

## INTENSIVE ELEMENTARY

ITAL-UA9010.F01 FA20,

M, T, W, R – 1:30 pm – 2:45pm (CEST) –75'/Day

Classroom Location: Villa Sassetti, Sala Bolognese -

Instructor: Mara Simonti

## SYLLABUS

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### Class Description

- ITAL-UA9010.F01-FA20
- Intensive Elementary Italian
- Prerequisites: none
- Meeting Days and Times: M, T, W, R – 1:30pm – 2:45 pm/ 75'/Day
- Classroom Location: Villa Sassetti, Sala Bolognese

### Instructor Details

- Name: Mara Simonti
- NYUGlobal Home Email Address: mara.simonti@nyu.edu
- Office Hours: by appointment
- Villa Ulivi Office Location: Aula Belvedere
- Villa Ulivi Office Extension: 316
- Zoom Personal Meeting Room: by appointment

### Desired Outcomes

**Prerequisites:** none

**Comprehension:** to understand brief oral and written texts containing standard phrases (questions, commands, forms of courtesy) and vocabulary at some speed, when presented contextually and in plain and clear language; to collect information during listening exercises and readings of authentic texts (for example: street directions, menu, advertisements, schedules, lists, etc.); to follow the main points of a conversation in a standard Italian that is clearly audible and occasionally dwells on known topics; to understand descriptions of events in the past that are narrated in a linear fashion and concerned with familiar environments.

**Production and interaction:** to communicate in daily life situations that require simple exchanges about already known topics and activities; to communicate primarily in exchanges between equals (the first and second person of the verb); to respond to questions about activities and topics, even when unable to independently lead the conversation; to produce brief oral and written mono-directional texts that present events and experiences in the present tense or the recent past, connected to personal life or the life of friends and acquaintances; to write brief messages related to social interaction (for example, salutations, expressions of gratitude, etc.).

**Linguistic structures:** subject and object pronouns, articles, adjectives, indicative and imperative present, and the two most commonly used types of past tense in neo-standard Italian.

## Course Goals

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

- get used to communicating with the language-goal in mind, focusing their attention on the contents of the communication;
- acquire linguistic control of some basic practical-communicative functions: to say hello, thank you, excuse oneself, ask for repetition, introduce oneself as well as his or her family and friends, to describe objects and places in daily life, to describe everyday activities, express desires, needs and abilities, to ask for something, express basic sentiments, describe basic situations and events and habits in the past;
- reflect on the grammatical aspects of language by learning basic grammar categories such as verb, subject, adjective, etc.
- acquire the forms of the Italian verb in some tenses of the Indicative Mood and the Imperative Mood; the forms of subjects and adjectives;
- master the vocabulary related to personal identification, free time, cities and places of residence, family and daily environments, food and beverages, shopping, weather, travel and services;
- know how to prepare an oral presentation for the class that demonstrates emerging mono-directional communicative abilities;
- know how to compile brief texts that require plain writing in areas related to practical needs and that refer to brief chains of events.

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 September 17
  - Quiz 2, Thursday October 1



- Quiz 3, Thursday October 15
- Quiz 4, Thursday November 12
- Quiz 5, Thursday December 3
- Midterm exam:
  - Oral exam: Tuesday October 27 and Thursday October 29 by appointment;
  - Written exam: Wednesday October 28.
- Final exam:
  - Oral exam: Tuesday December 15 and Thursday December 17 by appointment;
  - Written exam: Wednesday December 16
- Site visits and Field trip as specified by your Language Instructor.
- Tasks, Projects, Oral presentation as specified by your Language Instructor.
- Holidays: Monday September 7, Thursday November 26, Tuesday December 8
- **Make-up days:** Venerdì 27 Novembre
- **Assessment Components**
  - Academic Commitment 15% \*\*
  - Homework: 10%
  - Quiz :10%
  - Task, Project, Presentation: 15%
  - Midterm: 25%
  - Final: 25%

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.

**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 instructor 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.

