

Intermediate Italian II

SECTION I: Course Overview

UNH Course Code: ITA202FLR

Subject Area: Italian Language and Literature

Prerequisites: The equivalent of two semesters of college level Italian

Language of Instruction: Italian

Contact Hours: 60

Recommended Credits: 3 or 4

COURSE DESCRIPTION

This intermediate Italian course aims at improving the four basic language skills (reading, speaking, writing and understanding) through a direct exposition to Italian language and culture. After reviewing basic grammar and vocabulary, students will be steadily exposed to new and more complex grammar and communicative structures in order to more accurately and expressively interact with the host community.

The course combines several integrated approaches aimed at developing students' skills. Classroom time is devoted mainly to speaking and practicing Italian through a combination of group-based and individual activities, focusing on grammatical structures, language functions and vocabulary. Sessions also address a range of contemporary cultural themes using newspaper articles, advertising material and short film clips. In addition, onsite activities, regular practice and conversation exchanges with peers and locals will give students the opportunity to rapidly implement in real local-community situations their linguistic advances and newly acquired intercultural competences.

Extra-curricular activities, such as public lectures or film nights organized by various local institutions, will be announced at the start of the semester to foster the knowledge of Italy and the Italians, and develop sensitivity towards cultural differences.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Express an opinion on cultural topics.
- Write structurally sound sentences and five-paragraph long compositions.
- Interpret short movies and readings in the target language for their significance for Italian society.
- Compare and contrast different cultural topics and how they relate to the US, Italy, and/or the student's country of origin.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name: TBD
Contact Information: TBD
Class Schedule: TBD
Term: Semester

ATTENDANCE POLICY

This course will meet twice weekly for 120 minutes each time, for a total of 28 class sessions. All students are expected to arrive on time and be prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SPRING & FALL SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th Absence
Courses meeting 2 day(s) per week	2 Absences	8 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES								
Absence	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Penalty	No Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	1.5 Grades Docked	2 Grades Docked	2.5 Grades Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES								
Grade	A+	A+	A	A-	B+	B	B-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	10%
Homework Assignments	15%
Presentations (2 for 3 credits, 4 for 4 credits)	20%
Activity (2 for 3 credits, 4 for 4 credits)	20%
Mid-term Exam	15%
Final Exam	20%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)

You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Homework Assignments (15%): Assignments and workbook exercises (set out in the Assignment column of the course content) will be corrected at the beginning of each class. Students are responsible for all assigned work and should be aware that absence from the preceding class is not an excuse for non-preparation. At any point, students may be called upon to respond to questions dealing with material previously assigned by the instructor, who will ask to see student workbooks at regular intervals during the course to monitor your performance and progress. Students seeking further clarification on homework instructions or feedback should speak directly with the instructor at the end of the class period.

Independent Presentations (20%): These are four short independent pieces, two written (W) and two oral (O), worth 5% each, that students will read to the class, and that will form the basis of discussion. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class.

The written pieces will be two (2) essays/compositions about cultural topics studied in class and/or related to the vocabulary of the chapters we are working on at the time. Students will be expected to develop an essay / a composition that combines linguistic accuracy with his/her insights on the topic. **If a student is taking this course for 3 credits, they will only complete two presentations.**

Activity (20%): This FOA is designed to test the verbal fluency. There are four activities, worth 5% each. Students will work in teams of three or four to perform a basic oral presentation for their classmates; they could be dialogues, interviews, videos, ecc. Each team will write down the presentation script and present it in advance to the instructor for a final correction. The text will include acquired vocabulary and demonstrate as far as possible your command of the Italian language.

Students are free to choose their own topic but it should be linked to the host city or Italy in some way – possible topics will be discussed with the class teacher at the start of the course. Suggested team project titles include *La Famiglia Italiana; Il Cibo in Italia; Le Regioni d'Italia; La Moda. La Città di Roma.*

Students must provide a handout for your classmates, comprising an outline or summary of their presentation and a specialized vocabulary list. Students should be prepared to answer questions about the meaning of the words used in the presentation. These presentations may also be incorporated by your instructor into the ongoing curriculum and included on the midterm and final examinations. **If a student is taking this course for 3 credits, they will only complete two activities.**

Mid-term (15%) and Final Exam (20%): The midterm and final exams are designed to establish and communicate to students the progress they are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in important areas of competency outlined in the learning objectives above. These tests will also incorporate idioms and vocabulary items introduced by your teacher during the lessons, by student homework and by classmates during the Independent Presentations.

REQUIRED READINGS

Depending on the progress and interests of the class, the instructor will distribute copied extracts from the texts cited in the Required Reading list below. In addition, students are highly recommended to purchase an Italian/English English/Italian Dictionary, and to bring it with them to all lessons. Consult the instructor for recommendations.

