

SPRING 21 - INTERMEDIATE ITALIAN I

ITAL-UA9011.F01 SP21

Tu, W, Th – 3:30pm – 4:45pm CET
(Italian time zone) +

March 3 - 28: 2:30pm – 3:45pm CET (Italian time zone)

Instruction Mode: Blended Synchronous

Classroom: Aula Siena, Villa Ulivi (NYU Florence)

Instructor: Laura Tarabusi

SYLLABUS

Spring 2021

We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you've completed the online academic orientation via NYU Classes so you are aware of site specific support, policies and procedures.

Please contact florence.academicssupport@nyu.edu if you have trouble accessing the NYU Classes site.

If you are attending in person, you will be instructed to choose your seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Class Description

- ITAL-UA9011.F01-SP21
- Intermediate Italian I
- Prerequisites: Intensive Elementary Italian or Elementary Italian II
- Meeting Days and Times: Tu, W, Th – 3:30pm-4:45pm CET (Italian time zone), March 3-28
2:30pm-3:45pm CET (Italian time zone)
- Instruction Mode: Blended Synchronous
- Classroom: Aula Siena, Villa Ulivi, NYU Florence

Instructor Details

- Name: Laura Tarabusi
- NYU Home Email Address:

- Office Hours: Appointments available via Zoom or in person on request

Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU Florence, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

NYU Florence embraces diversity and recognizes our responsibility to foster an open, welcoming environment where students, faculty and staff of all backgrounds can collaboratively learn, work and communicate. We will continually strive to work together to nurture a culture of inclusivity, compassion and mutual respect.

There are both on-campus and NYU Global resources available to students and staff wishing to share their experiences with us or offer suggestions for improvement. On-campus, students, faculty and staff can contact any one of our three local [IDBE Liaisons](#), [Mary Barbera](#), [Lisa Cesarani](#) and [Angelica Pesarini](#). Students can also contact the [Office of Academic Support](#) or the [Office of Student Life](#) to talk to a member of staff. Students are invited to join the NYU Florence IDBE Student Committee and take on an active role in planning encouraging dialogues on issues around diversity and inclusion.

The Global NYU community can access the [Office of Global Inclusion, Diversity and Strategic Innovation](#) who works closely with students, faculty, administrators, and staff, regardless of where you may be located, to help make every aspect of NYU more equitable. You can contact them at globalinclusion@nyu.edu for more information and resources.

Bias Response Line

NYU's [Bias Response Line \(BRL\)](#) provides an open forum to members of our community and helps to ensure that our community is equitable and inclusive. It is a centralized way to share or report experiences and concerns regarding bias, discrimination, or harassing behavior that may occur within our local or global NYU community. To contact the BRL, please email or call: 212-998-2277.

Course Overview

Prerequisites: ITAL-UA9010 Intensive Elementary Italian or ITAL-UA9002 Elementary Italian II

Comprehension: Students will gain understanding of oral and written communication on various topics, ranging from basic routine tasks to travel, shopping, cultural customs and events in the

past, present and future. They will appreciate the increasingly elaborate expression of personal wishes, feelings and hopes. Students will recognize key information in the reading and listening of authentic material, provided it is clearly presented and structured, and will begin to understand advanced texts featuring narration and description of events.

Production and interaction: Students will be able to handle a large range of conversation tasks and standard social situations. They will be able to interact beyond their mere immediate needs, discussing in some depth topics such as leisure activities, professional goals and personal taste; skills in oral presentation will begin to solidify, as students will sustain a general conversation and be understood. Narrative skills are limited but begin to emerge. Students will be able to write short letters and short paragraphs and show command of simple sentence syntax.

Linguistic structures: Students will be familiar with increasingly complex grammatical content, such as indirect and combined pronouns, future tense, conditional and subjunctive modes.

