Objectives

Through an intensive study of the language and consistent practice, at the end of this course:

- You will have developed listening, reading, writing, and speaking skills between the B1 and B2 levels according to the Common European Framework of Reference for Languages (CEFR). You will have developed your listening, writing and speaking skills at an intermediate level. That is, you will be able to read and produce written texts on current events and topics of social interest, and to report and participate in conversations on the same. During the semester, emphasis will also be placed on developing a solid knowledge of relative pronouns, passato remoto tense, and the subjunctive mode in its four tenses.
- You will have explored some cultural themes as related to Italy such as working, Italian history, health and wellness, and the environment.
- You will be able to apply strategies to comprehend and produce a foreign language.

The values and pedagogies associated with the Fordham mission will set the tone in our classrooms. In the language of the university mission statement, such values include a “commitment to research and education that assist in the alleviation of poverty, the promotion of justice, the protection of human rights, and respect for the environment.” Members of this class can expect to continue an education that promotes “understanding of and reverence for ways of life other than their own,” and to continue their preparation “to live in and to contribute to an increasingly multicultural and multinational society.” As with all courses of study at Fordham, the aim of ours is to foster “life-long habits of careful observation, critical thinking, creativity, moral reflection, and articulate expression.”

This class is an environment for learning and collaboration. Diversity and individual differences in perspectives, behaviors and worldviews are understood, respected, appreciated, and recognized as a source of strength for all.

Required Texts

<table>
<thead>
<tr>
<th>ISBN</th>
<th>Title -- Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>978-88-9843-303-2</td>
<td>The Italian Project 2A - Student’s book &amp; Workbook Revised edition (+ DVD) -- Edilingua</td>
</tr>
<tr>
<td>978-88-9843-311-7</td>
<td>Una grammatica italiana per tutti 2 - Latino, Muscolino -- Edilingua</td>
</tr>
</tbody>
</table>

Also available as ebook on the publisher’s platform www.i-d-e-i.it; volume 1 covers ITAL1001 and ITAL1502 (1a+1b); volume 2 covers ITAL1502 and ITAL2001 (2a + 2b)

Additional course materials in the ITAL1502 GoogleDrive folder.

Dizionario bilingue e monolinguale: www.garzantilinguistica.it; http://www.zanichelli.it/dizionari/; http://www.treccani.it/vocabolario/

NB: while Google translate may have a role when traveling to countries where you don’t speak the language, it is NOT an acceptable tool to employ for your writing assignments. It doesn’t support your language development and it is breach of academic integrity to google the translation of full sentences.
COURSE REQUIREMENTS

Active class participation
In-class activities are an irreplaceable opportunity to learn: don’t be afraid of making mistakes and seize all the opportunities you can to practice the language. ALL IN ITALIAN! (See rubrics below for assessment criteria).

Homework
- Your instructor will let you know whether you will be completing paper or online workbook assignments. The paper version of the workbook is included in the second part of your textbook. The (identical) online version is accessible at http://www.i-d-e-e.it at no additional cost. Use the code included on the back cover of your book to activate your online workbook. After you have activated it, make sure you enroll in your course (you will need name/code). You should complete your assignments in the Language Learning Center [at Rose Hill in Keating Hall (basement floor, B-25), at Lincoln Center in Lowenstein 412]. Completing your online assignment will require a minimum of one hour a week. In the LLC you will also be able to access interactive exercises, and find language software and extra audio-visual materials, including RAI television programs, songs, and movies [access them via “Sansspace”] for further practice and learning.
- Turn in any other assignments (on paper) at the beginning of the class period on the day they are due. Doing your homework in a timely fashion is a key element for successful learning.

Attendance
Attendance is required for all classes. As per departmental policy, failure to attend class will affect your final grade. Each unexcused absence that exceeds the equivalent of one of week of class will result in the penalty of one third of a letter grade for the course (A- >B+, C+>C, etc.) and will also be reported to the Dean. You are responsible for any work that you miss. Missing class is no excuse for turning in a late assignment. Being three times late counts as an absence.

