

INTENSIVE INTERMEDIATE

ITAL-UA9020.F01 SP21

M, T, W, R, F –75'/Day

2:00 pm – 3:15pm (CET)

Instructors: **Valentina Contini and Mara Simonti**

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-UA9020.F01-SP21**
- Intensive Intermediate Italian
- Prerequisites: Extensive Elementary Italian II or Intensive Elementary Italian
- Meeting Days and Times: M, T, W, R, F - 75'/Day; 2:00pm – 3:15 pm CET (Europe/Berlin time zone)
- **Instruction mode: BO**

Instructors Details

- Name: **Valentina Contini and Mara Simonti**
- Office Hours: by appointment
- Zoom Personal Meeting Room: by appointment
- Villa Ulivi Phone Number:

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-UA9010.00 Intensive Elementary Italian or ITAL-UA9002.00 Elementary Italian II

Comprehension: to understand various oral and written texts related to basic needs, daily activities and more complex situations regarding personal interests, lifestyle, travel, art and culture; to collect the main points of video and audio transmissions and informative articles related to news and familiar topics, with transmissions in clear and slow-paced, spoken language and texts written in a linear fashion; to understand narratives and descriptions of events that describe sentiments and desires.

Production and interaction: to manage linguistically a good part of typical and routine situations in social life and to interact in conversations about familiar topics and daily life (for example: family, hobbies, work, travel, events of the day, etc.) without significant interruption; to produce mono-directional oral and written texts about known topics in a clear and comprehensible way; to describe events and reactions to events; to construct phrases that express desires, hopes, ambitions and beliefs.

Language structures: grammar structures that are more complex, i.e., the Italian pronoun system, and in syntax, the various moods of the verb.

Desired Outcomes

On Completion of this Course, students will be able to:

- will learn how to communicate using the language-objective only, and focusing their attention on the contents of the communication;
- will acquire linguistic control of practical-communicative functions like: telling about past events, comparing preferences and experiences, describing one's state of health, expressing one's tastes, to ask for something in a polite way, to express opinions, desires and advice, to formulate hypotheses;
- will learn how to reflect on the meaning of the tenses and moods of the Italian verb and the pronoun system;
- will master vocabulary related to topics such as, physical and personal characteristics, health and well-being, animals, celebrations, food and gastronomic traditions, habitats and stores, physical geography and politics, arts, media and advertising, the environment, ecology and lifestyle, transportation, jobs and professions, slang and youth culture, objects from daily life and design;
- will learn how to prepare oral presentations about known topics and demonstrate the capacity to manage mono-directional communication;
- will know how to produce written texts and some typologies, like diaries, summaries, comments, and narrations.

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

- 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 22
 - Quiz 6, Monday May 10
- Midterm exam:
 - Review Monday and Tuesday March 22-23
 - Oral exam: Wednesday March 24 and Friday March 26 by appointment;
 - Written exam: Thursday March 25.
- Final exam:
 - Review Monday and Tuesday May 10-11
 - Oral exam: Wednesday May 12 and Friday March 14 by appointment;
 - Written exam: Thursday May 13
- Tasks, Projects, Oral presentation as specified by your Language Instructors.
- Holidays: Friday March 19, Monday April 5, Monday April 19.
- Make-up days: as specified by your Language Instructors

Assessment Components

- Academic Commitment 15% **
- Homework: 10%
- Quiz :10%
- Task, Project, Presentation: 15%
- Midterm: 25% (Oral 25%, written 75%)
- Final: 25% (Oral 25%, written 75%)

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.

Sample 1: Contributions include, but are not limited to: class assignments, tasks, discussion boards, office hours, labs, online chat, and/or the viewing of asynchronous course materials and completion of relevant work. If the student is participating remotely



in the courses, it is imperative that they communicate regularly with their faculty members.

Sample 2: 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.

The grade for Academic Commitment is in part based on the student's contributions (in the form of link shares, comments, blog posts etc.) on our new Italian Language Community Website. Your instructors will let you know ways you can share and participate in this new virtual space and hope it will be a natural extension of your studies. We will ask students to complete a simple self-assessment about these online contributions at the end of the semester.

Assessment Expectations

Grade A

The Desired Outcomes are fully reached and supported by the results of the various tests (Quiz, Task, 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 (Quiz, Task, 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 (Quiz, Task, 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 (Quiz, Task, 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 (Quiz, Task, 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. For Italian Language courses that meet three or more times a week, please refer to **Addendum – Italian Language Absence Policy.**

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.academicssupport@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.