Desired Outcomes

On completion of this Course, students should:

- use only target language to negotiate meaning in class;
- demonstrate the ability to understand and tell past events framing them in the appropriate timeline;
- demonstrate ability to handle various communicative functions, such as expressing and comparing preferences and experiences on various topics (sports, music, work and food);
- express opinions, needs and wants, formulate simple hypotheses;
- demonstrate knowledge of grammatical structures (particularly of the pronominal system) in periodic written tests and exams and appreciate the difference between tenses;
- design an oral presentation and perform it in class to demonstrate achievements in mono-directional communication;
- compile textual assignments involving prose production, such as summaries and short essays on a given topic.

Note: Expected Learning Outcomes for each unit are indicated in the detailed weekly syllabus

Course Requirements

Students will be graded based on the following criteria: the completion of tasks, projects and presentation; quizzes; academic commitment and homework; oral and written exams.

Course Important Dates

- Tasks & Presentation:
 - Task 1, Thursday February 4
 - Task 2, Wednesday February 17
 - Task 3, Thursday March 4
 - Task 4, Thursday April 15
 - Oral Presentation, April 27 – May 5 (detailed calendar provided by your instructor)
- Quizzes:

- Quiz 1, Thursday February 11
 - Quiz 2, Thursday February 25
 - Quiz 3, Thursday March 11
 - Quiz 4, Thursday April 8
 - Quiz 5, Thursday April 29
- Midterm exam:
 - Oral exam: Tuesday March 23 and Thursday March 25 by appointment;
 - Written exam: Wednesday March 22.
 - Final exam:
 - Oral exam: Tuesday May 11 and Thursday May 13 by appointment;
 - Written exam: Wednesday May 12

Assessment Components

- Midterm Exam: 25%
- Final Exam: 25%
- Academic Commitment including Homework 25% **
- Tasks, Projects, Presentation: 15%
- Quizzes: 10%

Failure to submit or fulfill any required course component results in failure of the class.

****NB: Commitment:** A student's commitment will be evaluated based on active participation, involvement and contribution in the course either remote or in-person. This may include, but is not limited to, presence at synchronous class sessions, timely submission of predetermined course assignments to the instructor, collaboration with peers in group course work both during class time or independently outside of class time, individual oral or written contributions to synchronous course time through the chat function, in person discussion, or in individual office hours with the instructor. In an asynchronous format this academic engagement may take the form of written contributions to course forums, adding comments to posted work on VoiceThread or Google Drive shared docs, etc.

Assessment Expectations

Grade A

The Desired Outcomes are fully reached and supported by the results of the various tests (Quizzes, Tasks, Presentation, Portfolio, Written and/or Oral Exams), which demonstrate that the student has acquired excellent linguistic comprehension, production and interaction for the determined level of competence. The student has furthermore manifested by his/her active and constructive behavior in class and in homework a profound commitment to going beyond the objectives of the course.

Grade B

The Desired Outcomes are reached completely and the results of the various tests (Quizzes, Tasks, Presentation, Portfolio, Written and/or Oral Exams) demonstrate that the student has acquired a good linguistic comprehension, production and interaction for the determined competences. The student has furthermore manifested by his/her active participation in class and in homework a serious commitment to fully reaching the objectives of the course.

Grade C

The Desired Outcomes are reached in a satisfactory way and the results of the various tests (Quizzes, Tasks, Presentation, Portfolio, Written and/or Oral Exams) demonstrate that the student has acquired an acceptable level of linguistic comprehension, production and interaction for the determined competences. The student has furthermore manifested by his/her positive behavior in class and in homework a satisfactory commitment to reaching the objectives of the course.

Grade D

The Desired Outcomes are reached to a degree that is barely sufficient to pass the course; the results of the various tests (Quizzes, Tasks, Presentation, Portfolio, Written and/or Oral Exams) demonstrate that the student has acquired only a partial linguistic comprehension, production and interaction for the determined competences. The student has furthermore manifested by his/her behavior in class and in homework – only sporadically positive – a scarce commitment to reaching positive results.

Grade F

The Desired Outcomes are not reached in a sufficient way and the results of the various tests (Quizzes, Tasks, Presentation, Portfolio, Written and/or Oral Exams) demonstrate that the student has not acquired the linguistic comprehension, production and interaction at a sufficient level for the determined competences. The student has furthermore failed to manifest by his/her behavior in class and in homework – inconsistent and often unfocused – a commitment to reaching the objectives of the course.