Exams and Other Forms of Assessment
There will be: quizzes; exam(s); a common written final exam; compositions or “temi”; “riflessioni scritte”; oral evaluations; and projects.

Evaluation and Grading

Daily practice is the only way to succeed when learning a language. Being able to simply recite a rule is not relevant. You need to show that you can “use” the language effectively and creatively when you speak and write. This is a skill that you can only build day by day, in and out of the classroom. Doing your assignments with consistency and full engagement, exposing yourself to Italian as much as possible, actively seeking opportunities to practice, and taking risks – even if you make mistakes – are necessary conditions for learning.

Grade Breakdown
Active participation and class preparation (participation, homework, attendance of CC/events) 10 %
Quiz veloci 8 %
Esami (3) 32 %
Written final exam 20 %
Compositions (temi, 2) 12 %
Oral conversations
L’Orda 3 %
Intervista emigrazione 5 %
Riflessioni scritte (completamento, 2) 3 %
Progetto ecologia 7 %

A 93-100 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C+ 77-79 C 73-76 C- 70-72 D 60-69 F 0-59

Please refer to the RUBRICS for detailed information about the criteria according to which your performance in the class will be evaluated.
POLICIES

Use of Technology in Class
Tablets and laptops are welcome in the classroom if they serve as tools to enrich your learning experience. They must be used solely for that purpose, and should not disrupt your attention or the work of your classmates. Any inappropriate use of technology, including texting, will negatively impact your class participation grade. No electronic device is allowed during quizzes and exams.

Plagiarism and Academic Integrity
Students are reminded that all coursework must be done on their own without help from or consultation with other people. Use of online translators is unacceptable. No cheating or plagiarism will be tolerated. Students who violate Fordham’s policy on academic integrity will be reported to the Dean’s office. See the Fordham University Undergraduate Policy on Academic Integrity at http://www.fordham.edu/undergraduateacademicintegrity.

Special Accommodations for Students with Disabilities
Students with Disabilities: Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, you may be entitled to accommodations. If you are a student with a documented disability and require academic accommodations, please register with the Office of Disability Services for Students (ODS) in order to request academic accommodations for your courses. Please contact the main ODS number at 718-817-0655 to arrange services. (Rose Hill - O’Hare Hall, Lower Level, x0655 or at Lincoln Center – Room 207, x6282). Accommodations are not retroactive, so you need to register with ODS prior to receiving your accommodations. Please see me after class or during office hours if you have questions or would like to submit your academic accommodation letter to me if you have previously registered for accommodations.

Mandatory Reporting
As a faculty member, I am a mandatory reporter and am required to contact and provide information to Public Safety, to the Dean of Students, and/or to the Title IX Coordinator if I learn you have been sexually harassed (verbally or physically), sexually assaulted/raped, stalked, had domestic violence or dating violence occur in a relationship, or been a victim/survivor of any behavior prohibited by the University's sexual misconduct policy: www.fordham.edu/sexualmisconduct. Once reported, the University will promptly seek to properly support any student and make efforts to stop the discrimination, prevent it from recurring, and remedy its effects. There are two confidential places on campus where you can seek support and it will not be "reported": counselors in Psychological & Counseling Services and Campus Ministries. The Student CARE brochure can provide you with on and off-campus resources for support and more information: www.fordham.edu/care.

Weekly Program – Programma Settimanale

Week 1: Tuesday, May 29 – Thursday, May 31

Tuesday, May 29: Ripasso: pronomi doppi; l’aggettivo possessivo; uso dell’imperfetto e il passato prossimo; verbi riflessivi
Unità 2: Soldi. Per cominciare… [p. 23-24, vocabolario banca]
Es. 5 p. 34
I pronomi relativi che e cui: p. 25-27

[2]: Lavoro. D. In bocca al lupo! [p. 30-31]
E. Curriculum vitae [p. 31-32]
G. Vocabolario e abilità [p. 35]

Lettura: Da ItalianoItaliano, La prima astronauta (materiale extra)

Tema #1: Un lavoro che mi piacerebbe fare. Due Tuesday, June 5
Wednesday, May 30:

Continue Unità 2; go over assignments and reading *La prima astronauta*

Thursday, May 31

QUIZ 1: pronomi relativi

In classe: questo progetto: gioco di ruolo, colloqui di lavoro. (A dialogue following an outline that will be prepared and presented in class.)