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## 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. 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. 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. This means they should initiate email and/or office hour discussions to address 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. **The only excused absences are those approved by the Office of Academic Support; they are as follows:**

#### ***Absence Due to Illness***

- If you are sick, please see a doctor. Contact the Office of Student Life for assistance.
- Self-isolation as recommended by a medical professional due to COVID-19 exposure
- COVID-19 related family emergencies
- For absences that last for two or more consecutive days, a doctor's certificate, “certificato medico” is required. The doctor will indicate in writing the number of days of bed rest required. Please note these certificates can only be obtained on the day you see the doctor and cannot be written for you afterwards. For any questions or concerns, please reach out to [florence.academicssupport@nyu.edu](mailto:florence.academicssupport@nyu.edu).
- Absences can ONLY be excused if they are reported prior to or no later than the week that they return to class via the online [NYU Florence Absence Form](#). Failure to submit your request in time will automatically result in one or more unexcused absences.
- OAS will not accept a student email or telephone call regarding an absence due to illness.
- OAS will only notify faculty of absences REPORTED on the ABSENCE FORM.
- 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
- Information regarding absences due to religious observance must be provided at least SEVEN DAYS PRIOR to the date(s) in question using the online [NYU Florence Absence Form](#) .

- Please note that no excused absences for reasons other than illness can be applied retroactively.

***Due to a class conflict with a program sponsored lecture, event, or activity***

- All students are entitled to miss one class period without any penalty to their grade in order to attend a lecture, event or activity that is sponsored by the NYU Florence Program.
- Information regarding absences due to a class conflict must be provided at least SEVEN DAYS PRIOR to the date(s) in question using the online [NYU Florence Absence Form](#)
- 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](mailto: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.

## **Classroom Etiquette**

- Eating is not permitted in the classrooms. Bottled water is permitted.
- Cell phones should be turned off during class time.
- The use of personal laptops and other electronic handheld devices are possibly permitted by the professor.

We recycle! So keep it green! Please dispose of trash in the clearly marked recycle bins located throughout the on campus buildings

## 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](mailto: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 Elementare](#). Department of Italian Studies, NYU Edition 2013 **[from now on AE]**. 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):

<https://newclasses.nyu.edu/portal/site/1574dc7e-a671-4e21-a1e8-a1042d0381bf>

- [Allora: Grammar Guide](#) **[from now on G]**
- [Allora: Glossario& Flashcards](#)
- [Allora: Grammar Videos](#)
- [Allora: Allora Videos](#)
- [Allora: Audio files](#)
- [Allora: Test&Quizzes \(Assignments\)](#)
- [Allora: Come si pronuncia](#)
- [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

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

- Please remember that you are in Florence to learn the Italian language and culture, so Italian will be spoken in class at all times.
- 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

Mercoledì 2 settembre - Giovedì 3 Settembre –Martedì 8 settembre – Mercoledì 9 settembre – Giovedì 10 settembre

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> <li>• Ciao! Mi presento</li> <li>– Allora Elementare</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• use greetings, express how they feel and engage in</li> </ul>	<ul style="list-style-type: none"> <li>• Grammatica: Presente indicativo dei verbi essere, avere, stare <a href="#">[G1.1.2]</a>; pronomi soggetto <a href="#">[G10.1]</a>;</li> </ul>	<ul style="list-style-type: none"> <li>• NYU Classes / Assignments</li> <li>– La mia lezione, 01</li> </ul>