Writing Center:

The NYU Florence Writing Center offers you feedback on any type of writing, at any stage in planning or drafting; very rough drafts are welcome. Sign up for an online consultation at the [Writing Center's website](#) and submit your working draft or ideas at least six hours in advance to [NYU Florence Writing Center](#). Please also note that the Writing Center does not correct or "fix" your writing but prompts you to think and work. The aim is to create stronger writers in the long term, not necessarily perfect papers in the short term.

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.academicssupport@nyu.edu

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.academicssupport@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. 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 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 or Printed version for loan from the Villa Ulivi Library (available on a first come, first served basis).

Online Resources (all available within [NYU Classes](#)):

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 Instructors

Valentina Contini received her PhD in Italian Studies from the *Facolta' di Lettere e Filosofia* of the University of Florence. She taught Italian and Italian Literature at the *Centro di Cultura per Stranieri* and Italian language at the *Centro Linguistico di Ateneo* of the University of Florence. She is currently an Adjunct Professor of Italian language at the NYU in Florence where she has been teaching since 1999.

Mara Simonti received her degree in Italian Literature from the University of Florence and a "Certificazione di Competenza" in teaching as a foreign language from the University of Siena for Foreigners. She taught Italian Language at the *Centro di Cultura per Stranieri* of the University of Florence, at *Middlebury College – Italian School-* in Vermont (USA), at the *Centro Linguistico di Ateneo* of the University of Florence. She is, currently an Adjunct Professor of Italian Language at the NYU in Florence where she has been teaching since 1999.

Important Italian Class Rules

- Coming prepared to class having done the assignments, making an effort to constantly speak Italian, asking questions, participating in all activities with a positive attitude, are all criteria in assessing your own class participation.
- 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

Session 1

Giovedì 28 gennaio – Venerdì 29 gennaio: presentazione del corso.

Lunedì 1 febbraio - Martedì 2 febbraio – Mercoledì 3 febbraio - Giovedì 4 febbraio – Venerdì 5 febbraio

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> • Ti piacciono gli animali? – Allora Livello Intermedio (from now on AI): Capitolo1. • Gli animali – Parole per Oggi, (from now on PO): Unità 11, pp.118-128 • Audio files:#1 • Glossario:#1 <p style="text-align: center;">TASK 1</p>	<p>Gli studenti:</p> <ul style="list-style-type: none"> • consolideranno la capacità di raccontare al passato. • Impareranno a esprimere le loro preferenze e indicare le preferenze di altri al presente e al passato. <p style="text-align: center;">Conversations Lab</p>	<ul style="list-style-type: none"> • Grammatica: Ripasso di forme e uso del passato prossimo e imperfetto; ripasso espressioni di tempo: l'altroieri, dopodomani, un anno fa, da un anno; 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 : 	<ul style="list-style-type: none"> • NYU Classes / Assignments: – La mialezione, 01 • NYU Classes / Grammar Guide Videos – Intermediate Chapter1 • NYU Classes /Tests & Quizzes – allora-int01.1 – allora-int01.2 – allora-int01.3 – allora-int01.4 – allora-int01.5 – allora-int01.6 – allora-int01.7

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
		formale versus informale. ● Lessico: animali e preferenze; parole di tempo. ● 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.	

Session 2

Lunedì 8 febbraio - Martedì 9 febbraio – Mercoledì 10 febbraio - Giovedì 11 febbraio **(QUIZ 1)**
 – Venerdì 12 febbraio

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> ● Vincerò! – Al, Capitolo 2 ● Il corpo umano – PO: Unità 12 (46; pp129-140) ● Audio files:#2 ● Glossario.#2 ● Video: #1&2 <p>Maria Caterina</p> <p>QUIZ 1</p>	<p>Gli studenti impareranno a</p> <ul style="list-style-type: none"> ● esprimere malesseri; ● fare piani/progetti; ● fare promesse e previsioni per il futuro. <p>Conversations Lab</p>	<ul style="list-style-type: none"> ● 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, 	<ul style="list-style-type: none"> ● NYU Classes / Assignments: <ul style="list-style-type: none"> – La mia lezione, 02 ● NYU Classes / Grammar Guide Videos <ul style="list-style-type: none"> – Intermediate Chapter2 ● NYU Classes / Tests & Quizzes <ul style="list-style-type: none"> – allora-int02.1 – allora-int02.2 – allora-int02.3 – allora-int02.4

