

CAS LI 211 THIRD SEMESTER OF ITALIAN

COURSE	CAS LI 211
INSTRUCTOR	Prof. Claudia Baldelli
INSTRUCTOR EMAIL	baldelli@bu.edu
OFFICE HOURS	By appointment
SCHEDULE	Mon + Wed 1,00-2,45 p.m.
COURSE VALUE	4 credits
COURSE DESCRIPTION	<p>The course is designed for students who have already done 2 semesters of Italian.</p> <ul style="list-style-type: none"> - The main focus is on the development of the 4 main abilities (oral and written comprehension and production) not to mention the ability of interaction and to analyze new linguistic structures. Special attention is given to the interference of L1 in the language production: activities and exercises especially designed will be dedicated to avoid typical and recurring mistakes. <p>All this is carried out with the support of specific didactic material and with class individual or group activities which will also aim at enriching vocabulary. The typical structure of a lesson includes: authentic audio texts (videos and songs); authentic written materials; didactic activities; web resources; linguistic analysis.</p> <ul style="list-style-type: none"> - The course aims at introducing students to Italian culture, society and lifestyle, not only through the language but also by means of tours, visits and trips to places of interest and cultural value. All these experiences will be used as material for class presentations, written assignments and discussions for improving the oral ability. <ul style="list-style-type: none"> - It includes a cultural project “Padua through the senses” which will participate in International Education Week. This project includes specific vocabulary and out of class activities with the teacher in order to explore the city relying on the 5 senses.
COURSE OUTCOMES	<p><i>BUSA PADUA Italian Studies Program Learning Outcomes:</i></p> <ol style="list-style-type: none"> 1. Demonstrate increased proficiency in Italian language from elementary to low-intermediate 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. <p>The course is comparable to a A2 level of the Common European Framework of Reference (CEFR). As CEFR state, on a global scale, <i>students at this level can understand sentences and</i></p>

	<p>frequently-used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. They can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.</p>
METHODOLOGY	<p>It is a course in an immersion context abroad which aims at presenting new <u>communicative functions</u>, <u>grammar</u> and <u>vocabulary</u>, 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>Linguistic structures are always presented in context, explained and analyzed together with the teacher. After that a phase of rule implementation begins.</p> <p>The didactic approach is flexible and stimulates to the observation and the analysis on the language by activating the linguistic knowledge on the part of the students. Reflections on the language are shared in class but guided and confirmed by the teacher so that the students themselves can discover language mechanisms. This effort guarantees a stronger and deeper acquisition of language structures and enables the students to use the language more authentically and naturally.</p> <p>Homework is assigned and checked regularly and focuses on the functions and linguistic structures presented in class.</p>
COURSE MATERIALS	<ul style="list-style-type: none"> - An especially prepared copy-pack complete with grammar rules, exercises, texts, vocabulary and communicative functions. - handouts to integrate the textbook - Materials needed for class activities and didactic games will be provided during the course - Notes taken in class and power points prepared by the teacher are part of the course materials
SITOGRAHY	<ul style="list-style-type: none"> - http://www.adgblog.it/category/lingua/italiano-a1-a2/ - http://www.impariamoitaliano.com/ - http://www.scudit.net/mdindice.htm - http://www.loescher.it/ - http://www.almaedizioni.it/it/almatv/ - http://www.loescher.it/lawebtv
ASSIGNMENTS	<p>In addition to homework, the students ‘ progress will be evaluated with:</p> <ul style="list-style-type: none"> • 3 language texts to be done in class, • 3 written composition to be done at home and sent via email to the teacher not later than 6.00 p.m. of the due date. • 3 oral presentations in class

	<ul style="list-style-type: none"> • 1 mid-term exam, written and oral • 1 final exam, written and oral.
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EVALUATION CRITERIA

Participation in class and homework	Language tests	Oral presentations	Written compositions	Midterm and final exams
20%	20%	20%	20%	20%

Participation: punctuality, active participation in class with observations, questions, discussions; carefulness and precision in homework and study at home; improvement in the language ability as to the beginning of the course;

Language tests: they are based on the topics analyzed in class and specified in the syllabus.

Oral presentations: can be of several typologies, ranging from role-plays to 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%; **fluency** 25%; **cohesion and coherence** 25% (linking of sentences and paragraph; coherence in meaning).

Written compositions: have to be Garamond 12, double spacing, 2 pages. They must be sent as an attachment to the teacher by 9.00 p.m. of the due date (baldelli@bu.edu). In the attachment students must write title, date, name. In written compositions the teacher evaluates: **vocabulary** 25% (how rich, varied and appropriate); accuracy in the use of **grammar structures** 25%; **content** 25%; **cohesion and coherence** 25% (linking of sentences and paragraph; coherence in meaning).

