



## CAS LI 111 FIRST SEMESTER ITALIAN

**Course meets:** 2 hours twice a week + on-site classes

**Credits:** 4

**Hub Units** 1 IC

### Course Description

This course for **beginners** offers intensive listening, oral, and written practice of Italian. Reading comprehension is also included. In general, if you do the homework and participate in class activities, by the end of this course you will be able to greet others, exchange information about family, friends and acquaintances, home, classes, work experience, food, schedules, vacations, pastimes, and getting around an Italian city. You will be able to ask and answer basic questions as well as indicate your likes and dislikes. All of this will allow you to converse about topics directly related to your everyday life, including work experiences, as well as compare it to the lifestyle of Italians.

### BU Hub Learning Outcomes and Course-Specific Learning Objectives

This course satisfies the following requirements for the BU Hub area *The Individual in Community*

1. Students will analyze at least one of the dimensions of experience—historical, racial, socioeconomic, political, gender, linguistic, religious, or cultural—that inform their own worldviews and beliefs as well as those of other individuals and societies.
2. Students will participate respectfully in different communities such as campus, citywide, national, and international groups, and recognize and reflect on the issues relevant to those communities.

In order to meet the above Hub learning outcomes, by the end of this course students will be able to:

1. Students will analyze Italian society, institutions, and cultural experiences which will inform their own worldviews and beliefs as well as those of other individuals and societies.
2. Students will participate respectfully in different communities such as the Padua student residence, student and work communities during academic and internship experiences, and recognize and reflect on the issues relevant to those communities such as life-style, behaviours, communication strategies, shaping opinions.

### Course objectives

*Start and progress in your Italian speaking, listening, reading, and writing proficiency.*

*Approach, familiarize and understand the reality of Italian culture and initiate development of strategies for effective intercultural interpretation.*

### Student Learning Outcomes

*Participate with some ease in Italian in brief conversations and communicate in writing in a basic manner on very familiar and relatable topics.*

*Communicate information, negotiate meaning, and express thoughts about familiar topics to help understand different perspectives.*

Create simple types of communication.

forms. Produce lists of familiar words, brief and/or simple phrases related to the context in which the language was learnt. Reproduce material practiced to transmit the most basic messages.

Develop strategies to negotiate misunderstandings or ask for assistance.

related to their immediate reality, such as family, home, and routine.

Familiarize with culturally appropriate ways of initiating and sustaining conversations and written communication. simple and straight-forward follow-up questions. Provide appropriate responses to sustain and/or end conversation.

Provide minimal and predictable information in simple documents and

Understand key words and cognates, as well as highly contextualized formulaic expressions.

Understand basic vocabulary

Initiate spontaneous basic and highly predictable conversation with new acquaintances and ask a variety of

### **Program Learning Outcomes**

BU Global Programs/study abroad learning outcomes for BU Padova:

<https://www.bu.edu/provost/planning-assessment/program-learning-outcomes-assessment/learning-outcomes-by-program-2/global-programs-study-abroad/>

### **Learning Outcomes for IES Program**

- Demonstrate increased proficiency in Italian language from elementary to low- intermediate level and from intermediate to advanced level.
- Demonstrate knowledge of Italian culture with respect to three of the following areas: history, politics, economics, religion, literature, film and the arts.
- Develop an awareness of cultural difference and an understanding of culture's role in shaping beliefs and practices.
- Develop new perspectives on one's own culture and an ability to think critically about one's own values and beliefs.

### **Learning Outcomes for PIP Program (Fall semester only)**

- Gain an understanding of workplace dynamics, professional expectations, and the influence of culture on both
- Build proficiency in a range of business or industry skills appropriate to the field of the internship placement, including professional and inter-cultural communication through written, verbal, and nonverbal means
- Refine and clarify professional and career goals through critical analysis of the internship experience or research project

### **Instructional Format, Course Pedagogy, and Approach to Learning**

As do all of BU's modern language courses, LI 111 focuses on both content – learn to understand authentic literary, expository and audiovisual texts from and about an Italian-speaking culture – and students' linguistic progress. The course is based on an active and experiential approach which includes the observation of the culture, society, lifestyle, habits, behaviours and communication strategies of young Italians and adults. Students are involved in discussion-based and collaborative in-class activities combined with out-of-class assignments designed for beginners. Students combine linguistic resources to synthesize ideas, refer to facts and personal experiences in life and/or at work, describe people, things and places, as course materials challenge them to evaluate multiple viewpoints, make intercultural comparisons, and consider alternative perspectives. As a result, students develop effective strategies for reading, writing, and analyzing visual and auditory information in Italian and to become autonomous learners. As students expand their linguistic ability, throughout the semester, class discussions and writing assignments will challenge their current knowledge about the local and Italian culture in general and language through comparative analysis. Through discussions, presentations, skits and roleplay students will learn to shape, organize, and communicate their ideas and beliefs to a native and non-native audience and incorporate feedback. Please bring a notebook to class, computers are NOT allowed.