<b>Textual Resources</b>	<b>Expected Learning Outcomes</b>	<b>Structure and Lexicon</b>	<b>Homework</b>
(from now on AE): capitolo 01; <ul style="list-style-type: none"> <li>• Presentarsi</li> <li>– Parole per Oggi (from now on PO): Unità 0, pp.2-4;</li> <li>• Audio files #1</li> <li>• Glossario #1</li> <li>• Video: #0 Michael.</li> </ul> <b>LUNEDÌ 7 settembre NO CLASS, Labour day</b>	both formal and informal introductory conversation; <ul style="list-style-type: none"> <li>• talk about themselves and other people;</li> <li>• ask for explanations on the language;</li> <li>• find main geographical points on the map of Italy;</li> <li>• expand and consolidate how to talk about themselves and about other people;</li> <li>• name useful and common objects;</li> <li>• compare American and Italian education systems.</li> </ul>	negazione no e non <a href="#">[G12.1]</a> ; presente indicativo singolare del verbo chiamarsi; contrasto tu e lei; espressioni con avere; come si dice in italiano? Come si scrive? Presente indicativo dei verbi regolari (singolare e plurale) con i pronomi soggetto <a href="#">[G1.1]</a> ; articolo indeterminativo <a href="#">[G5.2]</a> ; articoli determinativi singolari e plurali <a href="#">[G5.3]</a> ; numeri 0-100 e grandi numeri <a href="#">[G12.1]</a> ; non obbligatorietà del pronome soggetto; genere e numero dei nomi <a href="#">[G5.1]</a> <ul style="list-style-type: none"> <li>• Lessico: Età, alfabeto, provenienza, paesi e nazionalità, saluti, <a href="#">[G15]</a>. Azioni e oggetti della vita quotidiana, scuola, università, materie di insegnamento.</li> <li>• Come si pronuncia? Capitolo 01</li> </ul>	<ul style="list-style-type: none"> <li>• NYU Classes / Grammar Guide Videos</li> <li>– Elementary Chapter 1</li> <li>• NYU Classes / Tests&amp; Quizzes</li> <li>– allora-elem01.1</li> <li>– allora-elem01.2</li> <li>– allora-elem01.3</li> <li>– allora-elem01.4</li> <li>– allora-elem01.5</li> <li>– allora-elem01.6</li> </ul>

## Session 2

Lunedì 14 Settembre - Martedì 15 Settembre - Mercoledì 16 Settembre - Giovedì 17 Settembre: **QUIZ 1**

<b>Textual Resources</b>	<b>Expected Learning Outcomes</b>	<b>Structure and Lexicon</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Uffa! Stasera resto a casa!</li> <li>– AE: capitolo 02</li> <li>• Che cosa fai?</li> <li>– PO: Unità 1 (pp. 10-11-12; 18-19-20)</li> <li>• Audio files: #2</li> <li>• Glossario: #2</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• use a set of words and expressions to interact with Italians by giving and asking for personal information;</li> <li>• acquire a set of geographical words;</li> <li>• formulate interrogative</li> </ul>	<ul style="list-style-type: none"> <li>• Grammatica: Presente indicativo dei verbi fare, andare ed espressioni connesse; preposizioni di luogo: a, in <a href="#">[G11.1]</a>, <a href="#">[G11.3]</a>; ordine basico S-V-O sia per domande sia per affermazioni; espressioni interrogative: chi? Che cosa? Dove? <a href="#">[G13.2]</a>. Presente indicativo dei verbi -isc-<a href="#">[G1.1]</a>; verbo</li> </ul>	<ul style="list-style-type: none"> <li>• NYU Classes / Assignments</li> <li>– La mialezione, 02</li> <li>• NYU Classes / Grammar Guide Videos</li> <li>– Elementary Chapter 2</li> <li>• NYU Classes / Tests&amp;Quizzes</li> </ul>

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> <li>• Video #1&amp;2 Eleonora</li> </ul> <p><b>QUIZ 1</b></p>	<ul style="list-style-type: none"> <li>• questions;</li> <li>• talk about leisure time, likes and dislikes;</li> <li>• talk about hobbies, tasks and schedule;</li> <li>• describe how often they do activities.</li> </ul>	<ul style="list-style-type: none"> <li>• preferire [G1.1.2]; espressione mi piace con infinito; avverbi di tempo (frequenza): mai, qualche volta, spesso, sempre [G7.2].</li> <li>• Lessico: Termini geografici più comuni, numeri.</li> <li>• Come si pronuncia? Capitolo 02</li> </ul>	<ul style="list-style-type: none"> <li>– allora-elem02.1</li> <li>– allora-elem02.2</li> <li>– allora-elem02.3</li> <li>– allora-elem02.4</li> <li>– allora-elem02.5</li> <li>– allora-elem02.6</li> <li>– allora-elem02.7</li> <li>– allora-elem02.8</li> </ul>

### Session 3

Lunedì 21 Settembre - Martedì 22 Settembre - Mercoledì 23 Settembre - Giovedì 24 Settembre: **TASK 1**

