

## **Syllabus: Italian 101**

### **Corso di Italiano 101**

**Dr. Delia Fabbroni-Giannotti Nisbet**

**Autunno (Fall) 2004**

**Class time: Mo. And Wed. 11:45 – 12:35 p.m.**

**Tue. and Thurs. 01:00 – 01:50 p.m.**

**Location: Humanities Conference Room**

Instructor's Office: Hum Hall room 110

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Office hours: 2:30-4:30 p.m. Mo. Tues. Wed. and by appointment.

Testi d'istruzione:

**Bravissimo** \_Corso multimediale\_ di Katerin Katerinov e Maria Clotilde Boriosi Katerinov

**Bravissimo** Eserciziario (workbook) di Katerinov e Boriosi Katerinov

**Lecture varie** (Short reading texts on Italian culture, geography, and history) These texts will be distributed in class during the semester.

### **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.

The student is introduced to a new reality of Italian life, the reality of immigrants

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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;
- | Provide basic information In Italian about themselves, families, interests, likes and dislikes and daily activities.
- | Understand and participate in a simple conversation on everyday topics (e.g. weather, meeting people, school, shopping, etc.);
- | Read edited texts on familiar topics, understand the main ideas, and pick out important information from “authentic texts” (e.g., menus, signs, train schedules, and short cultural reading passages.)
- | Fill in forms requesting information, write letters, notes, post cards, or messages providing simple information;
- | Provide information about Italy (e.g. geography, weather, and customs.)
- | Pronounce Italian well enough and produce Italian with enough grammatical accuracy to be comprehensible to an Italian speaker accustomed to speaking with non-natives.
- | Familiar with authentic material and audio-visual resources

including the WWW.

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### **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.

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### **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 cassettes are 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)

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## **MODES OF ASSESSMENT**

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

**Class Participation (6%)** 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 (6%)** **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.

**Language lab (5%)** Attendance at the language lab in the library is mandatory. Weekly listening exercises and work book exercises from the textbook's tapes and videos are essential to learning a new language. The listening comprehension exercises and written exercises are part of the general homework and will be reviewed and corrected in class. Each student is obliged to attend language lab three times per week (no less than 15 minutes and no more than 30 minutes each time) Audio and video cassettes are available at the main desk of the library. In order to get credit, please sign on the sheet the day and time when you begin the lab. Specify also when you finish with lab. Any misinformation given concerning language

lab credit is an Honour Council violation and the student will be reported to the Council.

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**5 Chapter Tests (6% each, total 30%)** 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**

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.

N.B. The components of reading comprehension and questions and answers will be done on an individual basis with the instructor in her office.

**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.

**N.B. There will be no oral examination/interview for the mid-term or for the final.**

**3 Essays: (6% each, total 18%)** 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.

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**N.B. Each essay will be written twice.** On the first draft/version, which will be graded (40%), students will receive comments about content and grammatical errors. On the second/final version (60%), students should incorporate the instructor's suggestions and the appropriate corrections. The final essay grade will be the sum of both grades.

**Interactive partner project or single presentation. (5%).**

Towards the end of the semester this "project," which will last approximately 8-10 minutes, allows the student:

- a. to have the chance to support extended language use creatively, through visual aid, prepared text and to receive feed back from the instructor about content and organization of presentation prior to the class presentation;
- b. to have the opportunity to plan with a partner an extended speaking task, thereby enhancing the complexity and accuracy of language use of each student;
- c. to gain knowledge about an area of their interest and convey that knowledge to the class.

**Portfolio (5%)** As part of the portfolio, the student is required to compile a folder containing the following material:

- a. 3 essays demonstrating rewrites as indicated by the instructor's first evaluation of the essay.
- b. An outline of the interactive partner project.
- c. I 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 student is using these words.
- f. A self-evaluation.

