

## ITALIAN 102 (FALL 2022) - SYLLABUS

**Instructor:** Rosario G. Scalia (he, him, his)

**Email:** [rosario.scalia@rutgers.edu](mailto:rosario.scalia@rutgers.edu)

**Class hours:** since this course is asynchronous online on Canvas, face-to-face meetings are not included in its structure. However, optional Zoom meetings will be provided every Thursday, at 3PM, to help students with their homework and assignments. **These meetings are not mandatory and don't affect the final grade at all.** A Zoom link for these meetings will be published on Canvas.

For further information, please read the “Guidelines for this class” on the Canvas module “Ready to go!”.

**Office hours:**

- **In person:** Wednesday 4pm-5pm (Office AB-5108)
- **Online (Zoom):** by appointment

**Students can arrange an appointment either online or in person by mail.**

**Required texts:** students are not required to buy a textbook for this course. Open-source materials will be provided by the instructor.

**Communication:** The instructor will consistently check his email during weekdays (Monday-Friday), and answer students by 24 hours. Saturdays and Sundays are excluded, therefore if students send an email late on Friday, they will receive a reply on Monday morning.

**Course objectives:**

**Italian 102** aims to develop communicative proficiency of the target language and culture by cultivating the five skills of speaking, listening, reading, writing and cultural competency in the interpretive, interpersonal, and presentational modes. Upon successful completion of the course students should be able to:

- **COMPREHEND** the main ideas of both *spoken* and *written* language along with some supporting details from both edited and non-edited, highly contextualized and uncomplicated, oral situations and written texts that represent authentic situations.
- **COMMUNICATE** using learned words and phrases and simple sentences in both *oral* and *written* contexts. The student should be able to describe and narrate in the present by asking and answering simple questions and creating coherent sentences and short paragraphs to express personal meaning about a variety of topics.
- **COMPARE** similarities and differences with regard to products and practices of the target culture and their own, while demonstrating a cultural awareness and understanding when they communicate.

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## Student Support & Course Policies

- **Prerequisites**

**Are you in the right course?**

**You might answer yes to this question if :**

- 1) You have completed 101
- 2) You have taken a placement test ( and you have been placed in this class)
- 3) You have received special permission by the Director of the Italian Language Program.

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**The grade distribution is:**

|                          |     |
|--------------------------|-----|
| Class participation (CP) | 10% |
| Compositions (C)         | 10% |
| Exams (E)                | 20% |
| Final Exam (FE)          | 15% |
| Discussion forums (F)    | 10% |
| Homework (H)             | 10% |
| Readings (R)             | 10% |
| Quizzes (Q)              | 15% |

**The grading scale is:**

90-100=A;  
86-89=B+;  
80-85=B;  
76-79=C+;  
70-75=C;  
60-69=D;  
below 60=F

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## Late Policy & Quizzes/Exams

Unless prior arrangements are made with the instructor, no late assignments will be accepted. Exceptions will be in the case of emergencies, and late penalties will be made on

a case-by-case basis. Notify the instructor, via email, in the case of an emergency.

**Tests and Quizzes make up policy:** MISSED QUIZZES CANNOT BE MADE UP. If you take all quizzes the lowest grade will be dropped when the class final grade is calculated. Missing more than one quiz will result in a “0” grade for each additional missed quizzes.

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### **Academic Integrity**

**The consequences of scholastic dishonesty are very serious.**

**Rutgers’ academic integrity policy is at <http://academicintegrity.rutgers.edu/>.**

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with your instructor.

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### **Rutgers Academic Support Services**

Rutgers has a variety of resources for academic support. For more information, check <http://www.rutgers.edu/academics/academic-support>

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check <http://lrc.rutgers.edu/>

Rutgers also has a Writing Center where students can obtain help with writing skills and assignments. Learn more here: <http://wp.rutgers.edu/tutoring/writingcenters>

- **Counseling, ADAP & Psychiatric Services (CAPS)**

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ  
08901/rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

**Violence Prevention & Victim Assistance (VPVA)**

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [vpva.rutgers.edu/](http://vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

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**Rutgers Student Accommodations**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. More information can be found in the [Documentation Guidelines](#) section of the [Office for Disability Services](#) website.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration Form](#) on the [Office for Disability Services](#) website.

Go to the [Student section of the Office of Disability Services](#) website for more information.