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
		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...); accenni alla intonazione	

Session 3

Lunedì 15 febbraio - Martedì 16 febbraio – Mercoledì 17 febbraio - Giovedì 18 febbraio – Venerdì 19 febbraio

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> ● Vorrei vivere così... – AI: Capitolo 3, ● Mangiare e bere – PO: Unità 7 (pp. 76-86) ● Audio files: #3 ● Glossario: #3 ● Video: #3 Maria Caterina TASK 2	Gli studenti impareranno a <ul style="list-style-type: none"> ● esprimere desideri; ● dare consigli e suggerimenti; ● chiedere in modo gentile; ● invitare, accettare e rifiutare inviti e consigli; ● fare acquisti. Conversations Lab	<ul style="list-style-type: none"> ● 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 controfattuale; coniugazione del condizionale passato. Volentieri + avverbi di modo. ● Lessico: Pasti, menù e bevande, generi 	<ul style="list-style-type: none"> ● NYU Classes / Assignments: <ul style="list-style-type: none"> – La mia lezione, 03 ● NYU Classes / Grammar Guide Videos <ul style="list-style-type: none"> – Intermediate Chapter3 ● NYU Classes / Tests & Quizzes <ul style="list-style-type: none"> – allora-int03.1 – allora-int03.2 – allora-int03.3 – allora-int03.4 – allora-int03.5 – allora-int03.6

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
		<p>alimentari, servizio da tavola, luoghi di ristoro. Rivenditori e negozi; quantità e contenitori: bottiglie, barattoli, scatole, sacchetti, cartoni, confezioni, etto, chilo, Avverbi di modo: facile=>facilmente, Professioni, Posate e apparecchiatura.</p> <ul style="list-style-type: none"> ● 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. 	

Session 4

Lunedì 22 febbraio - Martedì 23 febbraio – Mercoledì 24 febbraio- Giovedì 25 febbraio (**QUIZ 2**)
- Venerdì 26 febbraio

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> ● Finalmente in vacanza! - Al: Capitolo 4 ● La geografia e il meteo - PO: Unità 15 (pp.167-180) ● Audio files:#4 ● Glossario:#4 	<p>Gli studenti impareranno a:</p> <ul style="list-style-type: none"> ● organizzare viaggi e spostamenti e relazionare sull'esperienza. <p>Conversations Lab</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● NYU Classes / Assignments: <ul style="list-style-type: none"> - La mia lezione, 04 ● NYU Classes / Grammar Guide Videos <ul style="list-style-type: none"> - Intermediate Chapter4 ● NYU Classes /



Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> Video: #4 Patrizio <p>QUIZ 2</p>		<p>significato concominciare, finire, passare. Uso di così(congiunzione conclusiva) ; cioè, infatti congiunzioni (esplicative). Uso delle preposizionia, di, con utilizzate con i verbi: uscire con, abitare con, parlare di, telefonare a, ecc...Pronomi relativi: che e cui; pronome relativo cui in posizione di complemento indiretto collegato ai verbi uscire, abitare, parlare, telefonare, ecc...</p> <ul style="list-style-type: none"> • Lessico: La geografia e il meteo, Paesi e capitali d'Europa, Servizi relativi ai viaggi e ai divertimenti • Occhio alla lingua: Particolarità dei verbi riflessivi: valore possessivo/intensificativo dei pronomi personali atoni (mi sono tagliata i capelli, mi sono comprata un vestito nuovo) Un usoidiomatico del ci : ci vuole, ci vogliono. 	<p>Tests & Quizzes</p> <ul style="list-style-type: none"> - allora-int04.1 - allora-int04.2 - allora-int04.3 - allora-int04.4 - allora-int04.5

Session 5

 Lunedì 1 marzo - Martedì 2 marzo – Mercoledì 3 marzo - Giovedì 4 marzo (**QUIZ 3**)

