



## CAS LI 112 SECOND SEMESTER ITALIAN

**Course meets:** 2 hours twice a week + on-site classes

**Credits:** 4

**Hub Units** 1

### Course description

Second semester Italian is for students who understand and can use orally and in writing the present tense of regular and irregular verbs. Students beginning LI 112 are able to ask and answer a variety of questions on autobiographical topics: education, student life, family etc. Second semester Italian is designed for students who wish to further their knowledge of Italian in the areas of communication, cultures, connections, and comparisons. In the area of communication, students will learn how to communicate in the perfect and imperfect past tenses using direct and indirect object pronouns. They will be given opportunities within and beyond the classroom to describe, inquire, comment, and request information in a wide variety of real life situations. In the area of culture, they will explore different regions of Italy and will learn about Italian cities, sports, music and traditions. In the area of connections, they will use Italian to expand their knowledge of other disciplines and develop their critical thinking and problem solving. In the area of comparisons, students will compare the Italian culture and language to their own and will reflect on the nature of their differences.

**Prerequisite:** LI 111 or Foreign Language Placement score of 301-499.

### BU Hub Learning Outcomes and Course-Specific Learning Objectives

This course satisfies the following requirements for the BU Hub:

1. *Students will analyze at least one of the dimensions of experience—historical, racial, socioeconomic, political, gender, linguistic, religious, or cultural—that inform their own worldviews and beliefs as well as those of other individuals and societies.*
2. *Students will participate respectfully in different communities such as campus, citywide, national, and international groups, and recognize and reflect on the issues relevant to those communities.*

In order to meet the above Hub learning outcomes, by the end of this course students will be able to:

1. *Students will analyze Italian society, institutions, and cultural experiences which will inform their own worldviews and beliefs as well as those of other individuals and societies.*
2. *Students will participate respectfully in different communities such as the Padua student residence, student and work communities during academic and internship experiences, and recognize and reflect on the issues relevant to those communities such as life-style, behaviours, communication strategies, shaping opinions*

### Course objectives

*Progress in your Italian speaking, listening, reading, and writing proficiency.*

*Develop your oral and aural communication skills.*

*about familiar topics with control over the use of time frames.*

*Gain a deeper understanding of Italian culture and society and develop strategies for effective intercultural interpretation.*

*Ask and answer questions about familiar topics. Understand authentic audio-visual materials appropriate to your language level.*

*Improve your ability to read, comprehend and summarize the main idea of texts.*

*Demonstrate understanding of culturally specific issues as they compare to your own culture.*

### **Student Learning Outcomes**

*Use reading strategies, such key words and cognates, to fully understand texts.*

*Engage in conversations and exchange ideas with increasing ease. Write short compositions*

### **Program Learning Outcomes**

BU Global Programs/study abroad learning outcomes for BU Padova Italian and European Studies Program and Padua Internship program

<https://www.bu.edu/provost/planning/program-learning-outcomes-assessment/27362-2/#globallo>

### **Learning Outcomes for IESP Program**

- 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.
- 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.
- Develop new perspectives on one's own culture and an ability to think critically about one's own

### **Instructional Format, Course Pedagogy, and Approach to Learning**

As do all of BU's modern language courses, LI 112 focuses on both content – learn to understand authentic literary, expository and audio-visual texts from and about an Italian-speaking culture – and students' linguistic progress. The course is based on an active and experiential approach which include the observation of the culture, society, life-style, habits, behaviours and communication strategies of young Italians and adults. Students are involved in discussion-based and collaborative in-class activities combined with out-of-class assignments designed for beginners.

Students combine linguistic resources to synthesize ideas, refer facts and personal experiences in life and/or at work/volunteering activities/Global Day of service, describe people, things and places, as course materials challenge them to evaluate multiple viewpoints, make intercultural comparisons, and consider alternative perspectives. As a result, students develop effective strategies for reading, writing, and analyzing visual and auditory information in Italian and to become autonomous learners. As students expand their linguistic ability, throughout the semester, class discussions and writing assignments will challenge their current knowledge about the local and Italian culture in general and language through comparative analysis. Through discussions, presentations, skits and role plays students learn to shape, organize, and communicate their ideas and beliefs to a native and not native audience and incorporate feedback.

Students' language proficiency will be assessed in a variety of ways, both through formal oral and written tests and informally in class. After students have acquired vocabulary or basic linguistic structures, they will have various opportunities to demonstrate how to apply it in different contexts, to compare and analyze, as well as use the language creatively. Formal assessments will be given in the form of in-class tests, prepared videos and written compositions. Informal assessments will take on a variety of forms and may include role-plays and skits, writing short emails and interviews.

