Midterm exam will include materials you learned in 101-102 and reviewed in the first weeks of class, with additional materials from *Ponti!* you will cover through Week 7-8.

### **104:**

The 75-minute Midterm exam will include materials you learned in 101-103 and reviewed in the first weeks of class, with additional materials from *Ponti!* you will cover through Week 7-8.

Exam dates are given on your instructor's class calendar.

Regarding the in-class Midterm exam no make-ups are allowed unless the professor is notified in advance of valid reason and proper, verifiable documentation is provided (i.e – vacation is not valid).

Regular homework before class meetings is extremely important. It will prepare you for the Midterm and the quizzes. Instructor's feedback on your homework will also give you a direct measure of your progress.

## Communicative Objectives Italian 103 and Italian 104

The following list, divided between Italian 103 and 104, covers the linguistic functions (communicative objectives, or "temi") to be learned in the sequence. Your instructor may alter the order (or the "temi") presented in class at any given time with his/her class calendar distributed at the beginning of a given semester. This list is therefore intended to simply provide an idea of what subjects, linguistic functions and structures are going to be introduced and practiced at intermediate level.

The list is presented as a "self-assessment" list. Students are in fact encouraged to match these objectives with their own skills. If the objective remains difficult to master, more time may need to be allocated to Italian in the student's schedule.

### 103

During this semester we will review structures and vocabulary you learned in 101-102 will introduce a few more (from the textbook *Ponti!*). Some grammar points will be skipped and some others will be introduced earlier. Detailed assignments for your textbooks (i.e., grammar points to be covered) will be given by your instructor each day. The book will be used as an anchor: given our personal 'path' throughout the book, it is essential that you write down what the assignments are each time. The book will be used only when specific structures are required. As you will see, your instructor designed a syllabus that prepares you to plan and go on a trip to Italy, and to discuss some specific Italian cultural features. Most of the semester you will be asked to contrast/compare your culture and Italian culture and understand and appreciate the differences between these two worlds.

It is extremely important that you realize how 2 classes a week for a total of 150 minutes of face-to-face interactions are not sufficient to assure adequate exposure to Italian. Learning will also have to happen outside of class: by doing the Workbook and lab exercises daily (since they have an audio component), a little bit at a time, and by memorizing vocabulary prior to class meetings. Please understand that if you believe that you can learn Italian (or any other language) just by sitting in class, you set yourself for failure. Do not disappoint yourself! Check your syllabus often and see if you are making progress.

#### **Week 1-3 Catching up with daily life in Italy! (Review 101-102)**

**Self-assessment.** By the end of this class period, students should be able to: 1. greet appropriately and introduce themselves (by providing their name, last name, nationality, place of origin, detailed current address, phone number, their age and date of birth -including day, month, year), describe themselves briefly, using cognates; 2. understand directions & simple questions necessary to the routine functioning of the class, identify classroom objects and tools; 3. describe their city or a city map by naming objects and places, identifying locations, requesting and giving directions to places, asking and answering questions about the existence of people, places, and things, and indicate where they are; 4. describe themselves and others using adjectives; 5. identify and describe academic subjects, talk about school routines, class schedules ("telling time"), and their likes and dislikes when it comes to academic life ("piacere"); 6. describe a series of actions in the present tense (first conjugation verbs); 7. describe their family and request and supply information using possessive adjectives; 8. identify hobbies and pastimes, describe the weather and activities done in specific weather conditions; 9. relate or describe a series of events (second and third conjugation verbs); 10. express ideas concerning obligation, ability, and desire; 11. describe their hobbies and pastimes, and how they fit into their own schedules; 12. describe a series of events concerning daily routines (getting up, getting dressed, fixing breakfast etc.) in the present and past tense; 13. express ideas concerning obligation, ability, and desire, with regard to daily routines in the present and past tense.

#### **Week 4-6 Holidays and Trips, Vacanze e Viaggi**

**Self-assessment.** By the end of this class period students should be able to: talk about vacations, hotel reservations, projects for the future and talk about past vacations as well: where they used to go, what they used to do with their families etc. They should also be able to compare experiences (is traveling with friends more fun than with our parents? etc.) and situations, reviewing how to talk about past situations, habits, routines in the past, and making comparisons.

