



ITAL 203: Intermediate Italian I Fall 2018

[This course has multiple sections.]

My Section: _____ Instructor: _____

Time: _____ Email: _____

Room: _____ Office: _____

Office Hrs: _____



Course Content and Objectives: In this 3rd-semester Italian course, you will expand your grammatical knowledge and enrich your vocabulary. You will build your conversational skills and develop your written fluency, as you learn to express opinions and hypothetical situations. You will learn many new constructions for verbs, which will allow you to express complex ideas and which will round out your knowledge of basic Italian grammar. You will continue to learn about Italian culture, including city life, work and professions, the arts, and the environment. You will complete Chapters 9-12 of *Sentieri*. The goal by the end of this course will be to speak, read and write about current events and cultural topics, using a variety of verb tenses and moods. This semester we will also be interacting with a “course correspondent” in Florence, Italy. This correspondent is a UNC student studying abroad, who will be presenting our class with interviews she conducts with Florentines about different aspects of Italian society. Finally, you will create an e-portfolio using WordPress, where you will include your favorite samples of your work and where you will set goals and reflect upon your progress towards meeting them.

Course Requirements: You are expected to keep up with the assigned readings, complete all homework with care, take quizzes and exams on the scheduled dates, participate actively, and show respect for your classmates and instructor. Read the course policies (p. 2) carefully, initialing each to indicate your understanding of them. Sign the sheet at the bottom and to turn it into your instructor by the 3rd day of class.

Extracurricular Cultural Events: In addition to our academic program, we seek ways to engage students outside of class. The following are a list of extracurricular events that we encourage you to participate in:

Italian Film Series: a series of Italian Films (w/ subtitles) shown in the UG Library. Schedule posted on Sakai.

Italian Club: a UNC student organization devoted to promoting interest in Italian language and culture. To join, please subscribe to the listserv Italianclub and attend the first meeting.

Italian Honor Society: If you perform well in your language class, you may be invited to join the National Italian Honor Society; you will be honored at our awards ceremony.

Italian Guest Lectures: We host several lecturers every year with speakers who talk about Italian history, literature, philosophy, politics, and more. Look out for these announcements and attend the the talks when you can.

Sakai Italian For Fun: You are enrolled in a special Sakai site called *Italian for Fun*, in which you can discover additional opportunities to practice your Italian or to learn about study, work, and travel opportunities in Italy.

Italian at UNC: The Department of Romance Studies offers Italian courses from beginning to advanced levels, as well as a major and minor with courses in advanced language, literature, culture, and film. The Italian major and minor are good choices for careers in international policy, economics & business, journalism, communications, and education and are also good for rounding out resumes for professional schools after graduation. For information about the program or about study-abroad opportunities, talk to your instructor or the Italian Undergraduate Advisor **Amy Chambless:** achamble@email.unc.edu

ITAL 203 - Course Policies: Please read carefully, initial each blank and sign at the bottom, confirming your willingness to respect these policies and be held accountable to them. Hand this page in by the 3rd day of class.

Participation and Attendance

Initials _____

Your participation will be evaluated by several criteria: coming to class prepared (having read the assigned pages and done the assigned exercises); speaking only Italian during class; volunteering often; working well in groups. **Absences (excused or unexcused) will bring your participation grade down naturally, because you can only participate when you are physically present in class.** Look carefully at your participation rubric on p. 16, to see exactly how this grade is calculated. If you miss class on the day you have a *tema*, a quiz or an exam (including small vocabulary quizzes), you may only make up that quiz or exam if your absence is excused; **If your absence is not excused, you will take a zero.**

Homework

Initials _____

Your instructor will assign homework every day. There will be a minimum of **12 graded homework assignments**, to be written legibly or typed. Each one will be related to the grammatical and lexical content of the chapters and will include a combination of online exercises, worksheets, essays, videos, and voicethread posts related to our Course Correspondent in Florence. You will also attend 1 Italian cultural event. **We do not accept late assignments.**

Special Projects

Initials _____

Special projects are opportunities to apply your language skills to assignments that are larger in scope than daily homework. The projects include two recorded oral exams, four **temi** (in-class essays), a mock job **interview** with your instructor, and a **cultural performance**, in which you and your group act out a part of a play, sing a song or put on any other artistic performance related to the themes of art in Unit 10.

e-Learning Portfolio

Initials _____

This year you will keep an e-Learning Portfolio where you will showcase a total of five of your favorite projects completed over the semester and where you will reflect upon your progress in the course and upon what you have learned from your peers.

Quizzes, Midterm and Final

Initials _____

5 quizzes, a midterm, and a final are scheduled this semester. Note the dates. No make-ups are allowed, except with excused absences. Your instructor may also give small vocabulary and grammar quizzes, which will carry the same weight as homework.

Professionalism

Initials _____

Students should come to class with a positive attitude. Cell phones should be turned off. There should be no use of electronic devices for any purpose other than meeting the lesson's objectives. **Each failure to respect this policy will result automatic point deductions from the participation grade.** When you communicate with your instructor, be professional at all times.

Honor Code

Initials _____

All students should respect the rules of the Honor Code (see: <http://instrument.unc.edu/instrument.text.html#appendicesa>). **When doing all homework, you must work alone. You may not get help from friends, classmates, tutors, or online translators.** You will sign a pledge on your quizzes, exams and grading rubrics, confirming your adherence to this policy.

Achieving Your Goals

Initials _____

Because language learning is cumulative, it is essential for your success in this class, that you review old material (grammatical and lexical content) as you learn the new. You will be held accountable for it.

