

OXFORD COLLEGE OF EMORY UNIVERSITY

**Benvenuti al Corso d'Italiano 102**

Un Viaggio attraverso la Lingua, la Società,  
e la cultura Italiana

Syllabus: Italian 102

Instructor: Jenna Debs

Semestre di Primavera 2014

**Class time:** Lunedì/Mercoledì/Venerdì, 12:00 p.m. – 1:05 pm

**Class location:** Seney Hall, Room 310

**Instructor's Office:** TBA

**Email:** [jdebs@emory.edu](mailto:jdebs@emory.edu)

**Office hours:** Mercoledì, 1:15-2:15 pm

**Testi d'istruzione:**

ITALIAMANIA, Livello elementare di Katerin Katerinov e Maria Clotilde Boriosi Katerinov, Edizione Internazionale. The text includes a workbook- like section.  
DVD Italiamania Videocorso di lingua e cultura italiana Katerinov e Boriosi Katerinov

[https://classes.emory.edu/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id= 8\\_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2F](https://classes.emory.edu/webapps/portal/frameset.jsp?tab_tab_group_id= 8_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2F) Blackboard class for Italian 102  
2014

**Lecture varie:** Short reading texts on Italian culture, geography, and history. Copies of these short texts will be distributed in class at no cost to the students.

**Required:** an Italian-English English-Italian Dictionary

**Optional:** English Grammar for Students of Italian : The study guide for students learning Italian by Sergio Adorno and Karen Primorac, The Olivia and Hill Press.

**Course Objectives:**

**GOALS:**

The overall goal of Level 1: Italian 102 is to increase the students' linguistic, cultural, and literary knowledge in order to allow them to feel comfortable in using the Italian language in listening, reading, writing and speaking. Students will learn in greater depth:

- a) cultural notions of space and time;
- b) b) to talk about themselves, family and friends and others;
- c) to refer to activities and events in the present as well as in the past, as well as about occupations and pastimes, (school, work and hobbies) and the world that surrounds us.
- d) Students will continue to study Italian present life and society so as to enhance their cultural literacy and familiarity with the Italian speaking world.

Oral practice is emphasized through readings and discussions to deepen our understanding of the **culture of the Italian-speaking people, recognizing and appreciating how that culture differs from** our own. Classes are conducted in Italian, except when explanations of grammar or other material require the use of English. The pace requires all students to attend class every day and be prepared to participate actively in all class activities. every day. Students should be prepared to dedicate two hours everyday to complete homework, such as exercises from the textbook, the workbook, create individual and partner activities, be prepared for tests and writing assignments

**Language learning takes place in a series of ever better approximations of what one wants to accomplish ultimately with the language.**

**I look forward to making the learning of Italian a very successful and enjoyable learning experience for you.**

**Approach to teaching:** A variety of teaching techniques are used which aspire to bring students to professional-level competence in Italian over a four-year period. The course proceeds on the assumption that the language is best acquired in a content-oriented and task-based learning and teaching environment. Classroom activities are designed to help students master basic Italian structures by providing daily opportunities to actively use new material in practical communicative situations.

The content pertains both to the culture of the Italian -speaking world and to language content: grammar, vocabulary, organization of texts in spoken and written language. In order to strive toward professional-level competence, students must assume a new role, and this role involves taking responsibility, working steadily, being engaged and creative at all times. Throughout this course, the instructor emphasizes effective communication through linguistic accuracy, which highlights critical reading and writing from the outset.

The instructor emphasizes students' engagement in exploring their own learning skills by means of "eclectic" learning strategies focusing on the pedagogical cognitive constructivist approach which is "learner-based and supports the learning process. Students are taught to use strategies and memory structures." Different learners have different learning strategies and styles. It is the instructor's goal to help every student find his or her own best learning strategies.

One of the innovative tools to enhance learning strategies has been achieved in the last couple of years of the use of FLIPP Cameras in creating a communicative based FLIPP personal travel projects where students explore in depth their roles as active learners. These personal travel projects allow the students to create their own narratives shaped by a content-oriented and task-based learning. The teaching/learning experience becomes personal. Fellow learners become teachers and are engaged in a collaborative and supportive context. All class activities including the Flipp narratives, the power point presentations, the mini-dialogues are conducted in Italian with the exception when explanations of grammar or other material require the use of English. Do not hesitate to come to the instructor's office anytime you need clarification, or when you experience problems.

