ITALIAN 101 SYLLABUS – FALL 2023

01:560:101

Instructor: Rosario Giovanni Scalia

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Class hours: the course is in person. Class meets: Monday, Wednesday, Thursday (12:10-1:30) in AB5050 (Academic Building, West Wing, Department of Italian, 5th floor)

Required Texts:

Only open-source material will be used for this class. Meeting the requests by students, Italian Department made an extraordinary effort to create an open-source textbook. Readings, activities, and materials from this textbook will be released on Canvas and other online platforms. For further information, please read "**Guidelines for this class**" in the Canvas module "**Ready to go!**".

Office hours:

- **In person / online** by appointment

Please note: I will consistently check my email during weekdays (Monday-Friday), and I will be available for quick questions on Sunday evening (after 7pm). Therefore, if you send me an email late on Friday, I will reply on Sunday evening, or on Monday.

Course objectives:

ITALIAN 101 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 will be able to express themselves at a novice mid/high level as defined by the ACTFL Guidelines and:

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.

Learning Objectives:

By the end of this course students will be able to

- understand the logic of the language and have simple conversations in Italian relating to basic themes of everyday life (using both present and past tense)
- demonstrate ability to comprehend oral speech at normal cadence.
- demonstrate ability to compose short paragraphs within the parameters of acquired grammatical and lexical skills
- demonstrate ability to use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their native language which may develop into further proficiencies in their native language
- Identify ethical issues pertaining to language learning and linguistic diversity.
- Demonstrate awareness and knowledge of the cultural, social, and religious differences among Italian-speaking people.

Departmental Goal I: General Linguistic Proficiency: Communicative and Intercultural Competence. Student

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Support & Course Policies

- **Prerequisites**

Are you in the right course?
You might answer yes to this question if :

1) You have never taken Italian before
2) You have taken a placement test (and you have been placed in this class)

The grade distribution is:

Class participation (CP)	10%
Participation to 1 cultural event in the department	5%
Compositions (C)	10%
Midterm (E)	15%

Final Exam (FE)	15%
Semester Project Collaborative Translation	10%
Forums (F)	10%
Homework (H)	10%
Readings (R)	5%
Quizzes (Q)	10%

Special requirements:

<u>Cultural Experience Opportunity</u>

Students must attend at least one of our department's cultural events. You will be asked to write a short reflection paper (1 page)

This activity is worth 5% of your final grade.

You can find the list of our events on the course Canvas page.

Semester project 'collaborative translation' (you can use Google drive)

During the semester you will be working collaborative (in groups) on a translation in Google Drive. You can find details for this project on the course Canvas Page. This is worth 10% of your final grade.

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

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.

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.

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/

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.

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.

Report Bias:

Rutgers University and the Italian Department are committed to creating an environment where all students feel safe and are treated equally.

If you feel that you are the victim of a 'bias incident' or you witness one, please report it to

http://inclusion.rutgers.edu/report-bias-incident/

Grading Rubrics

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

Grade Point Scale	Assessment of Performance Level	Point Range (10 max)
A	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).	**10-9**
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).	**8.5-8**
C	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).	**7.5-7**
D	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 inadequately written, shallow, unoriginal	**6.5-6**

Grade Point Scale	Assessment of Performance Level	Point Range (10 max)
	commentary seldom supported with research or germane references of less than 50 words (each).	
F	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).	**5.5 or less**

IMPORTANT DATES:

Fall Semester begins	Tuesday, September 5th 2023
Thanksgiving Recess Begins	Thursday, November 23rd 2023
Thanksgiving Recess Ends	Sunday, November 26th 2023
Regular Classes End	Wednesday, December 13th 2023
Reading Days	Thursday, December 14th 2023
Fall Exams Begin	Friday, December 15th 2023
Fall Exams End	Friday, December 22nd 2023

Course contents*

WEEK (of)	CHAPTER	Readings	Quizzes Exams Compositions	Activities & Labs
1W Sept. 6-10	**Capitolo 1A: *Arrivo a Roma*** Communication Students will be able to: 1. Read aloud an Italian text with the correct pronunciation 2. Use greetings and make introductions	"Ciao, io sono…" **1W (R)**		**Lecture:** Greetings, introductions, expressions of courtesy **Icebreaker activity:** Discussion Forum: "Conosciamoci!" **1W (F)**

