

Intermediate Italian 2  
 Course abbreviation: Interm Italian 2

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| <b>Instructor's Information</b> |
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**Instructor:** TBD  
**Homepage:** TBD  
**Email:** TBD  
**Tel.** TBD  
**Office:** TBD  
**Office Hours:** TBD  
**Preferred communication:** TBD  
**Class Schedule:** 3 hours per week  
 Lab: Students are required to attend one weekly hour of tutoring in the language lab.  
**Tutor:** TBD

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| <b>Course goals and objectives</b> |
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**Catalog Course Description** This course is continuation of ELI103. The course is designed to further develop functional language proficiency and increase the ability to communicate accurately and appropriately in Italian in various socio-cultural settings. The four communicative skills of listening, speaking, reading and writing are emphasized with particular attention to the paragraph structure, grammatical features, and literacy skills. This course is taught mostly in Italian.

**Prerequisites:** ELI103 or Exemption exam

**Pre/Corequisites:** ESL097

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| <b>Flexible Core Objectives: World Cultures and Global Issues</b> |
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This is the fourth-semester Italian course and is the last course of the traditional two-year elementary-intermediate sequence in the modern language courses. The course will enable International Studies students to complete two-year instruction of Italian as part of their curricular requirement.

In this course you will:

1. Interpret Italian literary texts and describe them within a social, cultural and historical context.
2. Analyze utterances by a native speaker of Italian who is utilizing the target vocabulary.
3. Describe various social relationships and hypothetical situations in Italian with greater accuracy and fluency.
4. Write short compositions in Italian on selected topics.
5. Identify and use idiomatic expressions in Italian and frequent expressions used in major dialects of Italian.
6. Explain various aspects of Italian culture.

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| <b>Textbook, grading, and other class logistics</b> |
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**Textbooks:** The following textbooks are required for this class.

Morena, A., Melucci, D., Moneti, A., & Lazzarino, G.. *Da Capo*. Cengage, 2011. Seventh Edition.

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

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

- **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

Week 1

Week 1. Introduction

- a. Review of the syllabus and course requirements
- b. Review of ELI103 grammar and vocabulary

Week 2. Summer? It's Italian.

- a. In ferie [on vacation]
- b. Living in Italy: The Italians and vacation
- c. Structure: Indicativo presente
- d. Pronomi personali soggetto [Personal subject pronouns]
- e. Nomi [Names]
- f. Reading: "Il sapore del rimpianto: ristoranti, alberghi, pensioni," by Beppe Severgnini
- g. Communicating: Extending an invitation, Accepting an invitation, Refusing an invitation,

Talking on the telephone  
h. Lab (1%); Homework (1%)

Week 3. Do you remember? Now and Then.

- a. Come eravamo [The way we were]
- b. Living in Italy: Young people today
- c. Structure: Imperfetto
- d. Aggettivi [Adjectives]
- e. Articolo indeterminativo [Indefinite Articles]
- f. Numeri cardinali [Cardinal numbers]
- g. Il tempo [The weather]
- h. Reading: "22 dicembre," by Susanna Tamaro
- i. Communicating: Verifying information, Engaging in conversation, Clarifying and explaining, Expressing surprise
- j. Lab (1%); Homework (1%)
- k. Quiz (5%)

Week 4. What prices!

- a. In ascensore [In the elevator]
- b. Living in Italy: Expenses
- COURSE OUTLINE: (CONTINUED)**
- c. Structure: Passato prossimo
- d. Articolo determinativo [Definite articles]
- e. Bello e quello [Bello and quello]
- f. Interrogativi [Asking questions]
- g. L'ora [Telling time]
- h. Giorni, stagioni, mesi, anni [Day of the week, seasons, months, years]
- i. Reading: "La spesa è una lenta ossessione  
"Senza soldi giriamo a vuoto," by Cristina Zagaria
- j. Communicating: Providing a service, Requesting a service, Shopping, Asking the price
- k. Lab (1%); Homework (1%)
- l. Quiz (5%)

Week 5. In which are do you live?

- a. Alberto è in ritardo [Alberto is late]
- b. Living in Italy: The Italian city: old and new neighborhoods
- c. Structure: Passato prossimo and imperfetto
- d. Pronomi personali (oggetto diretto) [Personal pronoun (direct object)] e. L'accordo del participio passato [Past participle agreement]
- f. Negativi [Negatives]
- g. Aggettivi e pronomi possessivi [Possessive adjectives and pronouns]
- h. Reading: "La zona in cui vivo," by Alberto Bevilacqua
- i. Communicating: Making a wish, offering congratulations, expressing appreciation, expressing regret
- j. Lab (1%); Homework (1%)

Week 6. Review and the midterm

- a. Midterm (20%)

Week 7. Let's eat!