### **What can students expect from this course?**

Upon completion of Italian 102, students who have attended classes regularly and have successfully completed all assignments and all exams (with a minimum grade of B-) should be able:

- to use Italian creatively and independently, based on thorough preparation in four language modalities: listening, speaking, reading, and writing;
- to communicate effectively beyond immediate person-centered areas of interest, incorporating broader cultural knowledge into a variety of topics and issues such as daily activities, and cultural, historical, and geographic information on various regions and Italian personalities. Students are encouraged also to participate in simple conversations on everyday topics;
- to fill in form requesting information, write letters, short essays, notes, or messages providing simple but syntactically accurate information;
- to read edited texts on familiar topics, understand the main ideas, and pick out important information from “authentic texts” such as cultural readings;
- to provide information about Italy such as geography, cultural traditions, and customs;
- to pronounce Italian well enough and produce Italian with enough grammatical accuracy to be comprehensible to an Italian speaker accustomed to speaking with non-natives;
- to be familiar with authentic material and audio-visual resources including Blackboard, Flip Video camera presentations and the Internet.

### **COURSE REQUIREMENTS FOR ITALIAN 102**

- Regular attendance and class participation;
- Completion of homework assignments from the textbook and the workbook are mandatory;
  - 4 chapter tests;
  - 1 essay (200-350 words) by the middle of the semester;
  - 1 mid-term exam.
  - 1 Power Point presentation by the middle of the semester;
  - 1 power point presentation at the end of the semester;
  - Completion of the individual PORTFOLIO.
  - One final written examination.

#### **● Course Assessments:**

Attendance + Participation + Preparation:

The student's progress will be assessed in all areas of language learning: listening, speaking, reading, and writing.

- a) **Class Participation** Class attendance and participation are essential to your progress. Participation needs to be constructive and consistent. Class participation builds confidence; it reinforces accuracy, fluency, complexity, comprehensibility, and appropriateness of a message. During class participation, the student obtains feedback from the instructor especially when it concerns areas of language use that need further attention. The student will receive a grade each day for class participation.
- b) **Class attendance is conducted every day.** Regular attendance is absolutely necessary.
- c) **More than THREE unexcused absences** will lower the final grade by one point with every unexcused absence. . After the 12<sup>th</sup>.m (twelfth) absence, a student will receive a failing grade for the entire class.
- d) **Excused absences are only:** A) illness with doctor's documentation, B) official university sponsored activities, and C) the observance of religious holidays.
- e) **Oral work:** the students will also work with the textbook's CD in order to practice listening comprehension. Students are encouraged also to make use of audio-material on-line. (On blackboard in the class conference)

**Homework** A sustained and consistent level of preparation for all aspects of classroom work is critical in order to ensure better preparation for class. Workbook practice and other out-of-class activities reinforce accuracy of vocabulary and grammatical forms. Homework provides an opportunity to work with other students on more comprehensive and communicative tasks. Homework assignments include written assignments as well as exercises and activities to prepare for oral presentation during class. Oral presentation is just as important as all written work and will improve your ability to participate during class. **HOMEWORK ASSIGNMENTS ARE POSTED EACH TEACHING DAY ON BLACKBOARD.**

**4 Chapter tests** At the end of each chapter there will be a test. This test will assess the student's knowledge of specific grammatical points, thematic and cultural information as well as linguistic knowledge. Tests will comprise listening comprehension, reading, writing, speaking.

Each test emphasizes the material contained in the chapter and will consist of:

- a. dictation
- b. listening comprehension
- c. questions and answers
- d. reading comprehension
- e. writing
- f. grammatical exercises
- g. vocabulary
- h. cultural information.

**Midterm and Final Exam** The mid-term and final exams are cumulative. Both exams focus on reading and listening comprehension, short writing assignments, and above all, the exams address both language and content knowledge.

**1 Essay.** Students are expected to write an in-class coherent text, on an assigned topic. Students should use vocabulary and structures which they have been learned and practiced in class. This is an opportunity to practice the language. There is no need to make extensive use of a dictionary. **It is forbidden at all time to use computer generated translator's programs on line or any other electronic tools..** The essay will be graded on

- a. comprehensibility;
- b. quality of the content/information;
- c. use of familiar vocabulary
- d. grammatical accuracy.

N.B. The essay will be written twice. **The first version is written in class which is graded (55%). Students will receive comments about content and grammatical errors. On second /final version (45%) students should incorporate the instructor's suggestions and the appropriate corrections. The final essay grade will be the sum of both grades.**

**2 Power Point Presentations:** These presentations allow the students:

- 1) to have the chance to support extended language use creatively, through visual aid, to create their own narrative. At this point, students meet with the instructor, they receive feed back from the instructor about content and organization. Then, students learn by heart their narratives and on the specified date, they are ready to present their Power Point Presentations in class. One day, prior to the students' memorized oral in-class presentations (**no word, no text can be written on the screen of Power Point Presentation**), these Presentations must be posted on Blackboard in the class conference.
- 2) to have the opportunity to plan an extended speaking task, thereby enhancing the complexity and accuracy of language use of each student; to have the chance to support extended language use creatively, through visual aid and a prepared text.
- 3) to have the opportunity to plan with a partner(if one wishes) an extended speaking task, thereby enhancing the complexity and accuracy of language use of each student;
- 4) to gain knowledge about an area of their interest and to convey that knowledge to the class.

