

**Corso di Italiano 101 Syllabus**  
 Semestre d'autunno 2001  
 Dr. Delia Fabbroni- Giannotti Nisbet

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Testi d'istruzione: **Bravissimo** Corso multimediale di Katerin Katerinov e Maria Clotilde Boriosi Katerinov  
**Bravissimo** Eserciziario (workbook) di Katerinov e Boriosi Katerinov  
**Parlare, Leggere, Scrivere** di Maria Teresa Fratteggiani Tinca e Orietta Rossi Giacobbi  
**Vivere a Firenze** Assessorato della Pubblica Istruzione, Firenze.

**Course Objective:**

**GOALS:**

The overall goal of **Level 1 (courses: Italian 101-102)** is to help students develop cultural and linguistic knowledge that allows the students to feel comfortable in using the Italian language in listening, reading, writing and speaking. Students will learn cultural notions of space and time as talking about oneself, family and friends and others, referring to activities and events in the present as well as in the past, occupations and pastimes, (school, work and hobbies) and the world that surrounds us. Students will study Italian present life and society so as to enhance their cultural literacy and familiarity with the Italian speaking world. In the text **Vivere a Firenze**, the student is introduced to a new reality of Italian life, the reality of immigrants to Italy, who come mostly from African and Asian countries, and who choose to settle permanently in Italy.

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.

By the end of the first semester, of Italian 101 students will be

| able to use Italian creatively and independently, based on thorough preparation in four language modalities:

listening, speaking, reading, and writing;

| able to understand and produce a variety of "text types", from personal and intersectional to routine public, supported by reading and listening development;

| able to communicate effectively beyond immediate and person-centered areas of interest, incorporating broader cultural knowledge into a variety of topics and issues;

| familiar with authentic materials and audio-visual resources including the World Wide Web.

**Approach and Components.**

This course lays the foundation for learning Italian in a content-based and task oriented fashion. That 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. We will learn to communicate and this will involve engaging in listening, reading, speaking and writing tasks. This is an integrated effort.

In order to achieve these goals, students must assume a new role, and this role involves taking responsibility, working steadily, being engaged and creative at all times. Students **must** be prepared to participate in all classroom activities and keep up with out-of-class assignments, such as independent projects, partner work, and daily written homework. Throughout this course, the instructor emphasizes **effective communication through linguistic accuracy. The instructor stresses a communicative approach which highlights critical reading and writing right from the beginning.** Assessment of progress will take place across all modalities and throughout the semester.

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 ways of beginning the study of a language is finding a partner or a small group of fellow learners and engage with them in those initial steps that are necessary in learning a new language. The classroom is a collaborative and supportive context.

Do not hesitate to come to the instructor's office anytime you need clarification, or when you experience difficulties on any matter.

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

### **Course Requirements:**

The successful student in this course will be the student who:

attends every class meeting and participates actively in every session. Students are allowed only three unexcused absences. Each further unexcused absence will count as one point, which will be subtracted from the final examination. A student who is not prepared for class will receive a zero for class participation for that day.

Language lab is mandatory. Each student is expected to attend language lab three times per week. Each attendance should not last more than 30 minutes. The tutor is in attendance in the language lab.

Audio and video cassette available at the main desk of the library. PLEASE SIGN IN THE DAY AND TIME WHEN YOU BEGIN AND WHEN YOU FINISH.

Grading system: the final grade will be indicated with a plus/minus grade.

A student who has difficulties with the homework should see the professor during office hours the day before the homework is due.

A student, who is not present during a test, quiz, or examination, will receive a zero as the grade for the test, or quiz, or for the examination.

**AT ALL TIMES THE STUDENT IS BOUND INSIDE AND OUTSIDE OF CLASS BY THE OXFORD COLLEGE HONOUR CODE. ANY PRESUMABLE VIOLATION OF THE HONOUR ACADEMIC CODE WILL BE BROUGHT TO THE HONOUR COUNCIL**

(transcriptions and translations from a web site, or computer translation-language program are considered a case of plagiarism if the student does not document fully the material)

## **MODES OF ASSESSMENT**

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

**Class Participation ( 20%)** Class participation is an essential foundation in language learning. 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.

**Homework (20%)** 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.

**Chapter Tests ( 25%)** At the end of each chapter there will be a quiz /test. This quiz will assess the student's knowledge of specific grammatical points, thematic and cultural as well as linguistic knowledge. Quizzes/tests will comprise reading, writing and listening skills. **Tests CANNOT BE MADE UP**

**Midterm (10%) and Final Exam (15%)** The mid-term and the final exams are cumulative. They focus on reading and listening comprehension, short writing assignments, speaking and above all they address both language and content knowledge.

**Essays: (5%)** will be written about every two weeks. Students are expected to write a coherent text, @ 100 words on an assigned topic. You should use vocabulary and structures you have learned and practiced in class. This is an opportunity to practice the language that you are learning. There is no need to make extensive use of the vocabulary. The essays will be graded on

- 1) comprehensibility
- 2) quality of the content/information
- 3) use of familiar vocabulary
- 4) grammatical accuracy.

**Final oral presentation (5%).** At the end of the course pairs of students will give a class presentation. This is a cumulative event that

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- a) builds on students' participation in general class discussion and uses the opportunity for reviewing various conversations tasks throughout the semester.
- b) bolsters confidence and a sense of accomplishment in speaking
- c) practices and familiarizes students with oral presentations and improves on their oral proficiency.

