

Disclaimer: This is an indicative syllabus only and may be subject to changes. The final and official syllabus will be distributed by the instructor during the first day of class.

The American University of Rome Italian Studies Program

Department or degree program mission statement, student learning objectives, as appropriate

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|-----------------------------|----------------------|
| Course Title: | Elementary Italian I |
| Course Number: | ITL 101 |
| Credits & hours: | 4 credits – 4 hours |
| Pre/Co-Requisites: | None |

Required Textbook *(subject to change)*

- Italian Espresso. Textbook. Rome: Alma Edizioni, 2006
- Italian Espresso. Workbook. Rome: Alma Edizioni, 2006

Entry Fees

Students must pay their own entrance fees when required.

Course description

In this course students establish an introductory base in the Italian language in the four areas of language skills: listening comprehension, speaking, reading, and writing. At the successful completion of this course students will be able to demonstrate proficiency in everyday spoken Italian by performing the following functions: greet people and introduce themselves, give and follow simple directions, respond to and ask questions, describe their families and friends, order items in a café, discuss their life at school and hobbies, express likes and dislikes, and recount recent past actions. Students will be able to read simple written texts in Italian and write short paragraphs on familiar topics. Students will also have gained specific knowledge about contemporary Italy through cultural readings on topics such as family life, pastimes, and food and wine culture.

No placement examination. Required for AUR degree students

Course Learning Objectives

Upon completing this course, students will possess the ability to:

1. Speaking skill: convey some spoken Italian through usage of familiar and memorized structures, on the most common features of daily life that require the interchange of simple and direct information and satisfy a very limited number of immediate needs
2. Listening skill: grasp the general meaning of oral announcements and questions on familiar subjects conveyed through memorized structures with simple morphology and lexicon in order to be able to respond to these announcements and questions and engage in a brief dialogue
3. Reading skill: read and grasp the general meaning of sentences and simple texts of increasing length and complexity by recognizing memorized structures and vocabulary and identifying new ones.

4. Writing skill: produce one-paragraph texts with limited formulaic information by using elementary functions.
5. Cultural skill: gain knowledge of basic cultural rituals and practices in the context of their occurrence and in association with memorized vocabulary and sentence structures

Course Learning Activities

- Speaking skill - In-class oral activities: Students will practice oral proficiency singularly and in pairs. The type of practice exercises include: conversation between two students, monologues, role playing. The multiplicity of situations and the request to express personal opinions will increase from elementary level to advanced level. Conversations, monologues and role playing will be elicited by visual stimuli, texts, or questions from the instructor. (CLO 1)
- Listening skill - In-class listening activities: Students will listen to the instructor and to recorded texts the duration of which will be at least 250 words. Listening exercises include multiple choice or true/false type of questions formatted to assess their comprehension of the text. (CLO 2)
- Reading skill - In-class activities: Students will read sentences and simple texts of increasing length and complexity from the textbook and hand-out materials. They will recognize memorized structures and vocabulary and identify new ones. Reading exercises include multiple choice or true/false type of questions formatted to assess their comprehension of the text. (CLO 3)
- Writing skill - Homework assignments and in-class activities: Students will be asked to do grammar and vocabulary exercises by answering written questions and produce written texts of increasing length, formality and complexity on topics of every day life. (CLO 4)
- Cultural skill - Homework and in-class activities: Students will read short texts in Italian on basic aspects of Italian culture. They will discuss these issues in class with the teacher and their peers. In the context of class discussions, students will be asked to identify and recognize outside of the classroom some of the cultural practices studied, as well as structures and vocabulary used in the context of their occurrence. (CLO 5)

Assessment tools

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| Tests (3 – 10% each) | 30% |
| Oral proficiency tests (2 – 10% each) | 20% |
| Midterm exam | 15% |
| Final exam | 20% |
| Homework & Participation | 15% |

