BOSTON UNIVERSITY STUDY ABROAD PADUA

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CAS LI 303 SELF EXPRESSION IN ITALIAN</th>
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<tbody>
<tr>
<td>COURSE LANGUAGE</td>
<td>Italian</td>
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<tr>
<td>INSTRUCTOR</td>
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<td>INSTRUCTOR EMAIL</td>
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<tr>
<td>OFFICE HOURS</td>
<td>weekly</td>
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<td>SCHEDULE</td>
<td>Twice a week, two hours per appointment</td>
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<td>COURSE VALUE</td>
<td>4 CREDITS</td>
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| LEARNING OUTCOMES OF THE IESP PROGRAM | 1. Students activate the language and the vocabulary at different proficiency levels, from beginner to advanced, including the ability of linguistic interaction with locals in real life contexts.  
2. Students develop knowledge of Italian culture with respect to at least one of the following areas: history, literature, international relations, food policies, and the arts in general.  
3. Students show an awareness of cultural difference and an understanding of culture’s role in shaping beliefs and practices. |
| COURSE DESCRIPTION | - The course is designed for **students with 4 semesters of Italian**.  
- Besides contact hours, the course includes events, trips, visits, in and out of class activities which are mandatory and which will be topics for graded assignments. The Project for this course will be **MY PERCEPTION OF ITALY, ITALIAN AND THE ITALIANS** will be the focus for the final exam and will collect all the cultural observation requested during the course.  
- The course aims at attaining proficiency in spoken and written Italian, and at developing the ability of interaction, turning the linguistic knowledge into linguistic competence. Special attention will be given to typical mistakes.  
- The course is organized in topic learning units centered on cultural areas, where assignments, communicative functions, linguistic structures, vocab readings and listening are all interrelated.  
- The canvas for this is the Italian culture and lifestyle, experienced as a member of the Italian community and not as an external observer. Local culture will be approached also from a linguistic perspective by presenting elements of language in use: idioms, colloquialisms, proverbs.  
- Homework is assigned and checked regularly and will focus on the functions and linguistic structures presented in class and practiced in real life situations. |
| LEARNING STATEMENT | Weekly the course consists of four 50 minutes contact hours and requires 6-8 student effort hours for successful completion of the course. |
| TEACHING METHODOLOGY | It is a course in an immersion context abroad which aims at approaching the language with all the potential of real life contexts. Classes are not teacher-centered but are experiential-learning oriented, and they are organized as laboratorial sessions, where students need to actively participate and to critically analyze language and cultural materials, in a co-operative modality. Students will be engaged in group activities, task based assignments, cultural and linguistic observations which will be discussed in class and will be the topics for assignments. Written texts of all kinds, videos, audio and everyday life conversation will be tools for improving and practicing written and oral comprehension. The didactic approach implies a community of practice and learning from the first day of class. As such, it is course members’ responsibility for ensuring a positive learning environment, which is achieved through mutual respect and tolerance. All topics may be presented differently as to their scheduling in the calendar (see below) according to the students needs and response. |
### COURSE MATERIALS

- A copy-pack prepared by the teacher. It includes texts – written and oral – of different typologies, communicative functions, grammar structures, vocabulary, exercises, and it is made by especially designed materials and extracts from specific texts (see bibliography).
- Notes taken in class and extra materials prepared by the teacher and provided, if necessary, during the course must be considered as part of the course materials.

