



ITAL 102: Elementary Italian II Spring 2019

[This course has multiple sections.]

My Section _____ Instructor: _____

Time _____ Email: _____

Room _____ Office: _____

Office Hrs: _____



Course Content and Objectives: Italian 102 is a second-semester Italian course. (**Prereq:** Ital 101 or equivalent). In this course, you will expand your grammatical knowledge and enrich your vocabulary, learning several new verb tenses, new pronouns, and adverbs. You will learn to make comparisons, give commands, and express quantity. You will continue to broaden your idiomatic vocabulary, and you will learn a lot about Italian culture, including food and markets, health, housing, and travel. You will complete Chapters 5-8 of the textbook *Sentieri*, which you will continue to use in Ital 203. The goal by the end of this course will be to speak, read, and write coherently about a variety of everyday topics, using a variety of verb tenses.

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. Please read the course policies (p. 2) carefully, initialing each one to indicate your understanding. Please sign the sheet at the bottom and 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 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. It also offers a major and minor in Italian with courses in advanced language, literature, culture, and film. The Italian major and minor are good choices for careers in International Relations & Business, Journalism, Communications, and Education. 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 102 Course Requirements: Read carefully, initial each blank and sign at the bottom, confirming your willingness to respect these policies. Turn this page into your instructor 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 any small vocabulary quizzes), you may only make up that quiz or exam if your absence is **excused**. Absences are *excused* in case of a university sporting event, an illness, or a Dean's excuse. **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 14 graded homework assignments, to be written legibly or typed (other assignments will count for your participation grade). Each assignment will be related to the grammatical and lexical content of the chapters and will include a combination of online exercises, worksheets, essays, etc. We do not accept late assignments. You will also attend at least one Italian cultural event.

Special Projects

Initials _____

Special projects are opportunities to apply your language skills to assignments that are larger in scope than homework. They give you the opportunity to assimilate lexical and grammatical content from each chapter and to delve into one of the cultural themes of the chapters. The special projects include three *orali* (two role-plays and an interview with your instructor), four *temi* (essays), and two *video projects* (a video recipe and a real-estate video tour), which you may work on in groups.

Quizzes, Midterm and Final

Initials _____

5 quizzes, a midterm, and a final exam are scheduled this semester. Note the dates. No make-ups are allowed, except in the case of an excused absence (see above). 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 in an automatic point deduction from the participation grade. When you communicate with your instructor, please use language appropriate for a professional relationship.

Honor Code

Initials _____

All students should respect the rules of the Honor Code (<http://instrument.unc.edu/instrument.text.html#appendicesa>). **When doing all homework, you must work alone. You may not work with classmates, tutors, or online translators.** Violations are easy to detect. If you do not respect this policy, your instructor will carry out one of the sanctions outlined. 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 material. You will be held accountable for it.

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

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 absolutely not permitted to use online translators. You should be expressing your own thoughts in your own words for every paper!** *Submitting papers that you have written for another course is forbidden.* Violations will not be tolerated and will be reported to the Undergraduate Student Attorney General. *If you have any questions about the Honor code, you should 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 102:

- ✘ Sakai ITAL 102 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 Chambless, 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 oral exams, *temi*, video project and participation. **Orals:** p. 10; **Video Projects:** p. 13; **Tema:** p. 15; **Participation:** p. 16; **Film and Cultural Event Forms:** p. 17.

