ITALIAN 101 – Online - Asynchronous contents are released every week on Canvas.

Instructor: Giuseppina Lane

giuseppina.lane@rutgers.edu

Spring 2023

Required Texts:

Only open-source materials will be used for this class. Meeting the requests by students, the Italian Department is making an extraordinary effort to create an open-source textbook. Readings, activities, and materials from this textbook will be released on Canvas and other online platforms. For further information, please read “Guidelines for this class” in the Canvas module “Ready to go!”.

Office hours: Online (Zoom): by appointment

Please note: I consistently check my email weekdays and weekends. I am available for any questions you may have.

Course objectives:

ITALIAN 101 aims to develop communicative proficiency of the target language and culture by cultivating the five skills of speaking, listening, reading, writing and cultural competency in the interpretive, interpersonal, and presentational modes. Upon successful completion of the course students will be able to express themselves at a novice mid/high level as defined by the ACTFL Guidelines and:

Comprehend the main ideas of both spoken and written language along with some supporting details from both edited and non-edited, highly contextualized and uncomplicated, oral situations and written texts that represent authentic situations.

Communicate using learned words and phrases and simple sentences in both oral and written contexts. The student should be able to describe and narrate in the present by asking and answering simple questions and creating coherent sentences and short paragraphs to express personal meaning about a variety of topics.

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.

Departmental Goal I: General Linguistic Proficiency: Communicative and Intercultural Competence. Student

Support & Course Policies

- Prerequisites

Are you in the right course?
You might answer yes to this question if:
1) You have never taken Italian before
2) You have taken a placement test (and you have been placed in this class)

**Technical Requirements and Support**
This class requires internet access as we are using an in-house online textbook that is free to the students. Students find the textbook at this address:
https://rutgers.instructure.com/courses/160581/modules/items/6213767

**The grade distribution is:**

- Canvas Assignments: 10%
- Discussions: 15%
- Homework: 15%
- Department Cultural Event Participation/Reflection Paper: 5%
- Collaborative Translation Project: 10%
- Quizzes: 30%
- Final Exam: 15%

**Special requirements:**

**Cultural Experience Opportunity**

Students must attend at least one of our department's cultural events. You will be asked to write a short reflection paper (1 page). This activity is worth 5% of your final grade. **You will find the list of our events on the course Canvas page.**

**Semester Project ‘collaborative translation’ (via Google drive)**

This semester you will be working collaboratively (in groups) on a translation in Google Drive. You will find details for this project on the course Canvas Page. This is worth 10% of your final grade.

**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. 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.

Report Bias:

Rutgers University and the Italian Department are committed to creating an environment where all students feel safe and are treated equally.

If you feel that you are the victim of a ‘bias incident’ or you witness one, please report it to http://inclusion.rutgers.edu/report-bias-incident/

Grading Rubrics

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

<table>
<thead>
<tr>
<th>Grade Point Scale</th>
<th>Assessment of Performance Level</th>
<th>Point Range (10 max)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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). 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, independent commentary usually supported with research or germane references that equal or exceed 100 words (each).</td>
<td>10-9</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>8.5-8</td>
</tr>
</tbody>
</table>
Grade Point Scale

<table>
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<tr>
<th>Grade</th>
<th>Assessment of Performance Level</th>
<th>Point Range (10 max)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>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).</td>
<td>7.5-7</td>
</tr>
<tr>
<td>D</td>
<td>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).</td>
<td>6.5-6</td>
</tr>
<tr>
<td>F</td>
<td>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).</td>
<td>5.5 or less</td>
</tr>
</tbody>
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IMPORTANT DATES:

- Spring Recess Begins: Saturday, March 11
- Spring Recess Ends: Sunday, March 19
- Regular Classes End: Monday, May 1
Tentative Schedule of Lessons/Activities:

<table>
<thead>
<tr>
<th>Unit/ content</th>
<th>Week</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome: Capitolo 1: Arrivo a Roma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabolario: online textbook</td>
<td>Week 1</td>
<td>Jan 17 – 20</td>
</tr>
<tr>
<td>I protagonisti: Nilufar, Giusy, Elodie, Antonio, Antonio</td>
<td></td>
<td></td>
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<tr>
<td>Greetings and Introductions polite expressions</td>
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</tbody>
</table>

Capitolo 1: Arrivo a Roma

<table>
<thead>
<tr>
<th>Subject pronouns</th>
<th>Week 2</th>
<th>Jan 23 – 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbo essere e Verbo avere</td>
<td></td>
<td></td>
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<tr>
<td>Greetings in different cultures</td>
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</tbody>
</table>

Quiz 1

Discussion/Homework

Capitolo 2: In giro per la città

<table>
<thead>
<tr>
<th>Vocabolario: online textbook</th>
<th>Week 3</th>
<th>Jan 30 – Feb 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articoli e nomi</td>
<td></td>
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<tr>
<td>Le storie dei protagonisti: Antonino Cannavacciuolo</td>
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<td></td>
</tr>
</tbody>
</table>

Capitolo 2: In giro per la città

‘Food in different cultures’

<table>
<thead>
<tr>
<th>Verbi in -are</th>
<th>Week 4</th>
<th>Feb 6 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Il cibo: Vocabulary</td>
<td></td>
<td></td>
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<tr>
<td>Mi piace/non mi piace</td>
<td></td>
<td></td>
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<tr>
<td>Collaborative Translation Project: Introduction</td>
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</tbody>
</table>

Quiz 2

Discussion/Homework

Capitolo 3: Conoscere nuove persone

<table>
<thead>
<tr>
<th>Vocabolario: online textbook</th>
<th>Week 5</th>
<th>Feb 13– 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjective agreement</td>
<td></td>
<td></td>
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</tbody>
</table>
Intervista ad una protagonista: Giusy Versace

Capitolo 3: Conoscere nuove persone

Adjective agreement

Irregular -are verbs / Numeri e ora in different cultures’  Week 6  Feb 20 – 24

Nilufar Addati va a NYC

‘Meeting people in different cultures’

Quiz 3
Discussion
/Homework

Review:

Vocabulary about food/travel

Articles and adjective agreements  Week 7  Feb 27 – Mar 3

Irregular -are verbs  Andare a/Andare in

Telling time
Capitolo 4: Le famiglie

Vocabolario: online textbook  Week 8  Mar 6 – 10

La famiglia di una protagonista: Elodie

Possessive adjectives and regular -ere verbs

Spring Break
Capitolo 4: Le famiglie

Italian family: yesterday and today  Week 10  Mar 20 – 24

Verbs in -ire

Irregular -ire verbs
Capitolo 4: La famiglia italiana

La parola’mammone’  Week 11  Mar 27 - 31

More possessive adjectives

Quiz 4/Homework

Capitolo 5: Il tempo libero

Vocabolario: online textbook  Week 12  Apr 3 - 6
Capitolo 5: Il tempo libero

Verbi servili/preposizioni
Espressioni idiomatiche con a and in
Passato prossimo con avere

Capitolo 5: Il tempo libero

Vocabulary: le parti del corpo umano
Verbi modali: dovere, potere, volere
Participi passati irregolari

I giorni e i mesi dell’anno/le stagioni
Conversazioni
Practice with verbs

Quiz 5/Homework

Review and Final Exam (TBA)

Review and Final Exam