### **Grading and Assignments**

Attendance, participation, homework	15%
3 oral assessments	30% (10% each)
3 written tests	30% (10% each)
Final oral exam	25%

#### *Attendance, participation, homework*

Students must be punctual and come prepared to class. They must read and complete assignments before class and by the due date. By doing this, the students are able to ask and answer appropriate questions, describe people, things and places, shortly refer to facts and experiences in Italian, develop curiosity for the city of Padua and Italian culture in general, and actively improve their oral expression.

#### *3 oral assessments*

There will be 3 oral presentations which aim for the student to use and control grammar, vocabulary, and any cultural material presented in class or on-site. Topics will be given one week before each presentation.

#### *3 written tests*

There will be 3 written tests that will cover grammar, vocabulary, and any cultural material presented in class.

### *Final oral exam*

Students will analyze and reflect on their experience in Padua beginning with introducing themselves and using the different vocabulary structures learned throughout the course. Following a PowerPoint that the students have prepared, they will discuss certain aspects of their life in Padua that have most contributed to their semester abroad in a 5-10 min oral presentation. Students can focus on arriving and getting to know the city, on differences between their home country and Italy, on their friends, traveling and other experiences in Italy (e.g., life with your Italian family, in your Italian dorm, at your internship, meeting people, study and volunteering experiences, personal activities like sports, music, dance etc., difficulties and easiness in getting familiar with the new environment, approach to the language and people etc.). Students have the choice of what aspects of their experience they want to focus on and are encouraged to use most of the grammatical forms and vocabulary learned throughout the semester, specifically the past tense. As for all oral presentations during the course, no notes are allowed.

A Power point presentation is part of the exam, to be uploaded on Blackboard by tbd

The final exam will take place on tbd during class time.

### **Course materials**

- *DIECI lezioni di italiano A1* Textbook (ALMA Edizioni). To be purchased before the beginning of the course at [https://www.amazon.it/Dieci-Libro-Ciro-Massimo-Naddeo/dp/8861826210/ref=asc\\_df\\_8861826210/?tag=googshopit-21&linkCode=df0&hvadid=498971786549&hvpos=&hvnetw=g&hvrnd=12825001190404348192&hvpone=&hvpstwo=&hvmqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1009009&hvtargid=pla-1330145590753&psc=1](https://www.amazon.it/Dieci-Libro-Ciro-Massimo-Naddeo/dp/8861826210/ref=asc_df_8861826210/?tag=googshopit-21&linkCode=df0&hvadid=498971786549&hvpos=&hvnetw=g&hvrnd=12825001190404348192&hvpone=&hvpstwo=&hvmqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1009009&hvtargid=pla-1330145590753&psc=1) or at La Feltrinelli bookstore in Padua
- Other course material and assignments are available in the Blackboard site of the course. Access using your Kerberos password.

### **Class and University Policies**

#### **Attendance**

Students should note that attendance will be taken into account by faculty. Boston University Padua students are expected to attend each and every class session, tutorial, on-site class, internship work appointment, and activity required for the class as indicated in the syllabus. Any student with irregular class attendance may have his/her final grade penalized.

#### **Absences**

Unjustified absences from class, and any class related activity, will affect the students' participation grade, which will be lowered by one letter grade for each absence.

#### **Absence for Religious Reasons**

According to Chapter 151C of the General Laws, Commonwealth of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement that may have been missed because of such absence on any particular day; provided, however, that such makeup examinations or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said students such opportunity. No adverse or prejudicial effects shall result to students because of their availing themselves of the provisions of this section. Students who have questions about practicing their religion while abroad should contact Boston University Study Abroad.

#### **Lateness**

Students arriving more than 10 minutes after the posted class start time will be marked as late. Being late three times is equivalent to missing one class.

### **Late Assignments**

Students are expected to turn in all course assignments on time as stated in each course syllabus. Late assignments will not be accepted and missed assignments will automatically be awarded an F. Please note that all coursework must be completed by the end of the program.

### **Examinations**

All academic commitments must be completed before you leave the site; no incompletes are permitted. Students who do not complete a course on time will be given an F. Students are required to sit their examinations on the dates, at the times, and in the same classroom as the other students in their class. If a student is ill or has another extenuating circumstance that causes the student to be absent from a scheduled examination, he/she must provide appropriate documentation and receive approval from the Director.

### **Plagiarism**

Representing the work or ideas of another as one's own; and/or using another's work or ideas without crediting the source. Plagiarism includes, but is not limited to, the following: copying the answers of another student on an examination; copying or restating the work or ideas of another person or persons in any oral or written work (printed or electronic) without citing the appropriate source; using audio or video footage that comes from another source (including work done by another student) without permission and/or acknowledgement of that source; and collaborating with someone else in an academic endeavor without acknowledging their contribution. Plagiarism can consist of acts of commission (appropriating the words or ideas of another as one's own), or omission (failing to acknowledge/document/credit the source or creator of words or ideas).

For more details please see Boston University's Code of Student Responsibilities:

<https://www.bu.edu/academics/policies/academic-conduct-code/>

### **Disability accommodations**

If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Disability and Access Service office (DAS) at 617-353- 3658 to coordinate any reasonable accommodation requests. For more information, please visit: <http://www.bu.edu/disability>

### **Interruption of program or early departure**

Only in serious cases – mostly related to medical emergencies – the Director will allow a student to take a significant break during the program or to leave before its official conclusion. Official written approval must be received by the Director.