DATES	LESSON MATERIAL	DUE DATES AND COMMENTS
Lezione 5A: La spesa		
Lesson 1 9 gennaio (mercoledì)	Introduzione al corso Review: Regular and irregular verbs (<i>avere, essere, dare, fare, stare, etc.</i>) in the present tense	*Please come to class having looked over the present forms of all the regular and irregular verbs that you do not fully remember: <i>essere, avere, andare, dare, stare, fare, dire, uscire, venire, volere, dovere, potere, sapere, etc.</i> Your instructor will have a review activity prepared for you.
Lesson 2 11 gennaio (venerdì)	Contesti: La spesa Vocabolario/Comunicazione/Pronuncia (p.152-155) Review: Passato prossimo with <i>avere</i> and <i>essere</i> incl. Strutture (p. 138-139 & p. 160-161)	*For today, review all the forms of the passato prossimo (including verbs with irregular past participles) + the choice of <i>essere</i> v. <i>avere</i> . See Lezione 4B and Lezione 5A. Your instructor will have a review activity prepared for you. *Read over the new vocabulary on p. 152-153 and be ready to use it in class today.
Lesson 3 14 gennaio (lunedì)	Strutture: 5A.2 Direct object pronouns (p. 162-163)	*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. *Now is a good time to review the subject pronouns (<i>io, tu, lui, lei, Lei, noi, voi, loro</i>), in order to not confuse them with the <i>object</i> pronouns. Please tell your instructor if you have trouble understanding the difference between <i>subjects</i> and <i>objects</i> of verbs. HW 1: Due Monday, January 14
Lesson 4 16 gennaio (mercoledì)	Review: 5A.2 Direct object pronouns Strutture: 5A.3 Partitives and expressions of quantity (p. 164-165)	*In preparation for your study of partitives, review prepositions and prepositional contractions (3A.2, p.88). A prepositional contraction is the combination of a preposition (<i>a, in, di, da, su</i>) and a definite article (<i>il, la, l', lo, i, gli, le</i>). e.g. <i>in + lo = nello</i> HW 2: Due Wednesday, January 16
Lesson 5 18 gennaio (venerdì)	Review for Quiz 1 (Lezione 5A) Work on Video Project "Video Ricetta" (groups)	
Monday, January 21: NO CLASS, Martin Luther King Jr. Day		
Lesson 6 23 gennaio (mercoledì)	QUIZ 1 & Tema 1 (Lezione 5A)	Quiz 1 & Tema 1: Wednesday, January 23

Lezione 5B: A tavola		
Lesson 7 25 gennaio (venerdì)	Contesti: A tavola Vocabolario/Comunicazione/Pronuncia e ortografia (p. 168- 171) Strutture: 5B.1 Indirect object pronouns (p.176-177)	*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.
Lesson 8 28 gennaio (lunedì)	Review: 5B.1 Indirect object pronouns Strutture: 5B.2 Adverbs (p. 178-179)	*Remember to read the assigned section in <i>Sentieri</i> by the day those pages appear on the syllabus. Do not worry if you do not understand everything. Your instructor will answer your questions in class. *For today, review adjectives, as they will be important in forming the adverbs. What are the two classes of adjectives in Italian and what determines their endings? Video Ricetta: Due Monday, January 28
Lesson 9 30 gennaio (mercoledì)	Video Ricetta Screening Work on Role-Plays (Orale 1)	HW 3: Due Wednesday, January 30
Lesson 10 1 febbraio (venerdì)	Review for Quiz 2 (Lezione 5B) Work on Role-Plays (Orale 1)	
Lesson 11 4 febbraio (lunedì)	QUIZ 2 & Tema 2 (Lezione 5B)	Quiz 2 & Tema 2: Monday, February 4
Lezione 6A: La routine		
Lesson 12 6 febbraio (mercoledì)	Contesti: La routine del mattino - Vocabolario/Comunicazione/Pronuncia (p. 190-193) Strutture: 6A.1 Reflexive verbs (p. 198-199)	*In preparation for class today, listen to the new vocabulary presented on the v-text (Supersite) and then read all of the words aloud to yourself. *Make sure you still remember all present-tense verbs (both regular and irregular verbs). This will help you learn and use reflexive verbs correctly as well. Orale 1: Due Wednesday, February 6
Lesson 13 8 febbraio (venerdì)	Review: 6A.1 Reflexive verbs Strutture: 6A.2 Reciprocal reflexives and reflexives in the <i>passato prossimo</i> (p. 200-201)	*This is a good time to review the passato prossimo again. All reflexive/reciprocal verbs take <i>essere</i> , so you must show agreement of the past participle with the verb (e.g. le ragazze si sono <i>incontrate</i>). You should also review those verbs that have irregular past participles (e.g. <i>essere – stato; mettere – messo</i> , etc.) HW 4: Due Friday, February 8

