



## CAS LI 211 THIRD SEMSTER ITALIAN

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

**Credits:** 4

**Hub Units** 1

### Course Description

Third semester Italian is for students who can already understand and use orally and in writing a variety of regular and irregular verbs in the present and past tense. LI 211 students will further their knowledge of Italian in the areas of communication, cultures, connections and comparisons. In the area of communication, students will learn how to use double pronouns, how to communicate in the future and conditional tense, how to use comparatives and superlatives applying this knowledge to a wide variety of real life situations. In the area of culture, they will learn about different regions in Italy and about Italian art, music, history, economy, politics and cuisine through the reading of contemporary newspaper articles, viewing of videos and internet researches. In the area of connections, they will use Italian to expand their knowledge of other disciplines and to 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.

**Prerequisites:** CAS LI 112 or Foreign Language Placement Exam score of 500-699

### 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

*Acquire skills that will help you analyze authentic written and audio-visual materials with appropriate scaffolding.*

### Student Learning Outcomes

*Develop your intercultural communication and comparison strategies.*

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

*Deepen your understanding of Italian culture by gaining greater familiarity with Italy's role in the field of sustainability.*

*Discuss both orally and in writing different issues that move beyond the familiar.*

*Understand and analyze authentic materials expressing personal opinions in short statements and short compositions.*

*Demonstrate your understanding of culturally specific issues in comparison to similar situations in your own culture.*

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

*Gain a deeper understanding of how sustainability plays an important role in Italian economy and society.*

*Progress measurably in your Italian proficiency and increase your ability to engage in conversations and write about topics that are relevant to a global world.*

### **Program Learning Outcomes**

BU Global Programs/study abroad learning outcomes for BU Padova:

<https://www.bu.edu/provost/planning-assessment/program-learning-outcomes-assessment/learning-outcomes-by-program-2/global-programs-study-abroad/>

### **Learning Outcomes for IES Program**

- Demonstrate increased proficiency in Italian language from elementary to low- intermediate level and from intermediate to advanced level.
- Demonstrate knowledge of Italian culture with respect to three of the following areas: history, politics, economics, religion, literature, film and the arts.
- Develop an awareness of cultural difference and an understanding of culture's role in shaping beliefs and practices.
- Develop new perspectives on one's own culture and an ability to think critically about one's own values and beliefs.

### **Learning Outcomes for PIP Program**

- Gain an understanding of workplace dynamics, professional expectations, and the influence of culture on both
- Build proficiency in a range of business or industry skills appropriate to the field of the internship placement, including professional and inter-cultural communication through written, verbal, and nonverbal means
- Refine and clarify professional and career goals through critical analysis of the internship experience or research project

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

As do all of BU's modern language courses, LI 211 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 includes the observation of the culture, society, lifestyle, 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, 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.

## COURSE OBJECTIVES

Interpretive evaluation: after viewing videos and reading literature on the different themes, students individually will complete exercises showing comprehension and acquired knowledge on the subjects and write a one page composition on an assigned topic.

Interpersonal activities: students will discuss in pairs and in small groups what they have learned about the topics and will ask and answer questions in Italian (at the Collegio Mazza).

Presentational assessment: students will be evaluated both in writing with an in-class assessment and orally with a video prepared by the students outside of class. The video will take the form of a 3 minutes individual presentation on an assigned topic.

## Grading and Assignments

Attendance, participation, homework	15%
2 oral presentations	20% (10% each)
4 written assignments (2 in class + 2 at home)	20% (5%each)
1 video	10%
Oral final presentation	20%
Final written paper	15%

### *Attendance and participation 15%*

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.

### *2 oral presentations 20% (10% each)*

There will be 3 oral presentations 7 minutes long which aim for the student to use and control grammar, vocabulary, and any cultural material presented in class or on-site.

### *4 written assignments in class 20% (5% each)*

There will be 5 written assignments which aim for the student to use and control grammar, vocabulary, and any cultural material presented in class or on-site.

- ❖ Assignment 1 (in class): (300 words – in group)
- ❖ Assignment 2 (in class): (300 words – individual)
- ❖ Assignment 3 (at home): (400 words – to be submitted in BB within 8:00pm)
- ❖ Assignment 4 (at home): (400 words – to be submitted in BB within 8:00pm)

### *1 video 10%*

Students will prepare a video outside of class. The video will take the form of a 3 minute individual presentation on an selected topic on the Italian Culture. Students need to interview their hosts about: the health system in Italy, the educational system in Italy, diversity and inclusion in Italy.

### *Final oral exam 20%*

The student will discuss a topic of the course related to his/her interest and based on the readings and adding persona observations and considerations given by his/her experience in Padua and in Italy. The final oral exam will be in the form of a conversation and will take place on tbd

### *Final written paper 15%*

The student will analyze and reflect on his/her entire experience in Padua (e.g. life at the Collegio, meeting people, study and work experiences, difficulties and easiness in getting familiar with the new environment, approach to the language, etc.). He/she will present his/her impressions and how this cultural exchange has informed his/her world view and how that view has changed throughout the semester. The student will write a 3-page long paper in Italian and upload it in Blackboard

## **COURSE MATERIAL**

- a notebook to write in class (NO LAPTOP ALLOWED IN CLASS, when not required)
- Text book: Ciro Massimo Naddeo e Euridice Orlandino, *Dieci B1*, Roma, Alma edizioni, 2021  
<https://www.amazon.it/Dieci-Lezioni-italiano-B1-book/dp/8861826881>
- Other material on Padua and some vocabulary, and grammar review are available on the Blackboard site of the course. Access 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.