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## Grading Rubrics

Here is the rubric we will use for the discussion forums:

| Grade Point Scale | Assessment of Performance Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Point Range (10 max) |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>A</b>          | Learner contributes to the discussion in a timely manner without trying to dominate it, makes thoughtful contributions, shows interest in and respects the views of others, refers to course concepts, and employs conventional netiquette. Comments are substantive and reflect exceptionally written, thoughtful, independent commentary including research or germane references that equal or exceed 100 words (each). Responses reflect exceptionally written, exceptionally thoughtful, independent, commentary with research or germane references that equal or exceed 50 words (each).                 | <b>10-9</b>          |
| <b>B</b>          | Learner makes timely and thoughtful comments, contributes occasionally, usually shows interest in and respect for the views of others, and participates relatively actively while usually demonstrating conventional netiquette. Comments reflect well-written, thoughtful, independent commentary usually supported with research or germane references that equal or exceed 100 words (each). Responses reflect well written, thoughtful, independent commentary usually supported with research or germane references that equal or exceed 50 words (each).                                                  | <b>8.5-8</b>         |
| <b>C</b>          | Learner participates in discussion, but in a limited way. The learner may respond less thoughtfully, make rambling or off topic statements that do not link to the ideas of others. Comments reflect satisfactorily written, only occasionally thoughtful, somewhat independent commentary only occasionally supported with research or germane references that equal or exceed 100 words (each). Responses reflect satisfactorily written, only occasionally thoughtful, somewhat independent commentary only occasionally supported with research or germane references that equal or exceed 50 words (each). | <b>7.5-7</b>         |
| <b>D</b>          | Learner contributes in the discussion but usually gives only minimal replies. Learner demonstrates insufficient regard for the contributions and views of others and seldom makes satisfactory linkages to the concepts or only seldom demonstrates conventional netiquette. Substantive comments are late and/or reflect inadequately written, shallow, unoriginal commentary seldom supported by research or germane references less than 100 words (each). Responses reflect                                                                                                                                 | <b>6.5-6</b>         |

| Grade Point Scale | Assessment of Performance Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Point Range (10 max) |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|                   | inadequately written, shallow, unoriginal commentary seldom supported with research or germane references of less than 50 words (each).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                      |
| <b>F</b>          | Learner infrequently participates in the discussion or dominates or makes inappropriate or off-topic comments that very seldom link to other concepts, and participation is inconsistent with conventional netiquette. Comments reflect poorly written, ill-conceived, unoriginal commentary supported by no research or germane references and/or are significantly less than 100 words (each). Failure to comment during the given time-frame of the discussion automatically receives the grade of “F”. Responses reflect poorly written, ill-conceived, unoriginal commentary supported by no research or germane references and are significantly less than 50 words (each). | <b>5.5 or less</b>   |

### Course content\*:

| WEEK (of)                  | CHAPTER                                                                                                                                                                                                                    | ACTIVITIES                                                                                                                                                                                                                                            |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1W</b><br>(09/06-09/11) | <u>Intro to the course</u><br><br><u>Ripasso</u><br><br><u>Forum: Conosciamoci!</u>                                                                                                                                        | <b>Icebreaker activity:</b> Conosciamoci! – 1W (F)<br><br><b>VoiceThread Lecture - 1W (CP)</b><br><br><b>Homework - 1W (H)</b><br><br>Due date for all activities is 09/11                                                                            |
| <b>2W</b><br>(09/12-09/18) | <u><b>Unità 1: il cibo</b></u><br><br><b>1A. Fare la spesa</b><br><br>Communication<br>Students will be able to: <ol style="list-style-type: none"> <li>1. Talk about food</li> <li>2. Discuss grocery shopping</li> </ol> | <b>VoiceThread Lecture - 2W (CP)</b><br><br><b>Vocabolario – 2W (C)</b><br><br><b>Condivisione:</b><br>I cibi tradizionali nelle differenti culture – 2W (F)<br><br><b>Lettura:</b> “Mercato o supermercato” – 2W (R)<br><br><b>Homework - 2W (H)</b> |