- Venerdì 5 marzo

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> ● Qual è la tua opinione? – Al: Capitolo 5, ● Ambiente, ecologia e stili di vita – PO: Unità 14(pp. 155-166) ● Audio files:#5 ● Glossario:#5 <p>TASK 3</p>	<p>Gli studenti impareranno a</p> <ul style="list-style-type: none"> ● esprimere opinioni personali, emozioni, speranze. <p>Conversations Lab</p>	<ul style="list-style-type: none"> ● Grammatica: Uso del congiuntivo 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. 	<ul style="list-style-type: none"> ● NYU Classes / Assignments: <ul style="list-style-type: none"> – La mia lezione, 05 ● NYU Classes / Grammar Guide Videos <ul style="list-style-type: none"> – Intermediate Chapter5 ● NYU Classes / Tests & Quizzes <ul style="list-style-type: none"> – allora-int05.1 – allora-int05.2 – allora-int05.3 – allora-int05.4 – allora-int05.5 – allora-int05.6 – allora-int05.7 – allora-int05.8

Session 6

 Lunedì 8 marzo - Martedì 9 marzo – Mercoledì 10 marzo - Giovedì 11 marzo (**QUIZ 3**)

- Venerdì 12 marzo [Consultazione di metà semestre]

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> ● È importante che... – Al: Capitolo 6, ● La casa italiana – PO: Unità 6(pp. 38-44) ● Audio files:#6 ● Glossario:#6 ● Video: #5&6 Carlotta e Simone <p>QUIZ 3</p>	<p>Gli studenti impareranno a</p> <ul style="list-style-type: none"> ● fare paragoni; ● esprimere giudizi impersonali. <p>Conversations Lab</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● NYU Classes / Assignments: – La mia lezione, 06 ● NYU Classes / Grammar Guide Videos – Intermediate Chapter6 ● 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

Session 7

Lunedì 15 marzo - Martedì 16 marzo – Mercoledì 17 marzo – Giovedì 18 marzo – **Venerdì 19**
 NYU Florence Holiday

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> ● Storia e storie – AI: Capitolo 7 ● Feste e gastronomie regionali – PO: Unità 13 ● Audio files:#7 ● Glossario:#7 ● Video: #7 Luigi 	<p>Gli studenti impareranno a</p> <ul style="list-style-type: none"> ● raccontare la Storia (con S maiuscola) e le storie (con la s minuscola). <p>Conversations Lab</p>	<ul style="list-style-type: none"> ● Grammatica: Uso del passato remoto (riconoscimento passivo e produzione guidata); coniugazione del passato remoto regolare e irregolare ad alta frequenza. Uso del trapassato prossimo; coniugazione del trapassato prossimo. Uso dei tempi passati per raccontare: passato prossimo/passato remoto (eventi), imperfetto (descrizione) e trapassato (eventi anteriori). Congiunzioni di tempo: dopo, prima, già', dopo che. ● Lessico: feste e gastronomie regionali. ● Occhio alla lingua: Espressioni di tempo e luogo da usare quando si racconta nel passato (li/là versus qui/qua, quello versus questo, prima versus fa, dopo versus fra). Analogie e differenza tra passato prossimo e passato remoto: distanza temporale e psicologica dall'evento; preferenze regionali. Uso del presente storico. 	<ul style="list-style-type: none"> ● NYU Classes / Assignments: <ul style="list-style-type: none"> – La mia lezione, 07 ● NYU Classes / Grammar Guide Videos <ul style="list-style-type: none"> – Intermediate Chapter7 ● NYU Classes / Tests & Quizzes <ul style="list-style-type: none"> – allora-int07.1 – allora-int07.2 – allora-int07.3 – allora-int07.4

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework

Session 8

MIDTERM EXAM

Lunedì 22 marzo Ripasso

Martedì 23 marzo: Ripasso

Mercoledì 24 marzo: Esame orale

Giovedì 25 marzo: Esame scritto

Venerdì 26 marzo: Esame orale

Detailed Oral Exam Calendar provided by your professor. Written Exam: same schedule as your class.

