Welcome to Intermediate Italian 131!

Italian 131 aims to 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.

Upon successful completion of the course, you will be able to express yourself 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.

In this syllabus you will find information on:

- Course Policies (please, read carefully and contact me if anything is unclear / if you have any questions)
- Course Schedule
- Student Services Course Policies

Prerequisites:
Are you in the right course? You might answer yes to this question if:
1. You have taken Italian 101 & 102
2. You have taken a placement test, or
3. You have received special permission to take this course If yes, you are in the right course! If not, contact me (email) and we will find the right solution for you.

Meetings: This is an asynchronous course.
The only mandatory meetings are the ones on the 6th and 12th week (online and in person), where we will assess each student’s progress. We may decide to have possible synchronous meetings on Zoom (link will be available to you then), but I prefer to see you in person at least 1 time during the semester.

Please refer to the Netiquette section of this syllabus for more information on best practices and behaviors in an online environment.

Netiquette A Web-based course is a new area of social interaction, and as such it has its own rules for interacting with others. Here is a link to a guide which is intended to be an overview of appropriate etiquette for interaction in this new environment: http://www.brighthub.com/education/online-learning/articles/26946.aspx

Office hours: Given the online nature of the course and the need to manage the privacy of the online space, office hours will be held on Zoom or at the Academic Building West by appointment or Tuesday, 3.30-4.30 pm previous email.

Communication Communication should occur exclusively via email. I will normally respond to your email within 24 hours, except for the weekend. If you write me on Friday evening I’ll be answering you on Monday morning. Please write me at diletta.pasetti@rutgers.edu to schedule an appointment any time you might need it. Do not use Canvas to email me because the platform is unreliable for time delivery.

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. Missed quizzes and exams cannot be made up. If you take all quizzes the lowest grade will be dropped when the class final grade is calculated.

Class environment & Inclusivity To me, the class is a safe and supportive place where everyone feels free to express themselves and ask for help; a cooperative environment where students and the teacher work together to achieve goals in a cheerful way. Mistakes are welcomed because they represent one of the ways to achieve knowledge and experience. Diversity and differences do constitute a precious resource.

All students are equal, supported and valued without regard to: Race/Color, National Origin/Ancestry, Religion, Age, Sex/Gender, Ethnicity, Disability, Sexual orientation, Gender Identity and Expression, Genetic Information, Marital Status, and Veteran or Military Status.
Class participation (punctuality in submitting your work and timely participation in class discussions): 10%

Homework 20%

Participation to 1 cultural event in the Department of Italian: 5%
You have to attend at least one event organized by the Italian Department throughout the semester (a list of the events will be posted on Canvas by week 2/3).

Online Discussions 15%

Quizzes & Midterms 20%

Final Assessment 20%

Collaborative Translation Project 10%
You will work in groups on the translation of an Italian literary text. We will talk more about this project starting from week 3.

The grading scale is:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>86-89</td>
<td>B+</td>
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<tr>
<td>80-85</td>
<td>B</td>
</tr>
<tr>
<td>76-79</td>
<td>C+</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>below 60</td>
<td>F</td>
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Make up, Attendance and Class participation Policy

• Make up policy: Please, respect the deadlines. No make-up quizzes, exams and other graded assignments unless prior arrangements are made with the instructor. Please email with any questions/issues/problems related to deadlines and graded assignments. Exceptions will be made in case of emergencies and late penalties will be made on a case-by-case basis. Notify the instructor before the assignment’s deadline in case of an emergency.

Academic Integrity (please, read carefully) In order to avoid plagiarism (the representation of the words or ideas of others as one’s own), every quotation must be identified by quotation marks or appropriate indentation and must be properly cited in the text or in a footnote. Always acknowledge your sources clearly and completely when you paraphrase or summarize material from another source (in print, electronic, or other medium) on whole or in part. If you are in doubt, please consult the policy on plagiarism and academic integrity at Rutgers and do not hesitate to ask your instructor for clarifications. [http://academicintegrity.rutgers.edu/integrity.shtml](http://academicintegrity.rutgers.edu/integrity.shtml)
Because of the virtual nature of this course, students are especially reminded that cheating includes working with another student on quizzes, exams or assignments and is not tolerated. Both students will receive a “0” and repeat offenders will automatically fail the course. You MUST work independently, with no help from anyone else. DO NOT take your quizzes and exams at the same time or on the same computer with another student.

