Course Description

1. General Objectives

Second-year Italian I is a course for students who have reached the level of linguistic competence that is required at the completion of a first-year course I and II in Italian. The aim of this course is to further familiarize you with standard Italian usage, both in written and in oral forms, and to increase your proficiency in the Italian language in all four skills - reading, listening, speaking and writing (see Appendix 1, level A2).

2. Specific Aims

Comprehension

Reading comprehension will be enhanced through exposure to a variety of genres and styles, including texts from printed media, literary works and Internet sites. As your ability in Italian develops, you will also be encouraged to research alternative reading materials through individual explorations on topics of interest to you.

For listening comprehension, class activities are built around video and audio tapes of short duration, films in original language, TV broadcasts, instructor input, as well as exchanges with peers in group or pair work.

Group work has a special role in language learning, as it helps create an environment that both supports and expands your emerging “Italian”-ness. Using opportunities in class to speak and think in Italian will enable you to increase your fluency, to a level where you feel confident to interact with speakers of Italian in different contexts. In order to reinforce your notions about the language, it is important that you try them outside of the classroom, in authentic situations and contexts. As you will find out yourself, the greater your motivation and personal investment, the more rewarding and substantial the return. An essential part of your involvement with Italian is seeking out opportunities for practice and further exposure to the language on an on-going basis. Watching newscasts as well as Italian films, preferably without subtitles, attending cultural and social events in the community in Ottawa, and interacting with speakers of Italian whenever possible are all efficient ways to increase listening comprehension.
**Expression**

Throughout the course, you will be working on a variety of tasks and assignments for speaking and writing. Some of these will be done individually, for example, short oral presentations and written expression of personal views on a variety of topics, while many others will be done in small groups.

Your participation in group tasks will allow you to review and to practice linguistic structures and vocabulary, with increasing confidence in expressing yourself in Italian. As a result, your fluency will improve. Ultimately, participation in group activities is to be considered as one of the key contributors both to a successful course work and to a personally rewarding language learning process.

As a member of a community of learners, it is not essential that you express yourself perfectly all the time; it is essential, however, that you be engaged actively in the process of developing language awareness and accuracy.

The tasks for both oral and written expression will focus on the practical applications of the linguistic features studied and observed through reading and listening. By completing assignments and projects, you will have the opportunity to use your skills to describe people, events and feelings, to express your views and opinions, to elicit information from others, and to engage in linguistic exchanges with increasing ease.

**Classroom Work**

Successful language learning requires continuous and conscious engagement with the target language. Active in-class participation is an essential part of this engagement, and it will serve as the basis for evaluating your work in the course.

You will be expected to take full advantage of the communicative opportunities provided for you in class. Attending classes, handing in assignments on time, and consistently contributing to the class in all activities, whether group, pair or individual work, will be all considered as measures of your use of class time.

The classroom provides a safe place where students can practice using the language in a variety of contexts, receive constant feedback from the instructor and from their peers, and rely on their classmates as partners and possible resources in the learning process. While the instructor’s role is to provide guidance and support, students are responsible for engaging in this process as agents, not as passive recipients.

Classroom time will be spent on creating an environment in a collaborative effort, where Italian will be the main vehicle of communication, in meaningful contexts. The texts and other instructional materials will be used as reference points for specific topics, to start from and to expand upon. The assigned textbook is meant to support the language skills in use, in terms of relevant linguistic features. Specific grammar points are introduced with each unit.
Students are responsible for the materials presented during classes and in the textbook, for the compulsory readings, as well as for specific assignments to be completed either in class, or on the students’ own time. Please refer to the attached course schedule for due dates.

Textbook

Compulsory Reading
One short story to be chosen by the student from a list of authors provided by the instructor.  Please note: Works by the authors listed are featured among the holdings of the McOdrum Library at Carleton University.

RESOURCES
Video Materials:  Instructional Media Services, McOdrum Library  
(from catalogue)
Some films in Italian language can also be borrowed from the instructor, on a short-term basis.

Dictionaries:
You can use any medium-size, bilingual dictionary.  
Cautionary note: please be aware of linguistic traps when looking for word-for-word translation in an unfamiliar language.  It is important to cross-check a word in both sections (English-Italian AND Italian-English) of the dictionary.

*You are also encouraged to start your own dictionary, gradually building up a collection of words that you find interesting, relevant for a particular topic, or simply attractive by the way they sound.  Your own word lists can be helpful also when you are preparing for a presentation on a topic of your personal interest.

Web Sites:
On-Line Dictionaries:
www.demauroparavia.it/  
http://dizionari.corriere.it/dizionario_italiano.shtml  
http://dizionari.corriere.it/dizionario_italiano_inglese.shtml
You are encouraged to visit regularly web sites in Italian, some of which will be indicated to you at the beginning of the course. Some class activities will be based on information that you found on line, and web-based research will be part of assignments. Remember to include the reference to the source(s) (e.g. the web page) that you used in your work, in order to avoid plagiarism, which is considered an instructional offense.

TV Programs in Italian:
Broadcasts by the Italian Radio and Television Corporation (RAI) are available in the Ottawa area, on channel 610 (digital).  Tele-30 on channel 22 is a local program in Italian, and Omni is available on channel 16.

Italian-Language Press:
Britton’s Smoke Shop, 844 Bank Street (near Fifth Avenue)
Evaluation

Emphasis is given to your engagement in the course (please see above). This is best demonstrated by motivated involvement, not only by means of attending all scheduled classes, but also by taking part in all learning opportunities made available during the course, including your contributions to group work, completion of assignments by the required dates, and attention to feedback. Evidently, if you are not present, you can not participate, therefore, full attendance is expected, or appropriate documentation justifying an absence is required.