**Portfolio:** The portfolio is due on the last day of class. As part of the portfolio, the student is required to compile a folder containing the following material:

- a. 1 essay demonstrating rewrites as indicated by the instructor's first evaluation of the essay.
- b. An outline of one of the Flipp project presentations.
- c. 1 copy of an oral presentation, which has been presented as homework during the semester.

- d. 1 or two poems or song texts, which the student has composed as his or her imaginative creation.
- e. An individual vocabulary list (no more than 30 words) with examples of how the students is using these words
- f. A self-evaluation.

#### GRADING POLICY

- 1) Attendance & ACTIVE class participation: 5%
- 2) Homework, workbook, in class assignments: 6%
- 3) 4 Unit tests (8% each): 32%
- 4) 2 Power Point Presentations (6% each): 12%
- 5) 1 mid-term exam: 15%
- 6) 1 composition: 10%
- 7) Final Exam: 15%
- 8) Portfolio: 5%

Grading system: the final grade will be indicated with a plus/minus grade. There is no A+ or D-.

#### CLASS RULES

a) neither class-work nor exams can be made up. Any exam conflict must be cleared with the instructor in advance, or no credit will be given. There will be NO make-up tests unless cleared with the instructor with written medical documentation (for other reasons, students MUST inform the instructor within the first two weeks of the semester).

- b) A student who is not present in class during a test will receive a ZERO.
- c) A student, who is more than 10 minutes late for class will be considered absent for that day.
- d) No student can leave the classroom while taking a test.
- f) A student who comes to class 15 minutes or more late for a test, will not be able to take the test and will receive a ZERO.
- g) Late homework will not be accepted and a ZERO grade will be awarded.
- h) **Homework will be POSTED ON THE LEARNLINK CLASS CONFERENCE AT THE END of each class meeting.**
- i) Any correspondence with the instructor is submitted by email directly to the instructor:

**HONOUR CODE:** AT ALL TIMES THE STUDENT IS BOUND INSIDE AND OUTSIDE OF CLASS BY THE OXFORD COLLEGE HONOUR CODE. ANY PRESUMABLE VIOLATION OF THE HONOUR CODE WILL BE BROUGHT TO THE HONOUR COUNCIL. MATERIAL WICH HAS BEEN TRANSCRIBED OR TRANSLATED BY A COMPUTER PROGRAM AND DOWNLOADED FROM A WEB SITE IS CONSIDERED A CASE OF PLAGIARISM, IF THE STUDENT DOES NOT DOCUMENT FULLY THE MATERIAL. A student who is not present during a test, and has not informed in writing the instructor the day before,

will receive a zero. In case of an emergency, it is the duty of the student to bring valid documented information regarding the absence.

**Very important:** Oxford College and Emory College statement: **“Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.”**

**Personal pledge:**

I hereby state that I have understood that this syllabus is a binding document which states all the goals of the course Italian 102 and all the academic requirements and obligations connected to the fulfillment of such course. Furthermore, the Professor has clearly outlined that any misinformation I give in class or outside of class pertaining to my academic requirements, class attendance, and conduct in this course will be brought either to the Conduct or to the Honor Council.

s/s \_\_\_\_\_

### Calendario Accademico d'Istruzione

Genn. 15 mercoledì: Introduzione del corso **Riepilogo Cap. 5**  
**Lettura del dialogo** del Cap. 6 "In Albergo"

Genn. 17 venerdì: Dialogo "Eserciziario". Comprensione orale del dialogo nel libro di testo e lettura del dialogo del Cap. 6 nell'Eserciziario.

Grammatica: Forma perifrastica, pronomi diretti, ripasso dei verbi al presente dell'indicativo e alla forma dell'imperativo; dei verbi in '-are', '-ere', '-ire'. (Cap. 4 e 5); locuzioni preposizionali

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Genn. 20 lunedì: Vacanza

Genn. 22 mercoledì: Ripasso del presente e passato prossimo dell'indicativo., dell'imperativo; esercizi di riepilogo

Genn. 24 venerdì: Ripasso della grammatica: Continuare con le preposizioni

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Genn. 27 lunedì: Introduzione alla lettura culturale "Mondo Italiano", l'uso dei vocaboli nuovi; Domande e risposte sui brani culturali.