### BIBLIOGRAPHY AND SITOGRAPHY

- **BIRELLO M, VILAGRASA A** - *Bravissimo 2* – Editore Bulgarini
- **TARTAGLIONE R, BENINCASA A** - *Grammatica della Lingua Italiana per Stranieri, B1/B2* Alma Edizioni
- **CARRARA E.** - *Università*, Editore Alma
- **DE SAVORGNANI G.** - *Italia per stranieri*, Editore Alma
- **APRILE G.** - *Italiano per modo di dire*, Editore Alma
- **MAZZOTTA C., - Italiano in Pratica – Editore Alma**
- **GUASTALLA C., NADDEO C.M.** - *Domani 3* – Editore Alma
- **GRUPPO ITALIAIDEA – Italian Espresso 2* – Editore Alma
- **GHEZZI C, PIANTONE M, BOZZONE COSTA R – Nuovo Contatto B1*, Editore Loescher
- **GHEZZI C, PIANTONE M, BOZZONE COSTA R – Contatto 2a*, Editore Loescher
- **GHEZZI C, PIANTONE M, BOZZONE COSTA R – Contatto 2b* - Editore Loescher
- **FARACI C, DE LUCA P, BIAGI D, COLOMBO F – Arrivederci 3* – Editore Edilingua
- **BERTONI S. - Italiano allo Specchio**, Editore Loescher;
- **DEBETTO G, CAUSSO B** – *Punti Critici*, Editore Loescher;
- **FILIPPONE A, RADICCHI S** – *Caccia ai tesori* – Editore Loescher
- **MARIN T, MAGNELLI S** – *Nuovo Progetto Italiano 2* – Editore Edilingua

### WEBSITES

- [http://www.scudit.net/mlindice.htm](http://www.scudit.net/mlindice.htm)
- [http://www.loescher.it/](http://www.loescher.it/)
- [http://www.almaedizioni.it/it/almatv/](http://www.almaedizioni.it/it/almatv/)
- [http://www.loescher.it/lawebtv](http://www.loescher.it/lawebtv)
- [http://www.treccani.it/](http://www.treccani.it/)
- [http://italians.corriere.it/](http://italians.corriere.it/)
- [https://libbileve.unipd.it/it/homepage](https://libbileve.unipd.it/it/homepage)
- [https://www.youtube.com/user/TreccaniChannel](https://www.youtube.com/user/TreccaniChannel)
- [https://www.youtube.com/channel/UCzsyus0BgVwRWh1Q](https://www.youtube.com/channel/UCzsyus0BgVwRWh1Q)
- [https://www.youtube.com/user/skuolanet](https://www.youtube.com/user/skuolanet)
- [https://https://www.youtube.com/user/TreccaniChannel](https://www.youtube.com/user/TreccaniChannel)
- [https://www.youtube.com/user/ScuolaZooChannel](https://www.youtube.com/user/ScuolaZooChannel)
- [https://www.youtube.com/channel/UCszyus0BqXvKvzCw-wWwh1Q](https://www.youtube.com/channel/UCszyus0BqXvKvzCw-wWwh1Q)
- [https://www.youtube.com/user/RaiTV](https://www.youtube.com/user/RaiTV)
- [https://www.youtube.com/user/RaiTV](https://www.youtube.com/user/RaiTV)
- [https://www.youtube.com/user/Scuolano](https://www.youtube.com/user/Scuolano)
- [https://www.youtube.com/channel/UCszyus0BqXvKvzCw-wWwh1Q](https://www.youtube.com/channel/UCszyus0BqXvKvzCw-wWwh1Q)
- [https://www.youtube.com/user/ScuolaZooChannel](https://www.youtube.com/user/ScuolaZooChannel)
- [https://www.youtube.com/user/skuolanet](https://www.youtube.com/user/skuolanet)
- [https://https://www.youtube.com/user/TreccaniChannel](https://www.youtube.com/user/TreccaniChannel)
- [https://www.youtube.com/user/ScuolaZooChannel](https://www.youtube.com/user/ScuolaZooChannel)
- [https://www.youtube.com/user/skuolanet](https://www.youtube.com/user/skuolanet)
- [https://www.youtube.com/user/RaiTV](https://www.youtube.com/user/RaiTV)

### AIMS OF THE COURSE

The course is comparable to a B1 level of the Common European Framework of Reference (CEFR). As CEFR state, “At level B1 students are able to maintain interaction and get across what they want to express in a range of contexts and follow the main points of extended discussion around them, provided that speech is clearly articulated in standard dialect. They can express the main point they want to make comprehensively and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repair, especially in longer stretches of free production. The second feature is the ability to cope flexibly with problems in everyday life, for example coping with less routine situations on public transport; dealing with most situations likely to arise when making travel arrangements through an agent or when actually travelling; entering unprepared into conversations on familiar topics”.