**Academic integrity also 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.
- Do not use Google Translate (or any other similar online translation software/tool) to complete any of your homework or exam/quizzes/graded assignments.
- Quizzes are not open book/notebook/notes. If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please reach out to me.

**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 (100 max)</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Grade</td>
<td>Description</td>
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<tr>
<td>A</td>
<td>Learner contributes to the discussion in a timely manner, and 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 that equal or exceed 100 words (each). Responses reflect exceptionally written, exceptionally thoughtful, independent, commentary that equal or exceed 50 words (each).</td>
<td></td>
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<tr>
<td></td>
<td>100-90</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>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 that equal or exceed 100 words (each). Responses reflect well written, thoughtful, independent commentary that equal or exceed 50 words (each).</td>
<td></td>
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</tbody>
</table>
|       | 85-80
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
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<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 thoughful, somewhat independent commentary that equal or exceed 100 words (each). Responses reflect satisfactorily written, only occasionally thoughful, somewhat independent commentary that equal or exceed 50 words (each).</td>
<td></td>
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<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 less than 100 words (each). Responses reflect inadequately written, shallow, unoriginal commentary of less than 50 words (each).</td>
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**Score**

- **75-70**: C
- **65-60**: D
All Grading Rubrics are available in our Canvas site. Please contact me if you have any questions or doubts about Grading Rubrics.

** For more info on University support check the Student Support section of this syllabus below.

** Student Support**

**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.

**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/](http://inclusion.rutgers.edu/report-bias-incident/)

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**Course Schedule**

**Note that the schedule and the materials might be subject to change. Always check the weekly Modules and refer to Canvas for all the assignments.**

**Settimana 1 (S1)**

1. Introduzione al corso
2. Lettura del sillabo
3. Activities:
   - Conosciamoci
   - Ripasso di imperfetto e passato prossimo
   - Ripasso del futuro
   - In vacanza: vocabolario
   - Italian is easy to love, but...
   - Il test del viaggiatore
   - Homework: esercizi sull’uso dell’imperfetto e del passato prossimo (on Canvas)

**Settimana 2 (S2)**

Viaggiare: In Vacanza!
1. Communication: Students will be able to:
   - Talk about travel
   - Talk about vacations and tourism

2. Activities:
   - Ripasso ‘vocabolario e pronuncia’
   - Lettura: “Una vacanza su misura”
   - Discussion: le mie vacanze
   - Scrittura 1: scrivere una recensione
   - Homework
   - Tale 1: L’Italia: Il bel Paese
   - Condivisione: Il posto più bello da visitare nel tuo paese

### Settimana 3 (S3)

**In Vacanza (continued)**

1. Grammar: Students will be able to:
   - Use the present conditional
   - Use the past conditional
   - Use dovere, potere and volere in the conditional

2. Activities:
   - Studiare il condizionale dei verbi regolari
   - Quiz sul condizionale
   - Studiare il condizionale dei verbi modali
   - Quiz sul condizionale dei verbi modali
   - Lettura: TBD
   - Composizione: TBD
   - Video e discussione: TBD
   - Homework

### Settimana 4 (S4)

**La vita in città : In centro**

1. Grammar: Students will be able to
   - Use Si impersonale & si passivante
   - Use relative pronouns

2. Communication: Students will be able to
   - Ask for and give directions
   - Talk about parts of the city
### Settimana 5 (S5)

**Unità 9B: Le commissioni**

1. **Communication:** Students will be able to:
   - Talk about errands and banking
   - Talk about places and business

2. **Grammar:** Students will be able to:
   - Use indefinite words
   - Use negative expressions

3. **Activities:**
   - Studiare vocabolario e pronuncia: le commissioni
   - Studiare aggettivi e pronomi indefiniti + practice quiz
   - Studiare le espressioni negative + practice quiz
   - Lettura: TBD
   - Video and discussion: Lo shopping
   - Homework