Lesson 14 11 febbraio (lunedì)	Review: 6A.2 Reciprocal reflexives and reflexives in the <i>passato prossimo</i> Strutture: 6A.3 <i>Ci</i> and <i>ne</i> (p. 202-203)	*Do you remember the placement of the direct and indirect object pronouns with respect to the verb? <i>Ci</i> and <i>ne</i> follow the same rules. Review the direct and indirect object pronouns during this unit as well. HW 5: Due Monday, February 11
Lesson 15 13 febbraio (mercoledì)	Review for Quiz 3 (Lezione 6A)	
Lesson 16 15 febbraio (venerdì)	QUIZ 3 & Tema 3 (Lezione 6A)	Quiz 3 & Tema 3: Friday, February 15
Lezione 6B: Dal dottore		
Lesson 17 18 febbraio (lunedì)	Contesti: Dal dottore -Vocabolario / Comunicazione/ Pronuncia e ortografia (p. 206-209) Strutture 6B.1 The <i>imperfetto</i> (p. 214-215)	*Study the new vocabulary in preparation for class today. *This new past tense has just a few irregular forms. Learn the forms as quickly as possible, so you can tackle the bigger challenge, presented in the next lesson: understanding <u>when to use</u> the <i>imperfetto</i> .
Lesson 18 20 febbraio (mercoledì)	Review: 6B.1 The <i>imperfetto</i> Strutture 6B.2 <i>Imperfetto vs. passato prossimo</i> (p. 216-217)	*Make sure you schedule some time this week to visit your instructor or another one, for extra help preparing for the midterm (if you have questions about the material). *We will not cover 6B.3, the <i>trapassato prossimo</i> . You may read about this tense if you like, but you will not be tested on it in this course. HW 6: Due Wednesday, February 20
Lesson 19 22 febbraio (venerdì)	Review: 6B.2 <i>Imperfetto vs. passato prossimo</i> Work on Role-Play (Orale 2)	HW 7: Due Friday, February 22
Lesson 20 25 febbraio (lunedì)	Midterm Review: Units 5 and 6 (especially Lezione 6B) Work on Role-Play (Orale 2)	
Lesson 21 27 febbraio (mercoledì)	MIDTERM (Units 5 and 6, especially Lezione 6B)	Midterm: Wednesday, February 27

Lezione 7A: La casa		
Lesson 22 1 marzo (venerdì)	Contesti: A casa -Vocabolario / Comunicazione / Pronuncia e ortografia (p. 230-233) Strutture: 7A.1 The <i>futuro semplice</i> (p. 238-239) 7A.2 Usage of the <i>futuro semplice</i> (p. 240-241)	*In preparation for class today, please read and begin to learn the vocabulary on p. 230-231. Write a few practice sentences in which you describe your own house. You will talk about them in class today. Orale 2: Due Friday, March 1
Lesson 23 4 marzo (lunedì)	Review: 7A.1 & -7A.2 The <i>futuro semplice</i> Strutture: 7A.3 Double object pronouns (p.242-243)	HW 8: Due Monday, March 4
Lesson 24 6 marzo (mercoledì)	Review: 7A.3 Double object pronouns Work on Real Estate Video Tour (groups)	HW 9: Due Wednesday, March 6
Lezione 7B: Le faccende		
Lesson 25 8 marzo (venerdì)	Contesti: Le faccende -Vocabolario / Comunicazione / Pronuncia e ortografia (p.246-249) Strutture : 7B.1 The informal imperative (p.254-255)	*In preparation for class today, please read over and start to learn the vocabulary on p. 246-247. *There are many details to keep in mind when studying the imperatives. Use flashcards if it helps you learn them.
March 11-15: NO CLASSES, Spring Break		
Lesson 26 18 marzo (lunedì)	Review: 7B.1 The informal imperative Strutture: 7B.2 The formal imperative (p. 256-257)	*What is the difference between the formal and informal imperatives? Make note of the different forms and placement of pronouns.
Lesson 27 20 marzo (mercoledì)	Review: 7B.2 The formal imperative Strutture: 7B.3 Time expressions (p. 258-259)	HW 10: Due Wednesday, March 20
Lesson 28 22 marzo (venerdì)	Review for Quiz 4 (Unit 7) Video Tour Screening (for interested groups)	Video Tour: Due Friday, March 22
Lesson 29 25 marzo (lunedì)	Review for Quiz 4 (Unit 7) Video Tour Screening (for interested groups)	
Lesson 30 27 marzo (mercoledì)	Quiz 4 (Unit 7)	Quiz 4: Wednesday, March 27