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|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     |                                                                                                                                                                                                                                                                                                             | Due Date for all the activity is 09/18                                                                                                                                                                                                                                                                                                                     |
| 3W<br>(09/19-09/25) | <u><b>Unità 1: il cibo</b></u><br><br><b>1B. A tavola</b><br><br>Grammar<br>Students will be able to: <ol style="list-style-type: none"> <li>1. Use the <i>passato prossimo</i> with <i>essere</i></li> <li>2. Use direct object pronouns</li> <li>3. Use partitives and expressions of quantity</li> </ol> | <b>Voicethread Lecture 3W (CP)</b><br><br><b>Video:</b> Pubblicità sul cibo: <i>Barilla</i> in Italia vs <i>Barilla</i> in America – Create your own food commercial<br><b>3W (C)</b><br><br><b>Tale:</b> Buon appetito...perché è sbagliato dirlo. - <b>3W (R)</b><br><br><b>Homework - 3W (H)</b><br><br>Due date for the activities 09/25               |
| 4W<br>(09/26-10/02) | <u><b>Unità 2: l'arte della cucina</b></u><br><br><b>2A. Al ristorante</b><br><br>Communication<br>Students will be able to: <ol style="list-style-type: none"> <li>1. Talk about meals and place settings</li> <li>2. Describe flavors</li> </ol>                                                          | <b>VoiceThread Lecture - 4W (CP)</b><br><br><b>Vocabolario – 4W (C)</b><br><br><b>Lettura:</b> “Antonino Cannavacciuolo e gli chef stellati” – <b>4W (R)</b><br><br><b>Lab manual 1 – 4W (H1)</b><br><br><b>Homework – 4W (H2)</b><br><br><b><u>QUIZ #1 - 4W (Q)</u></b><br><br>Due date for all the activities is 10/02                                   |
| 5W<br>(10/03-10/09) | <u><b>Unità 2: l'arte della cucina</b></u><br><br><b>2B. La famiglia a tavola</b><br><br>Grammar<br>Students will be able to: <ol style="list-style-type: none"> <li>1. Use indirect object pronouns</li> <li>2. Use adverbs</li> </ol>                                                                     | <b>Voicethread Lecture 5W (CP)</b><br><br><b>Condivisione:</b> stare a tavola nelle differenti culture...<br>– <b>5W (F)</b><br><br><b>Scrittura - 5W (C1)</b><br><br><b>Ripasso del Vocabolario - 5W (C2)</b><br><br><b>Tale:</b> La storia degli strozzapreti – <b>5W (R)</b><br><br><b>Homework – 5W (H)</b><br><br><b><u>Oral exam #1 – 5W (E)</u></b> |

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|                            |                                                                                                                                                                                                       | Due date for the activities 10/09                                                                                                                                                                                                                                                                       |
| <b>6W</b><br>(10/10-10/16) | <u><b>Unità 3: la routine del mattino</b></u><br><br><b>3A. L'igiene personale</b><br><br>Communication<br>Students will be able to:<br>1. Talk about morning routines<br>2. Discuss personal hygiene | <b>Voicethread Lecture 6W (CP)</b><br><br><b>Vocabolario - 6W (C)</b><br><br><b>Condivisione:</b> La prima ora della mia giornata – <b>6W (F)</b><br><br><b>Homework – 6W (H)</b><br><br>Due date for the activities 10/16                                                                              |
| <b>7W</b><br>(10/17-10/23) | <u><b>Unità 3: la routine del mattino</b></u><br><br><b>3B. Prepararsi e uscire</b><br><br>Grammar<br><br>Students will be able to:<br>1. Use reflexive and reciprocal verbs in the present           | <b>Voicethread Lecture - 7W (CP)</b><br><br><b>Ripasso del Vocabolario - 7W (C)</b><br><br><b>Tale:</b> Fare bella figura...- <b>7W (R)</b><br><br><b>Homework – 7W (H)</b><br><br><b><u>QUIZ #2 - 7W (Q)</u></b><br><br>Due date for the activities 10/23                                              |
| <b>8W</b><br>(10/24-10/30) | <u><b>Unità 4: salute e benessere</b></u><br><br><b>4A. Dal dottore</b><br><br>Communication<br>Students will be able to:<br>1. Talk about health<br>2. Talk about remedies and well-being            | <b>Voicethread Lecture - 8W (CP)</b><br><br><b>Vocabolario - 8W (C)</b><br><br><b>Condivisione:</b> “Sano come un pesce”...espressioni idiomatiche - <b>8W (F)</b><br><br><b>Lettura:</b> “Il Covid in Italia” – <b>8W (R)</b><br><br><b>Homework - 8W (H)</b><br><br>Due date for the activities 10/30 |
| <b>9W</b><br>(10/31-11/06) | <u><b>Unità 4: salute e benessere</b></u><br><br><b>4B. Lo sport</b><br><br>Grammar<br>Students will be able to:<br>1. Use CI and NE                                                                  | <b>Voicethread Lecture - 9W (CP)</b><br><br><b>Ripasso del Vocabolario - 9W (C)</b><br><br><b>Lettura:</b> “Giusy Versace e lo sport paralimpico” – <b>9W (R)</b><br><br><b>Lab manual 2 – 9W (H1)</b>                                                                                                  |