Grade Distribution Participation 15% Homework 20% Special Projects 10% Quizzes 20% Midterm 10% Final 20%
Portfolio: 5%

Grade Scale **A** 91.50-100 **A-** 89.50-91.49 **B+** 87.50-89.49 **B** 81.50-87.49 **B-** 79.50-81.49
C+ 77.50-79.49 **C** 71.50-77.49 **C-** 69.50-71.49 **D+** 67.50-69.49 **D** 59.50-67.49 **F** Below 59.50

THERE IS NO EXTRA CREDIT OFFERED FOR THIS COURSE. THERE IS NO "BUMPING UP."

I have read the course policies, understand them, and agree to respect them. _____

Honor Code: The Department of Romance Studies complies with the University Honor Code. A student's work is considered their own and copying any portion of another student's work is a violation of the code. Use of textbooks, notes and dictionaries is not permitted on quizzes and exams. Students may not have any work they do outside of class proofed or corrected by a native speaker of Italian, another instructor or other students or non-students with knowledge of Italian. Copying material in Italian from electronic or printed sources is not permitted. **It is not permitted to use online translators, not even for getting the right verb form. You should express your own thoughts in your own words for every assignment!** Submitting papers that you have written for another course is also forbidden. Violations will be reported to the Undergraduate Student Attorney General. If you have any questions about the Honor code, see your instructor or refer to <http://studentconduct.unc.edu>.

Diversity: The University of North Carolina does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran status, sexual orientation, gender identity, or gender diversity.

Harassment: We all have the right to our opinions. Everyone should feel comfortable expressing their opinions. We do not need to agree but we do need to respect others' thoughts. The University does not tolerate harassment. Please support your classmates' and others' rights to worship, act, look, and think, in their own way. Harassment is a violation of the Honor Code, Title VII of the Civil Rights Act (1964), and Title IX. If you are harassed or feel threatened, please bring it to your instructor's attention or contact the Dean of Students.

Disability: The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office, Tel - 919-962-8300 or Email - accessibility@unc.edu. Detailed information about the registration process is available at <https://accessibility.unc.edu/about-ars/policies/student-and-applicant-a>

Resources for ITAL 203:

- ✘ Sakai ITAL 203 course page: <http://sakai.unc.edu> (tells you everything you need to know for your Italian course: lesson plans, homework, grades, calendar of cultural events, information about tutoring and review sessions, etc.)
- ✘ *Sentieri Supersite*: <http://vhlcentral.com> (for completing the workbook and laboratory activities for your course and for accessing extra activities for self-study)
- ✘ Sakai Italian For Fun site: <http://sakai.unc.edu> (for signing up for cultural events and for accessing online resources for learning more about Italian language and culture and for exploring study, travel, and work opportunities in Italy)
- ✘ Your instructors (who can help you find ways to enhance your study of Italian; and **Amy Chamblee, Italian Undergraduate Adviser** (achamble@email.unc.edu), who can answer your questions about Italian course offerings, study-abroad opportunities, and the Italian major and minor.
- ✘ Look at the end of this syllabus for the descriptions and assessment rubrics for the **cultural performance** (p. 11), **oral exams** (p. 12-14), **temi** (p. 15), **participation** (p. 16), **e-Portfolio** (p. 17), and the **cultural event forms** (p. 18-20).

DATES	LESSON MATERIAL	DUE DATES AND COMMENTS
Lezione 9A: In centro		
Lesson 1 22 agosto (mercoledì)	Contesti: In centro -Vocabolario/Comunicazione/Pronuncia e ortografia (p. 310-313) Review: <i>il presente & il passato prossimo</i>	*Come to class having looked over the present forms of all the irregular verbs: (<i>essere, avere, andare, dare, stare, fare, dire, uscire, venire, volere, dovere, potere, sapere</i> , etc.) and all the forms of the passato prossimo (including verbs with irregular past participles) + the choice of <i>essere</i> v. <i>avere</i> . See Lezioni 4B and 5A.
Lesson 2 24 agosto (venerdì)	Strutture: -9A.1 <i>Si impersonale</i> and <i>si passivante</i> (p. 318-319)	*Always read the assigned section in Sentieri by the day those pages appear on the syllabus. *The <i>si impersonale/passivante</i> is much more common in Italian than in English. You will see and hear it everywhere.
Lesson 3 27 agosto (lunedì)	Review: -9A.1 <i>Si impersonale</i> and <i>si passivante</i> Strutture: -9A.2 Relative pronouns (p. 320-321)	*You should hand in page 2 of your syllabus today, with initials and signature, confirming the fact that you have read and agreed to abide by the course policies. Graded HW 1: Due Monday, August 27
Lesson 4 29 agosto (mercoledì)	Review: -9A.2 Relative pronouns (p. 320-321) Review for Quiz 1 (Lezione 9A)	Graded HW 2: Due Wednesday, August 29
Lesson 5 31 agosto (venerdì)	QUIZ 1 (Lezione 9A) + TEMA 1	Quiz 1 + Tema 1: Friday, August 31
3 settembre (lunedì)	Festa: Lezioni sospese (NO CLASS: Labor Day)	NO CLASS: Monday, September 3
Lezione 9B: Le commissioni		
Lesson 6 5 settembre (mercoledì)	Contesti: Le commissioni -Vocabolario/Comunicazione/Pronuncia e ortografia (p. 324-327) Strutture: -9B.1 Indefinite words (p. 332-333)	*Please study the new vocabulary before you come to class today. This will allow you to get more out of the communicative activities you do in class. *Be sure to distinguish between indefinite <i>adjectives</i> (used with nouns) and indefinite <i>pronouns</i> , which stand alone. Both often have variable endings, depending on the gender and number of noun they <i>modify</i> (in the case of the adjectives) or <i>replace</i> (in the case of the pronouns).
Lesson 7 7 settembre (venerdì)	Review: -9B.1 Indefinite words Strutture: -9B.2 Negative expressions (p. 334-335)	*In Italian, unlike in English, “double negatives” are very common. Read the new section of <i>Sentieri</i> carefully to note their

