ITAL 032 Italian Language & Culture - Intermediate

Dates: July 6 – August 13

Location: This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas. To learn more about Canvas, please go through the Canvas Guide for Students.

Professor: Donatella Melucci, Ph.D.

Professor Contact Information: Donatella.Melucci@georgetown.edu

Virtual Office Hours: By appointment via Zoom

COURSE DESCRIPTION

Italian Language & Culture - Intermediate (Summer 2021) is a 6-credit course that is fully delivered online in a 6-week period. This course is designed to further develop language ability and knowledge of the Italian culture for students who have completed Intensive Basic Italian or have already had some exposure to the language. As in the case of Italian Language & Culture - Basic, the four skills of speaking, understanding, reading, and writing are developed in a balanced way. Aspects of Italian history, culture, and contemporary life are also introduced through readings, listening materials, videos, and films and through the use of language technologies (like Canvas and other web tools). The general objective is to provide students with basic tools for oral and written communication in Italian and to offer them the opportunity to learn about Italian culture and life, but also to reflect on intercultural differences and similarities.

COURSE LEARNING GOALS

1. **Demonstrate** advanced proficiency in the communicative areas of Italian reading, writing, listening, and speaking
2. **Communicate** in Italian both orally in basic situations of everyday life such as informal encounters, transactions in shops or public offices and in writing through the production of short essays and letters.

3. **Apply** analytical skills through reading and writing.
4. **Use** language both functionally (for example, to describe people and places, to make requests, to give advice) and expressively (for example, to express feelings and states of mind).
5. **Demonstrate** intercultural awareness through discussions and reflections on Italian customs, traditions, and daily life.

METHODOLOGY

Since this is a communicatively-oriented course, the language is taught through exposure to authentic situations and texts, which constitute the basis for formal and grammatical reflection. Thus, grammar is not taught independently of the texts presented in class and the focus is not on the formal aspects of the language, but on communication. Most of the materials and explanations are in Italian and classes are conducted almost exclusively in Italian. However, the textbook presents grammatical explanations in English.

COURSE MATERIALS

a. **Textbook**: students will receive information on how to access the textbook online)

 ● Piazza, 2ed, Melucci, Tognozzi, Cengage Learning

b. **Movies**

 ● Nuovo Cinema Paradiso (directed by Giuseppe Tornatore), included on CANVAS

c. **Technology**

Use of technology is mandatory because this is a fully online course, the textbook web resources and/or other technologies are used to provide further practice on specific grammatical points, to offer guided access to culturally salient Internet sites and up to date materials for the development of oral and written skills. CANVAS, an online platform, will be used daily as well as other tools.

For **Cengage Technical support**, please call: 1-800-354-9706

d. **Other Video, Films and cultural materials.**

Every semester, students watch and work on at least one Italian film and different types of video materials. Students will also read short stories and excerpts from short novels.

COURSE ASSIGNMENTS AND GRADING CRITERIA

GUIDELINES FOR STUDENT PARTICIPATION AND WORK

Since Intensive Intermediate Italian is an intensive course, students are expected to complete daily assignments online such as mechanical activities with immediate feedback, creating writing tasks as well as synchronous and asynchronous video activities (i.e. individual video-postings and group video-conferences). Daily online participation is

essential. This course is the equivalent of a 6-credit course which should cover 75 hours of classwork. Therefore, if students plan to work five days a week, they are expected to spend three hours a day to complete their classwork which may include assignments on the workbook, compositions, Canvas activities and weekly video-conferences with their instructors.

I may deduct 1/2 point from the final grade for each 3 incomplete/outstanding assignments. Finally, students are expected to coordinate with their peers to complete group work.

GRADED ASSIGNMENTS

Students in this course are regularly evaluated through quizzes and exams, but the final grade is assigned taking into account oral performance, compositions, attendance, homework, and class participation. There will be three quizzes during the course, one midterm exam as well as a final exam that covers units 6-12. Proctorio will be used for assessments in order to prevent cheating and plagiarism. No make-up tests are allowed unless exceptional circumstances (such as medical emergencies) occur. The grade for oral performance is assigned based on daily performance, video-recordings, and interviews with the instructor. Students in this class will also complete writing assignments of varying lengths throughout the course.

Complete your assignments by the due date indicated. Plan to devote about two hours of your day (M-F) for your Italian classwork. Please be aware that you cannot complete all your weekly classwork in a day or two. Proceed as suggested in Canvas. Contact me promptly if you have questions and/or there are technical issues that prevent you from completing your assignments

1. **Homework, Attendance, Participation (25%)**
Each week you will be required to complete a set of online exercises in MindTap and Canvas associated with that week's module topic.Assignments may include VoiceThread activities, discussions boards, homework quizzes, MindTap activities, and Zoom sessions, among others..