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> <li>– Facciamo qualcosa insieme?</li> <li>– AE: capitolo 03</li> <li>– Sport e tempo libero.</li> <li>– PO: Unità 2 (18-19-21-24; 57-58)</li> <li>– Cenni Mangiare e bere PO: Unità 7, p. 76</li> <li>– Glossario: #3</li> <li>– Video: #3-Nadim</li> </ul> <p><b>TASK 1</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• plan their daily schedule (present);</li> <li>• ask and tell what time it is;</li> <li>• compare their weekly and weekend routines;</li> <li>• inquire about their classmates' daily activities;</li> <li>• learn how to express possession.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammatica: Presente indicativo del verbo uscire [G1.1.2]; preposizioni di tempo: da, a; preposizione con; preposizione di per possesso [G11.1, G11.3]; aggettivi e pronomi possessivi [G6.1; G6.3]; posizione dell'aggettivo possessivo.</li> <li>• Lessico: Orario, giorni della settimana, mesi e stagioni. Pasti, menù e bevande, generi alimentari, servizio da tavola, luoghi di ristoro.</li> </ul>	<ul style="list-style-type: none"> <li>• NYU Classes / Assignments <ul style="list-style-type: none"> <li>– La mia lezione, 03</li> </ul> </li> <li>• NYU Classes / Grammar Guide Videos <ul style="list-style-type: none"> <li>– Elementary Chapter 3</li> </ul> </li> <li>• NYU Classes / Tests&amp;Quizzes <ul style="list-style-type: none"> <li>– allora-elem03.1</li> <li>– allora-elem03.2</li> <li>– allora-elem03.3</li> <li>– allora-elem03.4</li> <li>– allora-elem03.5</li> </ul> </li> </ul>

**Session 4**

Lunedì 28 Settembre - Martedì 29 Settembre - Mercoledì 30 Settembre - Giovedì 1 Ottobre: **QUIZ 2**

<b>Textual Resources</b>	<b>Expected Learning Outcomes</b>	<b>Structure and Lexicon</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Dove andiamo?</li> <li>– AE: capitolo 4</li> <li>• La città, la casa.</li> <li>– PO: Unità 3 (pp. 28-29-30-31-32-37)</li> <li>• Glossario: #4</li> <li>• Video: #4-Samuele</li> </ul> <p><b>QUIZ 2</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• locate something in space;</li> <li>• describe a place;</li> <li>• plan a road trip in Italy;</li> <li>• compare American and Italian houses;</li> <li>• participate in workshops and academic field trips related to Italian Language and Culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammatica: Preposizioni semplici e articolate [<a href="#">G11</a>; <a href="#">G11.1</a>, <a href="#">G11.2</a>]; avverbi, preposizioni e locuzioni di luogo: vicino a, davanti a, in mezzo a, dentro, sopra, sotto, a destra, a sinistra [<a href="#">G7.3</a>]; consolidamento articoli.</li> <li>• Lessico: Abitazione</li> <li>• Come si pronuncia? Capitolo 04</li> </ul>	<ul style="list-style-type: none"> <li>• NYU Classes / Assignments</li> <li>– La mia lezione, 04</li> <li>• NYU Classes / Grammar Guide Videos</li> <li>– Elementary Chapter 4</li> <li>• NYU Classes / Tests&amp;Quizzes</li> <li>– allora-elem04.1</li> <li>– allora-elem04.2</li> <li>– allora-elem04.3</li> <li>– allora-elem04.4</li> <li>– allora-elem04.5</li> </ul>

**Session 5**

Lunedì 5 ottobre - Martedì 6 ottobre - Mercoledì 7 ottobre - Giovedì 8 Ottobre: **TASK 2**