		usage. Graded HW 3: Due Friday, September 7
Lesson 8 10 settembre (lunedì)	Review: -9B.2 Negative expressions (p. 334-335) Review for Quiz 2 (Lezione 9B)	
Lesson 9 12 settembre (mercoledì)	QUIZ 2 + TEMA 2 (Lezione 9B)	Quiz 2 + Tema 2: Wednesday, September 12
Lezione 10A: Lo spettacolo		
Lesson 10 14 settembre (venerdì)	Contesti: Lo spettacolo -Vocabolario/Comunicazione/Pronuncia e ortografia (p. 346-349) Cultural performances: Group selection in class	*Please study the new vocabulary before you come to class today. Highlight the words that have a challenging pronunciation and listen to them on the <i>Supersite</i> . *Today your instructor will help you form groups for the cultural performance . You will decide who to work with and what type of performance you would like to prepare. Be sure to read the guidelines on this project provided on p. 11 of this syllabus.
Lesson 11 17 settembre (lunedì)	Review: - Prepositions (p. 88-89). Struttura: -10A.1 Infinitive constructions (p. 354-355)	*Review the basic uses of prepositions that you learned in ital 101-102. (See p. 88-89). *There are several tricks to learning which verbs are linked to which preposition when followed by an infinitive. Many verbs that take A express either motion or beginning (or continuing) action (e.g. <i>Comincio a imparare l'italiano.</i>) Many verbs that take DI indicate the completion of an action (e.g. <i>Ho finito di mangiare.</i>) Many verbs that express desire, likes, or preferences <u>do not take any preposition</u> . Use flashcards for learning them well. Graded HW 4: Due Monday, September 17
Lesson 12 19 settembre (mercoledì)	Review: -10A.1 Infinitive constructions Struttura: -10A.2 Non-standard nouns forms (p. 356-357)	Orale 1: Due Wednesday, September 19
Lesson 13 21 settembre (venerdì)	Review for Quiz 3 (Lezione 10A) Group work for Cultural Performance	* Cultural performance: Today each group should hand in a brief paragraph describing the ideas for the cultural performance.
Lesson 14 24 settembre (lunedì)	QUIZ 3 + TEMA 3 (Lezione 10A)	Quiz 3 + Tema 3: Monday, September 24
Lezione 10B: Le arti		
Lesson 15 26 settembre	Contesti: Le arti -Vocabolario/Comunicazione/Pronuncia e ortografia (p. 362-365)	*In preparation for class today, listen to all the new vocabulary on the v-text

(mercoledì)	-Review Indicativo Imperfetto	(Supersite) and then read the words aloud yourself.
Lesson 16 28 settembre (venerdì)	Strutture: -10B.1 The gerund and progressive tenses (p. 370-371) Orale 2: Group selection in class	*Gerunds are different in Italian than in English. Read their explanations carefully, and let your instructor know if you have questions. When using the <i>forma progressiva</i> (<i>stare + gerundio</i>), remember that you can also use the regular present and imperfect tenses to express progressive action in the present or past. Read the bullet on top of p. 371 about this distinction. *Today your instructor will help you form groups for Orale 2 and will give you some time to prepare for it with your partner. Graded HW 5: Due Friday, September 28
Lesson 17 1 ottobre (lunedì)	Cultural Performances	Cultural performances in class today: remember to bring one paragraph which explains what you have learned during the preparation for this performance (see p. 10 of the syllabus)
Lesson 18 3 ottobre (mercoledì)	Review: -10B.1 The gerund and progressive tenses Strutture: -10B.2 Ordinal numbers and suffixes (p. 372-373)	*Review your cardinal numbers before learning the ordinal ones. Pay attention to spelling and use flash cards for efficient memorization. *Suffixes are not interchangeable across nouns. For the midterm, you will only be responsible for the particular examples introduced in this chapter.
Lesson 19 5 ottobre (venerdì)	Midterm Review (Units 9 and 10, especially Lezione 10B)	*Make sure you schedule an appointment this week to visit your instructor for extra help preparing for the midterm (if you need it). Orale 2: Due Friday, October 5
Lesson 20 8 ottobre (lunedì)	MIDTERM EXAM (Units 9 and 10, especially Lezione 10B)	Midterm: Monday, October 8
Lezione 11A: Le professioni		
Lesson 21 10 ottobre (mercoledì)	Contesti: Le professioni -Vocabolario/Comunicazione/Pronuncia e ortografia (p. 384-387) Strutture: -11A.1 Impersonal constructions (p. 392-393)	*Read over the new vocabulary in preparation for class today. Can you add to this list any professions you learned in previous chapters (<i>insegnante, cameriere, etc.</i>) Note the differences in gender.
Lesson 22¹	Review: -11A.1 Impersonal constructions	*You will be covering the Subjunctive for

¹ Classes will be suspended for the University Day celebrations on Friday, October 12 between 9:30-12:30. The 9:05 class will be in session until 9:30; the 12:20 class will begin ten minutes late; the 10:10 and 11:15 sections will be totally suspended, and the instructors of these classes will post lesson plans with activities for students to work through outside of class.

