

ITALIAN 132 SYLLABUS- SPRING 2020 (HYBRID)

Instructor: Maria Candela

Classroom #: AB 5050 (15 Seminary Place, 5th Floor)

Hours: 4:30-5:50

Meetings: 1/30, 2/13, 2/27, 3/12, 4/2, 4/16, 4/30

Office Hours: TBA

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Italian 132

Italian 132 is the continuation of Italian 131. It aims to further develop communicative proficiency of the target language and culture by continuing the cultivation the five skills of speaking, listening, reading, writing and cultural competency in the interpretive, interpersonal, and presentational modes established in 131.

Upon successful completion of the course students will be able to express themselves at an intermediate mid/high level as defined by the ACTFL Guidelines and:

1. Comprehend spoken and written language with sufficient ability to grasp main ideas and some supporting details in short conversations that relate to daily life and represent authentic situations, as well as in selections of authentic texts that touch upon a variety of topics.
2. Communicate successfully in both oral and written contexts, narrating in both the present and past tenses by having short conversations about variety of personal topics and physical and social needs, as well as developing more structured sentences and paragraphs that are able to meet a number of practical writing needs.
3. Compare similarities and differences with regard to products and practices of the target culture and their own, while demonstrating a cultural awareness and understanding when they communicate.

- **Student Support & Course Policies**

- **Prerequisites**

Are you in the right course?

You might answer yes to this question if :

- 1) You have taken Italian 101;102 & 131
- 2) You have taken a placement test
- 3) You have received special permission to take this course

- _____

The grade distribution is:

Class participation	30%
Discussion board, Media participation (Instagram, Play-posit , Flipgrid, etc.)	10%
Homework	10%
Midterm	15%
Final Project	20%
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

Make up , Attendance and Class participation Policy

- **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.
 - **Attendance/participation:** Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.
 - All students must attend regularly. No more than **3 absences** are allowed; use them wisely, for health and other serious issues. Having more than four absences, arriving to class late, and engaging in behavior that is distracting to the rest of the class are grounds for a significantly lower mark in class participation
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- **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>

- **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**

[Include a separate rubric for repeating assignments such as weekly discussion forums or reports. For discussion forums you can use this rubric as is, edit directly into this table, or insert your own rubric.]

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 or germane references that equal or exceed 100 words (each). Responses reflect well written, thoughtful,	8.5-8

Grade Point Scale	Assessment of Performance Level	Point Range (10 max)
	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".	5.5 or less

Grade Point Scale	Assessment of Performance Level	Point Range (10 max)
	Responses reflect poorly written, ill-conceived, unoriginal commentary supported by no research or germane references and are significantly less than 50 words (each).	

Required text: readings available on Canvas

Units of Instruction:

<i>WEEK (of)</i>	<i>Topics</i>	<i>HOMEWORK / TESTS</i>	<i>PROJECTS</i>
Week 01/21	<p>Introduzione al corso</p> <p>Obbiettivi culturali:</p> <p>Conoscere gli italiani:</p> <p>Gli italiani non vivono senza....</p> <p>Inizio del ripasso grammaticale</p>	<p>Siamo Così!</p> <p>Cose da fare questa settimana:</p> <ol style="list-style-type: none"> 1. Presentare se stessi 2. Presentare un compagno di classe 3. Presentare 3 cose indispensabili per il tuo paese 4. Parlare di generazioni diverse 	<p><i>Power Point & Follow-up exercises</i></p> <p><i>Discussion board post</i></p> <p><i>Flipgrid Video</i></p>
	<p>Obbiettivi grammaticali:</p> <ul style="list-style-type: none"> • ripasso dei verbi regolari e irregolari al presente 	<p>Lettura: La principessa che non rideva mai.</p> <p>Cose da fare per questa settimana:</p>	