Midterm and final exams: they are both written (linguistic structures, communicative functions and vocabulary) and oral.

DATE	CONTENTS: communicative functions, linguistic structures, vocabulary;	IN AND OUT OF CLASS ACTIVITIES/ASSIGNMENTS	EVALUATION TASKS AND EVENTS
Lezione 1 2 settembre	LINGUISTIC STRUCTURES: review of present ; review of agreement; the structure of the verb <i>to be</i> COMMUNICATIVE FUNCTIONS: greetings;	SPEAKING/WRITING on agreement article/noun/adj; LISTENING: greetings: http://www.youtube.com/watch?v=60RlaqfAC9Y (saluti)	
Lezione 2 7 settembre	LINGUISTIC STRUCTURES: review of reflexive verbs; <i>c'è – ci sono vs è – sono</i> ; reinforcement of agreement VOCAB: idiomatic use of <i>avere</i> COMMUNICATIVE FUNCTIONS: telling the time;	SPEAKING on <i>c'è/ci sono – è/sono</i> LISTENING/WRITING: listen and write the time	
Lezione 3 14 settembre	LINGUISTIC STRUCTURES: <i>piacere</i> and indirect pronouns; TYPICAL MISTAKES: The verb <i>succedere</i> (to happen) COMMUNICATIVE FUNCTIONS: how to use <i>grazie, prego, per favore</i>	LISTENING (VIDEO): http://www.youtube.com/watch?v=4FrswC7tyrc (grazie; per favore)	Po1
11 settembre	FIELD TRIP TO PADUA SURROUNDINGS		
Lezione 4 16 settembre	LINGUISTIC STRUCTURES: passato prossimo: regular and irregular verbs COMMUNICATIVE FUNCTIONS: expressing likes and dislikes	SPEAKING: role-play on likes and dislikes READING: chapter 1 "Un'avventurosa storia d'amore"	
Lezione 5 21 settembre	LINGUISTIC STRUCTURES: the choice of the auxiliary in the passato prossimo; compound prepositions (prep + articles) TYPICAL MISTAKES The word <i>tempo</i> (time)	SPEAKING: "Autobiografia di un oggetto": invent a story about an object	Compo 1
Lezione 6 23 settembre	LINGUISTIC STRUCTURES: prepositions of place IN/A; verbs with double auxiliary in the passato prossimo COMMUNICATIVE FUNCTIONS: expressing agreement and disagreement on given statements.	INTERACTING: replying to statements READING: geography of Italy	
Lezione 7 30 settembre	LINGUISTIC STRUCTURES prepositions of time DA/A/PER/IN; prepositions to indicate materials; TYPICAL MISTAKES: how to translate <i>to stop</i>	LISTENING (video) http://webtv.loescher.it/home/zoomPublic?contentId=6613 ("Perchè hai deciso di studiare italiano?")	Quiz 1

ONE DAY FIELD TRIP BELLUNO AND VAJONT, PADUA AND VENICE PROGRAMS			
25 settembre	CACCIA AL TESORO PER PADOVA - morning		
Lezione 8 5 ottobre	LINGUISTIC STRUCTURES direct pronouns review + use with passato prossimo COMMUNICATIVE FUNCTIONS: physical descriptions	GAME: guess who?	
Lezione 9 7 ottobre	LINGUISTIC STRUCTURES the direct pronoun NE + specific quantities VOCAB: how to express quantities: the use of partitive articles and fixed expressions	DIDACTIC GAME: describing quantities with NE LISTENING: chapter 2 "Un'avventurosa storia d'amore"	Compo 2
Lezione 10 14 ottobre	LINGUISTIC STRUCTURES: the <i>lei</i> form VOCAB: food TYPICAL MISTAKES: translating the word <i>time</i>	LISTENING: "Un dialogo" p. 17 CONT 2° certif SU FORMA DI CORTESIA LISTENING: http://webtv.loescher.it/home/zoomPublic?contentId=6332 (food)	
12 ottobre	MIDTERM		
Lezione 11 19 ottobre	LINGUISTIC STRUCTURES: locative CI and CI in <i>esserci/averci/vederci/sentirci</i> .		
lezione 12 21 ottobre	LINGUISTIC STRUCTURES: introducing cause with <i>siccome, perchè, quindi, poichè</i> COMMUNICATIVE FUNCTIONS: using equivalent forms for <i>I'm sorry/excuse me permesso, mi dispiace</i>	READING "Dimmi come mangi"(test)	PO 2
Lezione 13 26 ottobre	LINGUISTIC STRUCTURES: interrogative words TYPICAL MISTAKES: the use of <i>anche (also)</i> COMMUNICATIVE FUNCTIONS: make appropriate questions	LISTENING: chapter 3 "Un'avventurosa storia d'amore"	
Lezione 14 28 ottobre	LINGUISTIC STRUCTURES: the future: regular verbs; the preposition <i>fra</i> ; TYPICAL MISTAKES: <i>potere vs sapere</i>	GAME: <i>che cosa sono?</i> READING: chapter 3 "Un'avventurosa storia d'amore"	Compo 3
23, 24 ottobre	2-DAY PROGRAM FIELD TRIP TO MILAN		
27 ottobre	Visit to the MUSEO DELL'EDUCAZIONE		
Lezione 15 4 novembre	LINGUISTIC STRUCTURES: the future irregular verbs and use TYPICAL MISTAKES: <i>conoscere vs sapere</i>	LISTENING: song by L. Battisti READING: comics	Quiz 2