### Settimana 6 (S6)

**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
### Settimana 7 (S7)

<table>
<thead>
<tr>
<th><strong>Le arti</strong></th>
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<tbody>
<tr>
<td><strong>1. Communication:</strong> Students will be able to:</td>
</tr>
<tr>
<td>• Talk about movies and television</td>
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<tr>
<td>• Describe movies and books</td>
</tr>
<tr>
<td><strong>2. Grammar:</strong> Students will be able to</td>
</tr>
<tr>
<td>• Use the gerund and the progressive form</td>
</tr>
<tr>
<td>• Use of ordinal numbers and suffixes</td>
</tr>
<tr>
<td><strong>3. Activities:</strong></td>
</tr>
<tr>
<td>• Studiare ‘vocabolario e pronuncia’: l’arte</td>
</tr>
<tr>
<td>• Lettura: TBD</td>
</tr>
<tr>
<td>• Studiare il gerundio + practice quiz</td>
</tr>
<tr>
<td>• Numeri ordinali &amp; suffissi + practice quiz</td>
</tr>
<tr>
<td>• Composizione: Quando è andata via la luce</td>
</tr>
<tr>
<td>• Video dal film “Notte prima degli esami”</td>
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<tr>
<td>• Discussion</td>
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<tr>
<td>• Homework</td>
</tr>
</tbody>
</table>

### Settimana 8 (S8)

| **Tale 4: Italia culla dell’arte** |
| **Condivisione: La comicità varia da cultura a cultura** |

**Ripasso per il Midterm**

### Settimana 9 (S9) **MIDTERM WEEK**

| **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’: le professioni
   • Lettura: gli Italiani e il lavoro
   • Discussione: esperienze lavorative
   • Studiare le costruzioni impersonali + practice quiz
   • Studiare il congiuntivo presente/costruzioni impersonali + quiz
   • Video dal film “Santa Maradona”: il colloquio di lavoro
   • Homework
   • MIDTERM EXAM

Settimana 10 (S10)

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’: l’ufficio
   • Lettura: Il concerto del Primo Maggio
   • Discussione: lavoro e musica
   • Studiare congiuntivo presente irregolare + practice quiz
   • Studiare i verbi che richiedono il congiuntivo + practice quiz
   • Come superare il colloquio di lavoro
   • Composizione: esperienze personali, il colloquio di lavoro
   • Il colloquio di lavoro perfetto
   • Homework
   • Quiz
   • Tale: “Olio di gomito” e “sudore della fronte”: lavoro e corpo
   • Condivisione: Il mio lavoro ideale

Settimana 11 (S11)
### 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’: attività all’aria aperta
   - Lettura: una gita fuori porta
   - Composition: un’escursione
   - Studiare congiuntivo passato + practice quiz
   - Studiare le congiunzioni del congiuntivo + practice quiz
   - Esercizi sul congiuntivo presente e passato
   - Homework

### Settimana 12 (S12)

#### Proteggere il pianeta

1. **Communication**: Students will be able to:
   - Talk about pollution
   - Talk about environmentalism

2. **Grammar**: Students will able to:
   - Use the imperfect and pluperfect subjunctive
   - Understand the correlation of time in the subjunctive mode

3. **Activities**:
   - Studiare ‘vocabolario e pronuncia’: l’ambiente
   - Lettura: un mondo più pulito
   - Discussion: il mio tempo all’aria aperta
   - Composition
   - Studiare congiuntivo imperfetto + practice quiz
   - Homework
   - Tale: Goletta verde, una storia italiana.
   - Condivisione: un’emergenza ambientale nel luogo in cui vivo
   - Quiz

### Settimana 13 (S13)

**Proteggere il pianeta Continued**
1. Activities:
   - Homework
   - Composizione 4: Cosa farai quest’estate?
   - Video: La terra dei fuochi, un caso di ecomafia
   - Discussion: Inquinamento e affari

**Settimana 14 (S14)**

- Inizio Ripasso

**Settimana 15 (S15)**

- Fine del Ripasso

Last day of Class: Monday May 1\textsuperscript{st} 2023.
Finals date TBA.

**Modules Activities legend:**
The letters used in each week modules are: C = Composition; CP = Class Participation; E = Exams; F = Discussion Forums; FE = Final Exam; H = Homework; R= Reading; Q = Quizzes; S = Settimana/week. (SEE the Grade Distribution Table in the Syllabus).
If two different activities are related to the same field in a week, you will find a number after the letter: Ex. W1 (C1) means: first week, first activity of composition (= a second activity of composition is expected).