### **Week 7-8 Going Shopping and Going Grocery-shopping**

**Self-assessment.** By the end of this class period students should be able to: talk about the experience of going shopping and grocery shopping in Italy and in the United States, comparing Italian and American society with regard to consumerism, advertising etc.; talk about Italian and American sense of fashion.

### **Week 9-10 Culture Week!**

During this week students will learn more about Italian geography; the role tourism has in Italy; “città d’arte”, beaches, lakes and mountains as holiday destinations; Ferragosto, civil and religious Italian holidays throughout the year; the advent of malls in Italian cities; going shopping in downtown areas etc.

### **Week 10-12 Home Sweet Home: Italians on Housing and Furnishing**

**Self-assessment.** By the end of this class period students should be able to: talk about Italian and American homes, describe rooms, furniture, possibility of decorations, link each room of a house to specific activities; get acquainted with the Italian real estate market, the various problems Italian families face in finding (or buying) a home in historical downtowns (“Centro storico”), etc.

### **Week 13-14 Ecology and the Environment, Driving in Italy**

**Self-assessment.** By the end of this class period students should be able to: talk about the problems with the environment in Italy and the United States; express their feeling on how things could or should change, or on how things could have or should have changed. Students will also learn what needs to be done to get a driver’s license in Italy and will learn vocabulary connected to cars, street signs, traveling by car.

### **Week 15 Italy, Music and Theater (from Opera to Italian Hip-hop and more)**

**Self-assessment.** By the end of this class period students should be able to: talk about their musical/theatrical tastes, be acquainted with the Italian musical tradition from opera to contemporary genres, get some first knowledge of the Italian theatrical tradition.

### **-Week 1-5 Catching up on daily life in Italy! (Review of Italian 101-103)**

**Self-assessment.** By the end of this class period, students should be able to: 1. greet appropriately and introduce themselves (by providing their name, last name, nationality, place of origin, detailed current address, phone number, their age and date of birth -including day, month, year), describe themselves briefly, using cognates; 2. understand directions & simple questions necessary to the routine functioning of the class, identify classroom objects and tools; 3. describe their city or a city map by naming objects and places, identifying locations, requesting and giving directions to places, asking and answering questions about the existence of people, places, and things, and indicate where they are; 4. describe themselves and others using adjectives; 5. identify and describe academic subjects, talk about school routines, class schedules (“telling time”), and their likes and dislikes when it comes to academic life (“piacere”); 6. describe a series of actions in the present tense (first conjugation

verbs); 7. describe their family and request and supply information using possessive adjectives; 8. identify hobbies and pastimes, describe the weather and activities done in specific weather conditions; 9. relate or describe a series of events (second and third conjugation verbs); 10. express ideas concerning obligation, ability, and desire; 11. describe their hobbies and pastimes, and how they fit into their own schedules in present, past, and future time; 12. describe a series of events concerning daily routines (getting up, getting dressed, fixing breakfast etc.) in the present, past and future tense; 13. express ideas concerning obligation, ability, and desire, with regard to daily routines in the present, past, future and conditional tense.

### **Week 6-8 Il mondo della politica**

**Self-assessment.** By the end of this class period students should be able to: express and support their opinions on Italian and American politics, compare political roles, systems and institutions, discuss advantages and disadvantages of the Italian multi-party system, show an understanding of Italian and European political history, get acquainted with the role of Italy within the European Union.

### **Week 9-10 Il mondo del lavoro**

**Self-assessment.** By the end of this class period students should be able to: express and support their opinions with regard to the Italian and American economies; understand the role of trade unions in Italy; get familiar with the legal paperwork to obtain residence and a job; write a curriculum vitae, job application letters and be able to sustain a job interview.

### **Week 11 La società multiculturale. Come sta cambiando l'Italia**

**Self-assessment.** By the end of this class period students should be able to: talk about the transformations in Italian culture and society and compare them to the transformations affecting American society; discuss racism, immigration laws, xenophobia; talk about Italian immigration in the United States in the 20<sup>th</sup>-century.

### **Week 12-15 Review!**

The last part of the semester will be used to summarize and verify what students have learned of Italian culture directly or indirectly through exposure to the language. During these weeks students will engage in pair or group activities with the objective of showing their survival skills in the target language.