Ripasso per l’esame su Unità 2 (l’esame sarà martedì il 5 giugno)


Studio la coniugazione del passato remoto regolare + essere e avere a p. 70 del libro Una Grammatica italiana per tutti

Migrazioni: pianificazione per le presentazioni di fine unità didattica. Ogni studente farà un’intervista alla propria famiglia o a un conoscere raccogliendo informazioni sulla loro storia di migrazione; in alternativa all’intervista, è possibile fare ricerca su personaggi famosi migranti. Alla fine dell’unità didattica: i) presentazione orale valutata (formato a presentazioni parallele: poster presentations oppure stile speed dating) e ii) tema#2.

Completa una tabella sulle fasi storiche dell’emigrazione italiana dal 1861 a oggi.

Compiti: visione del film Golden door/Nuovomondo - disponibile nei computer al LLC in KE25B o in DVD alla biblioteca (o streaming); identificare il soggetto da intervistare per il progetto sulle migrazioni e scrivere le domande che vuoi chiedergli

L’emigrazione storica

Discussione del film Nuovomondo di Emanuele Crialese

Compiti: preparazione per la discussione de L’orda

Week 2: Tuesday, June 5 – Thursday, June 7

Tuesday, June 5: Esame 1: Unità 2; (Hand-in Tema 1: Un lavoro che mi piacerebbe fare)

Unità 4

4 B. In che senso? (pp. 58-60)

C. C’era una volta (pp. 61-62) Verbi irregolari al passato remoto.

Discussione valutata: L’orda di Stella

4 D. E la storia continua (pp. 62-65 ECCETTO TRAPASSATO REMOTO).

Compiti: leggere i documenti in *Fonti* in preparazione per la discussione in classe. NOTA: alcuni testi hanno numerosi errori di ortografia e grammatica - discuteremo perché.

Wednesday, June 6:

L’emigrazione storica (continua)

Discussione in classe del materiale incluso in *Fonti*

4 E. Abilita’ (p. 65) - conversazione

L’emigrazione storica (continua)

Lettura: *Vita* di Melania Mazzucco. Prima di leggere, accertati di sapere queste parole.

Discussione finale del materiale esaminato per parlare dell’emigrazione storica.

**Thursday, June 7:**

QUIZ 2: Il Passato Remoto

Compiti: Preparare una presentazione sull’esperienza migratoria di una persona che conoscete o di una persona importante nel mondo della letteratura, della ricerca, della politica, delle belle arti, della musica ecc. (La presentazione sarà per mercoledì il 13 giugno)

L’emigrazione storica (ultima lezione):


Ripasso Unità 4 per l’esame di martedì, 12 giugno

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**Week 3: Tuesday, June 12 – Thursday, June 14**

**Tuesday, June 12: Esame 2: Unità 4**

Unità 5: Stare bene, Per cominciare e A il congiuntivo presente e passato (Una grammatica italiana per tutti 2, pp. 81-93; 101-102)

Verbi irregolari: p. 74 [no il resto della sezione B]

Sezione C [pp. 75-76]

**Wednesday, June 13: Presentazioni: Emigrazione**

Unità 5: continuazione del congiuntivo presente e passato


Conversazione: hai uno stile di vita sano? (Valutata)

**Thursday, June 14**

QUIZ 3: congiuntivo presente e passato

Unità 5: vocabolario e letture.

Ripasso: il congiuntivo presente e passato: uso (Una grammatica italiana per tutti 2, pp. 87-88, p. 92, p. 101).