All the course work, including assignments, hand-outs and learning log entries, has to be organized throughout the course in a binder with moveable sheets. You will be asked to submit short written assignments, the term assignment and the learning logs (please see p. 5) by the established due date, as well as the exercises assigned from the textbook. Please feel free to see me during office hours to receive feedback on your progress in the course.

The final course mark will be composed of the following:

- In-class participation, group work and quizzes 20%
- On-going assignments and learning log 20%
- Pair project work 20%
- One mid term in-class test 20%
- Final examination 20%

100%
On-Going Assignments and Learning Log (20%)

On-going assignments include both written and oral work, to be done individually. These individual assignments will allow you to expand on topics emerging from class discussions, and to express your personal views, as well as to receive feedback on exercises assigned from the textbook. Oral assignments will be presented in class; short written assignments will be handed in to me for feedback regarding your use of the language for conveying meaning (ie., both the content and the form of your writing). All written assignments will be returned to you, and will be filed in your course binder (as explained above).

Please note: Students who miss a class will be expected to find out about the work from a classmate. All assignments have to be completed by the due date. Special circumstances may be discussed with me only before the due date. Late assignments will not be accepted and will receive a 0%, unless accompanied by a medical certificate or other verifiable explanation. Students should discuss any prolonged absence with me as soon as possible.

The learning log in Italian is one of your on-going assignments. The log is an instrument to record your personalized language learning experiences. This is a cumulative assignment to be evaluated as a whole. I will monitor the learning log by collecting and reviewing your entries (min. 5 entries for the term). I will respond to your entries each time you submit your learner log for review.

Your learning log in Italian may contain:

- journal
- free writing
- personalized word lists based on the readings and in preparation for the pair project work
- notes on what you are learning
- notes on out-of-class experiences with the language (occasions when you had the opportunity to “immerse” yourself in Italian).
- anything else that you want to talk about in Italian with your Instructor.

Pair Project Work (20%)

During the term, you will be working with a partner on the written presentation and discussion of a short story, to be selected from the list of authors that will be distributed in class during the week of September 21. Selections will have to be indicated to me by October 7. During the weeks of November 9 and November 16, students will have an oral presentation and discussion of their work with the class, for peer feedback. The due date for submitting to me the final (written) copy of the assignment is November 25.

As this assignment is also meant to enhance cooperation and to promote communication in Italian, please note that the grade evaluating a particular assignment will be based, also, on how
effectively you worked together as a pair. Students will receive written feedback on their assignments during the week of December 7.

N.B. Assignments handed in after the due date will not be graded.

**Mid Term In-Class Test (20%)**

The in-class test, of the duration of 2 hours, will consist of tasks similar in format to the on-going assignments, including exercises in reading comprehension and written expression, as well as listening comprehension. The evaluation will also consider the students’ competence (skill level) in using structures and vocabulary presented in the course. The in-class test will be graded and returned to the students with a percentage indicating the grade out of 100%.

**In-Class Test:** November 6, 2009

Students who miss the in-class test because of illness or other circumstances beyond their control will be required to produce appropriate documentation to justify their absence. Personal scheduling conflicts and/or travel plans can not be accepted as valid reasons for missing the in-class test. If a student who misses the test has appropriate justification, she/he will be allowed to write a make-up test at the end of the course, before the final examination.

**Final Examination (20%)**

A final examination (duration 3 hours) will be held during the period scheduled by the University: December 9-22, but in a regular classroom setting.

The final examination, similar in format to the tasks and activities performed during the course, is designed to evaluate the students’ progress and level of proficiency in all language skills (listening, speaking, reading and writing). The evaluation will also take into account the students’ competence (skill levels) in using structures and vocabulary, as well as knowledge of topics presented throughout the course.

**Plagiarism**

Plagiarism, the passing off of someone else's work as one's own, is a serious offence and it, as well as any other instances of academic cheating, will be dealt with in accordance with university regulations, as per the university calendar (see relative page in Undergraduate Calendar 2009-2010).
III. ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes in each term.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://carleton.ca/equity/accommodation

IV. - Other issues
Please visit the following pages for information on the Student Academic Success Centre, the Learning Commons, and the Writing Tutorial Service:
http://www2.carleton.ca/sasc/advisingcentre/
http://www2.carleton.ca/sasc/learning-support-services/
http://www2.carleton.ca/sasc/writing-tutorial-service/

V. - Some Important Deadlines

September 23, 2009: Last day to change courses or sections for fall/winter and fall term courses; September 30, 2009: Last day to withdraw from fall term and fall/winter courses with a full fee adjustment; November 16, 2009: Last day to withdraw from fall term courses.
## Appendix 1

### Table 1. Common Reference Levels: global scale

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Proficient User</strong></td>
<td></td>
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<tr>
<td>C2</td>
<td>Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</td>
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<tr>
<td><strong>Independent User</strong></td>
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<tr>
<td>C1</td>
<td>Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</td>
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<tr>
<td>B2</td>
<td>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
</tr>
<tr>
<td><strong>Basic User</strong></td>
<td></td>
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<tr>
<td>B1</td>
<td>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</td>
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<tr>
<td>A2</td>
<td>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</td>
</tr>
<tr>
<td>A1</td>
<td>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</td>
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