I. REQUIRED TEXTS:

- M. Bali, L. Ziglio, *New Italian Espresso* vol. II, Alma ed. 2021
- S. Bailini, S. Consonno, *Ricette per parlare*, Alma ed. 2017
- A. Di Francesco, C.M. Naddeo, *Bar Italia*, Alma ed. 2003
- S. Nocchi, *Italian Grammar in Practice*, Alma ed. 2016

Depending on the progress and interests of the class, the instructor will occasionally distribute copied extracts from the texts cited in the Recommended Readings list below.

RECOMMENDED READINGS:

- M. Arnaudo, *La pagina breve: Racconti italiani del novecento*, Cideb Editrice, Genova, 2005.
- S. Benni, *Il bar sotto il mare*, Feltrinelli Editore, Milano, 1987.
- R. Bozzone Costa, *Viaggio nell'italiano*, Loescher Editore, Torino, 2004.
- P. Bultrini, F. Graziani, N. Magnani, C. Marino, C. Sandri, *Italian Espresso II*, Gruppo Italiaidea Alma Edizioni, Firenze.
- A. Sabatini, *Chiaroscuro 3: Livello Intermedio*, Vignanuova Edizioni, Firenze, 2004.

Self-Study: While we emphasize collaborative and communicative methodology in the classroom, we also highly encourage students to pursue several hours of self-study each week, leveraging the range of Italian books, articles and DVD films available in the CEA Resource Center, and a variety of computer-assisted language learning resources loaded onto all of the program's PCs.

Quaderno Personale: Students are encouraged to keep a personal notebook of new vocabulary and idiomatic expressions as you come across them, including those introduced by your classmates during the Team Project presentations. Feel free to share this with your instructor if at any point during the semester you want to check the meaning or usage of any new words that you spot during your travels or in your studies.

Online Reference & Research Tools:

Miscellaneous:

- www.allaboutitaly.com
- www.italianfoodforever.com
- www.romecity.it
- www.romexplorer.com
- www.educational.rai.it

Help with Italian pronunciation online, by means of clever drawings:

- www.cyberitalian.com

A site for researching travel and events throughout Italy:

- <http://www.giraitalia.it>

Italian dialects, with a description and a map to show what is spoken and where:

- <http://www.evolpub.com/Italiandialects/ITALhome.html>

Over 60 RealVideo clips with notes (in Italian) about regional differences, how to speak with gestures, appropriate usage, and type (i.e., colloquial, vulgar, or trivial):

- <http://www.eurocosm.com/Eurocosm/AppEC/Pdcd/Handsignals/HandsignsGB.asp>

Films: The following films, highly recommended for their insights into contemporary Italian culture as well as language exercises, are available at the CEA Resource Center.

- *La Famiglia*, Ettore Scola, 1987
- *I Cento Passi*, Tullio Marco Giordana, 2000
- *Notte prima degli esami*, Fausto Brizzi, 2006

ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

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COURSE CALENDAR
Intermediate Italian II

Session	Topics	Activity	Assignments
Week 1	Benvenuti!	<ul style="list-style-type: none"> Introducing oneself Asking information 	<ul style="list-style-type: none"> Review of Passato Prossimo Passato Prossimo of Reflexive verbs
	Un'intervista	<ul style="list-style-type: none"> Reading and connecting: An interview The interrogative sentence: pronunciation <p>FOA: Independent presentation (W)#1: Write a short article (max 150 words) about a famous person who you appreciate</p>	Assignment Review <ul style="list-style-type: none"> Review of Imperfetto Use of Passato Prossimo and Imperfetto Talking about the Past Interrogative pronouns, adjectives
Week 2	Feste e regali	<ul style="list-style-type: none"> Describe customs and traditions, compare US vs Italy Be ironic 	Assignment Review <ul style="list-style-type: none"> Introduction of the Future tense The adverb <i>mica</i>
	Il futuro... del lavoro	<ul style="list-style-type: none"> Read the article provided: morpho-syntactic analysis In pairs converse about your future projects 	Assignment Review <ul style="list-style-type: none"> Future tense If-clauses with Future tense Talking about the future
Week 3	Letteratura italiana	<ul style="list-style-type: none"> Reading: Global comprehension Analytic comprehension 	Assignment Review <ul style="list-style-type: none"> Verbs <i>bastare</i> and <i>servire</i> Informal Imperative Italian writers
	Un consiglio	<ul style="list-style-type: none"> In pairs ask for and offer advice to a friend and then to a person you don't know Practice the Informal Imperative 	Assignment Review <ul style="list-style-type: none"> Informal Imperative with pronouns Asking and giving advice