**At the beginning of each new chapter, the instructor will post on the learnlink conference topics and chapter goals.**

**Outline of the workbook:** written chapter exercises; lab exercises to be done with the tapes in the language lab; video exercises.

**Homework assignments:** are given at the end of each class period. Every student is responsible for getting the assignment and for coming to class prepared each day.

## Corso di Italiano

## Calendario d'istruzione

### Giorno

### In Classe

Ag.30 Mer. Introduzione al Corso "**Benvenuti**" pag. 16-19  
 Ag. 31 Giov. "Benvenuti" pag. 19- 22

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Sett. 3 Lun. VACANZA  
 Sett. 4 Mart. **Capitolo. 1** "Italiani e no" video Vivere a Firenze "Presentarsi"  
 Sett. 5 Merc. "Italiani e no" video/eserciziario  
 Sett. 6 Giov. "Italiani e no"

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Sett. 10 Lun. "Italiani e no" video eserciziario  
 Sett. 11 Mart. "Italiani e" Alla scoperta di ...stranieri e visitatori.  
 Sett. 12 Merc. "Italiani e no" facciamo il punto /eserciziario  
 Sett. 13 Giov. **Test Cap. 1**

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Sett. 17 Lun. **Capitolo 2** "Di chi e'?" video Parlare, Leggere e Scrivere "Identita"  
 Sett. 18 Mart. "Di chi e'?" video  
 Sett. 19 Merc. "Di chi e'?" eserciziario

Sett. 20 Giov. "Di chi e'?"

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Sett. 24 Lun. "Di chi e'?" video/ eserciziaro

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Sett. 25 Mart. "Di chi e'?" Alla scoperta di...delle grandi firme.

Sett. 26 Merc. **TEST Cap. 2**

Sett. 27 giov. **Capitolo 3** "Fare conoscenza" Video **1. Composizione " Chi e' Lei?"**

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Ott. 1 Lun. "Fare conoscenza" Video

Ott. 2 Mart. "Fare conoscenza" Video Vivere a Firenze " Ali racconta la sua storia.."

Ott. 3 Merc. "Fare conoscenza" eserciziaro/ video

Ott. 4 Giov. "Fare conoscenza"

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Ott. 8 Lun. "Fare conoscenza" eserciziaro Parlare,Leggere,Scrivere "La Famiglia"

Ott. 9 Mart. **Mid-Term test Capit. 1-2-3**

Ott. 10 Merc. **Capitolo 4** "Tempo libero" Video

Ott. 11-12 **VACANZA MID-SEMESTER BREAK**

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Ott. 15 Lun. "Tempo libero" Video **2. Composizione " La mia famiglia"**

Ott. 16 Mart. "Tempo libero" Video

Ott. 17 Merc. "Tempo libero" Video Vivere a Firenze "Sport e tempo libero"

Ott. 18 Giov. "Tempo libero" Video

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Ott. 22 Lun. "Tempo libero" eserciziaro/video

Ott. 23 Mart. **Test Cap. 4**

Ott. 24. Merc. **Capitolo 5** " In giro per la citta"

Ott. 25 Giov. "In giro per la citta" eserciziaro/ video

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Ott. 29 Lun. "In giro per la citta" video/ eserciziaro

Ott. 30 Mart. "In giro per la citta" video Vivere a Firenze "Muoversi in citta' e fuori citta"

Ott. 31 Merc. "In giro per la citta" video

Nov. 1 Giov. "In giro per la citta" eserciziaro/ video **3. Composizione " La mia citta' "**

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Nov. 5 Lun. **Test Capitolo 5**

Nov. 6 Mart. **Capitolo 6** "In albergo" video/eserciziaro

Nov. 7 Merc. "In albergo" video/eserciziaro

Nov. 8 Giov. "In albergo" video/eserciziaro Parlare,Leggere,Scrivere "Le vacanze"

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Nov. 12 Lun. "In albergo" video/eserciziario  
 Nov. 13 Mart. "In albergo" video/eserciziario  
 Nov. 14 Merc. "In albergo" video/eserciziario  
 Nov. 15 Giov. **TEST Capitolo 6**

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Nov. 19 Lun. **Capitolo 7** "In viaggio" video/ eserciziario  
 Nov. 20 Mart. "In viaggio" video/ eserciziario **4. Composizione " Un viaggio"**  
 Nov. 21-22-23 **VACANZA Festa del Ringraziamento**

Nov. 26 Lun. "In viaggio" video/ eserciziario  
 Nov. 27 Mart. "In viaggio" video/ eserciziario Parlare, Leggere, Scrivere "Le vacanze"

Nov. 28 Merc. "In viaggio" video/ eserciziario  
 Nov. 29 Giov. "In viaggio " video/ eserciziario

Dic. 3 Lun. **TEST CAP. 7**  
 Dic. 4. Mart. **Cap. 8** " In banca" video/ eserciziario  
 Dic. 5 Merc. " In banca" video/ eserciziario Vivere a Firenze " Posta, telefono e banca"  
 Dic. 6 Giov. " In banca" video/ eserciziario

Dic. 10 Lun. **Class presentations**  
 Dic. 11 Mart. **Class presentations**

**General Review of the course**

**FINE DEL CORSO *Buon Natale e Felice Anno Nuovo***