Sessions 9

Lunedì 29 Marzo - Martedì 30 Marzo - Mercoledì 31 marzo - Giovedì 1 Aprile – Venerdì 2 aprile

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> Che bello! - AI: Capitolo 8 Culture giovanili - PO: Unità 16 (pp. 181-192) Audio files:#8 Glossario:#8 Video: #8 Elisabetta <p>TASK 4</p>	<p>Gli studenti impareranno a</p> <ul style="list-style-type: none"> approvare, disapprovare; prendere atto; chiedere chiarimenti; invitare a fare qualcosa. <p>Conversations Lab</p>	<ul style="list-style-type: none"> Grammatica: Ripasso pronomi diretti, indiretti, riflessivi. Uso dei pronomi combinati; verbi bivalenti (prestare qu.sa a qu.no, regalare qu.sa a qu.no, ecc...); forme dei pronomi combinati; posizione generalmente preverbale dei pronomi atoni (combinati, ma non solo); posizione dei pronomi atoni con imperativo (postverbale tu, noi, voi preverbale lei). Numeri e date. Lessico: culture giovanili, parole utili a sostenere comunicazione e 	<ul style="list-style-type: none"> NYU Classes / Assignments: <ul style="list-style-type: none"> - La mia lezione, 08 NYU Classes / Grammar Guide Videos <ul style="list-style-type: none"> - Intermediate Chapter8 NYU Classes / Tests & Quizzes <ul style="list-style-type: none"> - allora-int08.1 - allora-int08.2 - allora-int08.3 - allora-int08.4 - allora-int08.5 - allora-int08.6

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
		interazione in un dialogo informale ● Occhio alla lingua: Frasi esclamative introdotte da che: Che bello! Che noia! Che fame! Che prezzi!	

Session 10

Lunedì 5 Aprile **Italian HOLIDAY (no classes)** - Martedì 6 Aprile - Mercoledì 7 Aprile - Giovedì 8 Aprile (**QUIZ 4**) – Venerdì 9 aprile

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> ● Gli italiani tra passato e futuro – AI: Capitolo 9 ● Audio files:#9 ● Glossario:#9 ● Video: #9 Elisabetta QUIZ 4	Gli studenti impareranno a <ul style="list-style-type: none"> ● esprimere opinioni e giudizi impersonali anche con anteriorità rispetto al presente e passato. Conversations Lab	<ul style="list-style-type: none"> ● Grammatica: Uso del congiuntivo passato e del congiuntivo imperfetto nelle dipendenti; coniugazione del congiuntivo passato e imperfetto; uso del congiuntivo trapassato nelle dipendenti da principali con tempi passati; riconoscimento e produzione guidata; coniugazione del congiuntivo trapassato. Nomi alterati ● Lessico: Politica, governo e religione. ● Occhio alla lingua: Osservare il contrasto fra tempi perfettivi e imperfettivi nel Modo Congiuntivo come nel Modo Indicativo. Far rilevare come l'antecedenza si esprima 	<ul style="list-style-type: none"> ● NYU Classes / Assignments: <ul style="list-style-type: none"> – La mia lezione, 09 ● NYU Classes / Grammar Guide Videos <ul style="list-style-type: none"> – Intermediate Chapter9 ● NYU Classes / Tests & Quizzes <ul style="list-style-type: none"> – allora-int09.1 – allora-int09.2 – allora-int09.3 – allora-int09.4 – allora-int09.5 – allora-int09.6 – allora-int09.7

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
		sempre con il tempo trapassato sia nel modo indicativo, sia nel congiuntivo. Intonazione delle interiezioni.	

Session 11

Lunedì 12 aprile - Martedì 13 Aprile - Mercoledì 14 Aprile - Giovedì 15 Aprile – Venerdì 16 aprile

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> • Se . . . – AI: Capitolo 10 • Il design – PO: Unità 17 (pp. 195-206) • Audio files:#10 • Glossario:#10 <p>TASK 5</p>	<p>Gli studenti impareranno a</p> <ul style="list-style-type: none"> • fare ipotesi realizzabili e irrealizzabili nel presente e nel passato. <p>Conversations Lab</p>	<ul style="list-style-type: none"> • Grammatica: Periodo ipotetico, I e II tipo con il SE; periodo ipotetico di III tipo con SE + Congiuntivo Trapassato e Condizionale Passato; variazione di ordine fra ipotesi e apodosi. Uso del condizionale passato come futuro nel passato (riconoscimento e produzione guidata) • Lessico: Design, lavoro. • Occhio alla lingua: Intonazione delle interiezioni. Nel parlato per esprimere una condizione che non si è realizzata si può usare l'imperfetto indicativo (se potevo, te lo dicevo). 	<ul style="list-style-type: none"> • NYU Classes / Assignments: <ul style="list-style-type: none"> – La mia lezione, 10 • NYU Classes / Grammar Guide Videos <ul style="list-style-type: none"> – Intermediate Chapter 10 • NYU Classes / Tests & Quizzes <ul style="list-style-type: none"> – allora-int10.1 – allora-int10.2 – allora-int10.3 – allora-int10.4 – allora-int10.5

