Fordham University
Department of Modern Languages and Literature
Introduction to Italian I – ITAL 1001

Summer 2020

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Course meets MTWTh with the following daily schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 - 11:30</td>
<td>Synchronous Bb collaborate meeting</td>
</tr>
<tr>
<td>2h 30min</td>
<td>Additional asynchronous work.</td>
</tr>
<tr>
<td>04:30 - 05:30</td>
<td>Office hours (MTW only, no Th); additional office hours by appointment</td>
</tr>
</tbody>
</table>

Routine:

- Daily Google Chat room entry (responding to prompt) Mon-Wed
- Weekly Riflessione scritta in the Google Chat room (responding to prompt) by Sunday
- Weekly practice test every Tuesday 7 am - Wednesday 9 pm
- Weekly end-of-the-module test every Thursday 7 am - Saturday 2 pm.
- Weekly evaluation of your oral performance.

Students of this course will embark on intensive study of Italian. We will take advantage of rich and diverse resources on Italian culture to shape our understanding of contemporary Italian language and culture.

Learning outcomes.
By the end of the five modules, students will:

A. develop tools for accurate pronunciation and listening in the target language
B. acquire knowledge of grammatical structures such as agreement in gender and number, verb tenses in the indicative (present, past and future), and select pronouns
C. be able to read and produce simple written texts, and understand simple, practical conversations in a number of personal and social situations (A2:CEFR/Novice High: ACTFL for listening, reading, writing; A1:CEFR/Novice Mid:ACTFL for speaking)
D. be familiar with aspects of Italian culture and some of its outlets in New York City [TBA]
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.

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.”

Chosen name
Some members of the Fordham community are known by a name that is different from their legal name. Students who wish to be identified by a chosen name can contact their MLL faculty members via email and request their chosen name and pronoun be used.

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.

Honor Code
You cannot consult other people, outside sources, and online sources during tests. You cannot share information on the tests with others. You cannot use online translators to complete any assignment. Online dictionaries of non conjugated/inflected words are allowed for assignments. Tests and assignments must be solely the results of your own work.
Required Texts

<table>
<thead>
<tr>
<th>ISBN</th>
<th>Title -- Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>978-88-984-3300-1</td>
<td>The Italian Project 1a - Student’s book &amp; Workbook Revised edition (+ DVD) -- Edilingua</td>
</tr>
<tr>
<td>978-960-693-099-7</td>
<td>Centro! 1 - Libro + CD AUDIO -- Edilingua</td>
</tr>
</tbody>
</table>

Also available as [ebook](http://www.i-d-e-e.it) on the publisher’s platform. volume 1 covers ITAL1001 and ITAL1501 (1a+1b); volume 2 covers ITAL1502 and ITAL2001 (2a + 2b)

Additional course materials in the [ITAL1001 GoogleDrive folder](http://www.i-d-e-e.it).

Films available in the Language Learning Center, also accessible remotely at [https://languagelab.itac.fordham.edu/site](https://languagelab.itac.fordham.edu/site)

Dizionario bilingue e monolingue: [www.garzantilinguistica.it](http://www.garzantilinguistica.it); [http://www.zanichelli.it/dizionari/](http://www.zanichelli.it/dizionari/); [http://www.treccani.it/vocabolario/](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 a breach of academic integrity to google the translation of full sentences.

COURSE REQUIREMENTS

Active class participation
Synchronous 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. The Google chat Room is another venue for active engagement. ALL IN ITALIAN! (See rubrics below for assessment criteria).

Homework
- Daily homework is listed in the weekly module’s lesson plan.
- 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](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.
- Doing your homework in a timely fashion is a key element for successful learning. [Late homework will not be accepted](http://www.i-d-e-e.it).

Attendance
Attendance to the synchronous component is required. As per departmental policy, failure to attend class will affect your final grade. Each unexcused absence 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.

Attendance of events
Attend/Experience at least three cultural events through the session but you are encouraged to attend as many as you can. Events will be listed for each module. Cultural experiences include films, lectures, (virtual) encounters with Italians, reading blogs, music (whether at concerts or on [Spotify](http://www.i-d-e-e.it)) etc. In the Google Chat Room, report on your experience so that I can keep a record of your grade.
Exams and Other Forms of Assessment

There will be: end-of-the-module tests; a common cumulative written final exam; graded writing practice called “riflessioni scritte”; weekly oral evaluations.