Lezione 8A: Il trasporto		
Lesson 31 29 marzo (venerdì)	Contesti: Il trasporto -Vocabolario / Comunicazione / Pronuncia e ortografia (p. 270-273) Strutture: 8A.1 Comparatives of equality (p. 278-279)	*In preparation for class today, please read over and start to learn the vocabulary on p. 270-271.
Lesson 32 1 aprile (lunedì)	Review: 8A.1 Comparatives of equality Strutture: 8A.2 Comparatives of inequality (p. 280-281)	*Review your prepositional contractions (<i>di + il = dello, di + gli = degli</i>), etc. HW 11: Due Monday, April 1
Lesson 33 3 aprile (mercoledì)	Review: 8A.2 Comparatives of inequality Strutture: 8A.3 Superlatives (p. 282-283)	*Please review all of your definite articles (<i>il, la, lo, l', i, gli, le</i>) and when to use which one. HW 12: Due Wednesday, April 3
Lesson 34 5 aprile (venerdì)	Review for Quiz 5 (Lezione 8A)	
Lesson 35 8 aprile (lunedì)	Quiz 5 & Tema 4 (Lezione 8A)	Quiz 5 & Tema 4: Monday, April 8
Lezione 8B: In vacanza		
Lesson 36 10 aprile (mercoledì)	Contesti: In vacanza Vocabolario / Comunicazione / Pronuncia e ortografia (p. 286-289) Strutture: 8B.1 The present conditional (p. 294-295)	*In preparation for class today, read over and start to learn the vocabulary on p. 286-287. Sign up for Orale 3
Lesson 37 12 aprile (venerdì)	Review: 8B.1 The present conditional Strutture: 8B.2 The past conditional (p. 296-297) Orale 3 practice (in groups)	HW 13: Due Friday, April 12
Lesson 38 15 aprile (lunedì)	Review: 8B.1 The present conditional Strutture: 8B.3 <i>Dovere, potere, and volere</i> in the conditional (present tense only) (p. 298-299) Orale 3 practice (in groups)	HW 14: Due Monday, April 15
Lesson 39 17 aprile (mercoledì)	Orale 3: Scheduled interviews	Orale 3: Wednesday, April 17

April 19: NO CLASS, University Holiday

Lesson 40 22 aprile (lunedì)	Orale 3: Scheduled interviews	Orale 3: Monday, April 22
Lesson 41 24 aprile (mercoledì)	Review for Final Exam (Units 5-8)	
Lesson 42 26 aprile (venerdì)	Review for Final Exam (Units 5-8)	*By this day, you should have completed one cultural event and submitted a brief write-up on it (see forms at the end of this document).
2 maggio (giovedì)	Esame finale 8:00 - 11:00	FINAL EXAM: Thursday, May 2 at 8:00 am (Room TBA)

For this oral test, you and your partner will record a dialogue on the *Sakai voicethread*.

Guidelines:

- Read the prompt below carefully and ask your instructor if you have any questions about the assignment.
- Construct a dialogue of at least 30 words per person, 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.
- Visit the *Sakai voicethread* for Orale 1 and post your recording there.
- Print out this page, sign it, and turn it into your instructor, so that they may evaluate your work.

Topic:

Dialogo al ristorante: Scrivi un dialogo fra due persone al ristorante (marito e moglie, due amici, ecc.) oppure fra un cliente e un cameriere.

Dovete includere nel vostro dialogo: • almeno (*at least*) quattro verbi diversi • almeno due espressioni idiomatiche • il vocabolario di questa lezione • il presente e il passato prossimo • un avverbio • un pronome indiretto • almeno due domande

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	Few grammatical mistakes 8	Moderate grammatical mistakes which do not impede communication 6	Excessive grammatical mistakes which impede communication 4	Almost no attention to grammar or structure of language 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:

For this oral test, you and your partner will record a dialogue on the *Sakai voicethread*.

Guidelines:

- Read the prompt below carefully and ask your instructor if you have any questions about the assignment.
- Construct a dialogue of at least 30 words per person, including all of the components listed below. Pay special attention to both grammatical accuracy and proper word choice. This will require multiple drafts. Ask your instructor if you have any doubts about the words or constructions you have chosen.
- Visit the *Sakai voicethread* for Orale 2 and post your recording there.
- Print out this page and turn it into your instructor, so that they may evaluate your work.