12 ottobre (venerdì)	Strutture: -11A.2 Subjunctive with impersonal constructions (p. 394-395)	the rest of the semester. It covers some rather complex grammar, so read the chapters thoroughly; let your instructor know if you need extra clarification or extra practice, and take time to do your homework with care. Each subsequent subjunctive lesson will build on the grammatical content of the previous one. It's useful to learn it well from the start. Graded HW 6: Due Friday, October 12
Lesson 23 15 ottobre (lunedì)	Review: -11A.2 Subjunctive with impersonal constructions (p. 394-395)	Graded HW 7: Due Monday, October 15
Lesson 24 17 ottobre (mercoledì)	Review Lezione 11A	
19 ottobre (venerdì)	Pausa autunnale (Fall Break)	NO CLASS: Fall Break (Friday, October 19)
Lezione 11B: In ufficio		
Lesson 25 22 ottobre (lunedì)	Contesti: In ufficio -Vocabolario/Comunicazione/Pronuncia e ortografia (p. 400-403) Strutture: -11B.1 Irregular present subjunctive (p. 408-409)	*Read over the new vocabulary on p. 400-401. Try to create a brief dialogue based upon it – for example – between an administrative assistant and a person calling about a job *Now is a good time to review your irregular present-tense indicative (= non-subjunctive) verb forms. Then you can work on learning your irregular subjunctive forms.
Lesson 26 24 ottobre (mercoledì)	Review: -11B.1 Irregular present subjunctive	
Lesson 27 26 ottobre (venerdì)	Strutture: -11B.2 Verbs that require the subjunctive (p. 410-411)	*By this day, you will hand in to your instructor (in the format specified) the resume which will serve as the frame for <i>Orale 3</i> , an interview with your instructor. You will also schedule an interview time on this day. The interviews will be scheduled during time slots during class on November 5 and during your instructor's office hours that same week. Graded HW 8 (Resume): Due Friday, October 26
Lesson 28 29 ottobre (lunedì)	Review -11B.2 Verbs that require the subjunctive	Graded HW 9: Due Monday, October 29
Lesson 29 31 ottobre (mercoledì)	Review Lezione 11B Practice for Orale 3 in class	

Lesson 30 2 novembre (venerdì)	Quiz 4	Quiz 4: Friday, November 2
Lesson 31 5 novembre (lunedì)	Orale 3	Orale 3: Monday, November 5
Lezione 12A: All'aria aperta		
Lesson 32 7 novembre (mercoledì)	Contesti: All'aria aperta -Vocabolario/Comunicazione/Pronuncia e ortografia (p. 422-425) Strutture: -12A.1 The past subjunctive (p. 430-431)	*Read carefully the new vocabulary on p. 422-423. Try describing your favorite outdoor vacation spot using some of these new nouns and verbs. *The past subjunctive is straight-forward, a mere combination of the <i>passato prossimo</i> and the present subjunctive. Can you guess how to form it?
Lesson 33 9 novembre (venerdì)	Review: -12A.1 The past subjunctive Strutture: -12A.2 The subjunctive with conjunctions (p. 432-433)	*Subjunctive + Conjunctions: the grammar is just a little complex; it will be a lot easier if you learn the meanings of the new conjunctions right away. Remember that perché has two meanings: one used with the subjunctive, one not. Graded HW 10: Due Friday, November 9
Lesson 34 12 novembre (lunedì)	Review: -12A.2 The subjunctive with conjunctions	
Lesson 35 14 novembre (mercoledì)	Review for Quiz 5 (Lezione 12A)	
Lesson 36 16 novembre (venerdì)	QUIZ 5 (Lezione 12A)	Quiz 5: Friday, Novembre 16
Lezione 12B: Proteggere il pianeta		
Lesson 37 19 novembre (lunedì)	Contesti: Proteggere il pianeta -Vocabolario/Comunicazione/Pronuncia e ortografia (p. 438-441) Strutture: -12B.1 The imperfect subjunctive (p. 446)**	*Take some time to read over the vocabulary on p. 438-439. Read the words aloud and make sure you are comfortable with their pronunciation. <u>**We will omit the <i>trapassato</i> subjunctive</u>
21, 23 novembre	THANKSGIVING: LEZIONI SOSPESE	NO CLASSES HELD: November 21 + 23
Lesson 38 26 novembre (lunedì)	Review: - 12B.1 The imperfect subjunctive Strutture: -12B.2 Tense correlations with the subjunctive (p. 448-449)*	Graded HW 11: Due Monday, November 26 <u>*Again, we will omit the points related to the <i>trapassato</i> subjunctive in this context.</u>
Lesson 39 28 novembre (mercoledì)	Review: -12B.2 Tense correlations with the subjunctive Review: Lezione 12B	Graded HW 12: Due Friday, November 28
Lesson 40 30 novembre	Tema 4 (Lezione 12 A & B)	Tema 4: Monday, November 30

(venerdì)		
Lesson 41 3 dicembre (lunedì)	Review for Final Exam (Units 9-12, esp. Unit 12B)	*By this day, you should hand in a write-up for one cultural event.
Lesson 42 5 dicembre (mercoledì)	Review for Final Exam (Units 9-12, esp. Unit 12B)	
10 dicembre (lunedì)	Esame finale 8.00 FINAL EXAM: Monday, December 10 at 8:00 a.m. (Room TBA)	

Topics for Course Correspondent Voicethread Posts:

	TOPIC	DATE
1	Live Like a Local Treasured spots and city life day and night for young Italians	31 agosto
2	Cathedrals vs. Cafes The opinions of Florentines about the tension between ancient and modern identities of their city	7 settembre
3	Opera Comparing the interests of young adults in opera on both sides of the Atlantic	16 settembre
4	The Palaces of Florence The history, architecture and iconic value of Florentine palaces	26 settembre
5	Small Business A personal story of a family business	12 ottobre
6	College to Cubicle Interviews with students about the value of university education in Italy	24 ottobre
7	Landscapes of Italy A video diary of travels across Italy's varied natural landscapes	9 novembre
8	Air Pollution in Florence An interview with a professor about the problems of pollution in Florence and what the city and its inhabitants are doing about it	19 novembre
9	The Future of Italy's Role in the EU Italy's role and its member status in the EU: past and present, pro and con	26 novembre
10	Fashion Week in Milan Video diary of an iconic Italian event	3 dicembre

Ital 203 Cultural Performance

Each student will work in groups of 3-4 on a cultural performance that will reflect an engagement of a particular aspect of Italian artistic culture. Consider all of the topics we have covered in our textbook this semester: Music, Art, Theatre, Film, Dance, and Literature. Ideas for performances may include (but are not limited to):

- Performance of an Italian song (w/ or without musical accompaniment)
- Recitation of part of an Italian play
- Performance of an Italian dance
- Creation of an original film clip that pays tribute to one of Italy's filmmakers

Guidelines:

- Each group should write a **brief paragraph** describing the ideas for the performance, well in advance of the performance (check the syllabus calendar for the deadline)
- Groups will meet outside of class to rehearse.
- In addition to preparing for the show, **each student** will write one paragraph (min. 100 words) in Italian which explains what s/he has learned during the preparation for this performance (about Italian culture, regarding pronunciation, performing in a foreign language, etc.). These paragraphs are due on the day scheduled for these performances.
- Students will be graded on three components of the project: (1) content (2) form (3) oral production. [See the rubric below.] **Each student will receive an individual grade.**

Cultural Performance Grading Rubric:

Name _____

I pledge that I have completed this assignment alone, without the help of another person, an online translator, or any source considered unacceptable according to the Honor Code guidelines found on p. 2.

Signature: _____ Date: _____

COMPONENTS	POINTS	COMMENTS:
Content: <ul style="list-style-type: none"> ● reflects engagement with a specific aspect of Italian artistic culture ● makes it clear why topic is interesting or important 	_____/30	
Form: <ul style="list-style-type: none"> ● demonstrates grammatical accuracy (e.g. correct verb form; agreement btw. adjectives and nouns and btw. nouns and verbs; correct word order, etc.) ● uses vocabulary appropriate to level, including idioms ● is easily understood ● shows clear evidence of having consulted a dictionary 	_____/30	
Oral Production: <ul style="list-style-type: none"> ● speaks at an adequate volume and speed ● enunciates well ● uses correct pronunciation ● achieves fluency of expression and is comfortable with lines 	_____/40	

Total Points: _____ / 100

Ital 203 Orale 1 [Vowels, consonants, stress + fluency]

For this oral test, you will listen to the Italian folk song *Maria nella bottega del falegname*, recorded by Fabrizio de André and found on YouTube. (See url below). After listening to it several times, please record the excerpt from it shown below. Your instructor will give you instructions about where to upload it so that they may listen and evaluate it.

Guidelines:

- Practice reading aloud the excerpt below before recording it. Ask your instructor if you have any questions about the pronunciation of these words.

<https://www.youtube.com/watch?v=g9FB11hpOYg>

- Print out this page and turn it into your instructor once you have submitted the recording.

Oral 1 Text and Grading Rubric:

Name _____

I pledge that I have completed this assignment alone, without the help of another person, an online translator, or any source considered unacceptable according to the Honor Code guidelines found on p. 2.

Signature: _____ Date: _____

"Falegname col martello ____ [gn]
perché fai den den? ____ [ch] ____ [ai]
Con la pialla su quel legno ____ [ia] ____ [que]
perché fai fren fren?
Costruisci le stampelle ____ [co] ____ [sc]
per chi in guerra andò? ____ [gu] ____ [ò]
Dalla Nubia sulle mani
a casa ritornò?"
"Mio martello non colpisce, ____ [ll]
pialla mia non taglia ____ [g]
per faggiare gambe nuove ____ [gg] ____ [ga]
a chi le offrì in battaglia ____ [ì]
ma tre croci, due per chi ____ [tr] ____ [ci] ____ [ch]
disertò per rubare, ____ [r]
la più grande per chi guerra ____ [e] ____ [più]
insegnò a disertare".

Target sounds _____ / 20

General pace, rhythm, pronunciation: _____ / 30

Total: _____ / 50 x 2 = _____ / 100

Ital 203 Orale 2 [General Pronunciation + Fluency]

For this oral test, you will create a dialogue with a classmate based upon an interview between a famous Italian painter, musician, actor or director and a journalist. Your instructor will tell you where to post it.

Guidelines:

- Read the prompt below carefully and ask your instructor if you have any questions about the assignment.
- Construct a dialogue including all of the components listed below. Pay special attention to both grammatical accuracy and proper word choice. This will typically require multiple drafts. Ask your instructor if you have any doubts about the words or constructions you have chosen.
- Follow your instructor’s instructions for where to post the recording.
- Print out this page and turn it into your instructor once you have submitted the recording.

Topic for Orale 2:

Intervista con un artista italiano (pittore, musicista, attore, regista, cantante, ecc.):

Uno studente interpreta l’artista italiano e l’altro interpreta il giornalista. Il giornalista fa domande sulla vita, sull’arte e sulle varie influenze della sua produzione artistica.

