

SYLLABUS

Italian 101 - Hybrid

Spring 2023

Instructor: Jamison Standridge

Email: jamison.standridge@gmail.com

Office Hours: Wednesdays, 10:00AM-12:00PM, Academic Building 5104

Class hours:

This course is a **hybrid course**, our class will be meeting every **Wednesday from 8:30AM to 9:50AM**. Attendance is mandatory. Asynchronous content will additionally be made available on Canvas every week.

For further information, please read the “Guidelines for this class” on the Canvas module “Ready to go!”

Required texts:

Students are not required to buy a textbook for this course. Open-source materials will be provided by the instructor.

Communication:

The instructor will consistently check his email during weekdays (Monday-Friday), and answer students within 24 hours. Saturdays and Sundays are excluded, therefore if students send an email late on Friday, they will receive a reply on Monday. When e-mailing me, since I am teaching multiple courses this semester, please use the subject line “Italian 101” each time.

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, 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 regarding 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 never taken Italian before.
- 2) You have taken a placement test (and you have been placed in this class).

The grade distribution is:

Class participation (CP) 10%
Compositions (C) 10%
Exams (E) 20%
Final Exam (FE) 15%
Discussion forums (F) 10%
Homework (H) 10%
Readings (R) 10%
Quizzes (Q) 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 at least 24 hours prior to a deadline.

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 quiz.

Academic Integrity:

The consequences of scholastic dishonesty are very serious.

Rutgers’ academic integrity policy can be found at <http://academicintegrity.rutgers.edu/>. Academic integrity means, among other things:

- Develop and write all your own assignments (this includes never using translation software and/or websites, i.e. Google Translate).
- Show in detail where the materials you use in your papers/work 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 dependency 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 the University's educational programs. 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 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).	8.5-8
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 timeframe 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

Course Schedule:

Please note: This section of the syllabus could be subject to change. Please follow the course announcements for the most up to date information.

WEEK (of)	UNITS/OBJECTIVES	ACTIVITIES/ASSIGNMENTS
1W 01/17-01/22	Capitolo 1A: Arrivo a Roma <u>Communication</u> - Students will be able to: 1. Read aloud an Italian text with the correct pronunciation 2. Use greetings and make introductions 3. Use expressions of courtesy	<ul style="list-style-type: none"> ▪ Icebreaker activity: Conosciamoci! – 1W (F) ▪ VoiceThread Lecture - 1W (CP) ▪ Homework - 1W (H) ▪ Reading: Ciao, io sono... – 1W (R) <p>Due date for all activities is January 22nd</p>
2W 01/23-01/29	Capitolo 1B: Arrivo a Roma <u>Grammar</u> - Students will be able to: 1. Know the correct pronunciation of the Italian alphabet 2. Use the verbs essere and avere in the present tense 3. Use subject pronouns	<ul style="list-style-type: none"> ▪ VoiceThread Lecture - 2W (CP) ▪ Condivisione: Discussion forum: Greetings in different cultures – 2W (F) ▪ Reading: Cinque italiani di oggi – 2W (R) ▪ Tale: Storia della parola ciao – 2W (CP) ▪ Homework - 2W (H) <p>Checking Point #1 - 2W (Q)</p> <p>Due date for all activities is January 29th</p>
3W 01/30-02/05	Capitolo 2A: In giro per la città <u>Communication</u> - Students will be able to: 1. Use nouns of color 2. Talk about food	<ul style="list-style-type: none"> ▪ VoiceThread Lecture - 3W (CP) ▪ Reading: Il cibo in Italia - 3W (R) ▪ Homework - 3W (H) <p>Due date for all activities is February 5th</p>
4W 02/06-02/12	Capitolo 2B: In giro per la città <u>Grammar</u> - Students will be able to: 1. Use nouns and articles 2. Use the expressions mi piace and mi piacciono 3. Use regular -are verbs in the	<ul style="list-style-type: none"> ▪ VoiceThread Lecture - 4W (CP) ▪ Lettura: I mercatini di Roma – 4W (R) ▪ Tale: Si dice o non si dice “Buon appetito”? – 4W (CP) ▪ Condivisione: Food in different cultures – 4W (F) ▪ Lab manual – 4W (H)

