

## BOSTON UNIVERSITY STUDY ABROAD PADUA

<b>COURSE</b>	<b>CAS LI 111 FIRST SEMESTER OF ITALIAN</b>
<b>COURSE LANGUAGE</b>	Italian
<b>INSTRUCTOR</b>	
<b>INSTRUCTOR EMAIL</b>	
<b>OFFICE HOURS</b>	
<b>SCHEDULE</b>	
<b>COURSE VALUE</b>	4 CREDITS
<b>LEARNING OUTCOMES</b>	<p>Padua Italian &amp; European Studies Program</p> <ol style="list-style-type: none"> <li>1. Students show knowledge of written and oral Italian at different proficiency levels, from beginner to advanced, including the ability of interaction with locals in real life contexts.</li> <li>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.</li> <li>3. Develop new perspectives on one's own culture and an ability to think critically about one's own values and beliefs.</li> </ol> <p>Padua Internship Program</p> <ol style="list-style-type: none"> <li>1. Students gain knowledge of local work culture, workplace dynamics, labor market, and the role of Italy in the European economy.</li> <li>2. Students develop knowledge of skills appropriate to the field of the internship placement, including professional and inter-cultural communication, through written, verbal, and nonverbal means.</li> <li>3. Students refine and clarify professional and career goals through analytical reflection on their internship experience and research projects.</li> <li>4. Develop new perspectives on one's own culture and an ability to think critically about one's own values and beliefs.</li> </ol>
<b>COURSE DESCRIPTION</b>	<p>It is a course for students with <b>no prior knowledge of Italian</b>.</p> <p>In the course the students will study linguistic structures, vocabulary and communicative functions. Students will also be engaged in the cultural observation on the local environment which will be discussed in class. These task- based practices will be supported by observation sheets.</p> <p>Visits and on-site activities are part of the course and aim to solicit cultural and social observations that will be shared in class: through these activities students can develop an intercultural competence.</p> <p><b>Homework</b> is assigned and checked regularly in class.</p>
<b>LEARNING STATEMENT</b>	The course consists of two class appointments (four 50 minutes contact hours) and requires for – six student effort hours for successful completion of the course.
<b>TEACHING METHODOLOGY</b>	<p>The course aims at presenting communicative functions, grammar and vocabulary with relation to Italian cultural and social aspects, so that students can observe, reflect on, and use language at a basic level in their daily life.</p> <p>This approach stimulates the observation and the analysis on the language by activating students' linguistic knowledge. Reflections on the language are shared in class but guided and confirmed by the teacher so that the students themselves can discover language mechanism. This effort guarantees a stronger and deeper acquisition of language structures.</p> <p>After a phase of analysis of the linguistic structures guided by the teacher, consolidation activities and exercises will follow for reinforcement practice. Out of class activities are crucial for the students to practice the language for interaction with locals at a basic level.</p> <p>Exposure to linguistic inputs is provided through activities in which students are required to interact with locals, audio, written materials, web resources and cultural event offered in town are an integral part of the course.</p> <p>The didactic approach implies a community of practice and learning from the first day of class.</p>

