COURSE OUTLINE: ITAL 4110 A – Fourth year Italian – intensive course
Winter 2011

Time and location: M/W 11:35 - 2:25 pm, PA 114
Instructor: Dr. Cristina Trevisan
Office: 3A59 PA, tel: 520-2600, ext. 3826
e-mail: cristina_trevisan@carleton.ca
Office hours: Monday and Wednesday 3:00 to 4:30 pm
Tuesday and Thursday 1:15 to 2:15 pm

1. General:

This course is designed for advanced learners with formal instructional background in Italian (placement test required) or prerequisite ITAL 3110. The course approaches language in a holistic manner. All four language skills – listening, speaking (production & interaction), reading and writing - will be given equal weight during the classroom hours and in the evaluation of the students’ work throughout the course. The student will also acquire knowledge about Italian culture in a broad sense; historical, social, literary, and artistic aspects will be introduced along with specific customs and facts of daily life.

2. Specific:

This course will offer students the opportunity to increase their knowledge of the Italian language acquired in the previous years and to upgrade their linguistic performance. As a fourth level course, it will further improve and broaden the students’ linguistic skills in everyday speech, and it will provide students with the ability to recognize, understand, and use specific languages, different registers and styles, different types of texts, (i.e. narrative, descriptive, argumentative, informative, prescriptive, etc.). (See Appendix 1, Independent User, B2)

Objectives

In practical terms, the course aim will be to:

a) enhance students’ level of fluency in conversation;
b) better the students’ oral understanding;
c) increase the speed and confidence of students in the reading of Italian texts of various cultural nature;
d) improve the students’ writing skill on various types of texts and topics
e) make the students understand grammar rules that will help to develop a more elaborate articulation of arguments.
f) increase and improve vocabulary.
Oral and Written Communicative Skills

The tasks for both oral and written expression will focus on practical applications of structures and vocabulary. Students will be given specific assignments to carry out either in groups, during class time, collecting and presenting information, role playing, etc., or individually, short compositions or projects, to be handed in at regular intervals (details will be given in advance, each time).

During this term there will be some Italian film screenings. They will take place during classroom hours. The films will be shown in Italian. After the screening, students, individually or in groups, will write a review and/or discuss the film and debate the issues raised by the movies.

Besides the textbook, articles and short essays on general aspect of the Italian society, as well as selected sections of literary texts, will be provided by the instructor. All reading material will provide the basis for in-class discussions.

Students are strongly encouraged to read Italian magazines and newspapers, available on-line at www.mediatime.net (please also check WebCt for further information on web pages). Panorama, Espresso, and Focus, Italian magazines of general interest, are available at the Carleton University Library, in the periodical section.

Classroom work

Classroom work will be primarily devoted to interactive and communicative tasks supplemented by grammar-based exercises. Different activities will develop aural comprehension, speaking, reading and writing; the basic emphasis will be on activities directed at improving oral comprehension and production, as well as reading and writing.

Participation is an essential part of language learning. As such, it will serve as the basis for evaluating the students' work in the course. Please note that participation means more than attending classes: it requires the learner to make a conscious effort towards USING the language. While the instructor will act as a motivator and facilitator to help students learn how to learn the language, the students will benefit taking an active role in the learning process.

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 textbook, a short story, and other materials provided by the instructor will be used as reference points, to start from and to expand upon.
Since the aim is to devote the majority of class time to practicing language skills, it is essential for the students to study the vocabulary and grammar rules presented in the textbook or in handouts before coming to class. While students will develop individual approaches to learning the language, rather than relying solely on the teacher for language practice, they will also take part in the learning of their classmates through pair and group work. The classroom environment will encourage students to start producing the language early on, and to use communicative strategies such as risk taking, guessing, predicting, paraphrasing, etc., effectively. To support the language skills, grammar points will be introduced and practiced with each unit in the textbook.

Students who miss a class will be expected to find out about the work from other students. All assignments have to be completed by the due date. Special circumstances may be discussed with the instructor before a due date.

**Required Textbooks**


**Optional**


**3. Evaluation procedures**

A major part of the evaluation will be based on in-class activities, tasks and assignments. All course work should be handed in a folder. The final course mark will be composed of the following:

**In-class participation, group work, homework, brief oral reports on Italian news** 25%
**One in-class mid-term test** 25%
**One in-class oral presentations of a project** 25%
(including the written component to hand-in)
**Final in-class assignment, task-oriented** 25%

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100%

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
In-class participation, group work, homework (25%)  
Consistency in learning any language is especially required; therefore students will be on an ongoing evaluation in class.

Oral in-class presentation (25%)  
Students will sign up for the in-class presentation of a project in Italian. Presentations in pairs are preferable; the project outline will be discussed in advance with the instructor. The mark for the oral component will be assigned individually. Topics can vary; however, the presentations will have to show evidence of an independent investigation regarding a particular aspect or phenomenon of Italian life / culture. Each project has to include some questions for a group discussion following the presentation. Length: 15 minutes. Presentations will start on February 28 and continue throughout the month of March 2011.

Mid-term in-class test (25%)  
The in-class test will consist of tasks similar in format and approach to the work done in class and to the activities present in the textbook Magari!, including exercises in processing written texts (reading comprehension and written expression), listening comprehension, structural and grammatical exercises (week of March 14, 2011).

Students who miss a test because of illness or other circumstances beyond their control will have to produce appropriate documentation to justify their absence. If they have appropriate justification, they will be allowed to write a make-up test before the final in-class assignment.

Final in-class assignment (25%)  
The final in-class assignment will cover several interactive tasks designed to evaluate the students’ progress and level of proficiency in Italian in all language skills. 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. The final tasks will be performed during the last two weeks of classes.

Students who are absent for the in-class assignment because of illness or other circumstances beyond their control will have to produce appropriate documentation to justify their absence. If they have appropriate justification, they will be allowed to participate in a make-up test.

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 2010-2011).
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
http://www.carleton.ca/calendars/ugrad/current/university/academicyear.html

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 14, 2011</td>
<td>Last day for registration for winter term courses. Last day to change courses or sections for winter term courses.</td>
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<tr>
<td>January 31, 2011</td>
<td>Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment.</td>
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<tr>
<td>February 21-25, 2011</td>
<td>Winter Break, classes suspended.</td>
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<tr>
<td>March 11, 2011</td>
<td>Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for April examinations.</td>
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<tr>
<td>April 5, 2011</td>
<td>Winter term ends. Last day of fall/winter and winter-term classes. Last day for academic withdrawal from fall/winter and winter-term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter and winter-term courses.</td>
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## 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>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>
</tr>
<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>
</tr>
<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>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>
</tr>
<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>
</tr>
</tbody>
</table>

## Appendix 2: Oral assessment chart

<table>
<thead>
<tr>
<th>Impression</th>
<th>Non-classifiable</th>
<th>Insufficiently</th>
<th>Insufficiently</th>
<th>Insufficiently</th>
<th>Insufficiently</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punto</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
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**Tabella Punteggio Prova Orale**