Grading Guidelines

A = 94-100

A minus = 90-93

B plus = 87-89

B = 84-86

B minus = 80-83

C plus = 77-79

C = 74-76

C minus = 70-73

D plus = 67-69

D = 65-66

F = Below 65

Grading Policy

Please refer to Assessment Expectations and the policy on late submission of work.

Academic Accommodations

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see the [Moses Center](#) for further information.

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see [Study Away and Disability](#).

Attendance Policy

Study abroad at Global Academic Centers is an academically intensive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. In blended course format, students, based on need and circumstance may attend class sessions in-person or remote synchronously online. Both are acceptable and would be considered present in class. Since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the Global Sites is expected. Unexcused absences will affect students' semester participation grade.** Faculty will take attendance at the beginning of every class. For Go Local Students studying in Florence: **If you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic Center the remote course can be taken.** Both in-person and remote students are responsible for making up any work missed due to absence. Repeated unexcused absences in a course may result in failure. Please be in contact with your professor via email to meet during office hours to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

Excused Absences:

In case of absence, regardless of the reason, the student is responsible for completing missed assignments, getting notes and making up missed work in a timely manner based upon a schedule that is mutually agreed upon between the faculty member and the student. **Absences should be reported to the [Office of Academic Support](#) via email and to your faculty member BEFORE your class meets for lesson.**

Categories of Excused Absences

Absence Due to Illness

- If you are a Go Local student present in Florence and feel sick, please contact the [Office of Student Life](#) for assistance.
- COVID-19 related family emergencies will be considered as an excused absence
- The Office of Student Life, when assisting you in cases of severe or extended illness, will coordinate with the Office of Academic Support to properly record your absences

Due to Religious Observance

- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday
- Please note that no excused absences for reasons other than illness can be applied retroactively.

Students with questions or needing clarification about this policy are instructed to contact a member of the Office of Academic Support located in Villa Ulivi or to email florence.academicsupport@nyu.edu .

Late Submission of Work

- All course work must be submitted on time, in class on the date specified on the syllabus.
- To request an extension on a deadline for an assignment, students must speak to the professor one week prior to the due date
- To receive an incomplete for a course at the end of the semester, two weeks before final exams, both the student and the faculty member must meet with the Assistant Director of Academic Affairs to review the request and if granted, they must both sign an Incomplete Contract detailing the terms for completing missing coursework.

Plagiarism Policy

PLAGIARISM WILL NOT BE TOLERATED IN ANY FORM:

The presentation of another person's words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

In the event of suspected or confirmed cases of plagiarism, the faculty member will consult first with the Assistant Director for Academic Affairs as definitions and procedures vary from school to school.

Class Time Expectations

In light of the unique circumstances of blended instruction, we ask students to consider the following class time expectations to ensure a productive class:

- Prepare your workspace for class, limit non-class activities during synchronous class time.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- If deemed necessary by the study away site (i.e. a COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or "raise hand" function in order to add your voice to class discussions.
- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.

Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the Office of Academic Support florence.academicsupport@nyu.edu as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Course Materials

Required Textbooks & Materials

All course readings will be posted online in the NYU Classes course site and/or in the Google Drive course folder. In the [Villa Ulivi Library](#) there are extra copies of textbooks available for consultation and semester long loans. Textbook loaners must be reserved by email to florence.library@nyu.edu. To request scans from books on reserve in the library, please use the [Ulivi Library Book Scan Form](#).

Textual Resources:

- Allora: Corso di Italiano. Livello Intermedio. Department of Italian Studies, NYU Edition 2013 **[from now on AI]**. PDF free version in NYU Classes/ GDrive course folder or Printed version for loan from the Villa Ulivi Library (available on a first come, first served basis). Please note that the digital version is the most updated and preferred version.
- Parole per Oggi, Department of Italian Studies, NYU Edition 2013, **[from now on PO]**. PDF free version in NYU Classes/ GDrive course folder or Printed version for loan from the Villa Ulivi Library (available on a first come, first served basis).