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**Calendario d'istruzione****Giorno****In Classe**

Ag.25 Mer. Introduzione al Corso "**Benvenuti**" pag. 16-19  
 Ag. 26 Giov. "Benvenuti" pag. 19- 22

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Ag. 30 Lun. **Capitolo. 1** " Italiani e no" video  
 Ag. 31 Mart. " Italiani e no" video  
 Sett. 1 Merc. "Italiani e no" video/eserciziario  
 Sett. 2 Giov. "Italiani e no"

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Sett. 6Lun. VACANZE  
 Sett. 7Mart. "Italiani e" Alla scoperta di ...stranieri e visitatori.  
 Sett. 8 Merc. "Italiani e no" facciamo il punto /eserciziario  
 Sett.9 Giov. "Italiani e no"

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\_\_\_\_Sett. 13 Lun. **TEST CAPITOLO 1**  
 Sett. 14 Mart. **Capitolo 2** " **"Di chi e'?"? video**  
 Sett. 15 Merc. "Di chi e'?" eserciziario  
 Sett. 16 Giov. "Di chi e'?"

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\_\_\_\_Sett. 20 Lun. "Di chi e'? video/ eserciziario  
 Sett. 21 Mart. " Di chi e'?" Alla scoperta di....delle grandi firme.  
 Sett. 22 Merc. "Di chi e'? "  
 Sett. 23 Giov. "Di chi e'?"

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Sett. 27 Lun. **TEST CAPITOLO 2**  
 Sett. 28 Mart. **Capitolo 3** "Italiani e no" video eserciziario  
 Sett. 29 Merc. "Fare conoscenza" eserciziario/ video  
 Sett. 30 Giov. "Fare conoscenza"

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Ott. 4 Lun. "Fare conoscenza" eserciziaro  
 Ott. 5 Mart. "Fare conoscenza"  
 Ott. 6 Merc. "Fare conoscenza"  
 Ott. 7 Giov. "Fare conoscenza" **1. Composizione " La mia famiglia" (final version due Oct. 29<sup>th</sup>)**

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**Ott. 11 e 12 VACANZE AUTUNNALI**  
 Ott. 13 Merc. **MID-TERM Capitoli 1-2-3**  
 Ott. 14 Giov. **Capitolo 4** "Tempo libero" Video

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Ott. 18 Lun. "Tempo libero" eserciziaro/video  
 Ott. 19 Mart. "Tempo libero"  
 Ott. 20. Merc. "Tempo libero"  
 Ott. 21 Giov. "Tempo libero"

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Ott. 25 Lun. "Tempo libero"  
 Ott. 26 Mart. "Tempo libero"  
 Ott. 27 Merc. **TEST CAPITOLO 4**  
 Ott. 28 Giov. **Capitolo 5** "In giro per la citta'" video  
**2. Composizione "La mia citta' " (final version due 17 Nov.)**

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Nov. 1 Lun. "In giro per la citta' '"  
 Nov. 2 Mart. "In giro per la citta' "  
 Nov. 3 Merc. "In giro per la citta' "  
 Nov. 4. Giov. "In giro per la citta' "

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Nov. 8 Lun. "In giro per la citta'"  
 Nov. 9 Mart. " In giro per la citta'"

Nov. 10 Merc. **TEST Capitolo 5** "In albergo" video/eserciziario  
 Nov. 11 Giov. **Capitolo 6 "In albergo" video**

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Nov. 15 Lun. "In albergo"  
 Nov. 16 Mart. "In albergo"  
 Nov. 17 Mitt. "In albergo" **3. Composizione "Una vacanza"**  
**(Final version due on Dic. 2<sup>nd</sup>)**  
 Nov. 18 Giov. "In albergo"

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Nov. 22 Lun.. "In albergo"  
 Nov. 23 Mart. "In albergo"  
**Nov. 24 - 26 Festa del ringraziamento VACANZE**

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Nov. 29 Lun. **TEST CAPITOLO 6**  
 Nov. 30. Mart. **Cap. 7 "In viaggio"**  
 Dic. 1. Merc. "In viaggio"  
 Dic. 2. Giov. "In viaggio"

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Dic. 6 Lun. **Presentations of class projects**  
 Dic. 7 Mart. **Presentations of class projects and General  
 Review of the course.**

### **FINE DEL CORSO VACANZE INVERNALI**

Esami finali dal 9-10 e dal 13-15 Dicembre TANTI AUGURI!