

BOSTON UNIVERSITY STUDY ABROAD PADUA

COURSE	CAS LI 212 FOURTH SEMESTER IN ITALIAN
COURSE LANGUAGE	Italian
INSTRUCTOR	
INSTRUCTOR EMAIL	
OFFICE HOURS	
SCHEDULE	
COURSE VALUE	4 CREDITS
LEARNING OUTCOMES OF THE PROGRAM	<ol style="list-style-type: none"> 1. Demonstrate increased proficiency in Italian language from elementary to low- intermediate level and from intermediate to advanced level 2. Demonstrate knowledge of Italian culture with respect to three of the following areas: history, politics, economics, religion, literature, film and the arts. 3. Develop an awareness of cultural difference and an understanding of culture's role in shaping beliefs and practices. 4. Develop new perspectives on one's own culture and an ability to think critically about one's own values and beliefs.
COURSE DESCRIPTION	<p>The course is designed for students with 3 semesters of Italian. The course will develop above all the linguistic structure knowledge, the ability of comprehension (written and oral), the oral production and also the written production.</p> <p>The course includes on site classes and events which are mandatory. The project "The tradition of the Italian song in the Italian Culture" will be graded as the oral midterm exam, and it includes a seminar and a group discussion with peers in Boston via zoom conference. Out of class activities can be organized outside contact hours, during scheduled contact hours or as assignments for the students. All out of class activities, trips and visits are meant to integrate and enhance the cultural aspects included in CAS LI 212 and will be topics for oral presentations or written compositions.</p> <p>Homework is assigned and checked regularly in class and will focus on the functions and linguistic structures presented in class and practiced in real life situations.</p>
LEARNING STATEMENT	Weekly the course consists of four 50 minutes contact hours and requires 4-6 student effort hours for successful completion of the course.
TEACHING METHODOLOGY	<p>It is a course in an immersion context abroad which aims at presenting communicative functions, grammar and vocabulary in context, so that students are led to observe and reflect on the language by being exposed to real life situations and language. This communicative/functional approach is supported by a phase of analysis of the linguistic structures with the teacher, by consolidation activities and exercises for a regular reinforcement practice.</p> <p>Task based activities and assignments have a key role in the learning and teaching of Italian.</p> <p>Exposure to linguistic inputs is provided also by audios (from CDs, videos, podcast), authentic written materials and web resources which will regularly be used in class to develop the comprehension ability. The main exposure to language is given by real life contexts and situations which will be</p>

	<p>integrated into the course-</p> <p>Special attention will be given to typical mistakes and to the oral production and comprehension with the aim of reinforcing and strengthening not only the new structures, communicative functions and vocab included in the course, but also what has been done in the previous semesters.</p> <p>The didactic approach implies a community of practice and learning from the first day of class. The course therefore relies on each class member to be prepared and to contribute to in-class activities and discussions. As a community of learning it is course members' responsibility for ensuring a positive learning environment, which is achieved through mutual respect and tolerance.</p>
COURSE MATERIALS	<p>A text book ""Italiano in Pratica", by C. Mazzotta, ALMA edizioni and a copy-pack especially prepared by the teacher which includes texts – written and oral - of different typologies, communicative functions, grammar structures, vocabulary and exercises. The copy pack is made of especially designed materials and extracts from specific texts (see bibliography).</p> <p>Notes taken in class and power points prepared by the teacher are part of the course materials</p> <p>Extra materials can be provided during the course according to the students' needs</p> <p>Students' notes taken in class are part of the didactic material.</p>
BIBLIOGRAPHY AND SITOGRAPHY	<p>KATERINOV, K – <i>Italiamaia</i>, beginner level, Editore MONDADORI</p> <p>DE SAVORGNANI G, BERGERO B – <i>Chiaro!</i> CEFR level A1, Editore Alma</p> <p>GUASTALLA C, NADDEO C.M. – <i>Domani</i>, CEFR level A1, Editore Alma</p> <p>RICCI M – <i>Via della Grammatica</i> – Editore Edilingua</p> <p>GUGLIELMINO L, PATERNA E – <i>Una parola Tira l'altra</i>, Editore Guerra</p> <p>LA GRASSA, M <i>L'Italiano all'Università</i>, Editore Edilingua</p> <p>MEZZADRI, M <i>Dizionario per immagini</i>, Editore GUERRA</p> <p>TARTAGLIONE R, BENINCASA A - <i>Grammatica della Lingua Italiana per Stranieri, A1/A2, Alma Edizioni</i></p> <p>TARTAGLIONE R, BENINCASA A - <i>Grammatica della Lingua Italiana per Stranieri, B1/B2 Alma Edizioni</i></p> <p>GHEZZI C, PIANTONE M, BOZZONE COSTA R – <i>Nuovo Contatto B1</i>, Loescher Editore</p> <p>BERTONI S - <i>Italiano allo Specchio</i>, Loescher Editore;</p> <p>DEBETTO G, CAUSSO B – <i>Punti Critici</i>, Loescher Editore;</p> <p>CARRARA E – <i>Universitalia</i>, Editore Alma</p> <p>Websites:</p> <p>http://www.adgblog.it/category/lingua/italiano-a1-a2/</p> <p>http://www.impariamoitaliano.com/</p> <p>http://www.scudit.net/mdindice.htm</p> <p>http://www.loescher.it/</p> <p>http://www.almaedizioni.it/it/almatv/</p> <p>http://www.loescher.it/lawebtv</p> <p>http://www.treccani.it/</p> <p>http://www.impariamoitaliano.com/indexlessico.htm</p>
AIMS OF THE COURSE	<p>The course is comparable to a A2/B1 level of the Common European Framework of Reference (CEFR). As CEFR state, at this beginner lever students can <i>interact in a simple way, ask and answer simple questions</i></p>