Online Resources (all available within NYU class):

- Allora: Grammar Guide **[from now on G]**
- Allora: Glossario & Flashcards
- Allora: Grammar Videos
- Allora: Allora Videos
- Allora: Audio files
- Allora: Test&Quizzes (Assignments)
- Allora: La mia lezione

Additional assistance

Additional assistance for this class is available contacting your professor for individual help during Office Hours.

Suggested Co-Curricular Activities

Suggested optional co-curricular activities will be announced in class and/or via email by the professor throughout the semester.

NOTE: Instructors may vary the syllabus slightly to meet the needs of each individual class.

Your Instructor

Laura Tarabusi earned her PhD in Modern Languages with a research on Intercultural Communicative Competence of Study Abroad Students in Higher Education. She received her degree in Foreign Languages and Literature from *Università di Firenze* and the post-graduate Diploma in Teaching Italian as a Second Language from *Università per Stranieri di Siena*. She earned other postgraduate diplomas in Foreign Language Teaching and was qualified as a teacher of English and German by the Italian Ministry of Education. Laura started teaching Italian

as a Second Language at *Università di Firenze*, and since 2000 has been teaching Italian at NYU Florence. She was the *Direttore Tecnico* of *Centro Linguistico di Ateneo* of *Università di Firenze*. She was in charge of the Community Service academic program at New York University Florence until it was suspended in 2012. Laura has presented papers and published articles on Italian as a Second Language and on Intercultural Communicative Competence, e.g.:

- "[Mobilità internazionale e competenza comunicativa interculturale. Un profilo degli studenti in entrata.](#)" In: *La didattica delle lingue nel nuovo millennio. Le sfide dell'internazionalizzazione*. Ed. by Carmel M. Coonan, Ada Bier, Elena Ballarin. Edizioni Ca' Foscari Digital Publ., Venezia, 2018.
- "Intercultural Communicative Competence and Study Abroad: Laying the Groundwork for a Research Project" in: *Intercultural Horizons Volume IV: Identities, Relationships and Languages in Migration*. Ed. by Eliza J. Nash, Nevin C. Brown and Lavinia Bracci. Cambridge Scholars Publ., Newcastle, 2016
- "Consapevolezza, conoscenza, abilità: strategie per lo sviluppo della competenza comunicativa interculturale" in: *InSegno. Italiano L2 in classe, 2/2015*. Firenze, Becarelli Editore, 2015.

Important Italian Class Rules

- The following are all criteria to assess your academic commitment: Coming to class prepared and with all assignments completed; Making an effort to constantly speak Italian; Asking insightful questions; Participating in all activities with a positive attitude.
- Relying on used textbooks with marked answers is considered a matter of academic honesty and will be regarded by your instructor as cheating, negatively affecting your grade.
- All Quizzes and Exams will be taken as scheduled. Examinations may be anticipated or made up only with the permission of the Office of Academic Support, Villa Ulivi.
- Personal travel arrangements will never constitute a satisfactory excuse for requesting an early or make-up exam.

Class Assignments and Topics

Week 1

Giovedì 28 gennaio / Thursday January 28

Martedì 2 febbraio / Tuesday February 2

Mercoledì 3 febbraio / Wednesday February 3

Giovedì 4 febbraio / Thursday February 4 **TASK 1**

- **Textual Resources**
 - **Fotocopia per ripasso livello elementare.**
- **Expected Learning Outcomes**
 - Gli studenti consolideranno le capacità di presentarsi, salutare, fare acquisti, chiedere informazioni
- **Structure and Lexicon**
 - **Grammatica:** ripasso corso Elementare, in particolare forme e uso del passato prossimo e imperfetto; espressioni di tempo: l'altro ieri, dopodomani, un anno fa, da un anno
 - **Lessico:** ripasso del lessico per fare la spesa, chiedere informazioni ed interagire in situazioni di vita quotidiana.