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 virtual 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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class preparedness</td>
<td>5%</td>
</tr>
<tr>
<td>Synchronous participation</td>
<td>5%</td>
</tr>
<tr>
<td>Google Chat Room Daily Participation Mon-Wed</td>
<td>8%</td>
</tr>
<tr>
<td>Google Chat Room Weekly Riflessioni scritte (completion of 4)</td>
<td>4%</td>
</tr>
<tr>
<td>Virtual attendance of 3 events/experiences with Italian culture</td>
<td>3%</td>
</tr>
<tr>
<td>End-of-the-module tests</td>
<td>40%</td>
</tr>
<tr>
<td>Written final exam</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly oral evaluations</td>
<td>15%</td>
</tr>
</tbody>
</table>

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.
Weekly Program

Subject to adjustments based on students’ response to material.
Module I

Topics

- Alphabet and pronunciation
- Nouns and adjectives
- Indefinite article

Learning outcomes

- Students will be able to greet each other at a basic level, introduce themselves, express their nationality and age
- Students will be able to read following Italian phonetic rules
- Students will be familiar with the concept of gender and number agreement in Italian
- Students will be able to count from zero to 30

Assessment

- Complete daily entries on the Google Chat Room Mon-Wed
- Complete practice test Tuesday 7 am - Wednesday 9 pm
- End-of the-module test every Thursday 7 am - Saturday 2 pm.
- Complete weekly Riflessione Scrittta on the Google Chat Room between Thursday and Sunday
- Complete assigned oral tasks (evaluated weekly)
Material

Tues 05/26

[Unità introduttiva] Benvenuti!

Wed 05/27

[Unità 1 – The Italian Project 1a] Un nuovo inizio: Per cominciare & A. E dove lavori adesso? (pp. 16-18)

Lettura - Dieci Racconti: Il posto libero (p. 5)

Thur 05/28

[1] B. Un giorno importante! (pp. 19-20)
Canzone: Bella (Jovanotti)
[1] D. Ciao Maria! (pp. 22-24)
Dialogo: p. 22 #4, p. 26 #5
Module II

Topics

- Getting acquainted with somebody
- Definite articles
- Indicative present tense of regular verbs
- Form of politeness (speaking formally)
- Hobbies and leisure time
- Indicative present tense of irregular verbs and modal verbs
- Some prepositions
- Numbers up to the thousands
- Days of the week
- Telling the time
- Festa della Repubblica (Italian history)

Learning outcomes

- Students will be able to greet each other based on time and level of formality
- Students will be able to describe people using basic adjectives
- Students will be able to use regular verbs in the present tense
- Students will be able to talk about hobbies and free time activities, including regular and some irregular verbs in the present
- Students will be able to tell the time
- Students will be able to ask for and provide information on time and scheduling
- Students will know about June 2’s Festa della Repubblica

Assessment

- Complete daily entries on the Google Chat Room Mon-Wed
- Complete practice test Tuesday 7 am - Wednesday 9 pm
- End-of-the-module test every Thursday 7 am - Saturday 2 pm.
- Complete weekly Riflessione Scritta on the Google Chat Room between Thursday and Sunday
- Complete assigned oral tasks (evaluated weekly)
Material

Mon 06/01

[1] C. Di dove sei? (pp. 21-22) [1] E. Lei, di dov’è? (pp. 24)
Lettura - Dieci Racconti: Caro diario (p. 12)
[1] F. Com’è? (pp. 25-26)

Tues 06/02

Canzone: Tanto x3 (Jovanotti)

Wed. 06/03

[Unità 2] Come passi il tempo libero?
Per cominciare & A. Un’intervista (pp. 30-32)
E. Vado in Italia (pp. 37-38)
[2] F. Che giorno è? (p. 38) & G. Che ora è?/Che ore sono? (p. 39)

Thurs. 06/04

[2] B. Vieni con noi? (pp. 33-34) & C. Scusi, posso entrare? (pp. 34-35)

[2] D. Dove abiti? (pp. 36-38)
Module III

Topics

- Some possessive adjectives
- Preposizioni articolate
- More activities
- Months and seasons
- Numbers up to millions
- “Il bar” (Italian coffee shop)

Learning outcomes

- Students will be able to thank and respond appropriately
- Students will be able to talk about seasonal activities including more irregular verbs
- Students will be able to ask for and provide information on time and scheduling
- Students will start being familiar with passato prossimo past tense formation
- Students will be able to talk about ordering food and drinks at an Italian coffee shop

Assessment

- Complete daily entries on the Google Chat Room Mon-Wed
- Complete practice test Tuesday 7 am - Wednesday 9 pm
- End-of the-module test every Thursday 7 am - Saturday 2 pm.
- Complete weekly Riflessione Scritta on the Google Chat Room between Thursday and Sunday
- Complete assigned oral tasks (evaluated weekly)
Material

Mon 06/08

[Unità 3] Scrivere e telefonare
Per cominciare & A. Perché non scrivi un’e-mail? (pp. 44-47)
[3] B. A che ora? (pp. 47-48), C. (pp. 48-50) & D. (p. 50)], F (p. 52)