### **Grading Scale:**

*Attendance, participation, homework* 10%

2 written tests 20% (10% each)

3 written assignments 15% (5% each)

2 oral assessments 20% (10% each)

2 videos 10% (5%each)

Final oral exam and ppt presentation 25%

*Attendance, participation, homework (10% of grade)*

Students must be punctual and come prepared to class. They must read and complete assignments before class and within the due date. By doing this, the students are able to ask and answer appropriate questions, describe people, things and places, shortly refer on facts and experiences in Italian, develop curiosity for the city of Padua and the Italian culture in general, and actively improve in the oral expression.

**Students are asked to make sure that their cell phones are turned off during class time. Laptops are unnecessary** in the Italian class. Please make sure to have your notebook or tablet and a pen/pencil.

*3 written assignments (15% of grade)*

There will be 3 written assignments which aim for the student to practice the language in a structured or creative form. Students will work both in class and at home

Assignment 1 (at home)

Assignment 2 (in class)

Assignment 3 (at home)

*2 oral assessments (20% of grade)*

There will be 2 oral presentations which aim for the student to use and control grammar, vocabulary, and any cultural material presented in class or on-site. Topics will be given one week before each presentation.

Presentation 1 (in pair)

Presentation 2 (in pair)

*2 written tests (20% of grade)*

There will be 2 written tests and will cover grammar, vocabulary, and any cultural material presented in class.

*2 videos (10% of grade)*

Students will work individually in preparing 3-minute video on an assigned topic. The videos will be graded on vocabulary, pronunciation and accuracy, as well as on scene speed and clarity of the images (no foggy scenes or instable images). The video must be uploaded on Blackboard for feedback and evaluation within the due date.

### *Final oral exam (25% of grade)*

Students will analyze and reflect on their entire experience in Padua (e.g. life in the family, meeting people, study and work experiences, difficulties and easiness in getting familiar with the new environment, approach to the language, etc.). They will present their impressions and how this cultural exchange has informed their world view and how that view has changed throughout the semester.

A Power point, Canva or Padlet presentation are part of the exam, please upload it on Blackboard by tbd

### **Course material**

- Textbook - to be purchased before the beginning of the course:  
Ciro Massimo Naddeo and Euridice Orlandino, *Dieci lezioni di italiano A2*, Roma, Alma edizioni, 2019.  
[https://www.amazon.it/Dieci-Lezioni-italiano-CD-Audio-video/dp/8861826334/ref=asc\\_df\\_8861826334/?tag=googshopit-21&linkCode=df0&hvadid=498971786549&hvpos=&hvnetw=g&hvrnd=15938286060535459826&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1008611&hvtargid=pla-1422795980102&psc=1&mcid=1a596a2dd8e03867ba3d2f28c2093c0b](https://www.amazon.it/Dieci-Lezioni-italiano-CD-Audio-video/dp/8861826334/ref=asc_df_8861826334/?tag=googshopit-21&linkCode=df0&hvadid=498971786549&hvpos=&hvnetw=g&hvrnd=15938286060535459826&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1008611&hvtargid=pla-1422795980102&psc=1&mcid=1a596a2dd8e03867ba3d2f28c2093c0b)
- A notebook and a pen/pencil; tablet with digital pencil allowed. (No laptop in class)
- Other course material such as vocabulary, grammar review or cultural readings and topics not present in the textbook, but required by BU, are available on the Blackboard site of the course. Access allowed using your Kerberos password.

### **Class and University Policies**

#### **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 indicted 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.

### **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 that causes the student to be absent from a scheduled examination, he/she must provide appropriate documentation and receive approval from the Director.

### **Plagiarism**

Academic dishonesty includes cheating, plagiarism and all forms of misrepresentation in academic work, and is unacceptable. 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. This also means that you ensure all contributors to a group assignment are listed. When in doubt: cite your source and name all contributors! Should I have probable cause or reason to believe that you have cheated I will report the case to the Department's Director of Undergraduate Studies for appropriate action. Please refer to BU's Academic Conduct Code for more information: <http://www.bu.edu/academics/policies/academic-conductcode/>

### **Disability accommodations**

If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Disability and Access Service office (DAS) at 617-353-3658 to coordinate any reasonable accommodation requests. For more information, please visit: <http://www.bu.edu/disability>

### **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.

### **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.

### **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.

## Schedule of Classes and Assignments

### CALENDAR

#### WEEK 1 (Unit 1a, 1b, 1c and 8B)

1. Introduction to the course and syllabus; introduce yourself. 2. Review of Italian basic vocabulary and structures. 3. Refresh the present simple of regular and irregular verbs. 4. Asking for...: revision of the condizionale and its functions. Homework: p. 133 of the textbook.