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|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                       | 2.Use the Imperfetto and Imperfetto vs. Passato prossimo<br>3. Use the Trapassato prossimo                                                                                            | <b>Homework – 9W (H2)</b><br><br><b><u>MIDTERM EXAM - 9W (E)</u></b><br><br>Due date for the activities 11/06                                                                                                                                                                                                                                                                 |
| <b>10W</b><br>(11/07-11/13)                                                           | <b><u>Unità 5: la casa</u></b><br><br><b>5A. Case italiane</b><br><br>Communication<br>Students will be able to:<br>1. Describe their home<br>2. Talk about future actions and events | <b>Voicethread Lecture - 10W (CP)</b><br><br><b>Vocabolario - 10W (C1)</b><br><br><b>Video - 10W (C2)</b><br><br><b>Forum - 10W (F)</b><br><br><b>Tale: Il letto matrimoniale - 10W (R)</b><br><br><b>Homework – 10W (H)</b><br><br><b><u>Oral exam #2 – 10W (E)</u></b><br><br>Due date for the activities 11/13                                                             |
| <b>11W</b><br>(11/14-11/20)                                                           | <b><u>Unità 5: la casa</u></b><br><br><b>5B. Le faccende di casa</b><br><br>Grammar<br>Students will be able to:<br>1.Use the futuro semplice                                         | <b>Voicethread Lecture - 11W (CP)</b><br><br><b>Scrittura: cosa farò da grande – 11W (C1)</b><br><br><b>Ripasso del Vocabolario - 11W (C2)</b><br><br><b>Condivisione: la casa dei miei sogni - 11W (F)</b><br><br><b>Lettura: “Case italiane” – 11W (R)</b><br><br><b>Homework – 11W (H)</b><br><br><b><u>QUIZ #3 - 11W (Q)</u></b><br><br>Due date for the activities 11/20 |
| <b>12W</b><br>(11/21-11/27)<br><br><b>11/24 – 11/27</b><br><b>Thanksgiving recess</b> | <b><u>Unità 6: il viaggio</u></b><br><br><b>6A. Mezzi di trasporto</b><br><br>Communication<br>Students will be able to:                                                              | <b>Voicethread Lecture 12W (CP)</b><br><br><b>Vocabolario – 12W (C1)</b><br><br><b>Scrittura: La vacanza più bella che hai fatto fino ad oggi. – 12W (C2)</b>                                                                                                                                                                                                                 |

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|                             | <ol style="list-style-type: none"> <li>1. Talk about cars and driving</li> <li>2. Talk about means of transportation</li> </ol>                                                                                                                                             | <b>Condivisione:</b> come preferisci viaggiare e perché? – <b>12W (F)</b><br><b>Lab Manual 3 – 12W (H1)</b><br><b>Homework – 12W (H2)</b><br>Due date for the activities 11/27                                                                                                                           |
| <b>13W</b><br>(11/28-12/04) | <b><u>Unità 6: il viaggio</u></b><br><br><b>6B. Vacanze e turismo</b><br><br>Communication<br>Students will be able to: <ol style="list-style-type: none"> <li>3. Vacation</li> <li>4. Travelling and Tourism</li> </ol>                                                    | <b>Voicethread Lecture - 13W (CP)</b><br><br><b>Vocabolario - 13W (C1)</b><br><br><b>Video: 13W (C2)</b><br><br><b>Forum: 13W (F)</b><br><br><b>Lettura: “Una vacanza su misura” – 13W (R)</b><br><br><b>Homework – 13W (H)</b><br><br>Due date for the activities 12/04                                 |
| <b>14W</b><br>(12/05-12/11) | <b><u>Unità 6: il viaggio</u></b><br><br><b>6C. Venire in Italia</b><br><br>Students will be able to: <ol style="list-style-type: none"> <li>1. Use present conditional</li> <li>2. Use past conditional</li> <li>3. Use dovere-potere-volere in the conditional</li> </ol> | <b>Voicethread Lecture - 14W (CP)</b><br><br><b>Video - 14W (C1)</b><br><br><b>Ripasso del Vocabolario - 14W (C2)</b><br><br><b>Condivisione: “Il viaggio dei miei sogni” – 14W (F)</b><br><br><b>Homework – 14W (H)</b><br><br><b><u>QUIZ #4 - 14W (Q)</u></b><br><br>Due date for the activities 12/11 |
| <b>15W</b><br>(12/12-12/14) | <b><u>Ripasso</u></b>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                          |

*Last day of Class: Monday December 14<sup>th</sup>*

*Reading day: Tuesday, December 15<sup>th</sup>*

**Final exam date TBA (FE)**

**\* Please note: This section of the syllabus could be subject to change. Please follow the course announcements for the most up to date information.**