Lezione 16 9 novembre	LINGUISTIC STRUCTURES: if-clause with future and present tense COMMUNICATIVE FUNCTIONS: Making/accepting/refusing proposals	INTERACTING: role-play for proposals	
Lezione 17 11 novembre	LINGUISTIC STRUCTURES: conditional VOCAB: places in town	SPEAKING: didactic game "Dove vai se....?" on shops and services in town.	
Lezione 18 16 novembre	LINGUISTIC STRUCTURES: conditional; : introducing concessive clauses with <i>anche se</i> ; expressing <i>need</i> : <i>avere bisogno di</i> vs <i>dovere</i> vs <i>bisogna</i> + infinitive COMMUNICATIVE FUNCTIONS: polite requests TYPICAL MISTAKES: how to translate <i>to miss</i>	LISTENING: chapter 4 "Un'avventurosa storia d'amore" READING:" Mi sento italiano quando?" http://www.scrittorigerunanno.rai.it/video.asp?currentid=1053	Po 3
Lezione 19 18 novembre	LINGUISTIC STRUCTURES: imperfetto; conjugation of regular and irregular verbs VOCAB: <i>mentre</i> vs <i>durante</i>	LISTENING (video): how well do you know Italy? READING: chapter 5 "Un'avventurosa storia d'amore"	
Ven 20 novembre	FIELD TRIP TO FERRARA, Renaissance city		
Lezione 20 23 novembre	LINGUISTIC STRUCTURES: imperfetto for descriptions, repeated and habitual actions in the past VOCAB: clothing	LISTENING: chapter 6 "Un'avventurosa storia d'amore" SPEAKING: Italian society	Quiz 3
Martedì 25 novembre	VISIT TO THE MUSME (MUSEUM OF MEDICINE, UNIPD)		
Lezione 21 25 novembre	LINGUISTIC STRUCTURES: imperfetto vs passato prossimo VOCAB: health	READING: chapter 7 "Un'avventurosa storia d'amore"	
Lezione 22 30 novembre	LINGUISTIC STRUCTURES: trapassato prossimo		
Lezione 23 2 dicembre	LINGUISTIC STRUCTURES; double pronouns;		
Lezione 24 9 dicembre	REVIEW		
14 dicembre	FINAL EXAM		

BEHAVIOUR IN CLASS AND AT BOSTON UNIVERSITY PADUA SITE

Arrive on time: students won't be accepted if they arrive later than 10 minutes after the starting of the lesson

Mobiles must be turned off

Students are not allowed to take in class **food or beverages** except for water.

Students must be **respectful** of mates and teachers. When in a foreign country, behavior and culture can be very different.

No **non-excused absences** are accepted, only for health reasons.

Late homework or assignments are not accepted.

BU Policies

Attendance

Boston University Padua students are expected to attend each and every class session, tutorial, and field trips required for the class. Students should note that attendance will be taken into account by faculty when determining final grades.

Plagiarism

Simply stated, plagiarism is taking another's work and presenting it as your own.

Dictionary 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/academics/resources/university-policies/>

Religious Holidays

Boston University's Office of the University Registrar states:

'The University, in scheduling classes on religious holidays and observances, intends that students observing those traditions be given ample opportunity to make up work.

Faculty members who wish to observe religious holidays will arrange for another faculty member to meet their classes or for cancelled classes to be rescheduled.' See Chapter 151C of the General Laws, Commonwealth of Massachusetts.

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<http://www.bu.edu/padua/>