COURSE SCHEDULE

| WEEK | | SPEAKING/ WRITING | GRAMMAR | COMMUNICATIVE FUNCTION | CULTURE ITEMS |
|------|------------------------|--|---|---|--------------------------------------|
| 1. | Primi contatti | Introduction Ciao o buongiorno <i>Come ti chiami?</i> Alfabeto C come Ciao E tu di dove sei? <i>Sei italiano?</i> Numeri da 0-20 Qual è il tuo numero? Textbook, pp. 8 - 19 | <i>Essere and chiamarsi;</i> Alphabet Adjectives of nationality Textbook: 177 – 178 Regular verbs Textbook: 182 | Greeting people Introducing yourself Asking pronunciation/ spelling Asking nationality | |
| 2. | Buon appetito! | <i>Che cos'è questo?</i> In un bar In trattoria <i>Il conto per favore</i> Textbook, pp. 20 – 29 | Nouns Textbook: 178 <i>Questo and Quello</i> Textbook: 182 Definite articles Textbook: 180 Indefinite articles Textbook: 180 Numbers from 0 - 100 | Asking meaning and translation of a word Asking for telephone numbers Saying goodbye Ordering in a caffè /restaurant | |
| 3. | Io e gli altri | Presentare qualcuno <i>Che lavoro fa?</i> Posti di lavoro I numeri da 100 in poi Una straniera in Italia Come va? Textbook, pp. 32 –41 | Verbs in –ARE Textbook: 183 <i>Fare, essere and avere:</i> third person sing Textbook: 182 Peculiarities of nouns Textbook: 178 - 179 Simple prepositions Textbook: 190- 192 Numbers from 100 onwards Textbook: 199 Formal and informal Textbook: 197 | Introducing someone Asking and giving personal details Days of the week Talking about work Speaking formally | |
| 4. | Il tempo libero libero | Il tempo libero Che cosa fai nel tempo libero? Un email da Berlino P. 44 – 50 Che cosa fai il fine settimana? Italiano per studenti Ti piace? I giovani e la discoteca Textbook pgs. 50- 55 | <i>Fare, andare, stare</i> Textbook: 182- 183 Verbs <i>Sapere and conoscere</i> Textbook: 184 – 185 Adverbs of frequency Textbook: 197 - 198 The verb <i>piacere</i> Textbook: 184 Asking questions Textbook: 195 | Talking about leisure time Talking how often you do things Expressing likes and preferences | <i>Il Caffè</i> <i>Uscita</i> |

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|-----|----------------------|---|---|--|--------------------------------------|
| 5. | In giro per l'Italia | La vita in un'altra città Viaggio di lavoro Textbook pgs. 56 – 59 | Adjectives (1) Textbook: 190 Irregular verbs: present Textbook: 183 | Describing a place | |
| 6. | | Che posto è? Alla reception Scusi, sa che ore sono? Textbook pgs. 60 - 65 | C'è/Ci sono Textbook: 184 Adjectives (2) Textbook: 180-181 | Asking and giving directions Asking and telling time | <i>I Mezzi di trasporto urbano</i> |
| 7. | | REVIEW ORAL EXAM 1 ORAL EXAM 2 | | | |
| 8. | In albergo | Che cosa significa? L'albergo ideale Una prenotazione Textbook pgs. 68 – 72 Avrei un problema Piccoli annunci Una lettera dalle vacanze A che ora? Textbook pp. 72 – 79 | Modal verbs Textbook: 185 <i>Bene/Buono, Male/Cattivo, Brutto</i> Textbook: 197- 198 The months Ordinal numbers Textbook: 199 Combined prepositions Textbook: 190 | Booking a hotel room Complaining/ Offering a solution Describing a house Asking and giving info About a house Timetable info | |
| 9. | Un fine settimana | Tante idee per partire Tanti saluti da... <i>Che freddo!</i> <i>E domenica?</i> Textbook pp. 80 - 88 | Passato prossimo Textbook:186 Irregular past Participles Textbook: 186 Past time expressions | Planning a trip Talking about a trip Talking about the weather | <i>La pasta</i> <i>Uscita</i> |
| 10. | Un fine settimana | <i>Già appena, non ancora</i> <i>Vorrei qualche informazione</i> Textbook pp. 89-91 | Adverbs of time Textbook:198 Ci vuole/ci vogliono | Asking info in a travel agency | |
| 11. | Vita Quotidiana | Ti alzi presto la mattina? Saluti da Londra Il sabato di Davide Feste e ricorrenze: auguri! Cosa dici in queste occasioni? | Present tense of reflexive verbs Position of reflexive pronouns | Talking about Working hours Describing a typical day Describing your daily Routine Best wishes and Congratulations Describing holidays And traditions | |
| 12. | La famiglia | La famiglia fa notizia Vive ancora con i genitori Carissimo diario | Possessive adjectives Possessive adjectives with words denoting Family relationship | Identifying family Relationship Describing your family | <i>Gli italiani e le feste</i> |
| 13. | La famiglia | Genitori vicini e lontani REVIEW | Passato prossimo of reflexive verbs | | |
| 14. | | ORAL EXAM 1 ORAL EXAM 2 FINAL EXAM | | | |

ATTENDANCE POLICY

In keeping with AUR's mission to prepare students to live and work across cultures, the University places a high value on classroom experience. As a result attendance is expected in all classes and attendance records are maintained. The University's attendance policy is as follows:

1.0. Minimum Attendance Requirement: Students must attend a minimum of 70% of a course in order to be eligible to be considered for a passing grade.