### **Academic Advice**

The Director serves as the head of the faculty and as academic advisor. The Director is available on an appointment basis to assist students with academic issues. For academic advice regarding students' home institutions' policies and transfer credit information, non-Boston students should also contact their school's academic advisors.

### **Tutorials**

BU faculty are available by appointment for students who may need support in the learning process. We strongly encourage you to take advantage of this resource. Students in the past found it very useful to succeed. Students who receive a C on a test must seek support from faculty.

## **Schedule of Classes and Assignments**

**THE WEEKLY PROGRAM** on the following pages is subject to change. Please check Blackboard for updated information regarding assignments, deadlines, and other modifications to the weekly program.

# Calendar

## Week 1

### You will learn:

Introducing yourself; greetings; saying *thank you*; using verbs *essere*, *avere*; verb *chiamarsi* (my name is); adjectives of nationality (*italiano/a*, *americano/a*, *coreano/a*, etc.); alphabet; numbers; interrogative words: *Come?* *Di dove?* *Quanti?*; the formal “Lei.”

*We will work on UNIT 1, assignments will be from this unit in the textbook. Homework assignments will be from the relative units in the textbook that are addressed in each class.*

## Week 2

### You will learn:

Review of the introductory weeks for IESP students. Describing simple actions; regular verbs + *fare*, *andare*; interrogative words: *Come?* *Dove?* *Perché?* *Quando?* *Quanto?* *Che cosa?*; definite articles + nouns (gender and numbers); conjunctions: *e*, *quando*, *mentre*, *perché*, *infatti*.

*We will work on UNITS 1 and 2.*

## Week 3

### You will learn:

Describing physical and emotional states; verb *stare*; ordering/asking for help or for something (e.g. at the bar/restaurant/school/home); space prepositions (*a*, *al*, *in*); verb *potere*; indefinite articles and plural; vocabulary of food and beverage

*Writing task (in class) describe Padua and your hometown. We will work on UNIT 3.*

## Week 4

### You will learn:

Describing simple actions and facts; possessive adjectives and expressing property

*We will work on UNITS 3 and 4.*

## Week 5

### You will learn:

Verbalizing feelings and emotions: oral practice “cosa fai quando sei stanco?” Cosa fai?/cosa facciamo?.

*We will work on UNITS 3 and 4.*

- Written Test 1

## Week 6

### You will learn:

Telling the time; describing activities happening during the day, the week and in general; time prepositions and adverbs (*sempre*, *qualche volta*, *mai*); expressions like *stare + gerund*; time; vocabulary: parts of the day, days, months, seasons oral practice. *On site lesson in Prato della valle*: observe and describe what people do “Cosa fa?/Cosa sta facendo?”

*We will work on UNIT 4.*

## Week 7

### You will learn:

Describing activities happening during the day; reflexive verbs; expressing likes, dislikes and preferences; making questions about preferences; verbs *piacere/non piacere*; *preferire*; conjunction: *invece*, *al contrario*; irregular verbs: -ISCO (*finire*, *preferire*, *capire*), *uscire*, *bere*

*We will work on UNITS 4 and 5.*

- Oral presentation 1 – introduce yourself, describe 5 activities in Padua, what you like and what you dislike.

## Week 8

### You will learn:

Vocabulary: shops and stores, economic activities; how and where to find things; *c'è/ci sono*; brief history and curiosities about Padua and the main squares + *on site scavenger hunt in the piazza on Monday, Mar 25<sup>th</sup>*

*We will work on UNIT 5.*

- Written Test 2

## Week 9

### You will learn:

Describing places and daily activities (*c'è/ci sono* + *che relative pronoun*); vocabulary of cities/house (rooms, furniture, objects); place prepositions.

*We will work on UNITS 5 and 6.*

## Week 10

### You will learn:

Describing places and people habits; vocabulary: action verbs; place prepositions.

Describing objects and places: homestay and University spaces, corners of Padua; giving and understanding directions; describing places and locating things and people in the space; verb *dovere*

*We will work on UNITS 5 and 6.*

- Oral presentation 2 – describe your Italian homestay: rooms or dorm rooms, furniture, spatial aspects you like and dislike, which activities are done in the different rooms, differences with your house/dorm in the U.S.

## Week 11

### You will learn:

Telling facts and activities in the past; *passato prossimo* tense: introduction. Greetings before leaving; saying thanks and goodbye + writing activity; using the past for daily needs and specific events.

*We will work on UNIT 6 and 7.*

- Written Test 3 (all topics of the course)

## Week 12

### You will learn:

Oral course review, preparation for the final oral exam and ppt.

*We will work on UNITS 6 and 7.*

- Oral presentation 3 – Speak about your friends and family in Padua, try to use all vocabulary and structures you learned and practiced during the semester. Use the past tense to talk about at least one fact/event.

This is a good opportunity to prepare for the final oral exam.

Students will have their **final oral exam** during regular class time on Monday, **tbd**. Notes of any sort are not permitted.