Dovete includere nel vostro dialogo:

- saluti • almeno (*at least*) quattro domande con quattro verbi diversi
- almeno due espressioni idiomatiche • il vocabolario di questa lezione

I pledge that I have completed this assignment alone, without the help of another person, an online translator, or any source considered unacceptable according to the Honor Code

guidelines found on p. 3. Signature: _____ Date: _____

	5	4	3	2	1
Content/ Completeness 5 x 2 = 10 points	Includes all components listed above 10	Missing 1-2 components 8	Missing 3 components 6	Missing 4 components 4	Missing more than 4 components 2
Oral Fluency/ Pronunciation 5 x 3 = 15 points	Excellent fluency; minimal pronunciation mistakes 15	Good fluency; some small pronunciation mistakes 12	Some fluency; some pronunciation mistakes 9	Some fluency; many mistakes in pronunciation 6	Poor fluency; many pronunciation mistakes 3
Grammatical Accuracy 5 x 2 = 10 points	Accurate usage of grammatical concepts already covered 10	Fewer than 5 grammatical mistakes 8	Fewer than 8 grammatical mistakes 6	Fewer than 12 grammatical mistakes 4	Fewer than 15 grammatical mistakes 2
Vocabulary 5 x 3 = 15 points	Uses new vocab. accurately; uses a range of diverse vocab. 15	Some new vocab.; few vocab. usage mistakes; some diverse vocab. 12	Very little/no new vocab.; some mistakes in vocab. usage and vocab. Repetition 9	No new vocab.; many mistakes in vocab. usage; much vocab. Repetition 6	No new vocab.; many mistakes in vocab. usage; extreme repetition 3

Corrections:

Ital 203 Orale 3 [General Pronunciation + Fluency]

For this oral test, you will have a conversation with your instructor, in which they will interview about your qualifications for a job you are seeking. (This is a role play, in which you are the job candidate, and your instructor is the prospective employer.)

Guidelines:

- Schedule a time for the interview. A doodle will be provided in advance in order to choose the best time according to your own schedule.
- Prepare a resume for a prospective job as graded homework #8 (a sample resume will be provided). You will cover topics such as your education, your work experience, why you would like this type of job, and any skills that are important for this profession. You may base your resume on fact or fiction!
- You will submit the resume to your instructor by the date indicated on the syllabus. Then you will make all the changes/improvement suggested by your instructor and bring the new draft of the resume to the interview.
- During the interview, your instructor will ask you about the topics included on the resume. In addition, each student should prepare 2 questions for their prospective employer.
- It is a good idea to practice with others in advance. You will not be allowed to use note cards during the interview.
- Print out this page and turn it into your instructor the day of the interview.
- Please show up at your scheduled time. A failure to show up will result in a grade of zero.

I pledge that I have completed this assignment alone, without the help of another person, an online translator, or any source considered unacceptable according to the Honor Code guidelines found on p. 3. Signature: _____ Date: _____

	5	4	3	2	1
Oral Fluency/ Pronunciation 5 x 3 = 15 points	Excellent fluency; minimal pronunciation mistakes 15	Good fluency; some small pronunciation mistakes 12	Some fluency; some pronunciation mistakes 9	Some fluency; many mistakes in pronunciation 6	Poor fluency; many pronunciation mistakes 3
Grammatical Accuracy 5 x 2 = 10 points	Accurate usage of grammatical concepts already covered 10	Fewer than 5 grammatical mistakes 8	Fewer than 8 grammatical mistakes 6	Fewer than 12 grammatical mistakes 4	Fewer than 15 grammatical mistakes 2
Vocabulary 5 x 3 = 15 points	Uses new vocab. accurately; uses a range of diverse vocab. 15	Some new vocab.; few vocab. usage mistakes; some diverse vocab. 12	Very little/no new vocab.; some mistakes in vocab. usage and vocab. Repetition 9	No new vocab.; many mistakes in vocab. usage; much vocab. Repetition 6	No new vocab.; many mistakes in vocab. usage; extreme repetition 3
Questions 5 x 2 = 10 points	2 questions; correct formation 10	2 questions; small errors in formation 8	1 question; good formation 6	1 question; problem with formation 4	0 questions 2

Corrections:

The tema is an opportunity to develop fluency in communicating ideas in Italian. It will be graded on the basis of content, organization and clarity, variety and accuracy of vocabulary, accurate use of the grammatical concepts you have learned so far, and spelling. Be thoughtful as you write, and use simple sentence structures to convey your ideas. Leave time to proofread before submitting! The following are categories and elements used for assigning numerical grades.

I pledge that I have completed this assignment alone, without the help of another person, an online translator, or any source considered unacceptable according to the Honor Code guidelines found on p. 3. Signature: _____ Date: _____

	5	4	3	2	1
Content 5 x 5 = 25 pts	Follows instructions and includes all points; no repetition; clear and comprehensible; original; meets minimal word count 25	Meets conditions in 5 but does not include all points or is 5-10 words short of min. word count or content lacks clarity 20	Mostly clear, with some repetition; does not follow all instructions or is 10-20 words short of min. word count. 15	Poor development or lacks clarity; does not follow instructions or is 20+ words short of min. word count. 10	Excessive repetition; lack of clarity and development; content is insufficient or irrelevant 5
Organization 5 x 4 = 20 points	Logical flow of ideas; excellent presentation of ideas; logical transitions 20	Logical flow of ideas; good presentation of ideas; mostly logical transitions 16	General logical flow; good presentation of ideas; some logical transitions 12	Lack of logical flow and transitions; some presentation of ideas 8	Lack of logical flow; poor transitions; poor presentation of ideas 4
Vocabulary 5 x 4 = 20 points	Uses new vocab. accurately; uses a range of diverse vocab 20	Some new vocab.; few vocab. usage mistakes; some diverse vocab. 16	Very little/no new vocab.; some mistaken vocab. usage and vocab. Repetition 12	No new vocab.; much mistaken vocab. usage; much vocab. Repetition 8	No new vocab.; extreme mistaken vocab. usage; extreme repetition 4
Grammar 5 x 4 = 20 points	Accurate usage of grammatical concepts covered 20	Fewer than 5 grammatical mistakes 16	Fewer than 8 grammatical mistakes 12	Fewer than 12 grammatical mistakes 8	15 or more grammatical mistakes 4
Spelling 5 x 3 = 15 points	Accurate spelling of almost all words already covered 15	Fewer than 5 words misspelled 12	Fewer than 8 words misspelled 9	Fewer than 12 words misspelled 6	15 or more words misspelled 3
Extra Credit for expressing more complex ideas or for highly varied vocab	+ 1				
TOTAL SCORE					

