

## ELI103.xxxx Intermediate Italian 1 (Interm Italian 1)

INSTRUCTORS\_NAME <instructors\_email@lagcc.cuny.edu>  
<http://faculty.lagcc.cuny.edu/instructor>

SEMESTER

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### Instructor's Information

**Instructor:** INSTRUCTORS\_NAME  
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**Tel:** 718-482-5460  
**Office:** B-234  
**Office Hours:** xxx  
**Preferred communication:** E-mail is preferred, with which you should expect my response within 24 hours.  
**Class Schedule:** xxx (Room: xxxx) & xxx (Room: xxxx)

### Course goals and objectives

**Catalog Course Description:** This course is designed to further develop functional language proficiency and increase the ability to communicate accurately in Italian within a socio-cultural context. The four communicative skills of listening, speaking, reading and writing are emphasized with particular attention paid to sentence and paragraph structure, grammatical features, and oral and written fluency. This course is taught mostly in Italian.

**Section Description:** INSERT COURSE DESCRIPTION

**Prerequisites:** ELI102 or Exemption exam

**Pre/Corequisites:** CSE095 and ESL097

### Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways). Note that students can receive only up to 6 credits in one Flexible Core area (a.k.a. bucket) and all elementary-level modern language courses are paired (i.e., you must take 102 in order to receive credits from 101). In other words, you will not be able to take any other World Culture and Global Issue class if you intend to receive Flexible Core credits from the modern languages classes.

In this course you will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

More specifically, by the end of the semester, you will be able to

- discuss an Italian literary text and describe it within a social, cultural and historical context;
- communicate with a native speaker of Italian who is utilizing the target vocabulary;
- communicate in Italian with greater accuracy and fluency;

- write short compositions in Italian on topics selected by the instructor or students;
- identify and use idiomatic expressions in Italian that are focused on socio-cultural norms;
- present research on aspects of Italian culture in Italian.

**Textbook, grading, and other class logistics**

**Textbooks:** The following textbooks are required for this class.

- Tognozzi, E. and Cavatorta, G. (2009). *Ponti: Italiano terzo millennio*. Heinle and Heinle, Boston, Mass. ISBN: 9780618052370

**Grades:** Your final grade will be determined based on the following evaluation points.

- Midterm 20%
- Final exam 20%
- Quizzes (4 quizzes x 5) 20%
- Homework (10 HW x 1) 10%
- Lab (10 labs x 1) 10%
- Presentation 20%

- **Grade distributions:** **A:** 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

**Weekly schedule (subject to change)**

**Lab:** Students are required to attend the lab session for one hour every week.

Week	Topic
Week 1 [Insert DATE]	Week 1 American influences on Italy and Italian influences on America Italian traditions Comparative and superlative forms Reading: "Contaminazioni linguistiche"
Week 2 [Insert DATE]	Week 2 Italian media Italian television, newspapers and journals Narrating and describing events in the past: Il passato prossimo e l'imperfetto Reading: "Pietro Verri e Il Caffè" Writing: Brainstorming Lab 1: 1% Homework 1: 1%
Week 3 [Insert DATE]	Week 3 Gender issues/Interpersonal relationships Men and women at the workplace Discussing the past: Il trapassato prossimo Reading: "Premio nobel per la medicina: Rita Levi-Montalcini" Writing: Main idea and supporting details Quiz 1: 5% Lab 2: 1% Homework 2: 1%

<p>Week 4 [Insert DATE]</p>	<p>Week 4 Music and musicians                      Making requests and suggestions                      The imperative and command forms                      Reading: "Uno dei grandi classici italiani: Giacomo Puccini"                      Writing: An informal letter                      Lab 3: 1%                      Homework 3: 1%</p>
<p>Week 5 [Insert DATE]</p>	<p>Week 5 Modern Italian cuisine                      Expressing likes and dislikes                      Expressing quantities                      Recognizing word families                      Reading: "L'arte di mangiar bene: Pellegrino Artusi"                      Writing: A formal letter                      Quiz 2 :5%                      Lab 4: 1%                      Homework 4: 1%</p>
<p>Week 6 [Insert DATE]</p>	<p>Week 6 Italian traditions, festivals, and holidays                      Referring to events in the distant past: Il passato remoto, il trapassato remoto                      Reading: "La ragazza mela" and "Pinocchio &amp; il suo creatore"                      Writing: Complex sentences                      Midterm: 20%                      Lab 5: 1%                      Homework 5: 1%</p>
<p>Week 7 [Insert DATE]</p>	<p>Week 7 Review and midterm exam                      New technologies                      Reading: "Italia On-line?"                      Writing: Email protocols                      Lab 6: 1%                      Homework 6: 1%</p>
<p>Week 8 [Insert DATE]</p>	<p>Week 8 New technologies                      Discussing future events, making polite requests:                      Il futuro semplice, il futuro anteriores, il condizionale presente                      Reading: "Il creatore de un mito: Enzo Ferrari"                      Writing: Blogs                      Quiz 3: 5%                      Lab 7: 1%                      Homework 7: 1%</p>
<p>Week 9 [Insert DATE]</p>	<p>Week 9 Voluntarism and social issues</p>

	<p>Discussing community affairs</p> <p>Expression opinion, belief, doubt, and emotion: Il congiuntivo</p> <p>Reading: "Uno per tutti: Gino Strada"</p> <p>Writing: Expressing facts and opinions</p> <p>Lab 8: 1%</p> <p>Homework 8: 1%</p>
Week 10 [Insert DATE]	<p>Week 10 Fashion and clothing styles</p> <p>Having something done, allowing something to be done: Il congiuntivo</p> <p>Verb agreement in the subjunctive</p> <p>Reading: "Ferragamo e le scarpe"</p> <p>Writing: Expressing different points of view</p> <p>Quiz 4 :5%</p> <p>Lab 9: 1%</p> <p>Homework 9: 1%</p>
Week 11 [Insert DATE]	<p>Week 11 Sports</p> <p>Talking about different sports and games</p> <p>Giving directions, giving and receiving instructions: Si clauses</p> <p>Reading: "Giuseppe Rossi, un italo-americano nel calcio che conta"</p> <p>Writing: Chronological organization</p> <p>Lab 10: 1%</p> <p>Homework 10: 1%</p>
Week 12 [Insert DATE]	<p>Week 12 Italian cinema and popular art forms</p> <p>Discussing Italian movies and comic strips</p> <p>Direct and indirect discourse</p> <p>Reading: "Gabriele Salvatores"</p> <p>Writing: Reviews</p> <p>Presentation: 20%</p>
Final [Insert DATE]	<p>Week 13</p> <p>Final exam: 20%</p>

<b>Policies</b>
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**Classroom policies:** The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

**Valuing LaGuardia’s Diversity:** As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College’s Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

**Rules for Personal Conduct:** You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

**The student attendance policy:** As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15\% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

**The academic dishonesty policy:** As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

**Policy on assigning the grade of Incomplete: As stated in the college catalogue:** "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

**Declaration of pluralism:** The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).