Tues - 6/09

Lettura - Dieci Racconti: Il detective privato (p. 9)

Wed 6/10

[Unità 4] Al bar

Per cominciare & A. Come hai passato il fine settimana? (pp. 58-60)
[4] B. Cosa ha fatto ieri? (pp. 61-63) & C. Ha già lavorato...? (pp. 64-66)

Thurs 6/11

[4] D. Cosa prendiamo? (pp. 66-68) ECCETTO es. 5
E. Abilità (p. 68)
Lettura e canzone
Espressioni idiomatiche con avere (Centro! Es. 13 p. 35)
Es. di ripasso di vocabolario
Module IV

Topics

- Traveling and holidays
- The weather
- Future tense

Learning outcomes

- Students will be able to talk and write using verbs in *passato prossimo* past tense
- Students will be able to talk about future plans using the future tense

Assessment

- Complete daily entries on the Google Chat Room Mon-Wed
- Complete practice test Tuesday 7 am - Wednesday 9 pm
- End-of-the-module test every Thursday 7 am - Saturday 2 pm.
- Complete weekly Riflessione Scritta on the Google Chat Room between Thursday and Sunday
- Complete assigned oral tasks (evaluated weekly)
### Mon 6/15 LAST DAY TO W

[UNITÀ 5] Feste e viaggi  
Per cominciare & A. Faremo un viaggio (pp. 74-77)  
Canzoni. Ascolto indipendente di queste canzoni (futuro): Per dimenticare (Zero Assoluto) · Se ci sarai (Cesare Cremonini); Per dimenticare (Zero Assoluto); L’Anno che verrà (Lucio Dalla); Maracana (Emis Killa); Ricomincio da qui (Malika Ayane); La vasca (Alex Britti); Un giorno mi dirai (Stadio)  
Lettura - Dieci Racconti: I vicini di casa (p. 15)

### Tues 6/16

[5] B. In treno (pp. 78-79)  
Canzoni: Presentazioni a gruppi informali non valutate di una delle canzoni ascoltate la settimana scorsa.

[5] D. Che tempo farà domani? (pp. 81-82)  
Riflessione scritta: Rifletti sul paragrafo E. #1 a p. 83. Qual è la festa più importante nella tua tradizione? Come la festeggia?

### Wed 6/17

VOL 1B [UNITÀ 8] Fare la spesa  
Per cominciare & A. Per me due etti di Parmigiano (pp. 36-38)  
Lettura- Dieci Racconti: Invidia? No, grazie (p. 26)

### Thurs 6/19

[8] C. Quanto ne vuole? (pp. 40-41), F. Vocabolario (pp. 45-46), G. Ce l’hai o no? (pp. 46-47)
Module V

Topics

- Grocery-shopping in Italy
- Direct object pronouns and the partitive pronoun ne

Learning outcomes

- Students will be able to purchase items in grocery stores, expressing product specifics and quantity
- Students will be able to use direct object pronouns and ne

Assessment

- Complete daily entries on the Google Chat Room Mon-Wed
- Complete assigned oral tasks (evaluated weekly)
- Final exam Wednesday 5:30pm - Thursday 1pm.

Material

Mon 6/22

[8] B. Che bello! (pp. 39-40), D. Dove li hai comprati? (pp. 41-43) & E. Ti posso aiutare? (pp. 43-45)

Tues 6/23

Ripasso

Wed 6/24

Ripasso

Thurs 6/25

ESAME FINALE CUMULATIVO
# Rubrics for Instructor’s Evaluation and Student’s Self-Assessment