<b>Textual Resources</b>	<b>Expected Learning Outcomes</b>	<b>Structure and Lexicon</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Belli e irresistibili!</li> <li>– AE: capitolo 5</li> <li>• Descrizione fisica e del carattere:</li> <li>– PO: Unità 4 (pp. 46-47-48; 52-53-54)</li> <li>• Audio files: #5</li> <li>• Glossario: #5</li> </ul> <p><b>TASK 2</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• be able to get information about another person;</li> <li>• briefly describe someone's appearance and personality;</li> <li>• compare their wishes and duties with those of their classmates;</li> <li>• simply express opinion and intentions.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammatica: Aggettivi qualificativi; accordo dell'aggettivo in genere e numero con il nome a cui si riferisce [<a href="#">G5.5</a>]; nomi e aggettivi in -co / -go e -ca / -ga [<a href="#">G5.4.4</a>; <a href="#">G5.5.1</a>]; posizione enfatica del soggetto; consolidamento espressioni interrogative: chi? Quanto? Quale? [<a href="#">G13.2</a>]. Aggettivo bello [<a href="#">G5.6</a>]; forme e uso dei pronomi diretti [<a href="#">G10.2</a>; <a href="#">G10.2.1</a>]. Presente indicativo dei verbi dovere, potere, volere; verbi servili con l'infinito [<a href="#">G1.1.2</a>]. Uso dell'espressione ecco.</li> </ul>	<ul style="list-style-type: none"> <li>• NYU Classes / Assignments</li> <li>– La mia lezione, 05</li> <li>• NYU Classes / Grammar Guide Videos</li> <li>– Elementary Chapter 5</li> <li>• NYU Classes / Tests&amp;Quizzes</li> <li>– allora-elem05.1</li> <li>– allora-elem05.2</li> <li>– allora-elem05.3</li> <li>– allora-elem05.4</li> <li>– allora-elem05.5</li> <li>– allora-elem05.6</li> </ul>

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
		<ul style="list-style-type: none"> <li>• Lessico: Aggettivi del carattere, aggettivi di descrizione fisica e qualitativa. Parole ed espressioni per la descrizione fisica e del carattere.</li> <li>• Come si pronuncia? Capitolo 05</li> </ul>	

## Session 6

[Consultazione di metà semestre]

Lunedì 12 Ottobre - Martedì 13 Ottobre - Mercoledì 14 Ottobre - Giovedì 15 Ottobre:

### QUIZ 3

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> <li>• Che cosa hai fatto in questi anni?</li> <li>– AE: capitolo 06</li> <li>• La famiglia.</li> <li>– PO: Unità 5 (pp. 57-58-59-60-61-62)</li> <li>• Glossario:#6</li> <li>• Audio files:#6</li> <li>• Video: #5&amp;6-Beatrice</li> </ul> <p><b>QUIZ 3</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• narrate and describe events in the past;</li> <li>• discuss events and family relations;</li> <li>• describe their family and talk about their relatives;</li> <li>• prepare and present their family tree;</li> <li>• review the learning goals of the semester.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammatica : Passato prossimo con ausiliare essere e avere [<a href="#">G1.2</a>; <a href="#">G1.2.1</a>; <a href="#">G1.2.2</a>; <a href="#">G1.2.3</a>]; participi passati regolari e irregolari ad alta frequenza [<a href="#">G1.2.3</a>]; presente e passato prossimo dei verbi stare, dare, rimanere, dire; espressioni di tempo: ieri, oggi, l'altro ieri, giorni fa, scorso, passato. Aggettivi possessivi e articoli con nomi di famiglia [<a href="#">G6.2</a>]; pronomi possessivi [<a href="#">G6.3</a>]. Espressioni di tempo: ancora, mai, già, più. Review.</li> <li>• Lessico: espressioni di tempo, oggetti della vita quotidiana. Nomi della famiglia, numeri ordinali 1-20 [<a href="#">G12.2</a>]. Data in formato europeo.</li> <li>• Come si pronuncia? Capitolo 06</li> </ul>	<ul style="list-style-type: none"> <li>• NYU Classes / Assignments</li> <li>– La mia lezione, 06</li> <li>• NYU Classes / Grammar Guide Videos</li> <li>– Elementary Chapter 6</li> <li>• NYU Classes / Tests&amp;Quizzes</li> <li>– allora-elem06.1</li> <li>– allora-elem06.2</li> <li>– allora-elem06.3</li> <li>– allora-elem06.4</li> <li>– allora-elem06.5</li> </ul>

