



## CAS LI 212 FOURTH SEMSTER ITALIAN

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

**Credits:** 4

**Hub Units** 1

### Course Description

Fourth semester Italian is for students who can already understand and use orally and in writing a variety of regular and irregular verbs in the present, past, future and conditional tenses. LI 212 students will further their knowledge of Italian in the areas of communication, cultures, connections and comparisons. In the area of communication, students will learn how to use subjunctive tenses, conditional tenses and hypothetical clauses, applying this knowledge to a wide variety of real-life situations. As you state opinions, agree and disagree in culturally appropriate ways, you will also learn to construct more complex sentences to express your thoughts and insights. In the area of culture, they will learn about different regions in Italy and about Italian art, history, economy, and politics through the reading of contemporary articles, viewing of videos and internet research. In the area of connections, they will use Italian to expand their knowledge of other disciplines and to develop their critical thinking and problem solving. In the area of comparisons, students will compare the Italian culture and language to their own and will reflect on the nature of their differences.

**Prerequisites:** CAS LI 211 or equivalent plus placement test score. [www.bu.edu/RS/flpe](http://www.bu.edu/RS/flpe)

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

This course satisfies the following requirements for the BU Hub:

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 experiences, and recognize and reflect on the issues relevant to those communities such as life-style, behaviours, communication strategies, shaping opinions.*

**Course objectives**

**Student Learning Outcomes**

*Acquire skills that will help you analyze authentic written and audio-visual materials with appropriate scaffolding.*

*Develop your intercultural communication and comparison strategies.*

*Improve your ability to read, comprehend and summarize the main idea of level-appropriate texts.*

*Deepen your understanding of Italian culture by gaining greater familiarity with Italy's role in the field of sustainability.*

*Acquire knowledge of 20th century history and culture of Italian-speaking Europe and how Italy's past and present traditions affect social issues today.*

*Discuss both orally and in writing different issues that move beyond the familiar.*

*Understand and analyze authentic materials, expressing personal opinions and interpreting a given literary, expository or audio-visual material in Italian and support arguments.*

*Demonstrate your understanding of culturally specific issues in comparison to similar situations in your own culture.*

*Use reading strategies, such key words and cognates, to fully understand level appropriate texts.*

*Gain a deeper understanding of how sustainability plays an important role in Italian economy and society.*

*Provide historical and social contexts for discussions of important cultural and socioeconomic topics both in writing and orally through presentations and class discussions.*

*Progress measurably in your Italian proficiency and increase your ability to engage in conversations and write about topics that are relevant to a global world.*

### **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 IESP Program**

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

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

As do all of BU's modern language courses, LI 212 focuses on both content – learn to understand authentic literary, expository and audio-visual texts from and about an Italian-speaking culture – and students' linguistic progress. The

course is based on an active and experiential approach which include the observation of the culture, society, life-style, 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 intermediate-level students. Students combine linguistic resources to synthesize ideas, refer 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 role plays students learn to shape, organize, and communicate their ideas and beliefs to a native and not native audience and incorporate feedback.

Students in LI 212 will also fulfil the **BU HUB Individual in Community (IIC)** as they analyze Italian socio-economic, political, gender, and cultural experiences which will inform their own worldviews and beliefs as well as those of other individuals and societies. Through conversations with native Italians in the local community, and readings and videos from Italian media outlets they will participate respectfully in the Italian communities and recognize and reflect on the issues relevant to those communities.

- **Being a smart consumer and respectful citizen** - In this unit, you will learn how to navigate an Italian city and interacting with native speakers while respecting local tradition and culture. At the same time, you will gain the necessary skills to not only communicate your needs but become aware of how your choices can impact the people and places with whom you come in contact.
- **How to improve our world** - In this unit, you will discuss the past and present social problems that we face in our global community, as well as thing about what personal challenges you and others might face on a daily basis. You will explore the world of immigration, emigration, equal opportunities, and LGBTQ+ rights in Italy. You will also hypothesize about how we can all envision and contribute to a fairer, happier and more peaceful society in the future.

## COURSE OBJECTIVES

Interpretive evaluation: after viewing videos and reading literature on the different themes, students individually will complete exercises showing comprehension and acquired knowledge on the subjects. In the in-class assessments, students will also be asked to write short compositions on topics covered in the literature and videos covered during the course.