PARTICIPATION RUBRIC NAME _____ ITAL _____ Term _____

Read carefully and check the box that you believe best describes your performance during the first 21 classes (if you are filling it out right after the mid-term) or the second 21 classes (if filling it out right before the last day of classes).

_____ **98-100 Truly Exceptional.** Attends all classes for the entire time. Always reads the pages assigned before coming to class. Always volunteers and participates actively in small-groups. Is respectful and alert at all times, never engaging in activities unrelated to class. Always uses Italian with little or no hesitation. Elaborates and excels at all times.

_____ **96-97 Excellent.** Attends all but 1 class (absence justified). Always reads the pages assigned before coming to class. Always volunteers and participates actively in small-groups. Is respectful and alert at all times, never engaging in activities unrelated to class. Always uses Italian with little or no hesitation. Elaborates and excels at all times.

_____ **92-95 Superior.** Attends all but 2 classes and fulfills all other requirements listed above OR attends all classes (never arriving late or leaving early), however shows room for improvement in one of the areas listed above.

_____ **90-91 High Attainment.** Does not miss more than 2 classes (absences justified) and is late on rare occasions. Participates regularly and actively in small-groups and is alert and engaged at all times. Shows room for improvement in one of the following areas: a) speaking only Italian in class; b) coming to class prepared; c) volunteering often.

_____ **88-89 Very good.** Does not miss more than 2 classes (absences justified) and late on rare occasions. Participates regularly and actively in small-groups and is alert and engaged most of the time. Shows room for improvement in 1-2 of the following areas: a) speaking only Italian in class; b) coming to class prepared; c) volunteering often.

_____ **82-87 Good.** Does not miss more than 3 classes (absences justified) and is late on rare occasions. Participates regularly and actively in small-groups and is alert and engaged most of the time. (Occasionally checks phone or does something else unrelated to class.) Shows room for improvement in only one of the following areas: a) speaking only in Italian in class; b) coming to class with homework complete and pages read in textbook; c) volunteering often.

_____ **80-81 Consistent.** Does not miss more than 3 classes (absences justified) and rarely late. Participates regularly and actively in small-groups. Needs improvement in two of the following areas: a) speaking only in Italian in class; b) coming to class prepared; c) volunteering often; d) staying focused and avoiding activities unrelated to class.

_____ **78-79 Average.** Does not miss more than 3 classes and late on rare occasions. Participates regularly and actively in small-groups. Needs improvement in three of the following areas: a) speaking only in Italian in class; b) coming to class prepared; c) volunteering often; d) staying focused and avoiding activities unrelated to class.

_____ **72-77 Adequate.** Does not miss more than 4 classes and is late on rare occasions. Participates regularly and actively in small-groups. Does not volunteer unless called upon; sometimes come to class without the assigned pages read or occasionally does not homework. Occasionally checks phone or does something else unrelated to class.

_____ **70-71 Just Getting by.** Does not miss more than 5 classes but is often unprepared for class. Participates regularly in small groups, but does not participate in the discussion unless required. Slips into English frequently.

_____ **60-69 Unsatisfactory.** Either misses too many classes or arrives unprepared on a regular basis. Speaks little or consistently in English. Does not listen to instructor or engage with other students. Cannot respond to questions. Has significant difficulty communicating meaning in Italian and speaks in English during group activities.

_____ **Below 60 Failing.** Either misses too many classes to be considered "participatory" or arrives unprepared on a regular basis. Speaks exclusively in English. Does not listen to instructor or engage with other students. Cannot respond to questions. Has significant difficulty communicating meaning in Italian and chatters in English during group activities.

STUDENT COMMENTS (e.g. challenges or things to improve)

INSTRUCTOR COMMENTS:

PARTICIPATION 1 / PARTICIPATION 2
(circle)

NUMBER GRADE: _____

Portfolio Project

The portfolio gives you the opportunity to showcase both the knowledge you have acquired over the course of the semester in an area of interest to you and the progress you have made in your linguistic skills over the same time period. Your portfolio should consist of the components listed below.

