



Department of Italian

L'Italiano per il *business*

Italian 560: 233

3 credits

Instructor: Carmela Scala

Prerequisites: 132 or Placement Test

Methodology:

The course will be taught entirely online.

COMPLIANCE WITH SAS ONLINE/HYBRID ISSUES

A. Pedagogical Justification

This course has been proposed as an online to allow for greater flexibility in scheduling for our students, as well as to try to reach a larger audience. The online format is also justified by the fact that we are targeting business students who might interest in learning about Italian business and the online platform would offer them from a better opportunity to fit this class in their schedules.

All the vocabulary lists, readings and short videos, review sheets, will be available on Sakai in Resources. The students will also have access to the links for all the videos that will be watching in during the course. They will have multiple chances to practice the new vocabulary and grammar via:

- 1.) VoiceThread, (where they will be sked to complete a variety of tasks: from grammar based activities, to tsk based project, to conversation with the peers and with the instructor);
- 2.) Blogs and Forums
- 3.) Kaltura
- 4.) Written and Oral assignment

5.) Virtual chat with the professor.

The online format and the asynchronous nature of the class also allow students to work at their own pace (always within the deadlines defined by the course) and to be able to focus more on topics that might be challenging for them.

B. Limits on class size

The ideal number for a business language course would be 15. This is a very intensive and demanding course and the small class number would allow the instructor the possibility to give personal attention to each student and to provide ample and timely feedback on the many projects the students will have to complete. Also by being able to pay more attention to each individual student the instructor will have a better opportunity to 'assess' the class throughout the semester and make changes to accommodate the students learning need if necessary.

C. Qualifications of student target audience

This course is intended for students who are an intermediated level (132 is the prerequisite)

D. Qualifications of the instructor

I have been using instructional technology since at least 2008 and I have used different platforms and tools. I have attended several workshops on the best practices for on line teaching, the last one in October at Georgetown University and I am a certified VoiceThread Language Instructor as of October 2017. I have also developed and taught many online courses for the Italian Department here at Rutgers University.

E. Student Online Involvement

This is a 4-credit online course; therefore, students are expected to engage with course content for 12 hours each week: 6 hours of class and 6-8 hours of vocabulary drills, short and long readings, grammar practice exercises, watching or listening to audio/video content, written assignments, practical projects, online written and oral quizzes/exams, conversation recordings and conversation via chat and in person with the instructors and with peers.

As detailed in the syllabus each week students will be asked to participate in a Forum and complete a VoiceThread assignment. They are also required to complete the assignments on

the book Supersite where they will be able to further practice the vocabulary, the grammar and their speaking and reading skills.

F. Rubric for evaluation of student online participation

5 points	Student completes all the assignments on time; contributes readily to the Forum and VoiceThread conversation; shows a great use of the target language.
4 points	Students completes all the assignments on time; is late in participating to the Forum and VoiceThread discussions; shows a good use of the target language
3 points	Student does not complete all of the assignments on time; contributes minimally to the forum and VoiceThread discussion.
0 points	Student does not complete all of the assignment (missing more than 50 %) and misses most of the Forum and VoiceThread discussions.

Students will also be formally assessed biweekly with a quiz to ensure their understanding of the material.

G. Academic integrity

All the assignments will be on Sakai and students' login will be automatically recorded. There are many activities that require voice and video recording which ensures identify and integrity for the oral assignments. The quizzes, midterm and final will be also administered on Sakai which will create an electronic record on the students' login and will be strictly timed. After each formal assessment I will meet via chat or (when possible) face to face with each students to review their performance, I will ask some targeted questions to confirm that they were the ones to actually take the exams. Finally all students are expected to comply with Rutgers academic integrity policy which will be outlined in the syllabus.

Course Description:

This course is designed to familiarize students with the language and the practices of Italian business. It is intended for students, who have already some familiarity with Italian, (intermediate novice). -As the world becomes increasingly interconnected, and as Italy has grown to become the fifth largest industrialized country in the world, it is essential for American

students to understand and familiarize themselves with the language and practices of Italian business. This course intends to fulfill the following objectives:

Course Learning Objectives: at the end of this course students will be:

1. Familiar with the terminology of Italian business through the presentation of the technical vocabulary in current use in specialized journals, business newspaper, and documents of transactions, (i.e. bank statements, commercial correspondences, business letters, etc.)
2. Able to identify and analyze the characteristics of a variety of business text such as: job applications, curriculum vitae (Europass); letters of references; business letters; legal contracts; banking correspondence, etc.
3. Able to write the above-mentioned business documents in Italian.
4. Able to use a vast range of vocabulary related to the topics studied in the course.
5. Able to use advanced grammatical structure of the Italian business language both in writing and speaking.