Interpersonal activities: students will discuss in pairs and in small groups what they have learned about the topics and will ask and answer questions in Italian.

Presentation assessment: students will be evaluated both in writing with in-class assessments and writing assignments prepared by students outside of class, as well as orally with oral presentations prepared by the students outside of class.

## BIBLIOGRAPHY

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Tommasini, M.G. and Diaco, M. (2019) *Spazio Italia 3: Livello B1: Manuale + eserciziario*. Torino: Loescher Editore

## **Grading and Assignments**

Attendance, participation, homework	10%
2 oral presentations	20% (10% each)
2 written assignments	15% (7%, 8%)
3 in-class assessments	25% (5%, 10%, 10%)
Oral final presentation	20%
Final written paper	10%

### *Attendance and participation 10%*

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

### *2 oral presentations 20%*

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.

### *2 written assignments 15%*

There will be 2 written assignments which aim for the student to use and control grammar, vocabulary, and any cultural material presented in class or on-site.

### *3 in-class assessments 25%*

There will be 3 in-class written assignments which test both content and linguistic knowledge.

### *Final oral exam 20%*

The student will discuss a topic of the course related to his interest and based on the readings and adding personal observations and considerations given by his experience in Padua and in Italy. The final oral exam will be in the form of a conversation and will take place on tbd.

#### *Final written paper 10%*

The student will analyze and reflect on his entire experience in Padua (e.g. life in host families, meeting people, study and work experiences, difficulties and easiness in getting familiar with the new environment, approach to the language, etc.). They will present his impressions and how this cultural exchange has informed his world view and how that view has changed throughout the semester. The student will write a 3-page long paper in Italian and upload it on Blackboard within tbd.

### **Course material**

- All course material such as readings, video, vocabulary, and grammar review are available in the course booklet and on 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 their 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**

Academic dishonesty includes cheating, plagiarism and all forms of misrepresentation in academic work, and is unacceptable.

Simply stated, plagiarism is taking another's work and presenting it as you own. Definitions of plagiarism frequently include terms such as 'theft' or 'steal'. Plagiarism is, in fact, intellectual theft. It is one of the most serious forms of academic misconduct. Plagiarism committed by a student will certainly result in course failure and may result in suspension or dismissal. For more details please see Boston University's Code of Student Responsibilities: <http://www.bu.edu/lifebook/universitypolicies/policies-code.html>

### **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. All homework assignments, readings and grammar can be found in the course booklet.

Assignments to be completed before class meeting.

### **Week 1: Introductory Week**

1. Introduction and syllabus. 2. What does Italy and the Italian language mean to you? 3. Discuss your childhood and important events in your life using imperfect and present perfect tenses (grammar and exercises in booklet).
  2. On-site “Treasure hunt” activity at the historical Caffè Pedrocchi in Padua. Interview local people to discover information about Padova and this historical building.
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### **Week 2: Padua and Venice**

1. Use past tenses to talk about what you’ve learned about Padua so far. 2. Exploring Padova (photos + descriptions); write an advertisement for American tourists on Padlet (due on Friday, February 17<sup>th</sup>). 3. Practice double pronouns (with present and past tenses).
  1. Read “Venice” article and discuss in class. 2. Discuss the tourist tax in Venice. 3. Practice the formal imperative.
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### **Week 3: The Environment and Responsible Tourism**

1. Watch video “Turismo responsabile e sostenibile” (<https://www.youtube.com/watch?v=IVOqceMavag>) and discuss. 2. Practice the present conditional tense.
  1. **In-class assessment #1** 2. Discuss environmental problems and environment protection campaigns in Italy. 3. Give advice on how to live and travel in a sustainable way by using the conditional tense.
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### **Week 4: The Italian school system**

1. Discuss Italian universities. 2. **Experiential Learning:** Interview with Italian students from the University of Padua to discuss the differences between Italian and American universities.
  1. On-site lesson at an Italian high school (exact timetable to be decided)
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### **Week 5: Expressing opinions regarding social media’s impact on society**