#### WEEK 2 (Unit 1d)

1. Review the passato prossimo. 2. Learn verbs with prepositions. 3. Speak about habits and life before and during the semester in Padua.

**\*1st written assignment** – describe your experience as a language student. How long have you been studying Italian and/or other languages? Where did and do you practice your language? When did and do you practice these languages? Why did you decide to learn other languages? Why is learning a language important to you? 200 words min.

#### WEEK 3 (Unit 2a, 2b, 2c, 2d)

1. Learn the imperfetto. 2. Describe people: aspect and personality; make comparisons. 3. Speak about Italian personalities of the past and use adverbial expressions.

#### WEEK 4 (Unit 2d, culture 2)

1. Write biographies. 2. Practice passato prossimo and imperfetto. 3. Watch video 2 “Quando ero bambino ero timido”. 4. Class biography – interview.

**\*video 1:** create a 3' video about a famous personality of the past who lived or worked in Padua (eg. Galileo Galilei, Giotto, Lina Merlin, Gaspara Stampa, Elena Cornaro Piscopia, Antonio Pedrocchi...) + subtitles in Italian.

#### WEEK 5 (Unit 3c, 3d)

1. Learn about current Italian personalities in the arts. 2. Learn direct pronouns and practice the agreement with the past participle. 3. Learn vocabulary on free time.

**TEST 1 (passato prossimo, imperfetto, avverbi ed espressioni di tempo, pronomi diretti con presente e con passato prossimo, aggettivi e espressioni per descrivere le persone)**

#### WEEK 6 (Unit 4a)

1. Learn sport and health vocabulary. 2. Discussion: How do you spend your free time? 3. Give instruction and use the imperative 4. Sports: advantages and disadvantages of doing it.

**\*Oral presentation 1 (with ppt/canva slides, in pair):** how do Italians and Americans were used to spend their free time in the past and today? + class discussion.

#### WEEK 7 (Unit 4b, 4d)

1. Watch video “Quanto vale lo sport in Italia” ([https://video.virgilio.it/guarda-video/quanto-vale-lo-sport-in-italia\\_bc5854705043001](https://video.virgilio.it/guarda-video/quanto-vale-lo-sport-in-italia_bc5854705043001)); discussion of the video. 2. Where do Italians do sports? 3. Discuss about health. 4. Give suggestions and drills, ask for something; 5. **written assignment 3 in class:** writing activity in class (Dino Buzzati, *Il medico ideale*) 200 words min.

**\*\*Oral presentation 2 (with ppt/canva slides, in pair):** make a research asking as many people as you can, investigating which are the most practiced sport and where do Italian usually practice their sports?

### WEEK 8 (Unit 4 video Corso + culture)

1. Learn imperative + pronouns. 2. Give suggestions. 3. Vocabulary of clothes. 4. Ce l'ho, non ce l'ho. Introduction to combine pronouns.

**\*video 2 (upload on Blackboard and ready to be shown in class):** create 3-minute video-interview in which you show your shopping time in Italian.

### WEEK 9 (Unit 6a, 6b, 6c, culture)

1. Show of the video and discussion in class. 2. Use preposition da+infinitive to express a suggestion 3. Vocabulary of films. 4. Double pronouns. 5. Express opinions (mi pare, mi sembra + adjective)

**\*3 written assignment (upload on Blackboard):** p. 85 of the text book. Choose and watch one of the films present in the list and write a short summary and express your opinions about the film using the expressions learned in class. 300 words min.

### WEEK 10 (Unit 8c, 8d + culture)

1. Vocabulary of the house + sustainability. 2. Use of verbo "dovere" 3. The museum of the sustainable language. 4. **On-site activity:** exploring Padua.

**TEST 2 (pronouns, double pronouns, expression to say opinions, da+infinitive, ce l'ho/non ce l'ho, imperative and imperative + pronouns, vocabulary of clothes, house, sustainability)**

### WEEK 11

1. Writing activity in class 2. Review of the entire course content

### WEEK 12

**final oral exam, during class time**