Ripasso di Unità 5 per l’esame martedì 19 giugno

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**Week 4: Tuesday, June 19 – Thursday, June 21**

**Tuesday, June 19: Esame 3: Unità 5**


**Progetto: ecologia.** Progetto individuale finalizzato alla produzione di un video/prodotto multimediale. Può anche essere un PowerPoint. Usa attività online e altre risorse in italiano (google.it, www.focus.it, il programma TV Superquark...). Linee guida qui.

Compiti: scegliere [il progetto (sull’ecologia)].

**Wednesday, June 20**

Vol 2B Unità 7
[7] A. Una casetta in campagna(pp. 22-240; congiuntivo imperfetto (Una grammatica italiana per tutti 2, pp. 103-109) [Non facciamo sezione B. Cercare casa]
(p.32) vocabolario legato all’ambiente
D. Vivere in città (vocabolario)

**Thursday, June 21**

Unità 7 (continua) [Vocabolario] sull’ambiente
A. Una casetta in campagna (introduzione del congiuntivo trapassato, p. 26, e della concordanza dei tempi (p. 27-28) (Una grammatica italiana per tutti 2, pp. 110-111)

QUIZ 4: vocabolario ambiente e congiuntivo imperfetto

**Note: Tema 2: Come salvaguardare il nostro pianeta (Due Tuesday, June 26)**

**Week 5: Tuesday, June 26 – Thursday, June 28**

**Tuesday, June 26: Hand-in Tema 2: Come salvaguardare il nostro pianeta**

Unità 7
Una grammatica italiana per tutti 2, pp. 92-102, pp. 115-122
D. Vivere in città (pp. 28-30)
USO DEL CONGIUNTIVO CON CONGIUNZIONI
(p. 29) Congiunzioni che richiedono il congiuntivo. Una grammatica italiana per tutti 2, p. 94
Esercizio su congiunzioni e vocabolario ambiente

Ecologia e attivismo. Leggiamo del lavoro dell’artista Ettore Favini (ricerca on-line).
[non facciamo la sezione E]

**Wednesday, June 27:**

**Progetto ecologia**
Ascolto e vocabolario C. Nessun problema... [p. 26-28]
Lettura a p. 34-35

**Ripasso per l’esame finale**

**Thursday, June 28**

**Esame Finale**
**Class Participation**

<table>
<thead>
<tr>
<th>Active Participation</th>
<th>Exemplary (100)</th>
<th>Satisfactory (80)</th>
<th>Needs improvement (60)</th>
<th>Unacceptable (40)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maximization of language use 50%</strong></td>
<td>Exemplary - 50</td>
<td>Satisfactory - 40</td>
<td>Needs improvement - 30</td>
<td>Unacceptable - 20</td>
</tr>
<tr>
<td>Student consistently makes an effort to communicate in the target language and seeks spontaneously opportunities to practice.</td>
<td>Student makes an effort to communicate in the target language.</td>
<td>Student makes an effort to communicate in the target language only when encouraged.</td>
<td>Student attempts to avoid communicating in the target language and resists opportunities to practice.</td>
<td></td>
</tr>
<tr>
<td><strong>Active collaboration 20%</strong></td>
<td>Exemplary - 20</td>
<td>Satisfactory - 16</td>
<td>Needs improvement - 12</td>
<td>Unacceptable - 8</td>
</tr>
<tr>
<td>Student consistently and spontaneously contributes to class work with relevant ideas and questions. Student is very supportive of group work and actively engaged.</td>
<td>Student generally contributes to class work with relevant ideas. Student asks questions when needed. Student contributes responsibly to group work.</td>
<td>Student generally contributes to class work with relevant ideas only when pushed by the instructor. Student avoids asking questions. Student tends to be passive in group work.</td>
<td>Student rarely participates in class, struggles with pair/group work.</td>
<td></td>
</tr>
<tr>
<td><strong>Preparedness 20%</strong></td>
<td>Exemplary - 20</td>
<td>Satisfactory - 16</td>
<td>Needs improvement - 12</td>
<td>Unacceptable - 8</td>
</tr>
<tr>
<td>Student is always prepared for class with assigned readings and written assignments punctually. Student is eager to seek extra material.</td>
<td>Student generally is prepared for class with assigned readings and written assignments. If not prepared (one or two instances) student informs the instructor timely, provides valid explanation, and arranges for make-up.</td>
<td>Student is not always prepared for class with assigned readings and/or written assignments. Student attempts to submit some materials late.</td>
<td>Student is sometimes unprepared for class with assigned readings and/or written assignments. Student attempts to submit some materials late.</td>
<td></td>
</tr>
<tr>
<td><strong>Attentiveness 10%</strong></td>
<td>Exemplary - 10</td>
<td>Satisfactory - 8</td>
<td>Needs improvement - 6</td>
<td>Unacceptable - 4</td>
</tr>
<tr>
<td>Student is consistently actively engaged in listening and observing.</td>
<td>Student is engaged in listening and observing. Student is focused on class materials.</td>
<td>Student is occasionally not engaged in class and distracted from class materials.</td>
<td>Student is frequently not engaged in class and distracted from class materials.</td>
<td></td>
</tr>
</tbody>
</table>
**ORAL CONVERSATION**

