

**Testi d'istruzione :** **IN ITALIANO Chiuchiu', Minciarelli, Silvestrini**  
**IN ITALIANO** a Handbook for Comparison and Contrast by  
**Chiuchiu', Minciarelli, Silvestrini.**  
**L'Italiano al Laboratorio Linguistico Chiuchiu', Minciarelli,**  
**Silvestrini.**

**Uno scorcio sulla letteratura italiana del Novecento**

**Giovanni Verga:** da *Rosso Malpelo e altre novelle* "Cavalleria rusticana"(pp. 111-119)

**Giuseppe Tomasi di Lampedusa:** Da *Il Gattopardo* " Il ballo a Palazzo Ponteleone." (pp. 49-53)

**Luigi Pirandello:** *La giara* (dramma) (126-154)

**Carlo Emilio Gadda:** *La Madre* (1182-1187)

**Italo Calvino:** da *I racconti* "La gallina di reparto." (pp. 216-224)

**Primo Levi:** *Poesie, Di cosa parlano i poeti, Garzanti scuola.*

### Course Objectives:

In this Level II (courses Italian 201 and 202), each student will begin to develop self-expressions across a variety of culturally and politically significant topics, thereby increasing both accuracy and fluency of comprehension production. These content and language challenges— comparisons, contrasts, causality, imagination, and speculation— lay the foundation for the historical treatment of stories and histories in other intermediate and upper level courses.

Partner and group work is central in enhancing students' conversational and negotiating abilities. All students are involved in tracking and assessing their own progress through oral entrance and exit interviews, written work, and self-assessment forms.

By the end of Level II, students will have a good understanding of contemporary life in an Italian speaking world with some in-depth knowledge of major, social, political, and cultural issues. the student will be able to comprehend authentic material such as film, radio, video and native speaker conversation as well as produce spoken and written discourse from description to narration, to formulation of argument incorporating an increasing variety of styles and complexity. The student will have improved his or her writing skills through extensive writing in a variety of formats and will have produced both oral and written presentations of various lengths of formats, culminating in a collaborative research on a topic of interest for presentation to the class.

### Approach and Components

In order to reach these goals, it is expected that students actively participate in all classroom activities and keep up with out-of-class work, such as independent projects and homework. participation entails consistent, creative, contribution to class discussion and all collaborative work.

Throughout the course, the instructor favours an approach that highlights in-depth thematic discussion as well as linguistic (grammatical) accuracy and progress.

Features in this course are:

- a) intensive and extensive listening through video;
- b) intensive and extensive reading through short and long works outside of class;



- c) textual analysis in class, and multiple draft writing assignments.

**Please note that neither class-work or quizzes can be made up. more than THREE unexcused absences will lower the final grade.** Any exam conflict must be cleared with the instructor in advance, or no credit will be given. **homework will be assigned at the end of the each class meeting.**

### Modes of Assessment

All assessment features address content and language form, and are designed to emphasize linking the various modalities and building up in terms of accuracy, fluency, and complexity. A process-oriented approach allows for draft revisions, extensive feedback, and portfolios of progress through the semester.

**Compositions 20%** Extended written assignments will build in length and content over the semester. there will be one composition/tema per thematic module. Rewrites are required. rewriting a composition requires not only correcting errors but expanding argumentation and complexity, and improving stylistic elements of the essay. Both the draft and the final version will be incorporated into each composition's grade, and progression over the semester will be evaluated for this portion of the course grade.

**Quizzes/Tests (15%)** one quiz/test per chapter will cover three modalities (listening, reading, writing, ) as well as content and grammar points under discussion. There will be five to six quizzes/tests per semester.

**Final (15%)** **The final exam will consist of the interpretation of a short literary text never read before. The student is allowed to use the dictionary.**

**In-Class Work (15%)** Daily in-class work includes brief oral and written presentations, group work, participation and attendance. Participation is defined as active engagement in class discussion. Simply *attending* a given class is not the same as participating !!!!

**Oral Presentation (10%)** Independent research forms the basis of this collaborative work which will describe a cultural issue and interpret its significance for Italian society. The oral in-class presentation should last 8-10 minutes and can include audio-visual support, extemporaneous speech, i.e., no reading allowed! Grades will emphasize creativity, thoroughness of preparation and materials, cultural and linguistic accuracy, and content.

**Interviews (15%)** A series of interviews will establish a tape recorded "portfolio" of student progress in speaking- beginning with an entrance interview with the instructor in the first full week of class, which is informal.

**The final exit interview (10%)** will be graded for communicative fluency, lexical, topical creativity, and linguistic (grammatical) accuracy. For the exit interview, students are not expected

to prepare specific topics for discussion. The instructor's assessment will balance the interviews for progress over the semester!!

*All courses in the department of Italian adhere strictly to the Honor Code of Oxford College. In case of alleged violations, the procedures described in the Honor Code will be followed.*

**PLEASE NOTE:**

- The student will meet weekly with the instructor for conversation discussing the compositions' draft. Time and day will be arranged individually with the student.
- Grading system: the final grade will be indicated with a plus/minus grade.