		<p>FOA: Activity#1: Students prepare a dialogue where they ask for advice. They must use at least 3 expressions studied, and 2 verbs in imperative form. They will play the dialogue in the class.</p>	
Week 4	Italiani o Americani?	<ul style="list-style-type: none"> • Read the assigned article and make a list of characteristics of Americans and Italians • Talk about a cultural accident 	<p>Assignment Review</p> <ul style="list-style-type: none"> • Adverbs –<i>mente</i> • Possessive
	Dal Dottore	<ul style="list-style-type: none"> • Listening and global comprehension • How to speak about a health problem • Role-Play 	<p>Assignment review</p> <ul style="list-style-type: none"> • Human body • Health • Formal imperative
Week 5	Medicina Tradizionale e Medicina Alternativa	<ul style="list-style-type: none"> • Read the assigned article • Morpho-syntactic analysis 	<p>Assignment review</p> <ul style="list-style-type: none"> • Double Object pronouns • Comparative and Superlative
	Discussion	<ul style="list-style-type: none"> • Read the assigned article <p>FOA: Independent Presentation (O)#2: 10 reasons to love Italy! Make a list of 10 reasons to love Italy, your favourite places and food; suggest them to your classmates</p>	<p>Assignment review</p> <ul style="list-style-type: none"> • Trapassato Prossimo, introduction
Week 6	Study Abroad or Erasmus?	<ul style="list-style-type: none"> • Discussion of Team-Project topics • Writing practice (write an article) 	<p>Assignment review</p> <ul style="list-style-type: none"> • Use of Passato Prossimo, Trapassato prossimo, Imperfetto
	Imparare una lingua straniera	<ul style="list-style-type: none"> • Read the assigned article • Morpho-syntactic analysis • Talk about language mistakes <p>FOA: Activity#2: Italian holidays. Students plan a holiday around Italy. They are supposed to prepare an itinerary with pictures and more information to share with their classmates.</p>	<p>Assignment review</p> <ul style="list-style-type: none"> • Relative Pronouns • Review Comparative and superlative

Week 7	REVIEW MIDTERM EXAM		
Week 8	Il Bel Paese	<ul style="list-style-type: none"> Describe an Italian town you have visited over a weekend 	Assignment review <ul style="list-style-type: none"> Condizionale passato Complaining
	Vorrei...	<ul style="list-style-type: none"> In pairs converse about your wishes and desires Tell a dream 	Assignment review <ul style="list-style-type: none"> Review of Condizionale Express wishes and desires The city of Rome
Week 9	Mamma mia!	<ul style="list-style-type: none"> Listening and global comprehension Class discussion on Italian and American stereotypes 	Assignment review <ul style="list-style-type: none"> Subjunctive: Present Express personal opinions
	Ancora Stereotipi!	<ul style="list-style-type: none"> Reading: phenomenon of immigration in Italy FOA: Independent Presentation (O)#3: Describe an object or a trade mark Made in Italy very important in your daily routine	Assignment review <ul style="list-style-type: none"> Subjunctive: Perfect
SPRING BREAK			
Week 10	Short Film Screening	<ul style="list-style-type: none"> Write a short reaction paper on the film: express your ideas on the main issue of the film. 	Assignment review
	Usi e Costumi	<ul style="list-style-type: none"> Read the assigned article Morpho-syntactic analysis 	Assignment review <ul style="list-style-type: none"> Indefinite adjectives and pronouns

Week 11	La famiglia cambia faccia	<p>FOA: Activity#3: La Famiglia Italiana. Students realize a photo story about Christmas in Italy. They write the script, pick the character and take pictures. They show the story in class.</p>	<p>Assignment review</p> <ul style="list-style-type: none"> • Fare + infinitive • The impersonal form
	Parole, parole, parole...	<ul style="list-style-type: none"> • Media, texts, social media language • Transcribe a vocal message • Read a short article in Italian and summarize it in a few sentences 	<p>Assignment review</p> <ul style="list-style-type: none"> • Adjectives –<i>bile</i> • The gerund
Week 12	Il pro e il contro	In class Conversation / Debate	<p>Assignment review</p> <ul style="list-style-type: none"> • Subjunctive: Pluperfect
	Italiani nella storia	<ul style="list-style-type: none"> • Tell the life story of an historical person • Readings: Cristopher Columbus and Leonardo da Vinci <p>FOA: Activity#4: The imaginary interview: Intervista a Leonardo da Vinci. Students prepare an interview for an historical person. They write questions and create possible answers, then make a video or a recording of the interview to share with the classmates</p>	<p>Assignment review</p> <ul style="list-style-type: none"> • Connettivi • Direct and indirect speech
Week 13	La Posta Elettronica	<p>FOA: Independent presentation (W)#4: Writing an Email (max 200 words) to your best friend in which you will tell to him/her your Italian experience</p>	<p>Assignment review</p> <ul style="list-style-type: none"> • Subjunctive • Writing an email
	L'italiano oggi	<ul style="list-style-type: none"> • Italian gesture • Italian slang • Listening contemporary Italian songs 	<p>Assignment review</p> <ul style="list-style-type: none"> • Italian regional pronunciation • Neologism
Week 14	<p>REVIEW</p> <p>FINAL EXAM</p>		

SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)