	<p>about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically-organized repertoire of situation-specific phrases.</p> <p>Globally, students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>
GRADING CRITERIA	<p>The final grade is:</p> <p>Participation, attendance, homework 15%</p> <p>2 x Language Quiz 20% (10 % each)</p> <p>2 x Oral presentation 15 % (OP1: 5%; OP2 : 10%)</p> <p>2 x Written composition 15 % (COMPO 1: 5% COMPO 2 :10%)</p> <p>Mid term: 15%;</p> <p>Final: 20%</p> <p>-Participation: arrive on time, <u>active participation in class with</u> observations, questions, discussions; carefulness and precision in homework; regular study at home according to the teacher instructions; improvement in the language ability as to the beginning of the course;</p> <p>-Language tests: they are based on the topics analyzed in class and specified in the syllabus.</p> <p>-Oral presentations: can be of several typologies, ranging from role-plays to short monologues. They can be integrated with power-points and pictures but cannot include written parts. In Oral presentations the teacher evaluates: vocabulary 25% (how rich, varied and appropriate); accuracy in the use of grammar structures 25%; sentence structure and cohesion 25% (linking of sentences and paragraph; coherence in meaning); fluency 10%; content 10%.</p> <p>-Written compositions: have to be Garamond 12, double spacing, 300 words at least. They must be sent as an attachment to the teacher by 9.00 p.m. of the due date. In the attachment students must write title, date, name. In written compositions the teacher evaluates: accuracy and precision of grammar structures 30%; accuracy and precision of vocabulary 30% (how rich, varied and appropriate); sentence structure and cohesion 30% (linking of sentences and paragraph; coherence in meaning); content 10%.</p> <p>-Final and midterm exams: they are composed of a written and an oral part</p>
BU POLICY	<p>Examinations</p> <p>All academic commitments must be completed before you leave the site; no incompletes are permitted. Students who do not complete a course on time will be given an F.</p> <p>Students are required to sit their examinations on the dates, at the times, and in the same classroom as the other students in their class.</p> <p>If a student is ill or has another extenuating circumstance which causes the student to be absent from a scheduled examination, he/she must provide appropriate documentation and receive approval from the Director.</p> <p>Attendance</p> <p>Students should note that attendance will be taken into account by faculty. Boston University Padua students are expected to attend each and every class session, tutorial, on-site class, internship work appointment, and activity required for the class as indicted in the syllabus. Any student with irregular class attendance may have</p>

	<p>his/her final grade penalized.</p> <p>Absences Unjustified absences from class, and any class related activity, will affect the students' participation grade, which will be lowered by one letter grade for each absence.</p> <p>Absence for Religious Reasons According to Chapter 151C of the General Laws, Commonwealth of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement that may have been missed because of such absence on any particular day; provided, however, that such makeup examinations or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said students such opportunity. No adverse or prejudicial effects shall result to students because of their availing themselves of the provisions of this section. Students who have questions about practicing their religion while abroad should contact Boston University Study Abroad.</p> <p>Lateness Students arriving more than 10 minutes after the posted class start time will be marked as late. Being late three times is equivalent to missing one class.</p> <p>Late Assignments Students are expected to turn in all course assignments on time as stated in each course syllabus. Late assignments will not be accepted and missed assignments will automatically be awarded an F. Please note that all coursework must be completed by the end of the program.</p> <p>Plagiarism Simply stated, plagiarism is taking another's work and presenting it as you own. Definitions of plagiarism frequently include terms such as 'theft' or 'steal'. Plagiarism is, in fact, intellectual theft. It is one of the most serious forms of academic misconduct. Plagiarism committed by a student will certainly result in course failure and may result in suspension or dismissal. For more details please see Boston University's Code of Student Responsibilities: http://www.bu.edu/lifebook/universitypolicies/policies-code.html</p> <p>Disability accommodations If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Office for Disability Services (ODS) at 617-353- 3658 to coordinate any reasonable accommodation requests. For more information, please visit: http://www.bu.edu/disability</p> <p>Interruption of program or early departure Only in serious cases – mostly related to medical emergencies – the Director will allow a student to take a significant break during the program or to leave before its official conclusion. Official written approval must be received by the Director.</p> <p>Academic Advice The Director and Assistant Academic Director serve as the head of the faculty and as academic advisors. The Director/Assistant Academic Director is available on an appointment basis to assist students with academic issues. For academic advice regarding students' home institutions' policies and transfer credit information, non-Boston students should also contact their school's academic advisors.</p> <p>Tutorials BU faculty are available by appointment for students who may need support in the learning process. We strongly encourage you to take advantage of this resource. Students in the past found it very useful to succeed. Students who receive a C on a test must seek support from faculty.</p>
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