1. Read “Giovani e Social Media: l'infografica: Unicusano” and discuss. 2. Discuss and give opinions on the use of social media using the subjunctive present tense.
  1. Make conjectures on how life was different in the past, without social media using the subjunctive past tense. 2. Prepare a debate regarding the impact of social media on society by using language for agreeing and disagreeing and subjunctive tenses.
  3. **Writing Assignment 1: Opinion-based essay – *Come pensi che l’esperienza di uno studente a scuola fosse diversa in passato, senza social media, tecnologia o supporto digitale?* Please upload to blackboard by Friday, March 10<sup>th</sup> at 10pm.**
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### Week 6: Changes in Italian Society

1. Read article "Ideali familiari: evoluzione e tendenze." 2. Discuss changes in Italian family and culture. Compare to American culture. 3. Use the past subjunctive to give opinions on the societal changes that have occurred.
  3. *Oral Presentation #1: Discuti come la famiglia e la società italiana e americana sono cambiate tra il '900 e gli anni 2000. Utilizza pubblicità prendendole da diversi tipi di media: riviste, giornali, tv, poster, social media, etc.. Organizza una panoramica storico-culturale facendo confronti tra i casi italiano e americano e discutendo le diverse rappresentazioni visive. Usa Padlet.) To present at the beginning of class*
  1. Oral presentation #1. 2. Practice the imperfect subjunctive tense. 3. Using subjunctive tenses, discuss what people used to believe regarding social and cultural norms versus how people view these concepts today.
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### Week 7

1. Italian vs. Dialects: What have you found out during your time in Italy? Discuss the presence of dialects in Italy.
  2. Research and discuss in class the linguistic landscape in the U.S.
  3. *Oral presentation #2: Intervista: Prepara un'intervista sulla relazione tra la lingua "standard" (=che si impara a scuola e si parla in situazioni ufficiali) e il/i dialetto/i. Poni le tue domande alle persone che conosci in Italia e negli Stati Uniti utilizzando Google modules o un altro strumento per creare surveys. Carica le interviste con risposte su Blackboard e prepara una presentazione con la quale mostri i risultati della tua ricerca, facendo le tue considerazioni. Please upload on the course blackboard site. To present in class on Wednesday, March 29<sup>th</sup>.*
  1. **In-class assessment #2** 2. Discuss extracts from *Sillabari veneti* in preparation for guest speaker on Friday.
- Guest lecturer**  
A conversation with Paolo Malaguti, author of *Nuovo Sillabario veneto*
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### Week 8: Social equality

1. Watch three campaigns that promote social equality and discuss these issues in Italian and American culture. 2. Practice the 2<sup>nd</sup> conditional.
  1. **Oral presentation #2.** 2. Read and discuss "Cos'è il DDL Zan e cosa ne pensa la gente delle discriminazioni di genere?" (<https://www.ipsos.com/it-it/ddl-zan-opinioni-italiani-discriminazioni-genere>). 3. Discuss LGBTQ+ rights in Italy.
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### Week 9: People in Movement

1. Read an interview with a young woman about her work experience in Italy. 2. Discuss emigration today. What are the causes and consequences of this phenomenon? 3. Practice past perfect subjunctive.
  1. Watch a video about master glassmaker Moulaye Niang "Odyssey of an African glassmaker" (<https://www.muranonet.com/blogs/unfold-venice/the-first-african-murano-glass-master>) and discuss. 2. Discuss the situation of immigration in Italy and the US today.
  3. *Writing assignment #2: (Saggio: Diversità e inclusione. Che cosa significano queste parole per te? Che cosa significano per il futuro del mondo? Che cosa hai osservato in questi mesi durante il tuo soggiorno in Italia? Motiva le tue affermazioni portando esempi concreti dalla tua esperienza.) Upload to Blackboard by Tuesday, April 11th.*
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## Week 10

1. Discuss the multiculturalism of Trieste (program trip to the city is on March 31<sup>st</sup>)
  2. Past perfect subjunctive and 3<sup>rd</sup> conditional.
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## Week 11 – A Language in Movement

1. Read article “La salute del congiuntivo” and discuss.
  2. Practice subjunctive tenses and other conjunctions.
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## Week 12:

1. **In-class assessment #3.**
2. Read “Se il servizio civile fosse obbligatorio” and discuss civil service in Italy yesterday and today.

## Study Session

## Final oral exam

## Final written paper due