

ELI101.xxxx Elementary Italian 1 (Elem Italian 1)

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SEMESTER

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Instructor's Information

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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 for beginners of Italian and aims to develop students' listening, speaking, reading and writing skills in Italian. An understanding of Italian culture is nourished through the examination of cultural practices and perspectives. Students will learn Italian pronunciation, grammar and vocabulary in the context of important aspects of the culture essential for effective communication. Note: Students must successfully complete ELI 102 before receiving credit for ELI 101.

Section Description: INSERT COURSE DESCRIPTION

Prerequisites:

Pre/Corequisites: CSE095 and ESL097

Flexible Core Objectives: World Cultures and Global Issues

This course bears three credits that satisfy Pathways Flexible Core World Cultures and Global Issues. In this Pathways course, students 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

- carry on a conversation in Italian on topics such as nationality, family life, travel, careers, education, parenting, social and economic issues;
- communicate with a native speaker of Italian using the graded vocabulary specified in the course proposal;
- explain the meaning of graded texts in Italian within the topical outline of the course;
- write coherent idiomatic Italian demonstrating an understanding of syntax and grammar;
- present on aspects of Italian culture that they have researched.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- Melucci, Donatella & Tognozzi, Elissa (2020). Piazza (2nd). New York, NY: Cengage. ISBN: 9781337565813 (\$96.20 net price for Piazza hard copy and MindTap for 4 terms); (\$75 net price for Piazza digital copy and MindTap for 4 terms); (\$119.99 for Cengage Unlimited for 24 months); Course: ELI101, ELI102, ELI107.

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]	<p>Capitolo 1</p> <p>Geography: Il lazio. The Italian Alphabet: Spelling, alphabet. Useful Expressions for class in italian. Book activities: 1-6, 1-7, 1-8. Vocabulary: Greetings and salutations: formal and informal. Book activities: 1-1, 1-3, comprensione, osserviamo la struttura. Questions and expressions. Book activities: comprensione, osserviamo la struttura.</p>
Week 2 [Insert DATE]	<p>Capitolo 1</p> <p>Verbs: Essere and Stare. Book activities: comprensione, osserviamo la struttura. Questions and expressions. Book activities: 1-10, 1-11, 1-12, 1-13. Lettura: Un'amaricana a Roma. Book activities: Pre-lettura, dopo la lettura. Vocabulary: "La piazza". Months of the year and dates. Book activities: 1-17, 1-18, 1-20.</p> <p><i>Lab 1: 1%</i> <i>Homework 1: 1%</i></p>
Week 3 [Insert DATE]	<p>Capitolo 1</p> <p>Grammar: Nouns - gender and number. Book activities: comprensione, osserviamo la struttura. Nouns - indefinite articles. Book activities: 1-25, 1-26, 1-27. Nouns - definite articles. Book activities: comprensione, osserviamo la struttura, 1-31, 1-32, 1-33.</p>

	<p>Videoteca: Presentazioni. Book activities: Prima della visione, durante la visione, dopo la visione.</p> <p><i>Quiz 1: Capitolo 1 5%</i> <i>Lab 2: 1%</i> <i>Homework 2: 1%</i></p>
Week 4 [Insert DATE]	<p>Capitolo 2</p> <p>Geography: La Puglia e la Campania. Vocabulary: “Descrizioni”. Book activities: 2-1, 2-2, 2-3. Grammar: Adjectives. Book activities: comprensione, osserviamo la struttura, 2-7, 2-8, 2-9 Buono e bello. How to say "I like it". Book activities: 2-10, 2-11.</p> <p><i>Lab 3: 1%</i> <i>Homework 3: 1%</i></p>
Week 5 [Insert DATE]	<p>Capitolo 2</p> <p>Grammar: Present tense of "to have" and idiomatic uses. Book activities: comprensione, osserviamo la struttura, 2-14, 2-15, 2-16, 2-17, 2-18. Lettura: “La feltrinelli libri e musica”. Book activities: Pre-lettura, dopo la lettura. Vocabulary: “La classe”. Schools and subjects. Book activities: 2-20, 2-22, 2-23, 2-25.</p> <p><i>Lab 4: 1%</i> <i>Homework 4: 1%</i></p>
Week 6 [Insert DATE]	<p>Capitolo 2</p> <p>Grammar: Regular and irregular -are verbs. Book activities: comprensione, osserviamo la struttura, 2-26, 2-27, 2-28, 2-29. Simple prepositions. Book activities: comprensione, osserviamo la struttura, 2-32, 2-33, 2-34. Videoteca: Parliamo di scuola. Book activities: Prima della visione, durante la visione, dopo la visione.</p> <p><i>Quiz 2: Capitolo 2 5%</i> <i>Lab 5: 1%</i> <i>Homework 5: 1%</i></p>
Week 7 [Insert DATE]	<p>Capitolo 3</p> <p>Geography: Il Veneto. Vocabulary: “La famiglia”. Book activities: 3-1, 3-2, 3-4. Grammar: Possessive adjectives and pronouns. Book activities: comprensione, osserviamo la</p>

