

If you have an existing Supersite account for any Vista Higher Learning textbook, complete these steps:

- Go to vhlcentral.com
- Log in using your existing account information.
- Choose one of these options:

Already have access to the Supersite for this course? Enroll in the course by clicking the "Enroll in a course" link. Then complete "Step 5 - Select a Course/Class" below.

OR

Don't yet have access to the Supersite for this course? Redeem your new Supersite code by clicking the "Redeem a code" link. Then complete "Step 3 - Activate Code" below.

New Students

If you are new to Vista Higher Learning, complete these steps:

Step 1 - Go to vhlcentral.com

Step 2 - Choose one of these options:

Did you buy your code at the online Store?

If you created a student account on the store, use the same login information. If you can see your course book on the home page after logging in, go to "Step 5 -Select a Course/Class." If no book appears, go to "Step 3 - Activate Code"

OR

Create an Account

- In the "Login Information" section of the account creation page, enter a username of your choice.
- Enter the email address you would like to associate with your account.
- Enter and confirm a password of your choice.
- In the "Personal Profile" section, enter your first and last name as you wish them to appear in your Instructor's roster.
- Select the year of your birth from the drop down list.
- Enter a student ID (optional).
- In the "Security Information" section, provide the answer to a secret question, which may later be used to help you access your account if you forget your password.
- After you enter all of the information, click "create an account."
- Click "agree." (Before your account is created, you must agree to the terms and conditions of use policy.)

Step 3 - Activate Code

- On the code activation screen, enter your Supersite code.
- Click "activate code" to continue.
- Look for a message at the top of the screen confirming that the code was successfully redeemed.

Step 4 - Select a School

- Locate your school by typing your school's name, "Rutgers University-New Brunswick". To narrow the search results, include the city and state (or country, if outside of the USA) in which your school is located.
- Click "find." If the terms you entered did not result in a successful search, follow the on-screen tips to revise your search.
- Select your school from the list by clicking the radio button next to the school name.
- Click "select school" to add the school to your account.
- Look for a message at the top of the screen confirming you successfully added the school.

Step 5 - Select a Course/Class

- **From the list of available classes at your school for your textbook's Supersite, look for Instructor " Maria Candela " and the course "Italian 131 Fall 2019".**

The grade distribution is:

Class participation	10%
Compositions	10%
Exams	20%
Final Presentation	15%
Forums	10%
Homework	10%
Readings	10%
Quizzes	15%

The grading scale is:

90-100=A;
 86-89=B+;
 80-85=B;
 76-79=C+;
 70-75=C;
 60-69=D;
 below 60=F

Late Policy & Quizzes/Exams

Unless prior arrangements are made with the instructor, no late assignments will be accepted. Exceptions will be in the case of emergencies, and late penalties will be made on a case-by-case basis. Notify the instructor, via email, in the case of an emergency.

Tests and Quizzes make up policy: MISSED QUIZZES CANNOT BE MADE UP. If you take all quizzes the lowest grade will be dropped when the class final grade is calculated. Missing more than one quiz will result in a “0” grade for each additional missed quizzes.

Academic Integrity

The consequences of scholastic dishonesty are very serious.

Rutgers’ academic integrity policy is at <http://academicintegrity.rutgers.edu/>.

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with your instructor.

Rutgers Academic Support Services

Rutgers has a variety of resources for academic support. For more information, check <http://www.rutgers.edu/academics/academic-support>

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check <http://lrc.rutgers.edu/>

Rutgers also has a Writing Center where students can obtain help with writing skills and assignments. Learn more here: <http://wp.rutgers.edu/tutoring/writingcenters>

- **Counseling, ADAP & Psychiatric Services (CAPS)**

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Rutgers Student Accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. More information can be found in the [Documentation Guidelines](#) section of the [Office for Disability Services](#) website.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration Form](#) on the [Office for Disability Services](#) website.

Go to the [Student section of the Office of Disability Services](#) website for more information.