## Class Participation

<table>
<thead>
<tr>
<th>Active Participation</th>
<th>Exceeds expectations (100)</th>
<th>Meets expectations (80)</th>
<th>Meets minimal expectations (60)</th>
<th>Unsatisfactory (40)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extent of language use</strong></td>
<td>Exceeds expectations - 50</td>
<td>Meets expectations - 40</td>
<td>Meets minimal expectations - 30</td>
<td>Unsatisfactory - 20</td>
</tr>
<tr>
<td>50 %</td>
<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 systematically communicates in a language other than the target language and resists opportunities to practice.</td>
</tr>
<tr>
<td><strong>Active collaboration</strong></td>
<td>Exceeds expectations - 20</td>
<td>Meets expectations - 16</td>
<td>Meets minimal expectations - 12</td>
<td>Unsatisfactory - 8</td>
</tr>
<tr>
<td>20 %</td>
<td>Student consistently and spontaneously contributes to class and group work with relevant ideas and questions.</td>
<td>Student generally contributes to class and group work with relevant ideas and asks questions when needed.</td>
<td>Student generally contributes to class and group work with relevant ideas only when encouraged by the instructor. Student rarely asks questions.</td>
<td>Student rarely participates in class and group activities and only if prompted by the instructor.</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Exceeds expectations - 20</td>
<td>Meets expectations - 16</td>
<td>Meets minimal expectations - 12</td>
<td>Unsatisfactory - 8</td>
</tr>
<tr>
<td>20 %</td>
<td>Student is always prepared for class. Assignments are submitted in a timely fashion. Student is eager to seek extra material.</td>
<td>Student is generally prepared for class with assigned readings and written assignments. Assignments are occasionally submitted late.</td>
<td>Student is rarely prepared for class. Assignments are submitted late.</td>
<td>Student is not prepared for class. Assignments are submitted late.</td>
</tr>
<tr>
<td><strong>Attentiveness</strong></td>
<td>Exceeds expectations - 10</td>
<td>Meets expectations - 8</td>
<td>Meets minimal expectations - 6</td>
<td>Unsatisfactory - 4</td>
</tr>
<tr>
<td>10 %</td>
<td>Student is consistently focused and always actively engaged in class.</td>
<td>Student is consistently focused and generally engaged in class.</td>
<td>Student is occasionally distracted and not engaged in class.</td>
<td>Student is frequently distracted and not engaged in class.</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 25%</strong></td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 15</td>
<td>Meets expectations - 20</td>
<td>Exceeds expect. - 25</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>Pronunciation 15%</strong></td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 9</td>
<td>Meets expectations - 12</td>
<td>Exceeds expect. - 15</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>Fluency 15%</strong></td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 9</td>
<td>Meets expectations - 12</td>
<td>Exceeds expect. - 15</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>Grammar structures 25%</strong></td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 15</td>
<td>Meets expectations - 20</td>
<td>Exceeds expect. - 25</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 structures, with several formal errors that however do not impede meaning.</td>
<td>Most of the conversation shows appropriate use of structures, with some formal errors that do not impede meaning.</td>
<td>The conversation includes appropriate use of 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>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>
<td>--------------------------</td>
</tr>
<tr>
<td>Content 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 20%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 12</td>
<td>Meets expectations - 16</td>
<td>Exceeds expect. - 20</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>Mechanics (agreement, spelling, overall accuracy) 20%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 12</td>
<td>Meets expectations - 16</td>
<td>Exceeds expect. - 20</td>
</tr>
<tr>
<td></td>
<td>The text includes pervasive errors that may impede meaning or convey unintended meaning.</td>
<td>The text includes several formal errors that do not impede meaning.</td>
<td>The text includes for the most part appropriate use of grammar, with some errors that do not impede meaning.</td>
<td>The text includes appropriate command of grammar, with occasional errors in form.</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 10%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 6</td>
<td>Meets expectations - 8</td>
<td>Exceeds expect. - 10</td>
</tr>
<tr>
<td></td>
<td>The word order does not reflect an understanding of the target language basic syntax.</td>
<td>The word order reflects the target language syntax with several inconsistencies and interferences from English.</td>
<td>The word order reflects the target language syntax with minor or occasional inconsistencies or interferences from English.</td>
<td>The word order reflects consistently the target language syntax (errors might be present in idioms or linguistic idiosyncrasies).</td>
</tr>
<tr>
<td>Structure 10%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 6</td>
<td>Meets expectations - 8</td>
<td>Exceeds expect. - 10</td>
</tr>
<tr>
<td></td>
<td>The structure is not clear.</td>
<td>The structure is clear.</td>
<td>The structure is clearly organized.</td>
<td>The structure is clearly organized for rhetorical effectiveness.</td>
</tr>
</tbody>
</table>
## Self-Assessment (European Language Passport)

<table>
<thead>
<tr>
<th>Language Skill</th>
<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding</strong></td>
<td>I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings, when people speak slowly and clearly.</td>
<td>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.</td>
<td>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</td>
<td>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</td>
<td>I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.</td>
<td>I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.</td>
<td>I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.</td>
</tr>
<tr>
<td><strong>Spoken Interaction</strong></td>
<td>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</td>
<td>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</td>
<td>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</td>
<td>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</td>
</tr>
<tr>
<td><strong>Spoken Production</strong></td>
<td>I can use simple phrases and sentences to describe where I live and people I know.</td>
<td>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</td>
<td>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</td>
<td>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.</td>
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<tr>
<td>I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.</td>
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<tr>
<td>I can write simple connected text on topics, which are familiar or of personal interest. I can write personal letters describing experiences and impressions.</td>
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<tr>
<td>I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.</td>
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</tbody>
</table>