Topic:

Problema di salute: Uno studente ha un problema di salute. Parla di questo problema con l'amico e cerca consigli. L'amico chiede i sintomi e fa altre domande per capire la causa di questo problema. I due amici decidono se lo studente con il problema deve andare subito dal dottore o se ci sono soluzioni alternative.

Dovete includere nel dialogo: • saluti • almeno (*at least*) quattro verbi diversi • almeno due espressioni idiomatiche • il vocabolario di questa lezione • il presente, il passato prossimo e l'imperfetto • almeno due domande

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	Few grammatical mistakes 8	Moderate grammatical mistakes which do not impede communication 6	Excessive grammatical mistakes which impede communication 4	Almost no attention to grammar or structure of language 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:

You will schedule an interview with your instructor during the time specified on the syllabus. You will sign up on Sakai or your instructor will circulate a sign-up sheet in advance. Please make careful note of your appointment time. The interview must be completed by then, or you will take a zero for it.

Guidelines:

- Prepare vocabulary from Unit 8 that will allow you to talk comfortably about the topic of vacations (your experiences, preferences, future vacation plans, etc.)
- Come up with sample questions and answers and practice (rehearse) with a friend or with another Italian instructor. You will have time to practice such conversations during the two classes directly prior to the date scheduled for the interviews.
- Print out this page, **sign the pledge below**, and give it to your instructor right before you have the interview.

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
Comprehension 5 x 2 = 10 points	Complete understanding of questions posed by instructor or others 10	Solid understanding of most questions; is able to ask for clarification when needed 8	Some difficulty understanding basic questions, including vocabulary and overall meaning 6	Significant impediments to understanding conversation; asks for clarification 4	Significant impediments to understanding and unable to ask for clarification 2
Oral Fluency/ Pronunciation 5 x 2 = 10 points	Excellent fluency; minimal pronunciation mistakes 10	Good fluency; some small pronunciation mistakes 8	Some fluency; some pronunciation mistakes 6	Some fluency; many mistakes in pronunciation 4	Poor fluency; many pronunciation mistakes 2
Grammatical Accuracy 5 x 2 = 10 points	Accurate usage of grammatical concepts already covered 10	Few grammatical mistakes 8	Moderate grammatical mistakes which do not impede communication 6	Excessive grammatical mistakes which impede communication 4	Almost no attention to grammar or structure of language 2
Vocabulary 5 x 2 = 10 points	Uses new vocab. accurately; uses a range of diverse vocab. 10	Some new vocab.; few vocab. usage mistakes; some diverse vocab. 8	Very little/no new vocab.; some mistakes in vocab. usage and vocab. repetition 6	No new vocab.; many mistakes in vocab. usage; much vocab. Repetition 4	No new vocab.; many mistakes in vocab. usage; extreme repetition 2
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; small errors in formation 4	no questions 2

Corrections:

In this group project, you will create a two-minute cooking video of a recipe that you love, using the vocabulary (words and idioms) of Unit 5.

- Collaborate on the production of your cooking video. You may choose an Italian traditional recipe or any other recipe that you like, it's up to you! Don't worry, no matter if your recipe is easy or complicated to make, just be creative... and have fun! Use the present tense, direct / indirect object pronouns, and the vocabulary of Unit 5.
- Your video should include the following: a) at least 30 words per person; b) references to at least five different ingredients and five different kitchen tools in the vocab of Unit 5; c) at least two direct and/or indirect object pronouns. When you describe the preparation of your dish, use the present tense and the subject pronoun "noi" (e.g. "prendiamo un piatto", "prepariamo un'insalata" etc.).
- In addition, you may use whatever music or special effects you want to in the video-editing phase.
- Post your project on Youtube or on Sakai when you have it completed.
- Print out this page, sign it, and turn it into your instructor once you have recorded the video.