### **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.

#### **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**

Representing the work or ideas of another as one's own; and/or using another's work or ideas without crediting the source. Plagiarism includes, but is not limited to, the following: copying the answers of another student on an examination; copying or restating the work or ideas of another person or persons in any oral or written work (printed or electronic) without citing the appropriate source; using audio or video footage that comes from another source (including work done by another student) without permission and/or acknowledgement of that source; and collaborating with someone else in an academic endeavor without acknowledging their contribution. Plagiarism can consist of acts of commission (appropriating the words or ideas of another as one's own), or omission (failing to acknowledge/document/credit the source or creator of words or ideas).

For more details please see Boston University's Code of Student Responsibilities: <https://www.bu.edu/academics/policies/academic-conduct-code/>

#### **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>

#### **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 serves as the head of the faculty and as academic advisor. The 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**

*Homework will be assigned at the end of each class.*

### **Week 1**

Practice and review of 112 communication, linguistic and vocabulary skills.

#### **You will learn:**

Speaking about yourself in the present and in the past; expressing your opinions, making comparisons (*più/meno di; più/meno che; come...; tanto...quanto*).

### **Week 2**

#### **You will learn:**

Understanding a story; writing a short story; speaking about movies, TV/Internet series; describing facts in the past (*plusperfect, appena+passato prossimo*); writing an interview referring to the past; describing the peculiarities of a website, blog or social forum.

❖ **1<sup>st</sup> written assignment in class: with your classmates, write an interview to an important Italian person of the past. (300 words)**

### Week 3

#### You will learn:

Using *double pronouns*; reporting information in the present tense (*discorso indiretto semplice*); making hypothesis (*dovere*; revision of the *condizionale*) and expressing agreement and disagreement in an appropriate way (*basta*+ infinitive); asking for and clarifying, reassuring, protesting (*bensi, oppure, precisamente, tra l'altro, riguardo a, a casua di/grazie a*).

### Week 4

#### You will learn:

Expressing opinions and desires using the *congiuntivo*; speaking about trips and travels and feelings (*buono, bello, bravo; secondo me, forse, probabilmente+indicativo*); explaining statistics and graphics (*review of numbers, dates, percentages*); describing local events and festivals (e.g. Arquà Petrarca); using verbs like *andarsene, smetterla, farcela*.

- ❖ **2<sup>nd</sup> written assignment in class: individually, describe the cultural differences between an Italian local festival and a festival in the US (300 words).**

### Week 5

#### You will learn:

Describing superstitions; speaking about religion; using the adjectives *povero, grande, nuovo, vecchio*; using the *impersonal form* + reflexive verbs (*si; ci si; uno*); using the expression “*dicono*”; expressing surprise and shock using idiomatics in context (*in bocca al lupo, accidenti, dai!, oddio, davvero*); telling a cultural shock experience.

**On site class (TBC) – visit at an Italian public school and a class.**

### Week 6

#### You will learn:

Expressing opinions and making personal considerations (*congiuntivo passato*); using the connective *tuttavia* to express “however”; using possessives (*mio, tuo, suo, etc. + proprio*); speaking about habits; referring stories, information, suppositions (*congiuntivo imperfetto*) + using the word *magari* and *prima che* followed by the *congiuntivo imperfetto*; expressing contrariety; speaking about books, news/fake news etc.

- ❖ **1<sup>st</sup> oral assignment on – 7 minutes**
  1. **buy a local or national newspaper**
  2. **choose an article of a topic you are interested on**
  3. **read the article**
  4. **prepare a presentation which includes: the topic of the article, the new words you found and we need to know to understand your presentation (explain them in Italian to the class); short summary about the article (what is it about); your comments; two questions for the class to start the discussion.**

### Week 7

#### You will learn:

Green words; speaking about environment, environmental issues and ecological approaches; formulating hypothesis (*periodo ipotetico; sebbene, benché etc.*).

- ❖ **On-site class with CAS LI 308: visit to Treviso and travelogue**

### Week 8

#### You will learn:

Describing the problem of an urban setting; negotiating and mediating; showing causes and limitations of facts and events (*a meno che, dato che, poiché*); giving suggestions and tips (*condizionale*); asking questions about environmental and ecopractices inside the local administrations.

- ❖ 3<sup>rd</sup> writing assignment (at home) uploaded on Blackboard within 8:30pm. Travelogue in which students will discuss their personal reaction to the explored areas of the Veneto region from a linguistic, spatial and emotional perspective. Information on how to write a travelogue will be provided by instructor and discussed in class. Details on BB (400 words)

## Week 9

### You will learn:

Observing different landscapes; describing hypothetical scenarios; discussing about the differences between nature and anthropic environments.

## Week 10

### You will learn:

Expressing about the look; using the *gerundio*; using the relative pronoun *il/la cui*; describing objects and writing commercials.

- ❖ 4<sup>th</sup> writing assignment (at home) to upload within 8:30pm on Blackboard. Interview your host and write a 500-word report about the use of Italian language, dialect or other languages at home and in public spaces. Make some considerations comparing this aspect with your habits in the US.

## Week 11

### You will learn:

Describing the Italian language; making considerations about the modern use of the Italian language with regard to topics such as gender, diversity and inclusion.

- ❖ 1 video + 2<sup>nd</sup> Oral assignment (individual + class discussion): prepare your 3-minute video on the topic you decided to work on and present your work in class (10 minutes):
  1. Show the video to the class
  2. Explain why you decided to work on this specific topic.
  3. Explain what you did find out, what did surprise you, what did you not expect.
  4. Make a comparison with the US

## Week 12

Review of the course, reinforcement of critical linguistic topic.

- ❖ Final oral exam
- ❖ Final written paper due