Grading Rubrics

Here is the rubric we will use for the discussion forums:

Grade Point Scale	Assessment of Performance Level	Point Range (10 max)
A	Learner contributes to the discussion in a timely manner without trying to dominate it, makes thoughtful contributions, shows interest in and respects the views of others, refers to course concepts, and employs conventional netiquette. Comments are substantive and reflect exceptionally written, thoughtful, independent commentary including research or germane references that equal or exceed 100 words (each). Responses reflect exceptionally written, exceptionally thoughtful, independent, commentary with research or germane references that equal or exceed 50 words (each).	10-9
B	Learner makes timely and thoughtful comments, contributes occasionally, usually shows interest in and respect for the views of others, and participates relatively actively while usually demonstrating conventional netiquette. Comments reflect well-written, thoughtful, independent commentary usually supported with research	8.5-8

	or germane references that equal or exceed 100 words (each). Responses reflect well written, thoughtful, independent commentary usually supported with research or germane references that equal or exceed 50 words (each).	
C	Learner participates in discussion, but in a limited way. The learner may respond less thoughtfully, make rambling or off topic statements that do not link to the ideas of others. Comments reflect satisfactorily written, only occasionally thoughtful, somewhat independent commentary only occasionally supported with research or germane references that equal or exceed 100 words (each). Responses reflect satisfactorily written, only occasionally thoughtful, somewhat independent commentary only occasionally supported with research or germane references that equal or exceed 50 words (each).	7.5-7
D	Learner contributes in the discussion but usually gives only minimal replies. Learner demonstrates insufficient regard for the contributions and views of others and seldom makes satisfactory linkages to the concepts or only seldom demonstrates conventional netiquette. Substantive comments are late and/or reflect inadequately written, shallow, unoriginal commentary seldom supported by research or germane references less than 100 words (each). Responses reflect inadequately written, shallow, unoriginal commentary seldom supported with research or germane references of less than 50 words (each).	6.5-6
F	Learner infrequently participates in the discussion or dominates or makes inappropriate or off-topic comments that very seldom link to other concepts, and participation is inconsistent with conventional netiquette. Comments reflect poorly written, ill-conceived, unoriginal commentary supported by no research or germane references and/or are significantly less than 100 words (each). Failure to comment during the given time-frame of the discussion automatically receives the grade of "F". Responses reflect poorly written, ill-conceived, unoriginal commentary supported by no research or germane references and are significantly less than 50 words (each).	5.5 or less

Required Textbook:

Cozzarelli, Julia. *Sentieri*. Vista Higher Learning, 2016. ISBN: 978-1-62680-803-4 \$204.00.

Package Components: Loose-leaf Student Textbook Supersite Plus Code

(w/WebSAM + vText) or

Digital Format: ISBN: 978-1-62680-775-4 Supersite Plus Code (w/WebSAM + Vtext)

Units of instructions:

Settimana 1: 09/02

- Introduzione al corso
- Lettura del sillabo
- Ripasso
- Completare gli esercizi su VHL

Settimana 2: 09/09

Viaggiare!

Unit 8B: In Vacanza

1. Communication: Students will be able to

- Talk about travel
- Talk about vacations and tourism

2. Activities:

- Supersite homework
- Studiare ‘vocabolario e pronuncia’
- Lettura
- Forum (discussion on the reading)
- Fotoromanzo

Settimana 3: 09/16

Unit 8 B (continued)

- **Grammar:** Students will be able to
 - Use the present conditional
 - Use the past conditional
 - Use dovere, potere and volere in the conditional
- **Activities:**
 - Studiare Condizionale
 - Supersite homework
 - Composizione 1
 - Video
 - Forum (discussione sul video)
 - Quiz 1
 - Lettura

Settimana 4: 09/23

La vita in città

Unit 9A: In centro

- **Communication: Students will be able to**
 - Ask for and give directions
 - Talk about parts of the city
- **Grammar: Students will be able to**
 - Use Si impersonale & si passivante
 - Use relative pronouns
- **Activities:**
 - Studiare ‘vocabolario e pronuncia’
 - Supersite homework
 - Lettura
 - Forum (discussion on the reading)
 - Studiare il “si personale & passivante” e il pronomi relativi
 - Fotoromanzo

Settimana 5: 09/30

Unità 9B: Le commissioni

- **Communication: Students will be able to**
 - Talk about errands and banking
 - Talk about places and business
- **Grammar: Students will be able to**
 - Use indefinite words
 - Use negative expressions
- **Activities:**
 - Studiare ‘vocabolario e pronuncia’
 - Supersite homework
 - Lettura
 - Forum (discussion on the reading)
 - Studiare aggettivi e pronomi indefiniti & le espressioni negative
 - Video
 - Forum (discussion on the video)
 - Quiz 2
 - Fotoromanzo

Settimana 6: 10/07

Unità 10A: Lo spettacolo.