Genn. 29 mercoledì: Breve presentazione in classe da parte degli studenti sui brani;

Genn. 31 venerdì: Presentazione in classe di domande e risposte tra gli studenti sul contenuto dei due dialoghi.

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Febb. 3 lunedì: Ripasso del capitolo

Febb. 5 mercoledì: **Esame orale e scritto del Capitolo 6.**

Febb. 7 venerdì: **Capitolo 7 " In viaggio"** Comprensione del dialogo; Eserciziario: Dialogo. Comprensione dei due dialoghi

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Febb. 10 lunedì: Gli studenti preparano dei dialoghi e li presentano in classe

Febb. 12 mercoledì: Introduzione del **Power Point Presentation: Project:**  
"Preparate un breve viaggio in una città storica, prenotate in un albergo che vi piace e descrivete quello che avete intenzione di apprendere e conoscere." **Final draft, Feb.17 . P.P. project in-class presentation: 25 Febbraio**



**\*Febb. 14 venerdì:** Grammatica: esercizi

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Febb. 17 lunedì: Lettura: Il mensile "Dove" e "Dolce fa5r niente" esercizi; Introduzione della lettura culturale : "Mondo Italiano."

Febbr. 19 mercoledì: Breve presentazione in classe delle letture da parte degli studenti

Febb. 21 venerdì: Ripasso del capitolo 7

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Febb. 24 lunedì: **MID-TERM Esame sui capitolo 6 e 7**

Febb. 26 mercoledì: **Presentazione in classe del progetto Power Point**

Febb. 28 venerdì: **Capitolo 8 "In Banca."** Lettura del dialogo; Comprensione del dialogo e lettura del dialogo dell'Eserciziario; fare paragoni, esprimere desideri, vocaboli

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Marzo 3 lunedì: Grammatica: condizionale presente, gradi dell'aggettivo; Esercizi grammaticali

Marzo 5 mercoledì: Letture culturali: "Gli italiani e i pagamenti elettronici" e "Mondo Italiano"

Marzo 7 venerdì: Breve presentazione in classe da parte degli studenti sui vari temi

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**Dal 10 fino all' 14 Marzo: VACANZE DI PRIMAVERA**

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Marzo 17 lunedì: **In-class first draft composition: Una professione interessante. Identificare un personaggio importante che pratica questa professione. The final draft is due April 4<sup>th</sup>. (a writer, or a scientist, or an artist, and so on)**

Marzo 19 mercoledì: **Esame Cap. 8 scritto e orale**

Marzo 21 venerdì: **Capitolo 9 "Che giornata"** Comprensione del dialogo

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Marzo 24 lunedì: Comprensione del dialogo e lettura del dialogo dell'Eserciziario; Grammatica: verbi riflessivi, indicativo imperfetto

Marzo 26 mercoledì: Grammatica: uso dei tempi: passato prossimo e imperfetto

Marzo 28 venerdì: Esercizi grammaticali: formulare ipotesi

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Marzo 31 lunedì: Esercizi grammaticali; Letture culturali: Mondo Italiano  
"Donne famose"

Aprile 2 mercoledì: Comprensione delle letture, domande e risposte;  
**Preparare per il Power Point presentation: Un personaggio italiano: due on April 25 and/or on April 28.**

Aprile 4 venerdì: Riepilogo del capitolo

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Aprile 7 lunedì: **Esame del capitolo 9**

Aprile 9 mercoledì: **Cap. 10 "Buon Compleanno"** Comprensione del dialogo;  
Comprensione del dialogo e lettura del dialogo dell'Eserciziario

Aprile 11 venerdì: Domande sui dialoghi, parlare dei nostri gusti, descrivere persone ecc.

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Aprile 14 lunedì: Grammatica: pronomi relativi, uso del congiuntivo, futuro semplice e irregolare; Grammatica: il pronome relativo: che; pronomi diretti e indiretti

Aprile 16 mercoledì: Esercizi orali e scritti

Aprile 18 venerdì: Esercizi orali e scritti

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Aprile 21 lunedì: Lettura dei brani: Feste Religiose, e Feste e Tradizioni Popolari; Domande e risposte sulle letture

Aprile 23 mercoledì: Ripasso del capitolo 10 . The Final exam is a comprehensive exam over chapters 8-9-10

Aprile 25 venerdì: Presentazione in class: Power Point

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Aprile 28 lunedì: **TERMINE DEL CORSO** Presentazione in classe Power point Presentation.

Aprile 29: Martedì. Reading day

FINAL EXAM: dal 30 Aprile al 7 Maggio 2014

Baccalaureate: 10 Maggio 2014

**BUONE VACANZE !!!!!!!**