<table>
<thead>
<tr>
<th>ORAL CONVERSATIONS</th>
<th>Unsatisfactory (0)</th>
<th>Meets minimal expectations (60)</th>
<th>Meets expectations (80)</th>
<th>Exceeds expectations (100)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicative effectiveness 30%</strong></td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 18</td>
<td>Meets expectations - 24</td>
<td>Exceeds expect. - 30</td>
</tr>
<tr>
<td>Communication failed</td>
<td>The student can get and convey the gist but some relevant information does not go through</td>
<td>The student was able to receive and communicate most of the contents</td>
<td>Very effective communication</td>
<td></td>
</tr>
<tr>
<td><strong>Fluency 20%</strong></td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 12</td>
<td>Meets expectations - 16</td>
<td>Exceeds expect. - 20</td>
</tr>
<tr>
<td>The production is very fragmented</td>
<td>Even though the production can be fragmented at times, its overall fluency is acceptable</td>
<td>The overall fluency is adequate; some pauses and false starts</td>
<td>The overall fluency is very good; natural pauses.</td>
<td></td>
</tr>
<tr>
<td><strong>Targeted structures 30%</strong></td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 18</td>
<td>Meets expectations - 24</td>
<td>Exceeds expect. - 30</td>
</tr>
<tr>
<td>The student does not demonstrate examples of the structures. Errors may impede meaning or convey unintended meaning.</td>
<td>The student shows somehow an understanding of the target structures, with several formal errors that however do not impede meaning.</td>
<td>Most of the conversation shows appropriate use of target structures, with some formal errors that do not impede meaning.</td>
<td>The conversation includes appropriate use of target structures, with occasional errors in form that do not impede meaning.</td>
<td></td>
</tr>
<tr>
<td><strong>Lexicon 20%</strong></td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 12</td>
<td>Meets expectations - 16</td>
<td>Exceeds expect. - 20</td>
</tr>
<tr>
<td>Many words are not in the target language.</td>
<td>The lexical choices convey meaning. Some false cognates might be present and/or some words might not be in the target language.</td>
<td>The lexical choices are appropriate and convey meaning. There are occasional mistakes on word choice.</td>
<td>The lexical choices are consistently appropriate and accurate.</td>
<td></td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>Unsatisfactory (40)</td>
<td>Meets minimal expectations (60)</td>
<td>Meets expectations (80)</td>
<td>Exceeds expectations (100)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>-------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Research 10%</td>
<td>Inadequate - 4</td>
<td>Minimal - 6</td>
<td>Satisfactory - 8</td>
<td>Thorough - 10</td>
</tr>
<tr>
<td>Class engagement 10%</td>
<td>Not present - 4</td>
<td>Minimal - 6</td>
<td>Full - 8</td>
<td>Extensive - 10</td>
</tr>
<tr>
<td>Communicative effectiveness 20%</td>
<td>Communication failed - 8</td>
<td>The student can convey the gist but some relevant details are not clear - 12</td>
<td>The student was able to communicate most of the presentation contents - 16</td>
<td>Very effective communication - 20</td>
</tr>
<tr>
<td>Fluency 20%</td>
<td>The production is very fragmented - 8</td>
<td>Even though the production can be fragmented at times, its overall fluency is acceptable - 12</td>
<td>The overall fluency is adequate; some pauses and false starts - 16</td>
<td>The overall fluency is very good; natural pauses - 20</td>
</tr>
<tr>
<td>Target grammar and syntax 20%</td>
<td>Errors may impede meaning or convey unintended meaning. - 8</td>