Course Learning Activities

Reading: Students will read texts of varying difficulty, length and genre. At the end of every reading there will be a “Reading Comprehension” section to test the students’ comprehension.

Writing: Students will be asked to write texts of increasing difficulty and on different topics related to the business world.

1. Once every 2 weeks, students will submit a 1-page paper on a topic indicated by the professor
2. Students will compose a variety of Italian business documents

Forum: Students will have to participate in a weekly Forum to discuss the latest news in the Italian business world.

Speaking: Students will be asked to participate weekly to a Voice thread discussion and they will also meet with me in group (via Adobe Connect or Zoom) to discuss the readings biweekly.

Listening: Students will watch videos (YouTube Video and Pow-toons) and then will be asked to report on what they saw.

Final project: Students will create a video in which they interpret and reproduce one of the business situations discussed in the course.

Academic Integrity Policy:

All students are responsible for completing their own work, and for citing any secondary sources consulted. Cheating, fabrication (lying), plagiarism, using Google translate and failure to participate in group projects are considered violations of academic integrity. Any violation will be grounds for immediate failure, and will result in disciplinary measures (a meeting with the Professor, Chair of the Department, Undergraduate Advisor, and the Dean).

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

{ **Required text:** *Un buon affare. Italian for business* by Giuseppe Tassone, Hackett publishing company. ISBN -13: 978-58510-421-5. Other required readings will be posted by the instructor on Sakai in Resources. }

Grading:

Final grade is based on the following rubric & assessments:

Forum participation	10%
VoiceThreads discussions	10%
Routine homework	20%
Short essays	20%
Midterm Exam	20%
Final project	20%

Grade Scale

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
D	65-69
F	Below 65

Schedule of Instruction:

Week 1	<p>Intro Video to Week 1</p> <p>Students presentations:</p> <p>Forum 1: “Icebreaker”</p> <p>Situation:</p> <p>How to introduce yourself in a business meeting.</p> <p>Language topic:</p> <p>Formal vs informal introduction of the self and of other people</p> <p>Grammar topic:</p> <p>Registro formale e informale</p> <p>Culture:</p> <p>The ‘handshake’ in Italian business</p> <p>Students written and oral production:</p> <p>Forum 2: Descrivere la propria esperienza scolastica e professionale (The oral part will be completed on Voicethread)</p>
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Week 2	<p>Intro Video to Week 2</p> <p>Situation:</p> <p>How to make a reservation</p> <p>Language topic:</p> <p>Reservation by phone: how to make a phone call</p> <p>Hotel reservation: how to ask for information</p> <p>How to confirm your reservation</p> <p>How to cancel your reservation</p> <p>Grammar topic:</p> <p>Uso di Fare + infinito; ripasso dell’infinito e dei pronomi.</p> <p>Reading:</p> <p>“I mezzi di pagamento”, p. 211-218</p> <p>Video: Gli italiani e la carta di credito.</p>
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	<p>https://www.youtube.com/watch?v=wFRGC-P-1hc</p> <p>Forum 2:</p> <p>Comment on the reading and the Videoe</p> <p>1st 1-page essay</p> <p>ZOOM CHAT 1</p>
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<p>Week 3</p>	<p>Intro Video to Week 3</p> <p>Situation:</p> <p>Job offer</p> <p>Language:</p> <p>How to understand a job offer</p> <p>How to read an ad/journal insertion</p> <p>Jargon and technical expression</p> <p>English intrusion in the Italian business language.</p> <p>Grammar Topic:</p> <p>I verbi passivi</p> <p>Forum 3:</p> <p>Write your own ‘job offer’ and comment on one of your classmate post.</p> <p>Reading:</p> <p>“Headhunter in Italia: come funziona.”</p> <p>http://www.headhuntersitalia.it/headhuntersitalia.htm</p> <p>Forum 4:</p> <p>Headhunter italiani vs headhunter americani</p>
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Week 4	<p>Intro Video to Week 4</p> <p>Situation: Applying for Jobs.</p> <p>Language: Structure and language of a job request: what to write and what not to write. Italian idiomatic expressions</p> <p>Grammar topic: Gerundio dei verbi e in particolare avere e essere.</p> <p>Forum 5: Letter of application 2nd 1-page essay</p> <p>Reading: “Il mercato del lavoro”, pp. 232-238</p> <p>Voicethread assignment</p> <p>ZOOM CHAT 2</p>
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Week 5	<p>Intro Video to Week 5</p> <p>Situation: Getting References</p> <p>Language: How to ask for a reference letter Structure of your request Asking reference via email</p> <p>Grammar topic: Condizionale e congiuntivo</p> <p>Forum 6: Write your own reference letter in response to the job announcement you wrote in week 3.</p> <p>Reading: “Il lavoro e i lavoratori”, pp. 125-131</p>
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	<p>Forum 7:</p> <p>Il mondo del lavoro americano vs il mondo del lavoro italiano</p> <p>ZOOM CHAT 3</p>
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Week 6 & 7	<p>Midterm Oral Presentations</p> <p>Written Midterm</p>
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Week 8	<p>Intro Video to Week 8</p> <p>Situation:</p> <p>Looking for a job</p> <p>Language:</p> <p>Language and structure of an Italian and European curriculum vitae</p> <p>Grammar topic:</p> <p>Comparativi e superlativi</p> <p>Forum 8:</p> <p>Curriculum Vitae and Presentation letter</p> <p>3rd 1-page essay</p> <p>Reading:</p> <p>Curriculum vitae, pp. 240-246</p> <p>Lettera d'accompagnamento, pp. 246-252</p> <p>Video:</p> <p>I giovani in cerca di lavoro</p> <p>Forum 9:</p> <p>La 'cultura' del precariato in Italia</p>
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Week 9	<p>Intro Video to Week 9</p> <p>Situation:</p> <p>Job interview</p> <p>Language:</p>
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	<p>How to talk about your education and your past professional experiences</p> <p>How to talk about your carrier objectives</p> <p>Grammar topic:</p> <p>Congiuntivo e la concordanza dei tempi</p> <p>Forum 10:</p> <p>Respond to a letter or invitation to a job interview</p> <p>Reading:</p> <p>“Il colloquio di lavoro”, pp.252-256</p> <p>“Un galateo del look anche per i colloqui di lavoro”, pp.255</p> <p>KALTURA assignment:</p> <p>Students will create a video where they present themselves for a job interview and talk about their education and past professional experiences (they will have to apply the rules of etiquette described in the reading.)</p> <p>ZOOM CHAT 4</p>
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<p>Week 10</p>	<p>Intro Video to Week 10</p> <p>Situation:</p> <p>A business meeting</p> <p>Language:</p> <p>How to talk about a company’s organization and products.</p> <p>How to talk about ‘one’s own’ role in the company</p> <p>Grammar topic:</p> <p>Discorso diretto e indiretto</p> <p>Voicethread assignment:</p> <p>Students will present to the class their own ‘company’ and illustrate it’s structure.</p> <p>Reading:</p> <p>“La piccola impresa italiana”, pp. 142-143</p>
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	<p>“Le grandi imprese italiane”, pp. 153-157</p> <p>Forum 11: 4th 1-page essay</p> <p>Cosa sta succedendo al <i>made in Italy</i>? (base your comments also on the readings assigned for this week)</p>
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<p>Week 11</p>	<p>Intro Video to Week 11</p> <p>Situation: Italian commercial : la pubblicità</p> <p>Language: How to write an effective commercial in Italian</p> <p>Grammar point: Imperativo informale</p> <p>KALTURA assignment: Students will create a video where they present to the class their own commercial</p> <p>Reading: “La pubblicità”, pp. 178-183</p> <p>Forum 12: The rules for Italian commercials vs the commercials in America.</p> <p>ZOOM CHAT 5</p>
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<p>Week 12</p>	<p>Intro Video to Week 12</p> <p>Situation: Business communication and correspondence</p> <p>Language: The language of a business letter in Italian and of a formal email Business on the web</p> <p>Grammar topic: I pronomi e il si passivante</p>
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	<p>Forum 13: Write a business email 5th 1-page essay</p> <p>Reading: “La netiquette” (in Sakai)</p> <p>Forum 14: Are Italians too formal?</p>
Week 13	<p>ZOOM CHAT 6</p> <p>Final oral project: Interview Using Zoom</p>
Week 14	Final written exam

Student Wellness Services:

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

[\(848\) 932-7884](tel:(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](tel:8489321181) / 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](tel:8489321181).

Disability Services

[\(848\) 445-6800](tel:8484456800) / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners

[\(732\) 247-5555](tel:7322475555) / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.