Week 2

Martedì 9 febbraio

Mercoledì 10 febbraio

Giovedì 11 febbraio: **QUIZ 1**

- **Textual Resources**
 - **AI: 01, Ti piacciono gli animali?**
 - **PO: 11, Gli animali**
 - **Audio files: #1**
 - **Glossario: #1**
- **Expected Learning Outcomes**
 - Gli studenti consolideranno la capacità di raccontare al passato; impareranno a esprimere le loro preferenze e indicare le preferenze di altri al presente e al passato.
- **Structure and Lexicon**
 - **Grammatica:** Forme e uso presente e passato del verbo piacere (mi piace, mi piacciono, mi è piaciuto/a, mi sono piaciuti/e); Introduzione ai pronomi indiretti attraverso mi piace, ti piace, gli/le piace, ecc...; Costruzione della forma indiretta: A + nome e pronome; Forma forte (a me, a te, a lui/lei) e forma debole (mi, ti, gli/le) dei pronomi indiretti; le/ti : formale versus informale.
 - **Lessico:** Pasti, menù e bevande, generi alimentari, servizio da tavola, luoghi di ristoro.
 - **Occhio alla lingua:** anche, neanche, solo; anche a me, neanche a me, anch'io, neanche'io; uso modale dell'imperfetto: differenza di significato fra volevo/potevo/dovevo; ho potuto/ ho voluto/ ho dovuto: intenzione contrapposta a realizzazione.
- **NYU Classes Tests and Quizzes**

allora-int01.1	allora-int01.5
allora-int01.2	allora-int01.6
allora-int01.3	allora-int01.7
allora-int01.4	

Weeks 3 & 4

Martedì 16 febbraio

Mercoledì 17 febbraio **TASK 2**

Giovedì 18 febbraio: **no class** (*classes meet according to Monday schedule*)

Martedì 23 febbraio

Mercoledì 24 febbraio

Giovedì 25 febbraio: **QUIZ 2**

- **Textual Resources**
 - **AI:02, Vincerò!**
 - **PO:12, Il corpo umano (p. 46; p. 129-140)**
- **Expected Learning Outcomes**
 - Gli studenti impareranno a esprimere malesseri; fare piani/progetti; fare promesse e previsioni per il futuro.
- **Structure and Lexicon**

- **Grammatica:** Verbi e espressioni che reggono i pronomi indiretti: scrivere, telefonare, fare male, volere bene, ecc...; i pronomi indiretti; posizione del pronome, anche con i verbi servili; forme e uso temporale del futuro semplice: coniugazione regolare, e irregolari ad alta frequenza; futuro composto solo cenni, come riconoscimento passivo (attenzione! è molto raro); Particolarità della formazione del plurale di alcuni nomi del corpo umano frequenti: dito/dita, braccio/braccia, orecchio/orecchie, ecc...
- **Lessico:** il corpo umano, malattie, malesseri e benessere.
- **Occhio alla lingua:** pronomi diretti versus indiretti nelle terze persone collegati ad alcuni verbi reggenti (incontrare, regalare, telefonare, aspettare, prestare, voler bene, amare, ecc...)
- **NYU Classes Tests and Quizzes**

allora-int02.1	allora-int02.3
allora-int02.2	allora-int02.4

Weeks 5 & 6

Martedì 2 marzo

Mercoledì 3 marzo (NB: today until March 28 class time = 2:30 – 3:35pm CET Italian time zone)

Giovedì 4 marzo: **TASK 3**

Martedì 9 marzo

Mercoledì 10 marzo

Giovedì 11 marzo: **QUIZ 3**

- **Textual Resources**
 - **AI: 03, Vorrei vivere così...**
 - **PO (76)**
 - **Audio files: #3**
 - **Glossario: #3**
 - **Video: #3 Maria Caterina**
- **Expected Learning Outcomes**
 - Gli studenti impareranno a: esprimere desideri, dare consigli e suggerimenti, chiedere in modo gentile; invitare, accettare e rifiutare inviti e consigli, fare acquisti.
- **Structure and Lexicon**
 - **Grammatica:** Uso del condizionale presente: richiesta gentile, suggerimento, desiderio; Coniugazione del condizionale presente regolare e irregolari ad alta frequenza; Condizionale di: volere, potere, dovere; Partitivo: di + articolo; Uso del ne partitivo; uso del condizionale passato in proposizioni indipendenti e con significato contro-fattuale; Coniugazione del condizionale passato; volentieri + avverbi di modo.
 - **Lessico:** Rivenditori e negozi, Quantità e contenitori: bottiglie, barattoli, scatole, sacchetti, cartoni, confezioni, etto, chilo, Avverbi di modo: facile=>facilmente, Professioni, Posate e apparecchiatura.
 - **Occhio alla lingua:** Espressioni numerali collettive: paio, coppia: un paio di pantaloni/persone/uova, una coppia di amici; I moltiplicativi: entrambi/e, tutti/e e due; omissione degli articoli con i dimostrativi Es: questi, quei ragazzi.
- **NYU Classes Tests and Quizzes**