	The course therefore relies on each class member to be prepared and to contribute to in-class activities and discussions.
<b>COURSE MATERIALS</b>	<ul style="list-style-type: none"> <li>- A <b>copy pack</b> with linguistic materials, and readings on aspects of Italian culture (to purchase at the local copy shop);</li> <li>- <b>notes taken</b> in class and <b>ppt</b> provided by the teacher;</li> <li>- <b>some additional materials</b> provided during the course according to the students' needs.</li> </ul>
<b>BIBLIOGRAPHY AND SITOGRAPHY</b>	<ul style="list-style-type: none"> <li>- BIRELLO M, VILAGRASA A - Bravissimo 1 – Editore Bulgarini</li> <li>- TARTAGLIONE R, BENINCASA A - Grammatica della Lingua Italiana per Stranieri, A1/A2, Alma Edizioni</li> <li>- TARTAGLIONE R, BENINCASA A - Grammatica della Lingua Italiana per Stranieri, B1/B2 Alma Edizioni</li> <li>- BALI M., RIZZO G - Nuovo Espresso 1 – Editore Alma</li> <li>- CARRARA E. – Universitalia, Editore Alma</li> <li>- DE SAVORGNANI G. – Italia per stranieri, Editore Alma</li> <li>- APRILE G. – Italiano per modo di dire, Editore Alma</li> <li>- MAZZOTTA C, Italiano in Pratica – Editore Alma</li> <li>- GHEZZI C, PIANTONE M, BOZZONE COSTA R – Nuovo Contatto A1, Editore Loescher</li> <li>- BERTONI S. - Italiano allo Specchio, Editore Loescher;</li> <li>- DEBETTO G, CAUSSO B – Punti Critici, Editore Loescher;</li> <li>- MEDAGLIA C, MEDAGLIA S – Spazio Civiltà – Editore Loescher</li> <li>- MARIN T, MAGNELLI S – Nuovo Progetto Italiano 1, 2 – Editore Edilingua</li> </ul> <p>MAIN WEBSITES:</p> <p><a href="http://www.almaedizioni.it/it/almatv/">http://www.almaedizioni.it/it/almatv/</a></p> <p><a href="https://www.adgblog.it/category/lingua/italiano-a1-a2/">https://www.adgblog.it/category/lingua/italiano-a1-a2/</a></p> <p><a href="http://www.impariamoitaliano.com/">http://www.impariamoitaliano.com/</a></p> <p><a href="http://www.loescher.it/">http://www.loescher.it/</a></p> <p><a href="http://www.loescher.it/lawebtv">http://www.loescher.it/lawebtv</a></p> <p><a href="http://www.scudit.net/mdindice.htm">http://www.scudit.net/mdindice.htm</a></p> <p><a href="http://www.treccani.it/">http://www.treccani.it/</a></p> <p><a href="https://www.youtube.com/user/Edilingua">https://www.youtube.com/user/Edilingua</a></p>
<b>AIMS OF THE COURSE</b>	<p>The course is comparable to a A1 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 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.</i></p> <p><i>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.</i></p>
<b>GRADING CRITERIA</b>	<p>The final grade is based on:</p> <ul style="list-style-type: none"> <li>- Participation, attendance, homework: 15%</li> <li>- 2 quizzes: 20%</li> <li>- 2 oral assignments: 15%</li> <li>- 2 x written assignments: 10%</li> <li>- Midterm exam 20%</li> <li>- Final exam 20%</li> </ul> <p><b>Participation:</b> punctuality, 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. See also Bu policies below.</p> <p><b>2 quizzes:</b> They are based on the topics analyzed in class and specified in the syllabus.</p>

	<p><b>2 oral assignments:</b>. They 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: <b>vocabulary</b> 25% (how rich, varied and appropriate); accuracy in the use of <b>grammar structures</b> 25%; <b>sentence structure and cohesion</b> 25% (linking of sentences and paragraph; coherence in meaning); <b>fluency</b> 15%; <b>content</b> 10%.</p> <p><b>Written assignments:</b>. They have to be Garamond 12, double spacing, 100 words at least. They must be sent as an attachment to the teacher by 9.00 pm. of the due date. In the attachment students must write title, date, name. In written compositions the teacher evaluates: accuracy and precision of <b>grammar structures</b> 25%; accuracy and precision of <b>vocabulary</b> 25% (how rich, varied and appropriate); <b>sentence structure and cohesion</b> 25% (linking of sentences and paragraph; coherence in meaning); <b>content</b> 25%.</p> <p><b>Midterm exam and final exam</b>They are composed of a written and an oral part.</p>
<p><b>BU POLICIES</b></p>	<p><b>Examinations</b> 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.</p> <p><b>Attendance</b> 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 his/her final grade penalized.</p> <p><b>Absences</b> 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><b>Absence for Religious Reasons</b> 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><b>Lateness</b> 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><b>Late Assignments</b> 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><b>Plagiarism</b> 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: <a href="http://www.bu.edu/lifebook/universitypolicies/policies-code.html">http://www.bu.edu/lifebook/universitypolicies/policies-code.html</a></p>

	<p><b>Disability accommodations</b> If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Disability and Access Services office (DAS) at 617-353- 3658 to coordinate any reasonable accommodation requests. For more information, please visit: <a href="http://www.bu.edu/disability">http://www.bu.edu/disability</a></p> <p><b>Interruption of program or early departure</b> 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><b>Academic Advice</b> 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><b>Tutorials</b> 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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