Commented [cs1]: Insert the dates according to your teaching schedule

	3. Use expressions of courtesy			**Homework** on Canvas - **1W (H)** Due date for all activities is Sunday, Sept. 10.
2W Sept. 11-17	**<u>Capitolo 1B: *Arrivo a Roma*</u>** Grammar Students will be able to: 1. Know the right pronunciation of Italian alphabet 2. Use verbs *essere* and *avere* at the present 3. Use subject pronouns	**Reading:** *Cinque italiani di oggi: Giusy Versace, Nilufar Addati, Elodie Di Patrizi, Antonino Cannavacciuolo; Antonio Dikele Distefano* - **2W (R)** **Tale:** Storia della parola "Ciao" – **2W (CP2)** **Introduction of the Collaborative Translation Project**	**Checking point 1 - 2W(Q)**	**Lecture:** Present tense of the verbs "essere" and "avere" / Subject pronouns **Homework** from Canvas - **2W (H)** **Condivisione** - Discussion Forum: "Greetings in different cultures" - **2W (F)** **You can participate in this forum either by writing a post or by creating a video showing greetings in a different culture.** Due date for all activities is Sunday, Sept. 17.
3W Sept. 18-24	**<u>Capitolo 2A: *In giro per la città.*</u>** Communication Students will be able to: 1. Use nouns of colors 2. Talk about food	**Reading:** Il cibo in Italia – **3W (R)**		**Lecture:** Nouns and articles / the expressions "mi piace – mi piacciono" **Homework** from Canvas - **3W (H)** Due date for all activities is Sunday, Sept. 24.
4W Sept. 25 - Oct. 1	**<u>Capitolo 2B: *In giro per la città.*</u>** Grammar Students will be able to: 1. Use nouns and articles 2. Use expressions *mi piace/mi piacciono* 3. Use regular *–are* verbs 4. Use numbers 0-10	**Reading:** *I mercatini di Roma* – **4W (R)** **Tale:** Si dice o non si dice "Buon appetito"? - **4W (CP2)**	**Scrittura 1- 4W (C)** **Checking point 2 – 4W (Q)**	**Lecture:** regular -are verbs / Numbers 0-10 **Lab manual** – **4W (H)** **Condivisione**: "Food in different cultures" - **4W (F)** Due date for all activities is Sunday, Oct. 1.

Commented [cs2]: For Instructors: You can choose your own project or we can talk about together.

5W **Oct.** **2-8**	**Capitolo 3A: *Conoscere nuove persone*** Communication Students will be able to: 1. Introduce themselves and their families 2. Describe themselves 3. Talk about themselves 4. Meet new friends	**Reading**: *Parlo un po' di me…* **- 5W (R)**	**Oral exam #1 - 5W (E)**	**Lecture:** adjectives and adjective agreement **Homework** from Canvas – **5W (H)** Due date for all activities is Sunday, Oct. 8.
6W **Oct.** **9-15**	**Capitolo 3B: *Conoscere nuove persone*** Grammar Students will be able to: 1. Use adjectives 2. Make adjective agreement 3. Use irregular *-are* verbs *andare, dare, fare, stare* 4. Use numbers 10-100	**Reading:** *Conoscere gente nuova* – **6W (R)** **Tale:** Storia della parola "ciao" - **6W (CP2)**	**Checking point 3 – 6W (Q)**	**Lecture:** irregular -are verbs / numbers 10-100 **Homework** from Canvas **- 6W (H)** **Condivisione** (Discussion forum): "Meeting people in different cultures" - **6W(F)** Due date for all activities is Sunday, Oct. 15.
7W **Oct.** **16-22**	**Review** **(chapters 1 – 3)** Grammar: Students will be able to: 1. Use regular *-ere* verbs and piacere	**Readings on:** 1) Chapter 1 – **7W (R1)** 2) Chapter 2 – **7W (R2)** 3) Chapter 3 - – **7W (R3)**		**Lecture:** regular -ere verbs and "piacere" **Homework** from Canvas **- 7W (H)** Due date for all activities is Sunday, Oct. 22.
8W **Oct.** **23-29**	**Capitolo 4A: *Le famiglie*.** Communication Students will be able to: 1. Talk about families 2. Express ownership 3. Discuss the weather and seasons 4. Talk about the months of the year	**Reading:** *Le famiglie italiane* – **8W (R)**	**Scrittura 2 – 8W (C)**	**Lecture:** Possessives **Homework** from Canvas – **8W (H)** Due date for all activities is Sunday, Oct. 29.

