

## ELI107.xxxx Italian for Spanish-Speaking Students (Ital for Spa Spkrs)

INSTRUCTORS\_NAME <instructors\_email@lagcc.cuny.edu>  
<http://faculty.lagcc.cuny.edu/instructor>

SEMESTER

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### Instructor's Information

**Instructor:** INSTRUCTORS\_NAME  
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**Tel:** 718-482-5460  
**Office:** B-234  
**Office Hours:** xxx  
**Preferred communication:** E-mail is preferred, with which you should expect my response within 24 hours.  
**Class Schedule:** xxx (Room: xxxx) & xxx (Room: xxxx)

### Course goals and objectives

**Catalog Course Description:** This course is designed as an accelerated introduction to Italian for Spanish-speaking students with native or near-native proficiency. Traditional and innovative approaches will be used to develop communication skills - understanding, speaking, reading and writing. Students will also be introduced to Italian culture through readings, images, lectures, music and film. The course is conducted in Italian.

**Section Description:** INSERT COURSE DESCRIPTION

**Prerequisites:** Exemption exam

**Pre/Corequisites:** CSE095 and ESL097

### Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as **Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways)**. Note that students can receive only up to 6 credits in one Flexible Core area (a.k.a. bucket) and all elementary-level modern language courses are paired (i.e., you must take 102 in order to receive credits from 101). In other words, you will not be able to take any other World Culture and Global Issue class if you intend to receive Flexible Core credits from the modern languages classes.

In this course you will:

- **Gather, interpret, and assess information from a variety of sources and points of view.**
- **Evaluate evidence and arguments critically or analytically.**
- **Produce well-reasoned written or oral arguments using evidence to support conclusions.**
- **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.**
- **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.**
- **Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.**

More specifically, by the end of the semester, you will be able to

- communicate orally and in writing in Italian concerning every day topics;
- describe information heard in diverse voices in Italian in classroom discussion, film and songs;
- communicate with a native speaker of Italian, demonstrating a command of basic Italian grammar and syntax;

- explain the meanings of texts in Italian;
- discuss and write about elements of the cultural history of Italy;
- present research on aspects of Italian culture in Italian.

**Textbook, grading, and other class logistics**

**Textbooks:** The following textbooks are required for this class.

- Branciforte, S. and Grassi, A. (2011). *Parliamo italiano! : A Communicative Approach*. Wiley, Hoboken, NJ, 4th edition edition. ISBN: 9780470526774 (only text) or 9780470614600 (package with Quia); 9780470584989 (binder ready version)

**Grades:** Your final grade will be determined based on the following evaluation points.

Midterm 20%

Final exam 20%

Quizzes (4 quizzes x 5) 20%

Homework (10 HW x 1) 10%

Lab (10 labs x 1) 10%

Presentation 20%

- **Grade distributions:** **A:** 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

**Weekly schedule (subject to change)**

**Lab:** Students are required to attend the lab session for one hour every week.

Week	Topic
Week 1 [Insert DATE]	Week 1 Course introduction Greetings, basic questions in the formal and informal form The alphabet Numbers Colors Introduction to nouns
Week 2 [Insert DATE]	Week 2 Months, dates Irregular verbs, "essere" and "avere" First conjugation verbs Vocabulary and images for monuments of Rome Lab 1: 1% Homework 1: 1%
Week 3 [Insert DATE]	Week 3 Vocabulary for the university and the home Plural nouns Second and third conjugation verbs Adjectives and possessive adjectives Quiz 1: 5% Lab 2: 1%

	Homework 2: 1%
Week 4 [Insert DATE]	<p>Week 4</p> <p>Irregular verbs, "andare," "venire," "uscire," "dare," "stare"</p> <p>The verb, "piacere"</p> <p>Vocabulary for the family and the weather</p> <p>"Bello" and "buono"</p> <p>"Questo" and "quello"</p> <p>Simple Prepositions</p> <p>Lab 3: 1%</p> <p>Homework 3: 1%</p>
Week 5 [Insert DATE]	<p>Week 5</p> <p>Vocabulary for the market</p> <p>The perfect</p> <p>Higher numbers</p> <p>The partitive</p> <p>"Ne" and "ci"</p> <p>Direct object pronouns</p> <p>Quiz 2: 5%</p> <p>Lab 4: 1%</p> <p>Homework 4: 1%</p>
Week 6 [Insert DATE]	<p>Week 6</p> <p>Vocabulary concerning food</p> <p>Double pronouns</p> <p>Adverbs</p> <p>Irregular verbs, "conoscere" and "sapere"</p> <p>Italian cuisine as a cultural phenomenon</p> <p>Midterm: 20%</p> <p>Lab 5: 1%</p> <p>Homework 5: 1%</p>
Week 7 [Insert DATE]	<p>Week 7</p> <p>Vocabulary concerning sports and vacations</p> <p>The imperfect</p> <p>The progressive tense</p> <p>The future</p> <p>Italy and the Second World War</p> <p>Lab 6: 1%</p> <p>Homework 6: 1%</p>
Week 8 [Insert DATE]	Week 8

	<p>Reflexive verbs</p> <p>Vocabulary for clothing, the body</p> <p>The comparative and the superlative</p> <p>The conditional</p> <p>The imperative</p> <p>Laura Pausini and Italian popular culture</p> <p>Quiz 3: 5%</p> <p>Lab 7: 1%</p> <p>Homework 7: 1%</p>
Week 9 [Insert DATE]	<p>Week 9</p> <p>Vocabulary for professions, transportation, job interviews</p> <p>The present subjunctive</p> <p>Relative pronouns</p> <p>Italian politics through film: Caterina in The Big City (2003)</p> <p>Lab 8: 1%</p> <p>Homework 8: 1%</p>
Week 10 [Insert DATE]	<p>Week 10</p> <p>Vocabulary for travel</p> <p>The pluperfect</p> <p>The imperfect subjunctive</p> <p>The past subjunctive</p> <p>The pluperfect subjunctive</p> <p>Italian Renaissance Culture</p> <p>Quiz 4: 5%</p> <p>Lab 9: 1%</p> <p>Homework 9: 1%</p>
Week 11 [Insert DATE]	<p>Week 11</p> <p>Vocabulary for theater and music</p> <p>Hypothetical statements</p> <p>Subjunctive use with the conditional</p> <p>Suffixes</p> <p>The comics: Charlie Brown and Mickey Mouse in Italy</p> <p>Lab 10: 1%</p> <p>Homework 10: 1%</p>
Week 12 [Insert DATE]	<p>Week 12</p> <p>Presentation: 10%</p>
Final [Insert DATE]	<p>Week 13</p> <p>Final exam: 20%</p>

<b>Policies</b>
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**Classroom policies:** The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

**Valuing LaGuardia’s Diversity:** As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College’s Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

**Rules for Personal Conduct:** You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

**The student attendance policy:** As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15\% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

**The academic dishonesty policy:** As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

**Policy on assigning the grade of Incomplete: As stated in the college catalogue:** "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

**Declaration of pluralism:** The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).