2. **Quizzes (3) (15%)**
In **Weeks** 2, 4 and 5, you will be required to complete three major quizzes, accessible through Canvas. These quizzes will cover assigned readings, videos, and lectures. I recommend you stay on top of the material so that you can maximize your potential. You may take the quiz at any time during the week until Friday to 11:59pm ET.

3. **Writing / Compositions (3) (15%)**
In **Weeks** 1, 3 and 5, you will complete three major writing assignments.

4. **Midterm Exam (15%)**
The midterm exam will be available via Canvas during **Week 3**. The exam will have questions related to Capitoli 6-8 and skills such as Ascolto & Comprensione, Lettura &

Comprensione, Vocabolario, Grammatica, and Tema. You will have practice activities on MindTap.

5. **Oral Performance (15%)**

The midterm and final exam will have an oral component you will complete live via Zoom with your instructor.

6. **Final Exam (15%)**

The final exam will be available via Canvas during the last week of class.will be available via Canvas during **Week 6**. The exam will have questions related to Capitoli 6-12 and skills such as Ascolto & Comprensione, Lettura & Comprensione, Vocabolario, Grammatica, and Tema.

Important Notice: All faculty are required to document a student's academic activity at the beginning of each course. In order to document that you began this course, **please complete the "CAPITOLO 6: REVIEW (Remotely Proctored)" academic activity by the end of the first week of classes** or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

GRADING OPTIONS

Students will have the option to choose one of two grading frameworks for Summer 2020 courses, either

1. a letter grade, or

2. Satisfactory (S); Credit (CR); or No-credit(NC): (S=grades A through C; CR=C-, D+, D; NC=F)

Students can make this choice in *MyAccess* beginning up until the last day of classes. The choice to take a class S/CR/NC can apply to any course: Core, major, minor, certificate or free elective. The choice can be made without permission from the deans (per the usual process). The S/CR/NC options will not be counted toward the stated maximum of student's degree programs (e.g., "six" as outlined in the Undergraduate Bulletin). The withdrawal date will also be extended to the last day of classes. A transcript notation will explain that S/CR/NC was instituted because of the 2020 COVID-19 pandemic.

GRADING SCALE

93 - 100% = A	80 - 83% = B-	67 - 70% = D+
90 - 93% = A-	77 - 80% = C+	65 - 77% = D
87 - 90% = B+	73 - 77% = C	below 65% = F
83 - 87% = B	70 - 73% = C-	

COURSE SCHEDULE

Please read this section to review module topics. You are required to move through each module in sequential order. Beginning with Module 2, each module will be released (unlocked) on Friday, 11:59PM ET before its start date. Students are required to move through each module in sequential order.

ORIENTATION: Opens July 6

The orientation provides an overview of the course and introduces you to your professor and peers. You will also learn about the technology requirements and where to get support.

SETTIMANA 1 | Capitolo 6, July 6-10

Capitolo 6: Feste in piazza

MAJOR ASSIGNMENT: Tema 1

COMMUNICATIVE GOALS
- Narrate past events including recounting childhood and adolescent experiences.
- Talk about holidays, traditions, and celebrations.

VOCABULARY

Holidays: Traditions and traditional foods; School and childhood; Memories of childhood and adolescence

GRAMMAR
- Past tense and imperfect
- Adverbs.

SETTIMANA 2 | Capitolo 7, July 12 - 17

Capitolo 7: Al ristorante della piazza con i colleghi

MAJOR ASSIGNMENT: Quiz 1

COMMUNICATIVE GOALS
- Communicate about food, meals and quantities.
- Express likes and dislikes.
- Talk about jobs, working life and internships.

VOCABULARY

At the restaurant; The menu and foods; Professions and occupations; Work places.

GRAMMAR
- Partitives (review)
- The verb *piacere*
- Pronouns *ci* and *ne*
- Past Perfect

SETTIMANA 3 | Capitolo 8, July 19 - 24

Capitolo 8: In vacanza tra piazze e bellezze naturali

MAJOR ASSIGNMENTS: Tema 2 and Midterm

COMMUNICATIVE GOALS
- Talk about vacations and taking trips
- Discuss methods of transportation
- Express plans and intentions
- Make a hotel or room reservations

VOCABULARY

Public transportation; Modes of transportation; Hotels, places and lodging.

