

OXFORD COLLEGE OF EMORY UNIVERSITY

Benvenuti al Corso di Italiano 102

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

Syllabus: Italian 102

Dr. Delia Fabbroni-Giannotti Nisbet

Primavera 2013

Class time and place :

Mo. Tue. Wed. Fri. 9:45- 10:35 a.m Hum. Conf. Room

Instructor's Office: Hum Hall room 109

Tel. No: office 770-784-8353

Email: nisbet@learnlink.emory.edu

Office hours: 3:30-4:30 p.m. Mo. Wed. Fr. and by appointment.

Testi d'istruzione:

ITALIAMANIA Livello elementare di Katerin Katerinov e Maria Clotilde Boriosi Katerinov, Edizione Internazionale. The text includes a workbook- like section.

DVD Italiademia 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%2FI Blackboard class for Italian 102 2013

Lecture varie (Short reading texts on Italian culture, geography, and history)

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 linguistic, cultural, and literary knowledge that allows the students to feel comfortable in using the Italian language in listening, reading, writing and speaking. Students will learn in greater depth cultural notions of space and time, 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 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 and be prepared to participate actively every day. Homework, individual and partner activities, tests,

writing assignments; be prepared to work about TWO HOURS OUT OF CLASS FOR EVERY HOUR IN CLASS.

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, Flipp Video camera presentations and the Internet.

COURSE REQUIREMENTS FOR ITALIAN 102

- Regular attendance and class participation.
- Language Lab assignments as well as workbook assignments are mandatory.
- 5 chapter tests.
- 1 essay (200-350 words) in the course of the semester
- 1 mid-term exam.
- 1 Flipp project presentation.
- 1 power point presentations.
- Completion of a 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 12th.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.**

Lab-work: the student will also work with the textbook and or with lab-manual to practice listening comprehension using the 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 THE CLASSCONFERENCE ON LEARNLINK.

5 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 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. vocabulary
- d. grammar
- e. reading comprehension
- f. writing
- g. questions and answers.

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.

1Essay. Students are expected to write a coherent text, on an assigned topic. Students should use vocabulary and structures, which have been learned and practiced in class. This is an opportunity to practice the language. There is no need to make extensive use of the vocabulary. **It is forbidden 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.***

FLIPP Projects: 1 FLIPP project presentation, 1 Power Point Presentation :

These presentations allow the students:

- 1) to have the chance to support extended language use creatively, through visual aid, to prepare text, learn it by heart and to receive feed back from the instructor about content and organization prior to the class presentation. These presentations are placed on Blackboard and they are presented orally in class.
- 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, 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) <u>Attendance & ACTIVE class participation</u>	<u>10%</u>
2) <u>Homework, workbook, lab, assignments</u>	<u>10%</u>
2) <u>5 Unit tests (5% each)</u>	<u>25%</u>
3) <u>1 Flipp /video presentation,</u> <u>1 Power Point presentations (5 % each)</u>	<u>10%</u>
4) <u>1 mid-term exam</u>	<u>15%</u>
5) <u>1 composition</u>	<u>10%</u>
6) <u>Final Exam</u>	<u>15%</u>
7) <u>Portfolio</u>	<u>5%</u>

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.
- e) 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.
- f) Late homework will not be accepted and a ZERO grade will be awarded.
- g) **Homework will be POSTED ON THE LEARNLINK CLASS CONFERENCE AT THE END of each class meeting.**
- h) Any correspondence with the instructor is submitted by email directly to the instructor:
dnisbet@learnlink.emory.edu

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 WHICH 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 the Professor has explained and 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 Mart.	Introduzione del corso	Riepilogo Cap. 4 Tempo libero	Lettura del dialogo
Genn. 16 Merc.	Dialogo “Eserciziario”. Comprensione dei due dialoghi, vocaboli		
Genn. 18 Ven.	Riepilogo. Grammatica: Forma perifrastica, pronomi diretti, presente sec. coniug..		

Genn. 21 Lun.	Vacanza
Genn. 22 Mart.	Riepilogo grammatical esercizi orali e scritti
Genn. 23 Merc.	Lettura del brano culturale
Genn. 25 Ven.	Ripasso del capitolo

Genn. 28 Lun.	Esame cap. 4 con parte scritta ed orale
Genn. 29 Mart.	Riepilogo cap. 5: <i>In giro per la città</i> Lettura del dialogo
Genn. 30 Merc.	Dialogo: Eserciziario, Comprensione dei due dialoghi, vocaboli
Febbr. 1. Ven.	Riepilogo: verbi al presente in are, ere, ire. l'imperativo,

Febb. 4 Lun.	Riepilogo grammatica: <u>introduzione dell'imperfetto</u>
--------------	---

Febb. 5 Mart.	Riepilogo: Lettura del brano culturale
---------------	--

Febb. 6 Merc. Ripasso del capitolo
 Febb. 8 Ven. **Esame Cap. 5 con parte orale e scritta**