### PROJECTS AND GRADED ASSIGNMENTS

In addition to homework, the students’ progress will be evaluated with:
- 2 language tests to be done in class (linguistic structures, communicative
functions, vocab)
- 1 questionnaire project (devised and prepared by the students)
- Presentation of questionnaire results
- 1 written comprehension test in class
- 1 oral comprehension test in class
- Midterm exam written and oral
- Final exam written and oral

**GRADING CRITERIA**

- Participation, attendance, homework: 10%
- 2 x Language tests: 20% (10% each)
- 1 x Questionnaire project: 10%
- 1 x Presentation of questionnaire results: 5%
- 1 x written comprehension test: 5%
- 1 x oral comprehension test: 5%
- Midterm: 20% = PAPER (10%) + MONOLOGUE (10%)
- Final: 25% = PAPER (15%) + GROUP DISCUSSION (10%)

The final paper must include:
- an overview on Italy, Italian and the Italians;
- an analysis of these three aspects based on: research, personal observation, personal experience;

The contents have to be structured in a text with introduction, developments and conclusion and doesn’t have to appear as a list of sentences.

- Participation: regular attendance, arrive on time, active participation in class with 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;

- 2 Language tests: they are based on the topics analyzed in class and specified in the syllabus. They are made of 3 sections: linguistic structures, communicative functions and vocab, cultural observation. They will last 20’ to 30’ max.

- Written comprehension text: specific questions based on the reading of a text

- Oral comprehension text: specific questions based on the an oral text

- Questionnaire project: students have to prepare a questionnaire about one of the topics of the learning units. The questionnaire will be evaluated for contents, structure, use of the language. The project also includes a session with a professional in the field of questionnaire design.

- Presentation of questionnaire results: in this session the students have to present the results of their questionnaire which has to be completed by at least 5 people. The results will be preceded by a general introduction on the topic the questionnaire is about (more detailed study by extra readings, video assigned as homework or analyzed in class). The presentation will also include final personal conclusions.

- Midterm exam: written paper – 600 words in class + monological oral presentation based on one of the topics included in the course (20 minutes)

  In the written paper the professor evaluates: accuracy and precision of **grammar structures** 30%; accuracy and precision of **vocabulary** 30% (how rich, varied and appropriate); **sentence structure and cohesion** 20% (linking of sentences and paragraph; coherence in meaning); **content** 20%.

  - In the oral part the professor evaluates: **vocabulary** 25% (how rich, varied and appropriate); accuracy in the use of **grammar structures** 25%; **fluency** 25%; **content** 25%.

- Final exam: written paper - 1000 words - + dialogical/group discussion oral presentation based on one of the topics included in the course (30 minutes)

  In the written paper the professor evaluates: accuracy and precision of **grammar**
structures 30%; accuracy and precision of vocabulary 30% (how rich, varied and appropriate); sentence structure and cohesion 20% (linking of sentences and paragraph; coherence in meaning); content 20%. The final paper must be sent via email to the professor.

- In the group discussion the professor evaluates: vocabulary 20% (how rich, varied and appropriate); fluency 20%; content 20%; interaction 20%.

**BU POLICIES**

**Examinations**
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. 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.

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.

**Attendance**
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 indicated in the syllabus. Any student with irregular class attendance may have his/her final grade penalized.

**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.

**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.

**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.

**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.

**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

**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
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<tr>
<th><strong>Interruption of program or early departure</strong></th>
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<tr>
<td>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.</td>
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<tr>
<th><strong>Academic Advice</strong></th>
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<tr>
<td>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.</td>
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<tr>
<th><strong>Tutorials</strong></th>
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<td>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.</td>
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