GRAMMAR
- Future tense
- Double pronouns
- Relative pronouns

SETTIMANA 4 | Capitolo 9 e 10, July 26 - July 31

Capitolo 9: In piazza per promuovere la salute

MAJOR ASSIGNMENT: Quiz 2

COMMUNICATIVE GOALS
- Identify parts of the body
- Talk about health and physical conditions
- Give advice about maintaining a healthy lifestyle

VOCABULARY

The body and health; Health problems and cures; To be in shape.

GRAMMAR
- Imperative
- Imperative with pronouns

Capitolo 10: In piazza per un ambiente sano

COMMUNICATIVE GOALS
- Discuss the environment and ways to improve it
- Talk about geographical characteristics and landscape
- Make comparisons

VOCABULARY

The environment; Nature.

GRAMMAR
- Simple conditional
- Past conditional (skim)
- Comparatives

SETTIMANA 5 | Capitolo 11, August 2-7

Capitolo 11: Moda e tecnologia si incontrano in piazza

MAJOR ASSIGNMENTS: Tema 3 and Quiz 3

COMMUNICATIVE GOALS
- Talk about contemporary society and fashion
- Express opinions about technology
- Express opinions about "the best" and "the worst"

VOCABULARY

Technology & Fashion; High-Tech; Computer science

GRAMMAR
- Present subjunctive
- Expressions that require the subjunctive
- Past Subjunctive

SETTIMANA 6 | Capitolo 12, August 9 - August 13

Capitolo 12: Piazze multiculturali: l'Italia di ieri e di oggi

MAJOR ASSIGNMENT: Final Exam

COMMUNICATIVE GOALS
- Talk about multiethnic societies in Italy and other countries
- Express opinions about past events
- Discuss the effects of globalization and make hypotheses

VOCABULARY

Immigration; Integration

GRAMMAR

- Imperfect subjunctive
- If-clauses
- Historical Past (for recognition only)

INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

1. Communicate with your professor and classmates regularly via email, discussion boards, and other platforms.
2. Navigate the internet using a web browser (note that certain tools may require a specific browser).
3. Use office applications such as Microsoft Office or Google Docs to create documents.
4. Submit assignments in Canvas.
5. Upload and download saved files (including text, audio, and video).
6. Use a microphone to record audio.
7. Use an internal or external camera to record video.

TOOLS AND TECHNICAL SUPPORT

In this course, we will use Canvas, MyProgrammingLab, Panopto, Proctorio, Turnitin, and Zoom.

- **Canvas.** An online space that allows professors to post your grades, share information, and add online assignments. It gives you access to your class content and tools in order to complete the course. As an online student you have 24/7 access to Canvas technical support, including Canvas live chat and support hotline at **855-338-2770**. In Canvas, click the "Help" icon in the far-left Canvas menu. A Canvas window will show you all available support and feedback options. If you're looking for help on a specific feature, check out the Canvas Student Guide.

- **MindTap.** Cengage provides engaging content, to challenge every individual and build student confidence with MindTap. Full, interactive ebook, readable online or off, study tools that empower anytime, anywhere learning and 24/7 course access, the Cengage Mobile App keeps students focused and ready to study whenever it's convenient for them. You will complete workbook activities and access your textbook. For technical support, please connect with technical support.

- **Panopto:** In this course, you will use Panopto to record your own presentations. For technical support and to check you have the minimum system requirements go to Panopto Support.

- **VoiceThread.** This collaborative tool offers video, voice, and text commenting. To get started, review the [Getting Started with VoiceThread page](). For support, you can find more guides or request help on the [VoiceThread at Georgetown page]().

- **Zoom.** This live video-conferencing tool enables users to conduct live discussions, presentations, lectures, office hours, etc. via audio, video, text chat, and content sharing. You can also use it to create audio or video recordings. Visit the [Web Conferencing with Zoom]() page if you have technical issues.

COMPUTER REQUIREMENTS

- You will need access to a computer (Windows or Mac) and adequate Internet service to complete this course. Although you can use other devices such as smartphones and tablets for some online coursework, please note that some tools, such as Proctorio, do not work on tablets or smartphones.

- *You will also need an internal or external microphone and camera to complete this course.* While you can use any browser to access Canvas please note that some tools only work with certain browsers (e.g., Proctorio only works with Chrome). The minimum requirements needed to use Canvas can be found in this [Canvas guide]().

COURSE POLICIES AND EXPECTATIONS

TIME EXPECTATIONS

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending approximately 15+ hours per week minimum on the work for each online module.

Late Work Submission Policy: You must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. Otherwise all late submissions will not be graded.