	<ul style="list-style-type: none"> • Piacere <p>Obbiettivi culturali:</p> <ul style="list-style-type: none"> • Scoprire quanto sono superstiziosi gli italiani • Paragonare la cultura italiana sulle superstizioni a quella americana 	<ol style="list-style-type: none"> 1. Rispondere alle domande in "Prima della lettura" 2. Imparare il vocabolario 3. Fare pratica con il vocabolario 4. Completare "L'angolo della cultura" 5. Leggere la prima parte della storia 	
Week 01/28		<p>Cose da fare per questa settimana:</p> <ol style="list-style-type: none"> 1. Completare la lettura della storia 2. Completare gli esercizi di "Comprensione" 3. Compeltare la sezione "A parole tue" 4. Completare gli esercizi di grammatica 5. Completare la "Conversazione" 6. Momento musicale, 	<p>PlayPosit 1:</p> <p>Momento Musicale 1</p>
Week 02/03	<p>Obbiettivi grammaticali:</p> <ul style="list-style-type: none"> • Parole inglesi in italiano • Si impersonale • Condizionale 	<p>Cose da fare per questa settimana:</p> <ol style="list-style-type: none"> 1. Compeltare gli esercizi pre-lettura 2. Lettura e vocabolario 3. Pratica del lessico 	<p>Flipgrid Video</p> <p>Ricerca Instagram per le vacanze Vip in Italia</p>

	Obbiettivi culturali: <ul style="list-style-type: none"> • Viaggiare • Cosa significa 'viaggiare' • 	4. Ripasso grammaticale	
Week 02/10	Il viaggio continued “Aggiungi un posto a tavola” Ripasso grammaticale: <ul style="list-style-type: none"> • Futuro • Passato prossimo 	Cose da fare per questa settimana: <ol style="list-style-type: none"> 1. Lettura: “C’è un amico straniero” 2. Esercizi di comprensione 3. Completare gli esercizi di grammatica 4. Quiz 	Presentazione in classe
Week 02/17	Obbiettivi grammaticali: <ul style="list-style-type: none"> • ripasso dei pronomi diretti • ripasso dei pronomi indiretti Obbiettivi culturali: <ul style="list-style-type: none"> • Gli italiani e la caccia • Il Valore dell’amicizia • Cognoscenti vs amici 	Lettura: Cagliuso Cose da fare per questa settimana: <ol style="list-style-type: none"> 1. Rispondere alle domande in "Prima della lettura" 2. Imparare il vocabolario 3. Fare pratica con il vocabolario 4. Completare "L'angolo della cultura" 5. Leggere la prima parte della storia 	<u>Final project idea-proposal due</u>
Week 02/24	<ul style="list-style-type: none"> • Ripasso del passato prossimo 	Cose da fare per questa settimana: <ol style="list-style-type: none"> 1. Completare la lettura della storia 2. Completare gli esercizi di "Comprensione" 	Discussion post Playposit: Momento Musicale

		<ol style="list-style-type: none"> 3. Completare la sezione "A parole tue" 4. Completare "Curiosità" 5. Esercizi di grammatica 6. Completare la "Conversazione" 7. Quiz 	
Week 03/02	<p>Conoscere!</p> <p>Obbiettivi grammaticali:</p> <ul style="list-style-type: none"> • Ripasso delle preposizioni • Ripasso del passato prossimo • Obbiettivi culturali: • L'importanza di conoscere le lingue • Conoscere una città e le sue tradizioni • Conoscere altri mondi 	<p>Lettura:</p> <p>Cose da fare per questa settimana:</p> <ol style="list-style-type: none"> 1. Sudidio vocabolario tematico 2. Frasi idiomatiche legate all'imparare 3. Lessico sulla città e i suoi luoghi 4. Indicazioni stradali 	<p>Flipgrid video</p> <p>Discussion post</p>
Week 03/09	<p>Conoscere! Continued</p>	<p>Cose da fare per questa settimana:</p> <ol style="list-style-type: none"> 1. Descrivere una città 2. Chiedere e dare indicazioni 3. Parlare di un lavoro 4. Parlare di altri mondi 5. Completare gli esercizi di grammatica 6. Scrivere una biografia 7. Midterm 	<p>Discussion post</p> <p>Playposit</p> <p>Momento musicale</p>
Week 03/23	<p>Raccontare!</p> <p>Obbiettivi grammaticali:</p>	<p>Cose da fare per questa settimana:</p>	<p>Final project outline and</p>