## Session 7

Lunedì 19 Ottobre – Martedì 20 Ottobre – Mercoledì 21 Ottobre – Giovedì 22 Ottobre:

### TASK 3

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> <li>E la tua giornata tipo?               <ul style="list-style-type: none"> <li>– AE: capitolo 07</li> </ul> </li> <li>Lavoro e professioni.               <ul style="list-style-type: none"> <li>– PO: Unità 6 (66-67-68-69-70-71-73-74)</li> </ul> </li> <li>Glossario:#7</li> <li>Audio files:#7</li> </ul> <p><b>TASK 3</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>review how to describe and talk about past actions and situations;</li> <li>participate in workshops and academic field trips related to Italian Language and Culture.</li> </ul>	<p>• Grammatica:</p> <ul style="list-style-type: none"> <li>Presente e passato prossimo dei verbi riflessivi [G4.1; G4.1.1]; verbi reciproci [G4.1.2]; espansione della frase nucleare; nomi in –ista [G5.4.3]; nomi maschili in –a [G5.4.3]; avverbi di tempo: presto, tardi [G7.2]; significati del verbo mettersi; congiunzioni coordinate e avversative: ma, però, e, o, oppure[G16.2.1]; subordinate condizionali all’indicativo presente introdotte da se [G3.6]</li> <li>Lessico: Azioni ricorrenti della vita quotidiana, nomi delle professioni, verbi collegati al lavoro.</li> <li>Come si pronuncia? Capitolo 07</li> </ul>	<ul style="list-style-type: none"> <li>NYU Classes / Assignments               <ul style="list-style-type: none"> <li>– La mia lezione, 07</li> </ul> </li> <li>NYU Classes / Grammar Guide Videos               <ul style="list-style-type: none"> <li>– Elementary Chapter 7</li> </ul> </li> <li>NYU Classes / Tests&amp;Quizzes               <ul style="list-style-type: none"> <li>– allora-elem07.1</li> <li>– allora-elem07.2</li> <li>– allora-elem07.3</li> <li>– allora-elem07.a</li> </ul> </li> </ul>

## Session 8

### MIDTERM EXAM

Lunedì 26 Ottobre: Ripasso

Martedì 27 Ottobre: Esame Orale

Mercoledì 28 Ottobre: Esame Scritto

Giovedì 29 Ottobre: Esame Orale

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

## Session 9

Lunedì 2 Novembre - Martedì 3 Novembre - Mercoledì 4 Novembre - Giovedì 5 Novembre

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> <li>Ragazzi, a tavola!               <ul style="list-style-type: none"> <li>– AE: capitolo 08</li> <li>– Mangiare e bere PO: Unità 7, pp.76-86</li> </ul> </li> <li>Glossario:#8</li> <li>Audio files:#7</li> <li>Video:#8-Beppe</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• learn how to shop;</li> <li>• express tastes and likings;</li> <li>• give and understand instructions;</li> <li>• learn how to order.</li> </ul>	<ul style="list-style-type: none"> <li>Grammatica: Comparativo di uguaglianza [G8.1]; imperativo formale, informale, negativo [G3.1]; imperativi irregolari: sii, abbi, sappi, di', da', sta', va', dica, dia, faccia, stia, vada [G3.1]; imperativi irregolari con pronomi diretti: dillo, dallo, fallo, vacchi; superlativi assoluti regolari di uso frequente [G8.2.2]; posizione post-verbale dei pronomi atoni con imperativo e con infinito; espressioni con vorrei / posso avere; formazioni plurali particolari: uova, uomini.</li> <li>Lessico: Sport e attività del tempo libero, luoghi del tempo libero.</li> <li>Come si pronuncia? Capitolo 08.</li> </ul>	<ul style="list-style-type: none"> <li>NYU Classes / Assignments               <ul style="list-style-type: none"> <li>– La mia lezione, 08</li> </ul> </li> <li>NYU Classes / Grammar Guide Videos               <ul style="list-style-type: none"> <li>– Elementary Chapter 8</li> </ul> </li> <li>NYU Classes / Tests&amp;Quizzes               <ul style="list-style-type: none"> <li>– allora-elem08.1</li> <li>– allora-elem08.2</li> <li>– allora-elem08.3</li> <li>– allora-elem08.a</li> <li>– allora-elem08.b</li> <li>– allora-elem08.c</li> </ul> </li> </ul>

