

SYLLABUS

ITALIAN LANGUAGE 102

Language of Instruction: Italian

Instructor: Ginevra Failoni

Contact Hours*: 50

Total Hours of Student Engagement (THSE) in all course activities*: 150

SIENA, ITALY

COURSE DESCRIPTION

Ital 102 course will introduce the student to the Italian language, reinforcing and improving the basic communicative tools that are useful for everyday interaction in Italy. The students will not only be taught the linguistic system, but will also be given strategies and techniques that facilitate the learning process.

COURSE OBJECTIVES

Introduce the student to the Italian language.

Teach basic communicative tools that are useful for everyday interaction in Italy.

Learn strategies and techniques that facilitate the learning process.

Specific skill acquisition outcomes: the student will be able to

- sustain a basic conversation with native Italians and interact in standard situations (at the post office or train station, etc.),
- write simple texts such as short letters or notes and
- read plain materials.
- A proper usage of past and present tense is the most important grammatical goal.

INSTRUCTIONAL METHODOLOGY

The course utilizes an integrated communication method that puts the student at the center of the learning process in a cooperative relationship with the teacher. Grammatical theory will be always connected with the practical use of the language. All of the didactic materials used throughout the course, such as textbooks and multimedia devices, are in Italian.

Students will work in groups, be asked to take part in role-plays, write papers, dialogue with other students and the teacher. Constant interaction in Italian is the core of the learning process.

METHOD OF EVALUATION (GRADING)

Exams/Quizzes

Quizzes

Mid-Term written and oral exams

Final written and oral exams

Evaluation Criteria

Quiz	16%
Homework	10%
Participation	20%
Mid-Term	24% (12% Written, 12% Oral)
Final Exam	30% (15% Written, 15% Oral)

ATTENDANCE POLICY

If you require accommodations, please contact the site-director, Silvia Minucci, at the beginning of the term. Testing accommodations such as extra time or an alternative testing location must be approved by the site-director at least two weeks before the exam.

Quizzes, exams and projects cannot be rescheduled.

Attendance is mandatory. Absence due to illness may be excused at the discretion of the on-site director, provided there is a certified, documented medical reason. Unexcused absence will result in the reduction of your participation grade. 5 absences will result in a failing grade.

Tardiness, leaving the class without notice, and/or leaving class early negatively affects the participation grade. Three late arrivals or the equivalent (ie 20 minutes of missed class or more) count as one full absence.

Late course work (such as papers) cannot be accepted.

There are no extra credit assignments for this course.

Class Participation

Students are expected to actively participate and contribute to class discussion. Participation grade requires more preparation and contribution, and if a student is not in class he/she is not contributing or receiving the inputs of his/her classmates and teacher. Class participation will count for 20%.

Homework

Please do all the exercises assigned every day. We will do many of these exercises together in class. Lack of preparation will significantly lower your grade. Homework will count for 10%.

Office Hours: by appointment

COURSE OUTLINE

Week 1 Review L 101

Week 2 Unit 5 p. 73 – 79

Comunicative objectives: Festivities: Christmas and new Year's Eve. Planning, forecasts, ideas. Promises for the future.

Grammar: *Futuro*: regular and irregular verbs. Uses of the *futuro*.

Vocabulary: Useful expressions for travelling by train

Quiz 1

- Week 3* Unit 5 p. 80 – 86
Communicative objectives: Speaking about the weather. Organizing a trip.
Grammar: *Futuro composto*. Use of the *future composto*.
Vocabulary: Holidays and trip.
- Week 4* Unit 6 p. 87 – 91
Communicative objectives: Speaking about sentimental issues. Expressing possession.
Grammar: *Possessivi*. *Possessivi* with family names.
Vocabulary: The family. Family names.
Quiz 2
- Week 5* Unit 6 p. 92 – 101
Communicative objectives: Ordering at a restaurant. Expressing preference (*Vorrei... Mi piace/ Mi piacciono*)
Grammar: *Quello. Bello. Volerci – Metterci*.
Vocabulary: Menu. Meals. Verbs used in the kitchen. Kitchen utensils
- Week 6* Unit 7 p. 102 – 108
Communicative objectives: Talking about a plot of a film. Speaking about memories.
Describing past habits. Talking about and describing the past.
Grammar: *Indicativo imperfetto*: regular and irregular verbs. Use of the *imperfetto*.
Imperfetto o passato prossimo?
Vocabulary: Childhood
Preparation for **Written and Oral Midterm Test**
- Week 7* Unit 7 p. 109 – 116
Communicative objectives: Putting a number of actions into chronological order in the
Past. Expressing agreement or disagreement. Talking about the cinema.
Grammar: *Trapassato prossimo*. Use of the *trapassato prossimo*.
Vocabulary: Il cinema
- Week 8* Unità 8 p. 117 – 122
Communicative objectives: Going shopping at the supermarket. Motivating the choice of a product. Expressing joy, regret or disappointment.
Grammar: *Pronomi diretti. Lo so, Lo sapevo, Lo saprò*.
Vocabulary: Food
Quiz 3
- Week 9* Unit 8 p. 123 – 132
Communicative objectives: Going shopping and specifying quantities. Offering, accepting, refusing help.
Grammar: *Pronome partitivo ne. Pronomi diretti* in compound tenses. *L'ho Saputo - l'ho conosciuto/a. Pronomi diretti* with *verbi modali. Ce l'ho – Ce n'è*.
Vocabulary: Types of containers and shop
- Week 10* Unit 9 p. 133 - 140

Communicative objectives: Talking about a meeting. To do shopping.
Grammar: Verbi riflessivi. Verbi riflessivi reciproci. Verbi riflessivi in compound tenses.
Vocabulary: Clothing. Colours.