9W **Oct. 30 – Nov. 5**	**Capitolo 4B: *Le famiglie*.** Grammar Students will be able to: 1. Use possessives 2. Use *-ire* verbs 3. Use numbers 101 and higher	**Video:** Italian family of yesterday and today – **9W (C)** **Tale:** "Mammone" – **9W (CP2)**	**Checking point 4 – 9W (Q) – MIDTERM**	**Lecture:** -ire verbs / numbers 101 and higher **Homework** from Canvas – **9W (H)** **Condivisione** (discussion forum): **Family traditions in different cultures** – **9W (F)** Due date for all activities is Sunday, Nov. 5.
10W **Nov. 6-12**	**Capitolo 5A: *Il tempo libero.*** Communication Students will be able to: 1. Tell time 2. Talk about pastimes 3. Talk about sport 4. Talk about weekends and holidays	**Reading:** *I passatempi* – **10W (R1)** *Gli sport* - **10W (R2)**		**Lecture:** Prepositions **Lab manual 2** – **10W (H1)** **Homework** from Canvas – **10W (H2)** Due date for all activities is Sunday, Nov. 12.
11W **Nov. 13-19**	**Capitolo 5B: *Il tempo libero.*** Grammar Students will be able to: 1. Use *preposizioni semplici* e *articolate* 2. Use the verbs *dovere, potere* and *volere*	**Reading:** *Un lungo fine settimana* – **11W (R)** **Tale:** "Andare nel pallone" **– 11W(CP2)**	**Oral exam #2 - 12W (E)**	**Lecture:** Modal verbs **Homework** from Canvas **- 11W (H)** **Condivisione** (discussion forum): Choose a topic – **11W (F)** Due date for all activities is Sunday, Nov. 19.
12W **Nov. 20-26**	Grammar: Students will be able to: 1. Use irregular verbs in -ire (dire, uscire, venire)	**Video:** *listening and conversation* – **12W (CP2)**	**Scrittura 3** – **12W (C)**	**Lecture:** Irregular -ire verbs **Homework** from Canvas **- 12W (H)** Due date for all activities is Sunday, Nov.26.

Thanksgiving Recess (11/23-11/26)				
13W Nov. 27 – Dec. 3	Grammar: Students will be able to: 1. Use *Passato prossimo* with *avere* and *essere*	**Video:** *listening and conversation* – **13W (CP2)**	**Checking point 5 – 13W (Q)**	**Lecture:** Passato prossimo with *avere* and *essere* **Homework** from Canvas **- 13W (H)** Due date for all activities is Sunday, Dec. 3.
14W Dec. 4-10	General review of vocabulary and grammar	**Video:** *listening and conversation* – **14W (CP)**		**Homework** from Canvas **- 14W (H)** Due date for all activities is Sunday, Dec. 10.
15W Dec. 11-13	Final Review			

First day of Class: Wednesday, September 6th
Last day of Class: Wednesday, December 13th
Reading Days: Thursday, December 14th
Final exam date TBA

***** To make the assignments univocally identifiable, each activity is marked with an alphanumeric code.

Ex.: **1W (CP)** means **1st week, assignment related to Class Participation (CP)**. The letters used are: **C** = Composition; **CP** = Class Participation; **E** = Exams; **F** = Discussion Forums; **FE** = Final Exam; **H** = Homework; **R**= Reading; **Q** = Quizzes; **W** = Week; (SEE the Grade Distribution Table in the Syllabus). If two different activities are related to the same field in a week, you will find a number after the letter: Ex. W1 (**C1**) means: first week, first activity of composition (= a second activity of composition is expected).

Please note: This section of the syllabus could be subject to change.