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 3 = 15 points	Meets word count; no repetition excellent content; clear and comprehensible 15	Meets or just short of min. word count; little repetition; good content; mostly clear 12	More than 10 words short of min. word count; some repetition; mostly clear 9	More than 15 words short of min. word count; repetition; lacks clarity 6	More than 20 words short of min. word count; repetition; lacks clarity & content 3
Vocabulary 5 x 3 = 15 points	Uses new vocab. accurately; uses a range of diverse vocab. 15	Some new vocab.; few mistakes; some diverse vocab. 12	Very little new vocab.; mistakes in vocab. usage; vocab. repetition 9	No new vocab.; many mistakes in vocab. usage; much repetition 6	No new vocab.; excessive mistakes & repetition 3
Oral Fluency/ Pronunciation 5 x 2 = 10 points	Excellent fluency; minimal mistakes of sounds already covered in course 10	Good fluency; some small mistakes of sounds already covered in course 8	Some fluency; some mistakes of sounds already covered in course 6	Some fluency; many mistakes of sounds already covered in course 4	Poor fluency; many mistakes of sounds already covered in course 2
Grammatical Accuracy 5 x 2 = 10 points	Accurate usage of grammatical concepts already covered 10	Few grammatical mistakes 8	Moderate grammatical mistakes which do not impede communication 6	Excessive grammatical mistakes which impede communication 4	Almost no attention to grammar or structure of language 2

In this group project, you will create a video tour of a dormitory, apartment, or house, using the vocabulary (words and idioms) of Unit 7.

Guidelines:

- Visit one of the following websites in order to see examples of real estate video tours of properties in Italy.

https://www.youtube.com/watch?v=UO7Sz7f_MoE

<https://www.youtube.com/watch?v=5asCz989Hjc>

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

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

<https://www.youtube.com/watch?v=1z1RHGU3AFI>

<http://www.idealista.it/vendita-case/venezia-venezia/>

- Collaborate on the production of your own real-estate video tour. You may choose to film a tour of a dormitory, apartment or house. Be creative and feel free to use parody. Use the vocabulary and grammar of the chapter.
- Your tour should include the following:
 - at least 30 words per person
 - references to at least five different rooms or types of furniture
 - at least 2 verbs in the future that refers to the benefits prospective buyers will get out of the house
 - at least 2 uses of double object pronouns or **ci** or **ne**.

In addition, you may use whatever music or special effects you want to in the video-editing phase.

- Post your project on Youtube or on Sakai when you have it completed.
- Print out this page, sign it, and turn it into your instructor once you have recorded the dialogue.

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Signature: _____ Date: _____

	5	4	3	2	1
Content 5 x 3 = 15 points	Meets word count; no repetition excellent content; clear and comprehensible 15	Meets or just short of min. word count; little repetition; good content; mostly clear 12	More than 10 words short of min. word count; some repetition; mostly clear 9	More than 15 words short of min. word count; repetition; lacks clarity 6	More than 20 words short of min. word count; repetition; lacks clarity & content 3
Oral Fluency/ Pronunciation 5 x 3 = 15 points	Excellent fluency; minimal mistakes of sounds already covered in course 15	Good fluency; some small mistakes of sounds already covered in course 12	Some fluency; some mistakes of sounds already covered in course 9	Some fluency; many mistakes of sounds already covered in course 6	Poor fluency; many mistakes of sounds already covered in course 3
Grammatical Accuracy 5 x 2 = 10 points	Accurate usage of grammatical concepts already covered 10	Few grammatical mistakes 8	Moderate grammatical mistakes which do not impede communication 6	Excessive grammatical mistakes which impede communication 4	Almost no attention to grammar or structure of language 2
Vocabulary 5 x 2 = 10 points	Uses new vocab. accurately; uses a range of diverse vocab. 10	Some new vocab.; few vocab. usage mistakes; some diverse vocab. 8	Very little new vocab.; mistakes in vocab. usage; vocab. repetition 6	No new vocab.; many mistakes in vocab. usage; much repetition 4	No new vocab.; excessive mistakes & repetition 2

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.

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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		+ (1-4)			
TOTAL SCORE					

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: _____

CULTURAL EVENT - FILM_____

Nome_____

Pledge_____

Voto _____/50

A) ANALISI DEL FILM (in 5 frasi) _____/5

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

2. Chi è il regista (*director*)?

3. Dove 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 tre frasi per descrivere la storia del film (*the movie plot*). _____/25

C) Ti è piaciuto il film? Perché o perché no? (*Did you like the movie? Why or why not?*)

_____/20

CULTURAL EVENT - OTHER: _____

Nome _____

Pledge _____

Voto _____/50

1. Quale evento hai frequentato? (*What event did you attend?*) _____/10

2. Scrivi tre frasi per riassumere (*to recap*) la discussione. _____/25

3. Questo evento è stato interessante o utile (*useful*)? Perché? _____/15