	<p>struttura, 3-11, 3-12, 3-13, 3-14. Regular and irregular -ere an -ire verbs. Book activities: comprensione, osserviamo la struttura, 3-6, 3-7, 3-8.</p> <p><i>Lab 6: 1%</i> <i>Homework 6: 1%</i> <i>Midterm: 20%</i></p>
Week 8 [Insert DATE]	<p>Capitolo 3</p> <p>Lettura: “Le mille sfumature di una vita da nonno”. Book activities: Pre-lettura, dopo la lettura.</p> <p>Vocabulary: “La casa”. Book activities: 3-20, 3-22.</p> <p>Grammar: Compound prepositions. Book activities: comprensione, osserviamo la struttura, 3-23, 3-24, 3-25.</p> <p><i>Lab 7: 1%</i> <i>Homework 7: 1%</i></p>
Week 9 [Insert DATE]	<p>Capitolo 3</p> <p>Grammar: More irregular -ere an -ire verbs. Book activities: comprensione, osserviamo la struttura, 3-28, 3-29, 3-30, 3-31, 3-32. Sapere and Conoscere.</p> <p>Videoteca: Dove festeggi le feste di famiglia?. Book activities: Prima della visione, durante la visione, dopo la visione.</p> <p><i>Quiz 3: Capitolo 3 5%</i> <i>Lab 8: 1%</i> <i>Homework 8: 1%</i></p>
Week 10 [Insert DATE]	<p>Capitolo 4</p> <p>Geography: Il Piemonte e la Valle d’Aosta.</p> <p>Vocabulary: “Il tempo, le stagioni e le attività sportive”. Book activities: 4-1, 4-2, 4-3, 4-4.</p> <p>Grammar: Reflexive and reciprocal verbs. Book activities: comprensione, osserviamo la struttura, 4-6, 4-7, 4-8. The time. Book activities: comprensione, osserviamo la struttura, 4-11, 4-12, 4-13.</p> <p>Lettura: “GiocAosta”. Book activities: Pre-lettura, dopo la lettura.</p> <p><i>Lab 9: 1%</i> <i>Homework 9: 1%</i></p>
Week 11 [Insert DATE]	<p>Capitolo 4</p> <p>Vocabulary: “Il centro della città”. Book activities: 4-15, 4-16, 4-17.</p> <p>Grammar:</p>

	<p>Modal verbs. Book activities: comprensione, osserviamo la struttura, 4-20, 4-21, 4-22. Demonstrative adjectives and pronouns. Book activities: comprensione, osserviamo la struttura, 4-26, 4-27. Videoteca: Tempo libero e sport. Book activities: Prima della visione, durante la visione, dopo la visione.</p> <p><i>Quiz 4: Capitolo 4 5%</i> <i>Lab 10: 1%</i> <i>Homework 10: 1%</i></p>
Week 12 [Insert DATE]	<p><i>Review Ch.1 – Ch.4</i> <i>Presentation: 20%</i></p>
Final [Insert DATE]	<p>Final exam 20%</p>

Policies

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).