Calendario d'istruzione:

CAPITOLO 7

17 Gennaio	Mercoledì	<b>Introduzione al corso. Cap.17 "Il Cucciolo"</b> <b>Grammatica : congiuntivo presente e passato. Video</b> Dialogo, Comprendere, Fissare le strutture
19 Gennaio	Venerdì	Lavorare sul testo, esercizi vari, sintesi grammaticale
22 Gennaio	Lunedì	Esercizi vari
24 Gennaio	Mercoledì	Occhio alla lingua, momento creativo, elementi di civiltà Video
26 Gennaio	Venerdì	<b>Quiz/Test cap. 17 (the oral test will take place in my office)</b>
29 Gennaio	Lunedì	<b>Giovanni Verga "Cavalleria rusticana" (pp. 111-119)</b>
31 Gennaio	Mercoledì	<b>Opera: Mascagni Cavalleria rusticana paper #1 due 02/02/2001</b>
2 Febbraio	Venerdì	<b>Capitolo 18 "L'artista" Grammatica imperfetto e trapassato</b> Video, Dialogo, Comprendere, Fissare le strutture
5 Febbraio	Lunedì	Lavorare sul testo, esercizi vari, sintesi grammaticale
7 Febbraio	Mercoledì	Esercizi vari
9 Febbraio	Venerdì	Occhio alla lingua, momenti di civiltà, art-slides. Video
12 Febbraio	Lunedì	<b>Quiz/test Cap. 18 (The oral test interview will take place in my office)</b>
14 Febbraio	Mercoledì	<b>Giuseppe T. di Lampedusa: da <i>Il Gattopardo</i> "Il ballo a palazzo Ponteleone." ( pp. 49-53)</b> <b>paper #2 due 03/02/2001</b>
16 Febbraio	Venerdì	<b>Viewing of the film <i>Il Gattopardo</i> by L. Visconti</b>
19 Febbraio	Lunedì	<b>Cap. 19 "A pesca" Grammatica periodo ipotetico</b> Video, Dialogo, Comprendere, Fissare le strutture

21 Febbraio	Mercoledì	Lavorare sul testo, esercizi vari, sintesi grammaticale
23 Febbraio	Venerdì	Esercizi vari
26 Febbraio	Lunedì	Occhio alla lingua, momenti di civiltà', Video.
28 Febbraio	Mercoledì	<b>Quiz/Test Cap. 19 (the oral test will take place in my office)</b>
2 Marzo	Venerdì	<b>Luigi Pirandello</b> <u>La Giara</u> dramma
5 Marzo	Lunedì	<b>Luigi Pirandello</b> <u>La Giara</u> dramma (continuaz.) <b>paper # 3 due 03/19/2001</b>
7 Marzo	Mercoledì	<b>Capitolo 20 "Il fidanzamento" Grammatica: i gradi dell'aggettivo.</b> Video, Dialogo, Comprendere, Fissare le strutture.
9 Marzo	Venerdì	Lavorare sul testo, Esercizi vari, Sintesi grammaticale
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<u>Dal 12 al 16 Marzo VACANZE PRIMAVERILI !!!!!</u>		
19 Marzo	Lunedì	Esercizi vari.
21 Marzo	Mercoledì	Occhio alla lingua, Momenti di civiltà', Video
23 Marzo	Venerdì	<b>Quiz/Test Cap. 20 (the oral test will take place in my office)</b>
26 Marzo	Lunedì	<b>Carlo Emilio Gadda:</b> da <u>La Madre</u> ( pp. 1182-1187)
28 Marzo	Mercoledì	Gadda: <u>La Madre</u> , continuaz. <b>paper # 4 due 04/09/2001</b>
30 Marzo	Venerdì	<b>Cap. 21 "Una storia" Grammatica: passato remoto e trapassato remoto.</b> Video, Dialogo, Comprendere, Fissare le strutture.
2 Aprile	Lunedì	Lavorare sul testo, Esercizi vari, Sintesi grammaticale.
4 Aprile	Mercoledì	Esercizi vari
6 Aprile	Venerdì	Occhio alla lingua, Momenti di civiltà', Video.
9 Aprile	Lunedì	<b>Quiz/Test Cap. 21 (the oral test will take place in my office)</b>
11 Aprile	Mercoledì	<b>Italo Calvino:</b> da <u>I racconti</u> <i>Gli anni difficili</i> "La gallina di reparto". (pp. 216-224)
13 Aprile	Venerdì	Calvino: "La gallina di reparto." continuaz. <b>paper # 5 04/20/2001</b>
16 Aprile	Lunedì	<b>Capitolo 22 "Scoperta archeologica" Grammatica: forma passiva.</b> Video, Dialogo, Comprendere, Fissare le strutture.
18 Aprile	Mercoledì	Lavorare sul testo, Esercizi vari, Sintesi grammaticale.
20 Aprile	Venerdì	Esercizi vari
23 Aprile	Lunedì	Occhio alla lingua, momenti di civiltà' Video
25 Aprile	Mercoledì	Test/Quiz Cap. 22 (the oral test will take place in my office)

27 Aprile      Venerdì      Poesie **Primo Levi:** *Shema'* (16), *Voci* (81), *Delega* (99).  
Film: De Sica *Il giardino dei Finzi-Contini*.

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30 Aprile      Lunedì      Presentazioni / FINE DEL CORSO

ESAMI FINALI

BUONE VACANZE !!!!!