	<ul style="list-style-type: none"> • Imperfetto • Imperfetto vs Passato prossimo <p>Obbiettivi culturali:</p> <ul style="list-style-type: none"> • Parlare nostro passato • Scoprire l'Italia di ieri e l'Italia di oggi • Icone popolari italiane 	<ol style="list-style-type: none"> 1. Lettura: ricordi d'infanzia 2. Esercizi di comprensione della lettura 3. Imparare il vocabolario 4. Fare pratica con il vocabolario 5. Usare immagini per descrivere un'epoca 6. Musica italiana negli anni 80 	<p>progress report due</p> <p>Playposit</p> <p>Discussion post</p>
Week 04/30	<p>Raccontare! Continued</p> <ul style="list-style-type: none"> • FILM 	<p>Cose da fare per questa settimana:</p> <p>Ripassare l'imperfetto</p> <p>Imperfetto vs passato prossimo</p>	<p>Flipgrid video</p>
Week 04/06	<p>Crescere!</p> <p>Obbiettivi grammaticali:</p> <ul style="list-style-type: none"> • Verbi riflessivi • Verbi reciproci <p>Obbiettivi culturali:</p> <ul style="list-style-type: none"> • L'importanza della bella figura • Il corpo e la mente 	<p>Cose da fare per questa settimana:</p> <ol style="list-style-type: none"> 1. Introduzione al lessico 2. Fare pratica con il vocabolario 3. Lettura: Bella 4. Esercizi di comprensione e approfondimento 	
Week 04/13	<p>Crescere! Continued</p> <p>Obbiettivi grammaticali</p> <ul style="list-style-type: none"> • Forma passiva dei verbi • Congiuntivo 	<p><u>Cose da fare per questa settimana:</u></p> <ol style="list-style-type: none"> 1. Introduzione al lessico 2. Pratica con il vocabolario 	<p>Discussion post</p> <p>Scrivere un racconto e rappresentarlo con immagini: presentarlo in classe.</p>

	<p>Obbiettivi culturali</p> <ul style="list-style-type: none"> • Lo studio Diritto o dovere • La scuola italiana vs la scuola americana 	<ol style="list-style-type: none"> 3. Lettura: Il nobel per la pace lo vincono i ragazzi 4. Esercizi di approfondimento 5. Momento creativo: leggiamo un racconto 6. Quiz 	
Week 04/20	<p>Obbiettivi grammaticali:</p> <ul style="list-style-type: none"> • Imperativo informale • Imperativo formale <p>Obbiettivi culturali:</p> <ul style="list-style-type: none"> • Cibo regionale • Tradizioni • Razzismo e integrazione 	<p>Lettura: I tre cedri</p> <p>Cose da fare per questa settimana:</p> <ol style="list-style-type: none"> 1. Rispondere alle domande in "Prima della lettura" 2. Imparare il vocabolario 3. Fare pratica con il vocabolario 4. Completare "L'angolo della cultura" 5. Leggere la prima parte della storia 	
Week 04/27	I tre cedri continued	<p>Cose da fare per questa settimana:</p> <ol style="list-style-type: none"> 1. Completare la lettura 2. Completare gli esercizi di "Comprensione" 3. Completare la sezione "A parole tue" 5. Completare gli esercizi di grammatica 	<p>Discussion post</p> <p>Playposit:</p> <p>Momento musicale</p>

		6. Completare la "Conversazione"	
<i>Last day of Class: Monday May 4th</i>	Presentation of Final Project		
<i>Final exam date: TBA</i>			