allora-int03.1	allora-int03.3
allora-int03.2	allora-int03.4

Week 7

Martedì 16 marzo

Mercoledì 17 marzo

Giovedì 18 marzo: Ripasso in preparazione dell'esame di metà semestre

- **Textual Resources**
 - **AI: 04, Finalmente in vacanza! (1. Parte)**
 - **PO: 15, La geografia e il meteo**
 - **Audio files: #4**
 - **Glossario: #4**
 - **Video: #4 Patrizio**
- **Expected Learning Outcomes**
 - Gli studenti impareranno a: - organizzare viaggi e spostamenti e relazionare sull'esperienza.
- **Structure and Lexicon**
 - **Grammatica:** ausiliari con i verbi transitivi, intransitivi, riflessivi; Cenni all'uso dell'ausiliare nei tempi composti dei verbi servili (sono dovuto partire, non ho potuto telefonare); Variazione dell'ausiliare e del significato con cominciare, finire, passare
 - Uso di così (congiunzione conclusiva) ; cioè, infatti congiunzioni (esplicative); Uso delle preposizioni a, di, con utilizzate con i verbi: uscire con, abitare con, parlare di, telefonare a, ecc.; Pronomi relativi: che e cui; Pronomi relativo cui in posizione di complemento indiretto collegato ai verbi uscire, abitare, parlare, telefonare, ecc.
 - **Lessico:** Paesi e capitali d'Europa, Servizi relativi ai viaggi e ai divertimenti; geografia e meteo.
 - **Occhio alla lingua:** Un uso idiomatico di *ci* : ci vuole, ci vogliono; Particolarità dei verbi riflessivi: valore possessivo/ intensificativo dei pronomi personali atoni (mi sono tagliata i capelli, mi sono comprata un vestito nuovo).
- **NYU Classes Tests and Quizzes**

allora-int04.1	allora-int04.4
allora-int04.2	allora-int04.5
allora-int04.3	

Week 8

MIDTERM EXAM

Martedì 23 marzo: Esame Orale

Mercoledì 24 marzo: Esame Orale

giovedì 25 marzo: Esame Scritto (NB: last day of class time = 2:30 – 3:35pm CET Italian time zone)

(Detailed Oral Exam Calendar provided by your professor.

Written Exam: same schedule as your class)

Weeks 9 & 10

Martedì 30 marzo (NB: today until the end of semester class time = 3:30-4:45pm CET Italian time zone)

Mercoledì 31 marzo

Giovedì 1 aprile

Martedì 6 aprile

Mercoledì 7 aprile

Giovedì 8 aprile: **QUIZ 4**

- **Textual Resources**

- **AI: 05, Qual è la tua opinione?**
- **PO: 14, Ambiente, ecologia e stili di vita**
- **Audio files: #5**
- **Glossario: #5**

- **Expected Learning Outcomes**

- Gli studenti impareranno a esprimere opinioni personali, emozioni, speranze.

- **Structure and Lexicon**

- **Grammatica:** Uso del congiuntivo (1) in subordinate introdotte da CHE per esprimere: opinione personale, emozione, speranza; di + infinito, al posto del congiuntivo, con soggetti uguali; Coniugazione del congiuntivo presente, regolare e irregolare di uso frequente; comparativo di maggioranza, minoranza e uguaglianza con nomi e pronomi; con verbi all'infinito; con aggettivi di qualità.
- **Lessico:** ambiente, ecologia e stili di vita.
- **Occhio alla lingua:** Forme e usi di buono e bello (un film bello, un viaggio bello, un gelato buono); di cattivo e brutto (un film brutto, un viaggio brutto, un gelato cattivo); Differenza fra bene avverbio e buono aggettivo.