1. Communication: Students will be able to

- Talk about the performing arts
- Talk about music and musicians

2. Grammar: Students will be able to

- Use the Infinitive Construction
- Recognize Non-standard noun form

3. Activities:

- Studiare 'vocabolario e pronuncia'
- Supersite homework
- Lettura
- Forum (discussion on the reading)
- Studiare le costruzioni con l'infinito e i nomi irregolari.
- Fotoromanzo

Settimana 7: 10/ 14

Unità10B: Le arti

1. Communication: Students will be able to

- Talk about movies and television
- Describe movies and books

2. Grammar: Students will be able to

- Use the gerund and the progressive form
- Use of ordinal numbers and suffixes

3. Activities:

- Studiare 'vocabolario e pronuncia'
- Supersite homework
- Lettura
- Forum (discussion on the reading)
- Studiare il gerundio, numeri ordinali & suffissi
- Composizione 2
- Video
- Forum (discussion on the video)

Settimana 8: 10/21

Ripasso per il Midterm

MIDTERM DATE: 10/24

Settimana 9: 10/28

Unità 11A: Le professioni

1. Communications: Students will be able to

- Talk about professions
- Talk about work

2. Grammar: Students will be able to

- Use the Impersonal Constructions
- Use the present subjunctive with the impersonal expressions

3. Activities:

- Studiare ‘vocabolario e pronuncia’
- Supersite homework
- Lettura
- Forum (discussion on the reading)
- Studiare le costruzioni impersonali e il congiuntivo presente
- Fotoromanzo

Settimana 10: 11/04

Unità 11B: In Ufficio

1. Communication: Students will be able to

- Talk about job and qualifications
- Talk about job applications and interviews

2. Grammar: Students will be able to

- Use the irregular present subjunctive
- Recognize verbs that require the subjunctive

3. Activities:

- Studiare ‘vocabolario e pronuncia’
- Supersite homework
- Lettura
- Forum (discussion on the reading)
- Studiare congiuntivo presente irregolare e i verbi che richiedono il congiuntivo
- Composizione 3
- Video
- Forum (discussion on the video)
- Fotoromanzo
- Quiz 3

Settimana 11: 11/11

Unità 12A: All'aria aperta

1. Communication: Students will be able to

- Talk about nature
- Talk about outdoor activities

2. Grammar: Students will be able to

- Use the past subjunctive
- Use the subjunctive with conjunctions

3. Activities:

- Studiare ‘vocabolario e pronuncia’
- Supersite homework
- Lettura
- Forum (discussion on the reading)
- Studiare congiuntivo passato e le congiunzioni del congiuntivo
- Fotoromanzo

Settimana 12: 11/18

Unità 12B: Proteggere il pianeta

1. Communication: Students will be able to

- Talk about pollution
- Talk about environmentalism

2. Grammar: Students will be able to

- Use the imperfect and plusperfect subjunctive
- Understand the correlation of time in the subjunctive mode

3. Activities:

- Studiare ‘vocabolario e pronuncia’
- Supersite homework
- Lettura
- Forum (discussion on the reading)
- Studiare congiuntivo imperfetto
- Supersite homework
- Composizione 4
- Video
- Forum (discussion on the video)
- Fotoromanzo
- Quiz 4

Settimana 13: 11/25

Unità 12B: Continued

Settimana 14: 12/02

Inizio Ripasso

Inizio presentazioni progetto finale

Settimana 15: 12/09

Fine del ripasso

Fine delle presentazioni del progetto finale

Regular Classes End on Wednesday 12/11

FINAL EXAM DATE: TBD