COMPONENTS	DATES
REFLECTIVE	
A brief audio-recording in which you introduce yourself and mention two things that interest you about Italian history, society, or culture and two goals that you have for this semester (in terms of skills you want to gain or specific things you want to learn). IN ITALIAN	Mon 9/17
Two written reflections in which you assess your overall progress in the course. You should complete the first right after the midterm, and the second closely before the last day of class. You may use a combination of narrative (paragraph form) and bullets. In the first reflection, you should assess how well you are meeting your goals. Please reflect on accomplishments and prioritize objectives for the second half of the semester. In the second reflection, please assess your progress in the second half of the course, and conclude with a list of ideas for where your Italian might take you in the future. Each reflective statement ~ 100 words. IN ITALIAN OR ENGLISH	#1 Wed 10/10
	#2 Wed 12/5
SHOWCASE	
3 activities that you have completed for the course, which you are most happy with. You may choose among essays, videos, or voicethread recordings.	Mon 12/3
1 list of at least 10 Italian phrases or idiomatic expressions that you have learned this year in Italian. In addition to listing these expressions, please use them in an original context (a sentence, or you can design a crossword using all of them together).	Mon 11/12
Optional: If your work in this class leads you discover elements of Italian language, culture, or society that you would like to share, please archive your findings here. These can include anything: a newspaper article you read, an Italian song or podcast you listened to during our unit on music, your favorite Italian painting you discovered in our unit on art, or an excerpt from an Italian writer or blogger. Feel free to include different file formats: images, links to video clips, recordings, etc.	Throughout semester

Griglia di valutazione **PORTFOLIO** Grade ____ / 100 NOME _____

AREA	POINT RANGE	TOTAL POINTS	COMMENTS:
Completion: Have you completed all the elements of the Portfolio, respecting the guidelines including the minimum word counts?	1-50	_____	
Style & Language: Have you shown care in putting together your site, and in your use of Italian, do you communicate your ideas effectively (clarity of pronunciation where relevant, well-chosen vocabulary, etc.)?	1-50	_____	

CULTURAL EVENT - FILM

Nome _____

Pledge _____

Voto _____/50

A) ANALISI DEL FILM (usa frasi complete) _____/5

1. Qual è il titolo (*title*) del film?

2. Chi è il regista (*director*)?

3. Dov'è ambientato il film ? (*Where is the movie set?*)

4. In quale periodo è ambientato il film? (*In what period is the movie set?*)

5. Come si chiamano i personaggi principali (*the main characters*)?

B) Scrivi almeno (*at least*) tre frasi per descrivere la storia del film (*the movie plot*).

_____/25

C) Ti è piaciuto il film? Perché o perché no? Quali sono stati i momenti più importanti del film? In quali scene ti sei emozionato/a? _____/20

ITALIAN CULTURAL EVENT- CONVERSAZIONE CON IL TA

Nome _____ Pledge _____ Voto _____/50

1. Con chi hai parlato? Per quanto tempo? (usa frasi complete) _____/5

2. Di che cosa avete parlato? Hai fatto anche tu alcune domande? Fai un breve riassunto della conversazione usando le forme grammaticali che hai imparato.

_____ /25

3. È stato facile o difficile parlare italiano questa volta? Quali aspetti sono per te più difficili? Quali sono più facili? _____/20

ITALIAN CULTURAL EVENT – ALTRO EVENTO CULTURALE

Nome _____

Pledge _____

Voto _____/50

1. A quale evento culturale hai partecipato e quando? Chi ha partecipato all'evento? (usa frasi complete) _____/10

2. Che cosa hai fatto per questo evento? Hai praticato il tuo italiano o hai imparato un po' su un aspetto della cultura italiana? Fai un breve riassunto dell'evento. Usa le forme grammaticali che hai imparato. _____/40

Ital 203 – FALL 2018 – Homework List

HW #	Due Date	Referenced in Lesson (refer to last slide of ppt for details)	Graded Homework Assignment
HW 1	8/27/18 (Lesson 3)	Lesson 2	WebSAM: Struttura 9A.1 Workbook, ex. 1; Lab Manual, ex. 2 Video di una piazza (see details in Lesson 1) – upload to flipgrid
HW 2	8/29/18 (Lesson 4)	Lesson 3	Worksheet on Si impersonale/passivante and relative pronouns
HW 3	9/7/18 (Lesson 7)	Lesson 6	Worksheet on Indefiniti (Indefinite words)
HW 4	9/17/18 (Lesson 11)	Lesson 10	Worksheet on 10A Vocabulary and Infinitives; WebSAM: Struttura 10A.2 Workbook ex.2,5; Lab Manual, ex. 2
HW 5	9/28/18 (Lesson 16)	Lesson 15	Video di opere o luoghi d'arte (see details in Lesson 7) – flipgrid; Voicethread post on Course Correspondent post on art in Florence
HW 6	10/12/18 (Lesson 22)	Lesson 21	Worksheet: Il Mondo del lavoro WebSAM: Struttura 11A.1 Workbook ex. 1,2; Lab Manual ex. 1,2
HW 7	10/15/18 (Lesson 23)	Lesson 22	WebSAM: Struttura 11A.2 Workbook ex. 1,2,3; Lab Manual ex.1 Voicethread post on Course Correspondent post on work in Florence
HW 8	10/26/18 (Lesson 27)	Lesson 26	Resume WebSAM: Struttura 11B.1 Workbook ex. 1,2 Lab Manual ex.1
HW 9	10/29/18 (Lesson 28)	Lesson 27	Video: Immagini di lavoro (see details in Lesson 12) – flipgrid Review Worksheet
HW 10	11/9/18 (Lesson 33)	Lesson 32	Video: Immagini della natura (see details in Lesson 15) - flipgrid Worksheet on 12A Vocabulary and Past Subjunctive
HW 11	11/26/18 (Lesson 38)	Lesson 37	Voicethread post on Course Correspondent post on pollution in Italy
HW 12	11/28/18 (Lesson 39)	Lesson 38	Worksheet on Imperfect Subjunctive
Cul-tural Event	OPEN	Syllabus	Attend one cultural event (guest lecture, Italian film series, Italian Club meeting, etc.) and fill out the form at end of syllabus. Must be completed by last day of class.