	present tense 4. Use numbers 0-10	<ul style="list-style-type: none"> ▪ Scrittura 1 – 4W (C) <p>Checking Point #2 - 4W (Q)</p> <p>Due date for all activities is February 12th</p>
5W 02/13-02/19	<p>Capitolo 3A: Conoscere nuove persone</p> <p><u>Communication</u> - Students will be able to:</p> <ol style="list-style-type: none"> 1. Introduce themselves and their families 2. Describe themselves 3. Talk about themselves 4. Meet new friends 	<ul style="list-style-type: none"> ▪ VoiceThread Lecture - 5W (CP) ▪ Reading: Parlo un po' di me... – 5W (R) ▪ Homework – 5W (H) <p>Oral exam #1 – 5W (E)</p> <p>Due date for all activities is February 19th</p>
6W 02/20-02/26	<p>Capitolo 3B: Conoscere nuove persone</p> <p><u>Grammar</u> - Students will be able to:</p> <ol style="list-style-type: none"> 1. Use adjectives 2. Make adjective agreements 3. Use the irregular -are verbs andare, dare, fare, and stare in the present tense 4. Use numbers 11-100 	<ul style="list-style-type: none"> ▪ VoiceThread Lecture - 6W (CP) ▪ Condivisione: Meeting people in different cultures – 6W (F) ▪ Homework – 6W (H) ▪ Reading: Conoscere gente nuova – 6W (R) ▪ Tale: Storia della parola ciao – 6W (CP) <p>Checking Point #3 - 6W (Q)</p> <p>Due date for all activities is February 26th</p>
7W 02/27-03/05	<p>Review (capitoli 1-3)</p> <p><u>Grammar</u> - Students will be able to:</p> <ol style="list-style-type: none"> 1. Use regular -ere verbs and piacere 	<ul style="list-style-type: none"> ▪ Readings on: Chapter 1, Chapter 2, and Chapter 3 - 7W (R) ▪ Homework – 7W (H) <p>Due date for all activities is March 5th</p>
8W 03/06-03/12	<p>Capitolo 4A: Le famiglie</p> <p><u>Communication</u> - Students will be able to:</p> <ol style="list-style-type: none"> 1. Talk about families 2. Express ownership 3. Discuss the weather and seasons 4. Talk about the months of the year 	<ul style="list-style-type: none"> ▪ VoiceThread Lecture - 8W (CP) ▪ Reading: Le famiglie italiane – 8W (R) ▪ Homework - 8W (H) ▪ Scrittura 2 – 8W (C) <p>Due date for all activities is March 12th</p>
03/13-03/19	SPRING BREAK	<ul style="list-style-type: none"> ▪ Enjoy the Break!

<p>9W</p> <p>03/20-03/26</p>	<p>Capitolo 4B: Le famiglie</p> <p><u>Grammar</u> - Students will be able to:</p> <ol style="list-style-type: none"> 1. Use possessives 2. Use -ire verbs in the present tense 3. Use numbers 101 and higher 	<ul style="list-style-type: none"> ▪ VoiceThread Lecture - 9W (CP) ▪ Condivisione: Family traditions in different cultures – 9W (F) ▪ Video: Italian family of yesterday and today – 9W (C) ▪ Tale: Mammone – 9W (CP) ▪ Homework – 9W (H2) <p>Checking Point #4 - 9W (Q)</p> <p>Due date for all activities is March 26th</p>
<p>10W</p> <p>03/27-04/02</p>	<p>Capitolo 5A: Il tempo libero</p> <p><u>Communication</u> - Students will be able to:</p> <ol style="list-style-type: none"> 1. Tell time 2. Talk about pastimes 3. Talk about sports 4. Talk about weekends and holidays 	<ul style="list-style-type: none"> ▪ VoiceThread Lecture - 10W (CP) ▪ Lab Manual 2 - 10W (H) ▪ Reading: I passatempo - 10W (R) ▪ Reading: Gli sport – 10W (R) ▪ Homework – 10W (H) <p>MIDTERM EXAM – 10W (E)</p> <p>Due date for all activities is April 2nd</p>
<p>11W</p> <p>04/03-04/09</p>	<p>Capitolo 5B: Il tempo libero</p> <p><u>Grammar</u> - Students will be able to:</p> <ol style="list-style-type: none"> 1. Use the preposizioni semplici and articulate 2. Use the verbs dovere, potere, and volere 	<ul style="list-style-type: none"> ▪ Voicethread Lecture - 11W (CP) ▪ Condivisione: Choose a topic - 11W (F) ▪ Reading: Un lungo fine settimana – 11W (R) ▪ Tale: Andare nel pallone – 11W (CP) ▪ Homework – 11W (H) <p>Oral Exam #2 – 11W (E)</p> <p>Due date for all activities is April 9th</p>
<p>12W</p> <p>04/10-04/16</p>	<p><u>Grammar</u> - Students will be able to:</p> <ol style="list-style-type: none"> 1. Use irregular -ire verbs in the present tense (dire, uscire, venire) 	<ul style="list-style-type: none"> ▪ Voicethread Lecture 12W (CP) ▪ Scrittura 3 – 12W (C2) ▪ Video: Listening and conversation – 12W (CP) ▪ Homework – 12W (H2) <p>Due date for all activities is April 16th</p>
<p>13W</p> <p>04/17-04/23</p>	<p><u>Grammar</u> - Students will be able to:</p> <ol style="list-style-type: none"> 1. Use the passato prossimo with avere and essere 	<ul style="list-style-type: none"> ▪ Voicethread Lecture - 13W (CP) ▪ Video: Listening and conversation - 13W (CP) ▪ Homework – 13W (H)

		Checking Point #5 – 13W (Q) Due date for all activities is April 23 rd
14W 04/24-04/30	General review of vocabulary and grammar	<ul style="list-style-type: none"> ▪ Video: Listening and conversation - 14W (CP) ▪ Homework – 14W (H) Due date for all activities is April 30 th
15W 05/01	Review	<ul style="list-style-type: none"> ▪ Review for final exam!

Last day of Classes: Monday, May 1st

Final exam date: TBA (FE)