1.1. Automatically Accepted Absences

Students will not be penalized for one absence from classes meeting once a week;
Students will not be penalized for three absences from classes meeting twice a week;
Students will not be penalized for four absences from classes meeting more than twice a week, as in the case of some intensive courses.

1.2. If further absences are recorded, grade penalties will be applied according to the Instructor's specific attendance policy, as stated in the syllabus, and following the institutional parameters given in the Note* below.

1.2.1. If the Instructor does not specify an attendance policy, there will be no grade penalty other than that attached to the minimum attendance requirement, and any penalized absences recorded above the basic 70% attendance requirement for the course will be invalidated.

1.3. During Summer sessions where courses are taught more intensively over a shorter period the following applies:

- Students will not be penalized for two absences from class.

2.0. Tolerated Absences

Certain categories of absence will not be penalized but they will be counted as an absence (for a 3-credit course meeting twice a week). These absences are:

- The Model United Nations (MUN);
- Permit to Stay,
- SG's "Ambassador Program" (Student Government initiative)
- Religious Holidays

The American University of Rome makes all reasonable efforts to accommodate students who must be absent from classes to observe religious holidays. (Please refer to the Provost's Office list of accepted absences for religious holidays)

Not attending a class due to the observance of a religious holiday will normally not be counted as an absence.

Students who will need to miss class in order to observe religious holidays must notify their Instructors by the end of the Add/Drop period (first week of classes), and must make prior arrangements with their Instructors to make up any work missed.

2.1. The list does NOT include academic field trips because these (including arrangements for travel) must not overlap with other classes.

3.0. Cases of prolonged absences caused by an emergency or a medical condition may require students to withdraw from some or all of their courses. Under such circumstances students should first consult their academic advisors.

*Note: No Instructor may penalize a student more than half a letter grade for each absence beyond the tolerated limit (e.g. from A- to B+).

Grade Point Average

A student's grade point average (GPA) is computed by multiplying the quality points achieved by the number of credits for each course. The result is then divided by the total number of credit hours taken. The Cumulative or Career Total Grade Point Average (CGPA) is the grade point average for all credit hours taken at the University and at approved study abroad programs. The GPA and CGPA are calculated by truncating after the second digit after the decimal point. Transfer credits have no effect on the CGPA at The American University of Rome.

Grades

Grades are posted on a secure area of the University's official website and are mailed to AUR degree students only upon written request. Grades are mailed to the various study abroad programs. Grades computed in the (GPA) reflect the following grade equivalents:

| GRADE | | GPA | |
|--|---|------|-----------------|
| A | Excellent | 4.00 | 94 – 100 points |
| A- | | 3.70 | 90 – 93.99 pts |
| B+ | Very Good | 3.30 | 87 – 89.99 |
| B | Good | 3.00 | 83 – 86.99 |
| B- | | 2.70 | 80 – 82.99 |
| C+ | | 2.30 | 77 – 79.99 |
| C | Satisfactory | 2.00 | 73 – 76.99 |
| C- | Less than Satisfactory | 1.70 | 70 – 72.99 |
| D | Poor | 1.00 | 60 – 69.99 |
| F | Failing | 0.00 | 59.99 – 0 |
| WU | Unofficial withdrawal counts as an F | 0.00 | |
| P | Applicable to development courses | 0.00 | |
| <i>Grades not computed into the grade point average are:</i> | | | |
| W | Withdrawal | | |
| AUDIT (AU) | Only possible when the student registers for a course at the beginning of the semester as an audit student | | |
| I | Incomplete work must be completed within the ensuing semester. Failure to do so results in automatically converting the I grade to the default grade, which is then computed into the grade point average | | |
| P | Pass grade is applicable to courses as indicated in the catalog. | | |
| WIP | Work in progress | | |