- a. Una cena importante [An important dinner]
- b. Living in Italy: food and shopping traditions
- c. Structure: Personal pronouns (indirect object)
- d. Piacere e verbi come piacere [Piacere and verbs like piacere]
- e. Verbi riflessivi [Reflexive verbs]
- f. Suffissi speciali [Special suffixes]
- g. Aggettivi e pronomi indefiniti [Indefinite adjectives and pronouns]
- h. Il partitivo [The partitive]
- i. Reading: "Dieta mediterranea e cucina italiana"
- j. Communicating: Offering food or drinks, Accepting food or drinks, Refusing food or drinks, Expressions for dining.
- k. Lab (1%); Homework (1%)
- l. Quiz (5%)

Week 8. What language do you speak?

- a. Al liceo scientifico [At high school]
- b. Living in Italy: About Italian
- c. Structure: Passato remoto
- d. Trapassato prossimo e trapassato remoto [Trapassato prossimo and trapassato remoto]
- e. Ci and Ne
- f. Pronomi personali (forme combinate), Personal pronouns (combined form)

- g. Reading: "Parole inglesi e italiano: troppa sabbia nella conchiglia," by Dacia Maraini  
 h. Per comunicare: Chiedere la parola, Dare la parola, Esprimere accordo, Esprimere disaccordo  
 i. Lab (1%); Homework (1%)

Week 9. What job would you like to do?

- a. Una buona notizia [Good News]  
 b. Living in Italy: The work place  
 c. Structure: The Future  
 d. Condizionale [The Conditional]  
 e. Dovere, potere e volere  
 f. Reading: "Il mondo dei piedi freddi," by Mauro  
 g. Per comunicare: Indicare il destinatario sulla busta, Iniziare una lettera, Terminare una lettera, Abbreviazioni utili  
 h. Lab (1%); Homework (1%)  
 i. Quiz (5%)

Week 10. Living with the family or not?

- a. Un appartamento per Fabrizia? Vivere in Italia: La famiglia  
 b. Structure: present and past subjunctive  
 c. Uso del congiuntivo [Uses of the subjunctive]  
 d. Altri usi del congiuntivo Reading: "Le piccolo virtù," by Natalia Ginzburg  
 e. Per comunicare: Convincere, Esprimere preoccupazione, Esprimere sollievo, Offrire aiuto  
 f. Lab (1%); Homework (1%)

Week 11. But don't you have the machine?

- a. Scherzavo [I was just kidding]  
 b. Living in Italy: Environmental awareness  
 c. Structure: Imperfetto and trapassato subjunctive  
 d. Concordanza dei tempi nel congiuntivo  
 e. Questo e quello e altri dimostrativi [Questo, Quello and other demonstratives]  
 f. Pronomi relativi [Relative pronouns]  
 g. Reading: "I vantaggi del progresso," by Dino Buzzati  
 h. Per comunicare: Dare indicazioni stradali, Punti di riferimento, Termini utili.  
 i. Lab (1%); Homework (1%)  
 j. Presentation Group 1 (20 %)

Week 12. What should we do this evening?

- a. Grazie al cielo è venerdì! Vivere in Italia: I diversivi del tempo libero: televisione, cinema e musica  
 b. Structure: Imperative  
 c. Come e quanto nelle esclamazioni  
 d. Pronomi tonici  
 e. Reading: "Vespa," by Alberto Fassino  
 f. Per comunicare: Esprimere ammirazione, Dimostrare incredulità, Esprimere sorpresa  
 g. Lab (1%); Homework (1%)  
 h. Presentation Group 2 (20 %)  
 Week 13. Final Week

Final Exam (20%)

### Policies

**Classroom policies:** The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time. Three lateness equal 1 absence.
- 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).

### Final Remarks on Course Policies

\*Office hours and emails are solely for the purpose of clarification, for further explanation, for further requests for illustrations, for sharing ideas, for talking about difficulties or even to talk more about a topic that you feel you understand. I love ideas and I will always be glad to talk or write about any ideas that come up in class! This, however, is *reserved for people who come to class*. **If you are absent, you will need to find notes and be responsible for what you missed.** We can meet after you have tried to make up for a class. **Emails with the following content will not be answered and will be frowned upon: "I'm sorry I missed class today. Did I miss something important?"**

### \*A further note on writing emails:

Please be mindful when you write emails. Whenever you come to class and whenever you communicate with others in the College, be aware that *you are* in a professional environment. Similarly, whenever you write an email to your professor, you are writing a professional document. Make sure you always include a greeting (Hello Professor X, Hi Professor X, Good morning Professor X), followed by a well-written text (as grammatically correct as possible and formal). Lastly—depending on the nature of your message—be sure to say "Thank you," or "Hope to hear from you soon," or "Thank you for your time," followed by your name.

\* Please no cell phones in class and absolutely no texting. Also, laptops and tablets in class prove to be distracting. Please see me if you must bring one to class.

\*Your decision to remain enrolled in this class implies that you agree with Course Requirements and Policies.