Quiz 4

Week 11 Unit 9 p. 141 – 148
Communicative objectives: Asking for and expressing an opinion. Impersonal expressions and verbs
Grammar: Verbi riflessivi with verbi modali. Forma impersonale.
Vocabulary: Useful expressions for shopping: size, number, colour, style, price, payment by cash or credit card
 Review
 Preparation for the written and oral **Final Exam**

COURSE OUTLINE (IN ITALIAN)

Settimana 1 Review L 101

Settimana 2 *Feste e viaggi* Unità 5 p. 73 – 79
Funzioni comunicative: Festività: Natale e Capodanno. Fare progetti, previsioni, ipotesi, promesse per il futuro.
Grammatica: Futuro semplice: verbi regolari e irregolari. Usi del futuro semplice.
 Periodo ipotetico (I tipo)
Vocabolario: Espressioni utili per viaggiare in treno.
Quiz 1

Settimana 3 *Feste e viaggi* Unità 5 p. 80 – 86
Funzioni comunicative: Parlare del tempo meteorologico. Organizzare una gita.
Grammatica: Futuro composto. Uso del futuro composto.
Vocabolario: Il tempo. Feste e viaggi.

Settimana 4 *A cena fuori* Unità 6 p. 87 - 91
Funzioni comunicative: Parlare di problemi sentimentali. Esprimere possesso.
Grammatica: I possessivi. Possessivi con i nomi di parentela
Vocabolario: La famiglia. Nomi di parentela.
Quiz 2

Settimana 5 *A cena fuori* Unità 6 p. 92 – 101
Funzioni comunicative: Ordinare al ristorante. Esprimere preferenze (*Vorrei... Mi piace/ mi piacciono*)
Grammatica: Aggettivo dimostrativo *quello*, aggettivo *bello*. Verbi *Volerci – Metterci*.
Vocabolario: Piatti italiani. Menù. I pasti della giornata. Verbi che si usano in cucina. Utensili da cucina.

Settimana 6 *Al cinema* Unità 7 p. 102 – 108

Funzioni comunicative : Raccontare la trama di un film. Parlare di ricordi.
Descrivere

Abitudini al passato. Raccontare e descrivere al passato.

Grammatica: Indicativo imperfetto: regolari e irregolari. Uso dell'imperfetto.
Imperfetto o Passato prossimo?

Vocabolario: Infanzia.

Revisione e preparazione al **Written and Oral Midterm Test**

Settimana 7 *Al cinema* Unità 7 p. 109 – 116

Funzioni comunicative: Collocare in ordine cronologico più azioni al passato
Esprimere accordo o disaccordo. Parlare di cinema.

Grammatica: Verbi modali all'indicativo imperfetto. Trapassato prossimo. Uso del

Trapassato prossimo.

Vocabolario: Il cinema.

Settimana 8 *Fare la spesa* Unità 8 p. 117 – 122

Funzioni comunicative: Fare la spesa al supermercato. Motivare la scelta di un prodotto. Esprimere gioia, rammarico, disappunto.

Grammatica: Pronomi diretti: *Lo so, lo sapevo, lo saprò.*

Vocabolario: Cibo, prodotti per la casa.

Quiz 3

Settimana 9 *Fare la spesa* Unità 8 p. 123 – 132

Funzioni comunicative: Fare la spesa specificando anche la quantità. Offrire, accettare, rifiutare un aiuto.

Grammatica: Pronome partitivo *ne*. Pronomi diretti nei tempi composti: *L'ho saputo – L'ho conosciuto/a*. Pronomi diretti con i verbi modali. *Ce l'ho – Ce n'è.*

Vocabolario: Tipi di contenitori. Negozi.

Settimana 10 *In giro per negozi* Unità 9 p. 133 – 140

Funzioni comunicative: Raccontare un incontro. Andare a fare spese.

Grammatica: Verbi riflessivi. Verbi riflessivi reciproci. Verbi riflessivi nei tempi composti.

Vocabolario: Abbigliamento. Colori.

Quiz 4

Settimana 11 *In giro per negozi* Unità 9 p. 141 – 148

Funzioni comunicative: Chiedere ed esprimere un parere. Espressioni e verbi impersonali.

Grammatica: Verbi riflessivi con i verbi modali. Forma impersonale.

Vocabolario: : Espressioni utili per fare spese: taglia, numero, colore, prezzo, ecc.

Ripasso e preparazione al **Written and Oral Final Test**

COURSE READINGS

Marin, T., & Magnelli, S. (2012). *Nuovo progetto italiano: Corso multimediale di lingua e civiltà italiana: Livello elementare (A2)*. Roma: Edilingua.

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.

Generative AI Course Policy

Students may not use GenAI tools in this course to produce course materials or assignments in whole or in part. All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including GenAI. Work you've completed for previous courses or are developing for other courses this term also should not be submitted for this course.

Accessible Education

The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. If you have or think you have a disability and experience academic barriers, please contact the AEC to discuss appropriate accommodations or support. Visit 360 Oregon Hall or aec.uoregon.edu for more information. You can contact AEC at 541-346-1155 or via email at uoaec@uoregon.edu.

Pregnancy Modifications. Pregnant and parenting students are eligible for academic and work modifications related to pregnancy, childbirth, loss of pregnancy, termination of pregnancy, lactation, and related medical conditions. To request pregnancy-related modifications, students should complete the Request for Pregnancy Modifications form on the OICRC website. OICRC coordinates academic and other modifications for pregnant and parenting students to ensure students can continue to access their education and university programs and activities.