Session 12

Lunedì 19 Aprile **NYU Florence Holiday (no classes)** - Martedì 20 Aprile - Mercoledì 21 Aprile - Giovedì 22 Aprile (**QUIZ 5**) – Venerdì 23 aprile

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> ● Impara l'arte e... - AI: Capitolo11 ● Parlare di un film.... - PO: Unità 16 (193-194) ● Audio files:#11 ● Glossario:#11 ● Video: #10, 11&12 Elisabetta <p>QUIZ 5</p>	<p>Gli studenti verranno introdotti all'uso della testualità complessa a partire dai testi scritti.</p> <p>Conversions Lab</p>	<ul style="list-style-type: none"> ● Grammatica: Uso del congiuntivo nelle frasi subordinate rette da congiunzioni che indicano concessione (benché/sebbene) e condizione (a condizione/a patto che). Cenni alla concordanza dei tempi incluso futuro nel passato, nelle frasi dipendenti per esprimere: contemporaneità, anteriorità, posteriorità in dipendenza da tempi presenti e passati di verbi che reggono indicativo o congiuntivo. ● Lessico: Cinema, musica, letteratura, strumenti musicali. ● Occhio alla lingua: Uso modale del futuro semplice e composto per fare supposizioni: Es: sarà malato, sarà in bagno, starà lavorando, avrà dimenticato il cellulare a casa, sarà partito, sarà stato Giovanni a prendere le chiavi. 	<ul style="list-style-type: none"> ● NYU Classes / Assignments: <ul style="list-style-type: none"> - La mia lezione, 11 ● NYU Classes / Grammar Guide Videos <ul style="list-style-type: none"> - Intermediate Chapter11 ● NYU Classes / Tests & Quizzes <ul style="list-style-type: none"> - allora-int11.1 - allora-int11.2 - allora-int11.3 - allora-int11.4 - allora-int11.5

Session 13

Lunedì 26 Aprile - Martedì 27 Aprile - Mercoledì 28 Aprile - Giovedì 29 Aprile – Venerdì 30 aprile

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> • Mediamente – AI: Capitolo 12 • Audio files:#12 • Glossario:#12 <p>TASK 6</p>	<p>Gli studenti impareranno a produrre testi complessi, sia nel parlato, sia nello scritto.</p> <p>Conversations Lab</p>	<ul style="list-style-type: none"> • Grammatica: Uso della forma passiva; Forme del passivo con essere e con venire; complemento di agente introdotto da preposizione da (riconoscimento e produzione guidata); uso di si passivante. Aggettivi e pronomi indefiniti: ogni, ognuno, qualche, qualcuno, alcuni/e. 	<ul style="list-style-type: none"> • NYU Classes / Assignments: <ul style="list-style-type: none"> – La mia lezione, 12 • NYU Classes / Grammar Guide Videos <ul style="list-style-type: none"> – Intermediate Chapter12 – allora-int12.1 – allora-int12.5

Session 14

Lunedì 26 Aprile - Martedì 27 Aprile -Mercoledì 5 maggio - Giovedì 6 maggio – Venerdì 7 maggio – **Lunedì 10 maggio: QUIZ 6**

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> • La pubblicità – PO: Unità 18 <p>QUIZ 6</p>	<p>Gli studenti familiarizzano con gli stereotipi culturali, le ironie, i giochi di parole nei testi scritti, audio e video delle pubblicità</p>	<ul style="list-style-type: none"> • Lessico: la pubblicità • Occhio alla lingua: però, invece (congiunzioni avversative) 	<ul style="list-style-type: none"> • NYU Classes / Tests & Quizzes <ul style="list-style-type: none"> – allora-int12.2 – allora-int12.3 – allora-int12.4

Session 15

FINAL EXAM

Martedì 11 maggio: Ripasso
Mercoledì 12 maggio: Ripasso
Giovedì 13 maggio: Esame orale
Venerdì 14 maggio: Esame scritto



Lunedì 17 maggio: Esame orale

Detailed Oral Exam Calendar provided by your professor. Written Exam: same schedule as your class.

Sample Syllabus