Febb. 11 Lun. Capitolo 6: *In Albergo* Lettura del dialogo
 Febb. 12 Mart. Dialogo: Eserciziario, Comprensione dei due dialoghi, vocaboli

1. Flipp. Project “Preparate un breve viaggio in una città storica e descrivete quello che avete intenzione di apprendere e conoscere.” **Final draft, Feb.20 . Flipp project in-class presentation: 25. Febbraio**

Febb. 13 Merc. Grammatica: il passato prossimo e le preposizioni.
 Febb. 15 Ven.. Grammatica: verbi irregolari al presente: dire, salire, sapere, potere, volere, dovere, dare. Esercizi scritti e orali

Febb. 18 Lun. Ripasso della grammatica, esercizi.
 Febb. 19 Mart. Lettura : “*Soggiornare in Italia*”
 Febb. 20 Merc. Ripasso del capitolo 6
 Febb. 22 Ven. **MID-TERM Esame sui capitoli 5-6**

Febb. 25 Lun. **Presentazione in classe del progetto FLIP**
 Capitolo 7 *In Viaggio* Lettura del dialogo

Febb. 26 Mart. Dialogo: Eserciziario Comprensione dei due dialoghi, chiedere ed avere, vocaboli
 Febb. 27 Merc.. Grammatica: ripasso delle preposizioni, pronomi diretti, passato prossimo: verbi regolari in are, ere, ire; ripasso dell'imperfetto
 Marzo 1 Ven. Grammatica: esercizi scritti e orali

Marzo 4 Lun. Esercizi grammaticali
 Marzo 5 Mart. Ripasso della grammatica
 Marzo 6 Merc. Lettura culturale: il mensile “*Dove*”
 Marzo 8 Ven. **Esame cap. 7 con parte orale e scritta**

Dal 12 fino all' 16 Marzo: VACANZE DI PRIMAVERA

Marzo 18 Lun. **In-class first draft composition: Una professione interessante. Identificare un personaggio importante che pratica questa professione. The final draft is due April. 3rdth. (a writer, or a scientist, or an artist, and so on)**

Marzo 19 Mart. Capitolo 8 Dialogo *In banca* Lettura del dialogo
 Dialogo: Eserciziario Comprensione dei due dialoghi, fare paragoni, esprimere, desideri, vocaboli.

Marzo 20 Merc. Grammatica: Condizionale presente, gradi dell'aggettivo
 Marzo 22 Venerdì Grammatica: future semplice

Marzo 25 Lun. Grammatica: Esercizi orali e scritti.
 Marzo 26 Mart. Grammatica: ripasso
 Marzo 27 Merc. Lettura culturale: *Acquisti italiani*
 Marzo 29 Ven. Ripasso generale del capitolo

Aprile	1	Lun.	Esame del capitolo 8 con parte orale e scritta.
Aprile	2	Mart.	Capitolo 9 <i>Che giornata</i> Lettura del dialogo
Aprile	3	Merc.	Dialogo; Eserciziario Comprensione dei due dialoghi parlare di azioni passate, dare spiegazioni, vocaboli

Lettura in classe delle composizioni.

Preparare per il Power Point presentation: Un personaggio italiano due on April 26 and ./or on April 29.

Aprile	5	Ven.	Grammatica: I verbi riflessivi; piacere, uso dell'imperfetto e del passato prossimo; Participo passato dei verbe irregolari in ere.
--------	---	------	---

Aprile	8	Lun.	Grammatica: formulare ipotesi, esercizi orali e scritti
Aprile	9	Mart.	Ripasso della grammatica
Aprile	10	Merc.	Lettura culturale <i>Italiane famose</i>
Aprile	12	Ven.	Esame del capitolo 9 con parte orale e scritta

Aprile	15	Lun.	Capitolo 10: <i>Buon Compleanno</i> Lettura dei due dialoghi, vocaboli
Aprile	16	Mart.	Parlare dei nostril gusti, descrivere, esercizi orali e scritti
Aprile	17	Merc.	Grammatica: pronomi indiretti deboli e forti Esercizi orali e scritti,
Aprile	19	Ven.	Esercizi orali e scritti

Aprile	22	Lun.	Grammatica: pronomi relativi, uso del congiuntivo
Aprile	23	Mart.	Ripasso della grammatica
Aprile	24	Merc.	Ripasso del capitol 10
Aprile	26	Venerdi	Presentazione in class : Power Point

Aprile	29	Lun.	Presentazione in classe Power point Fine del Corso
--------	----	------	--

Aprile	30:	Mart.	Reading day
--------	-----	-------	--------------------

FINAL EXAM: dal 1-3 Maggio al 6-8 Maggio 2013

Baccalaureate: 11 Maggio 2013

BUONE VACANZE !!!!!!!