<td>The student shows somehow an understanding of the target structures, however not a thorough and consistent use of them. The speech includes use of target structures, with several formal errors that however do not impede meaning. - 12</td>
<td>Most of the presentation shows appropriate use of target structures, with some formal errors that do not impede meaning. - 16</td>
<td>Most of the presentation shows appropriate use of target structures, with occasional errors in form that do not impede meaning. - 20</td>
</tr>
<tr>
<td>Lexicon 20%</td>
<td>Many words are not in the target language. - 8</td>
<td>The lexical choices convey meaning. Some false cognates might be present and/or some words might not be in the target language. - 12</td>
<td>The lexical choices are appropriate and convey meaning. There are occasional mistakes on word choice. - 16</td>
<td>The lexical choices are consistently appropriate and accurate. - 20</td>
</tr>
<tr>
<td>Writing</td>
<td>Unsatisfactory (0)</td>
<td>Meets minimal expectations (60)</td>
<td>Meets expectations (80)</td>
<td>Exceeds expectations (100)</td>
</tr>
<tr>
<td>---------</td>
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<td>-------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Contents 20%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 10</td>
<td>Meets expectations - 15</td>
<td>Exceeds expect. - 20</td>
</tr>
<tr>
<td></td>
<td>The text is off topic or on topic only partially.</td>
<td>The text is on topic but covers only superficially the topic or the register is inappropriate.</td>
<td>The topic is developed. The register is appropriate.</td>
<td>The topic is covered extensively and fully developed in a text that follows common conventions of writing.</td>
</tr>
<tr>
<td>Targeted grammar structures 40%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 25</td>
<td>Meets expectations - 30</td>
<td>Exceeds expect. - 40</td>
</tr>
<tr>
<td></td>
<td>The text does not demonstrate a concern for the targeted structure. Errors may impede meaning or convey unintended meaning.</td>
<td>The text includes use of target structures, with some formal errors that do not impede meaning.</td>
<td>The text includes for the most part appropriate use of target structures, with occasional formal errors that do not impede meaning.</td>
<td>The text includes appropriate use target structures, with very occasional errors in form that do not impede meaning.</td>
</tr>
<tr>
<td>Lexicon 20%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 13</td>
<td>Meets expectations - 18</td>
<td>Exceeds expect. - 20</td>
</tr>
<tr>
<td></td>
<td>Many words are not in the target language.</td>
<td>The lexical choices convey meaning. Some false cognates might be present and/or some words might not be in the target language.</td>
<td>The lexical choices are appropriate and convey meaning. There are occasional mistakes on word choice.</td>
<td>The lexical choices are consistently appropriate and accurate.</td>
</tr>
<tr>
<td>Syntax and structure 20%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 12</td>
<td>Meets expectations - 17</td>
<td>Exceeds expect. - 20</td>
</tr>
<tr>
<td></td>
<td>Word order does not reflect an understanding of the target language basic syntax. The structure is not clear.</td>
<td>The word order does somehow reflect the target language syntax, even though it is not consistently applied and some English structures may be applied to the target language. The structure is clear.</td>
<td>The word order does mainly reflect the target language syntax, with minor or occasional inconsistencies/interference from English. The structure is clearly organized.</td>
<td>The word order does reflect consistently the target language syntax (errors might be present in idioms or linguistic idiosyncrasies). The structure is clearly organized.</td>
</tr>
</tbody>
</table>