COMMUNICATION EXPECTATIONS

Communication with Peers and with Professor

You will be expected to engage with your peers via the discussion board on a regular basis.

If you have general questions about assignments and course materials please post these questions in the [General Question Discussion Board Forum,]() which you can access in the Modules menu. This is an open forum, and you are encouraged to give answers and help each other.

Students should check their e-mail regularly. Please use the following guidelines when sending academic and professional related communication:

- **Check the syllabus.** Before sending your e-mail or message, be sure that your question has not already been addressed in the syllabus or an announcement.
- **Use the preferred medium.** Double check in the syllabus or orientation to see whether email or Canvas message is your professor's preferred medium.
- **Be patient.** You will receive a response within 24 hours on business days. Please do not wait until the night before an assignment is due to ask a question.
- **Use a clear subject line.** The subject line should include the topic of the message and the class title.
- **Greet & close.** E-mail and Canvas messages should begin with a formal greeting and end with a closing as well as your name.
- **Check your writing**. Proofread (i.e. grammar and spelling) your message before sending.

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

ACCOMMODATIONS

STUDENTS WITH DISABILITIES

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services,(202-687-8354; arc@georgetown.edu; https://academicsupport.georgetown.edu/disability/) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

ACCESSIBILITY AND INCLUSION

One of the central tenets of Georgetown's educational mission is cura personalis, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of Georgetown's Honor System and to take the Honor Code Pledge.

IMPORTANT NOTICE ABOUT COPYRIGHT

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, tests and quizzes, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. COURSE MATERIALS MAY ONLY BE USED BY STUDENTS ENROLLED IN THE COURSE FOR ACADEMIC (COURSE-RELATED) PURPOSES.

For more information about intellectual property and copyright visit this page.

HONOR CODE PLEDGE

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system; to live out a commitment to

integrity in all my words and actions; to be honest in every academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together; to live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; and to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.

IMPORTANT NOTICE ON HONOR CODE

An important point of the HONOR CODE at Georgetown refers to the elaboration and presentation of compositions and other written work. Although students are encouraged to work with language tutors on grammar and other aspects of the language on which they may need help, **UNDER NO CIRCUMSTANCES SHOULD THEY HAND IN WRITTEN WORK THAT HAS BEEN REVISED, PROOFREAD, PARTLY OR TOTALLY ELABORATED BY THEIR TUTORS.**

Students may seek their tutor's advice on specific language-related questions, but not on the elaboration of compositions, written projects, etc. Assignments that are written with the help of online tools such as Google translator are unacceptable and will result in serious sanctions as will assignments that copy materials from the internet without quoting sources. Ignoring these rules will be considered a breach of the honor code and will lead to serious academic consequences.

For more information about the honor code at Georgetown visit their page.

PLAGIARISM

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out Plagiarism.org.

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the Honor Council website.

SUPPORT SERVICES

Georgetown recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services for students that can be accessed online and has put together this newsletter which aims to provide you with information about well-being resources and virtual meetings that can connect you with

mental health professionals on and off campus during this time. Below are some resources available to you:

- [Academic Resource Center](#)
  202-687-8354 | arc@georgetown.edu

- [Counseling and Psychiatric Services](#)
  202-687-6985

- [Institutional Diversity, Equity & Affirmative Action (IDEAA)](#)
  (202) 687-4798

SEXUAL MISCONDUCT

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the [Sexual Misconduct Website](#).

TITLE IX PREGNANCY MODIFICATIONS AND ADJUSTMENTS

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. SCS students must complete the [Pregnancy Adjustment Request Form](#) and submit it to the SCS Deputy Title IX Coordinator at [titleixscs@georgetown.edu](#). Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process. More information about pregnancy modifications can be found on the [Title IX at Georgetown University Website](#)Georgetown Library If you have a question for a librarian you can go to their ["Ask Us"](#) page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

GEORGETOWN LIBRARY

If you have a question for a librarian you can go to their "Ask Us" page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.

eRESOURCES

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the Library's Homepage by using your NetID and password.

LEARNING RESOURCES

Georgetown offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Center and Refworks.
- The Writing Center offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.
- Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

APPENDIX

ONLINE PROCTORING

This online course may use an online proctoring solution integrated in Canvas quizzes which offers identity verification, test monitoring, and a number of other features to ensure academic integrity. Therefore, students should select private spaces for the exam session where disruptions are unlikely. More information will be provided during the course.

Please note: If you have challenges finding a computer that meets the technical requirements above, and/or concerns using an online proctoring tool, please speak to your professor who will work with you to find an equivalent alternative.