- **NYU Classes Tests and Quizzes**

allora-int05.1

allora-int05.2

allora-int05.3

allora-int05.4

allora-int05.5

allora-int05.6

allora-int05.7

allora-int05.8

Weeks 11 & 12

Martedì 13 aprile

Mercoledì 14 aprile:

Giovedì 15 aprile: **TASK 4**

Martedì 20 aprile

Mercoledì 21 aprile

Giovedì 22 aprile

- **Textual Resources**
 - **AI: 06, È importante che . . .**
 - **PO: 6 (p. 38-44)**
 - **Audio files: #56**
 - **Glossario: #6**
 - **Video: #5&6 Carlotta e Simone**
- **Expected Learning Outcomes**
 - Gli studenti impareranno a: fare paragoni, esprimere giudizi impersonali.
- **Structure and Lexicon**
 - **Grammatica:** Uso del congiuntivo (2) in subordinate introdotte da che dipendenti da forme impersonali con il verbo essere; Costruzioni impersonali con il SI [non passivante] e con altre espressioni; superlativo relativo, forme regolari e irregolari di aggettivi e avverbi; [attenzione! non superlativi assoluti irregolari] di buono, cattivo, grande, piccolo, bene, male; superlativo assoluto dell'aggettivo con suffisso (-issimo/a); con avverbi (molto, veramente); forme particolari (stupendo-a, eccezionale); superlativi irregolari (buono, cattivo, grande, piccolo).
 - **Lessico:** Mobili e elettrodomestici, Oggetti personali utili.
 - **Occhio alla lingua:** Cenni alla differenza fra uso del modo indicativo del modo congiuntivo. Es.: In Italia i mezzi di trasporto non sono efficienti; Mi sembra che in Italia i mezzi di trasporto non siano efficienti.
- **NYU Classes Tests & Quizzes**

allora-int06.1	allora-int06.5
allora-int06.2	allora-int06.6
allora-int06.3	allora-int06.7
allora-int06.4	

Weeks 13 & 14

Martedì 27 aprile **PRESENTAZIONI ORALI**

Mercoledì 28 aprile **PRESENTAZIONI ORALI**

Giovedì 29 aprile: **QUIZ 5**

Martedì 4 maggio: **PRESENTAZIONI ORALI**

Mercoledì 5 maggio: **PRESENTAZIONI ORALI**

Giovedì 6 maggio: Ripasso in preparazione dell'esame finale

- **Textual Resources**
 - **AI: 06, È importante che . . .**
 - **PO: 6 (p. 38-44)**
 - **Audio files: #56**
 - **Glossario: #6**
 - **Video: #5&6 Carlotta e Simone**
- **Expected Learning Outcomes**
 - Gli studenti impareranno a: fare paragoni, esprimere giudizi impersonali.
- **Structure and Lexicon**
 - **Grammatica:** Uso del congiuntivo (2) in subordinate introdotte da che dipendenti da forme impersonali con il verbo essere; Costruzioni impersonali con il SI [non passivante] e con altre espressioni; superlativo relativo, forme regolari e irregolari di aggettivi e avverbi; [attenzione! non superlativi assoluti irregolari] di buono, cattivo, grande, piccolo, bene, male; superlativo assoluto dell'aggettivo con suffisso (-

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- **NYU Classes Tests & Quizzes**

allora-int06.1

allora-int06.2

allora-int06.3

allora-int06.4

allora-int06.5

allora-int06.6

allora-int06.7

Week 15

FINAL EXAM

Martedì 11 maggio: Esame Orale

Mercoledì 12 maggio: Esame Scritto

Giovedì 13 maggio: Esame Orale

(Detailed Oral Exam Calendar provided by your professor.)

Written Exam: same schedule as your class

Sample Syllabus



Sample Syllabus