## Sessions 10

Lunedì 9 Novembre - Martedì 10 Novembre - Mercoledì 11 Novembre - Giovedì 12 Novembre:

### QUIZ 4

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> <li>Come ti vesti?               <ul style="list-style-type: none"> <li>– AE: capitolo 09</li> </ul> </li> <li>La moda.               <ul style="list-style-type: none"> <li>– PO: Unità 08 (pp.88-98)</li> </ul> </li> <li>Glossario:#9</li> <li>Audio files:#9</li> <li>Video:#9-Giulia</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• describe actions and situations at the present and past;</li> <li>• describe the color, size, and fabric of clothing and of other common objects;</li> <li>• describe wardrobe and useful objects;</li> <li>• discuss materials</li> </ul>	<ul style="list-style-type: none"> <li>Grammatica: Ripasso del passato prossimo e introduzione all'imperfetto; avverbi di quantità: un po', poco, molto, troppo [G9.5]; differenze tra avverbi e aggettivi; uso e forme di aggettivi e pronomi dimostrativi: questo, quello [G9.1; G9.2;G9.3]; accordo del participio passato con lo, la, li, le nei tempi</li> </ul>	<ul style="list-style-type: none"> <li>NYU Classes / Assignments               <ul style="list-style-type: none"> <li>– La mia lezione, 09</li> </ul> </li> <li>NYU Classes / Grammar Guide Videos               <ul style="list-style-type: none"> <li>– Elementary Chapter 9</li> </ul> </li> <li>NYU Classes / Tests&amp;Quizzes</li> </ul>

<b>Textual Resources</b>	<b>Expected Learning Outcomes</b>	<b>Structure and Lexicon</b>	<b>Homework</b>
<b>QUIZ 4</b>	and colors; <ul style="list-style-type: none"> <li>• indicate objects here and there;</li> <li>• learn how to shop for clothes; compare Italian and American fashion.</li> </ul>	composti [ <a href="#">G10.2.1</a> ]; uso di niente e nessuno con doppia negazione; aggettivi di colore a uscita invariabile: blu, rosa [ <a href="#">G5.5</a> ] <ul style="list-style-type: none"> <li>• Lessico: Capi di abbigliamento, colori, materiali, monete e prezzi.</li> <li>• Come si pronuncia? Capitolo 9</li> </ul>	<ul style="list-style-type: none"> <li>– allora-elem09.1</li> <li>– allora-elem09.2</li> <li>– allora-elem09.3</li> <li>– allora-elem09.a</li> <li>– allora-elem09.b</li> <li>– allora-elem09.c</li> <li>– allora-elem09.d</li> <li>– allora-elem09.e</li> </ul>

## Session 11

Lunedì 16 Novembre - Martedì 17 Novembre - Mercoledì 18 Novembre - Giovedì 19 Novembre:

### TASK 4

<b>Textual Resources</b>	<b>Expected Learning Outcomes</b>	<b>Structure and Lexicon</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Come eravamo – AE: capitolo 10</li> <li>• La natura intorno a noi. – PO: Unità 9</li> <li>• Glossario:#10</li> <li>• Audio files:#10</li> </ul> <p><b>TASK 4</b></p>	Students will: <ul style="list-style-type: none"> <li>• review how to describe and talk about past actions and situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammatica: Imperfetto, coniugazione regolare e irregolare [<a href="#">G1.3</a>; <a href="#">G1.3.1</a>; <a href="#">G1.3.2</a>]; uso dell'imperfetto: descrizione, azioni abitudinarie, azioni parallele nel passato; costruzioni con mentre, con imperfetto e interrotto da passato prossimo; verbi zerovalenti: nevica, piove; subordinate implicite rette da preposizioni semplici e infinito: vado a, imparo a, etc.; espressione di cortesia volevo</li> <li>• Lessico: Ambienti e tempo atmosferico, campagna e città, luoghi</li> </ul>	<ul style="list-style-type: none"> <li>• NYU Classes / Assignments – La mia lezione, 10</li> <li>• NYU Classes / Grammar Guide Videos – Elementary Chapter 10</li> <li>• NYU Classes / Tests&amp;Quizzes – allora-elem10.1 – allora-elem10.2 – allora-elem10.3 – allora-elem10.a – allora-elem10.b – allora-elem10.c – allora-elem10.d – allora-elem10.e</li> </ul>



Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
		della natura, aggettivi relativi alla natura. <ul style="list-style-type: none"> <li>Come si pronuncia? Capitolo 10</li> </ul>	

## Session 12

Lunedì 23 Novembre - Martedì 24 Novembre - Mercoledì 25 Novembre - Giovedì 26 Novembre: **NO CLASS**, Thanks giving day – **Venerdì 27: Make up day**

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> <li>Si viaggiare! <ul style="list-style-type: none"> <li>– AE: capitolo 11</li> </ul> </li> <li>Viaggi e turismo. <ul style="list-style-type: none"> <li>– PO: Unità 10 (pp. 110-117)</li> </ul> </li> <li>Glossario:#11</li> <li>Audio files:#11</li> <li>Video: #10-11-12-Elia</li> </ul>	Students will: <ul style="list-style-type: none"> <li>focus on use of tenses to express past actions and situations;</li> <li>express purposes (imperfetto) opposing to actions (passato prossimo).</li> </ul>	<ul style="list-style-type: none"> <li>Grammatica: Contrasto tra passato prossimo e imperfetto, contrasto tra azioni precise e azioni continue [G1.3.3]; verbi con e senza preposizione: riuscire a, accorgersi di, etc.; frasi subordinate con perché, quando, anche se; uso modale dell'imperfetto: differenza di significato tra volevo, potevo, dovevo e ho voluto, ho potuto, ho dovuto [G1.1.2]</li> <li>Lessico: Luoghi di vacanza, espressioni connesse al viaggio, trasporti, espressioni gergali di uso comune.</li> <li>Come si pronuncia? Capitolo 11</li> </ul>	<ul style="list-style-type: none"> <li>NYU Classes / Assignments <ul style="list-style-type: none"> <li>– La mia lezione, 11</li> </ul> </li> <li>NYU Classes / Grammar Guide Videos <ul style="list-style-type: none"> <li>– Elementary Chapter 11</li> </ul> </li> <li>NYU Classes / Tests&amp;Quizzes <ul style="list-style-type: none"> <li>– allora-elem11.1</li> <li>– allora-elem11.2</li> <li>– allora-elem11.3</li> <li>– allora-elem11.a</li> <li>– allora-elem11.b</li> <li>– allora-elem11.c</li> </ul> </li> </ul>

## Session 13

Lunedì 30 Novembre - Martedì 1 Dicembre - Mercoledì 2 Dicembre - Giovedì 3 Dicembre: **QUIZ 5**

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> <li>Ma cosa stai facendo? <ul style="list-style-type: none"> <li>– AE: capitolo 12</li> </ul> </li> <li>Glossario:#12</li> <li>Audio files:#12</li> </ul>	Students will: <ul style="list-style-type: none"> <li>tell what they are/were doing.</li> <li>interact in formal settings;</li> <li>talk on the phone;</li> </ul>	<ul style="list-style-type: none"> <li>Grammatica: Presente progressivo [G2.1]; avverbi di tempo [G7.2];</li> <li>Lessico: Servizi pubblici e istituzionali: banca, posta,</li> </ul>	<ul style="list-style-type: none"> <li>NYU Classes / Grammar Guide Videos <ul style="list-style-type: none"> <li>– Elementary Chapter 12</li> </ul> </li> </ul>

<b>Textual Resources</b>	<b>Expected Learning Outcomes</b>	<b>Structure and Lexicon</b>	<b>Homework</b>
<b>QUIZ 5</b>	<ul style="list-style-type: none"> <li>• fill forms.</li> </ul>	taxi, telefono, mezzi di trasporto. <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Homework assigned by the instructor</li> </ul>

## Session 14

Lunedì 7 Dicembre – Martedì 8 Dicembre: NO CLASS, SITE HOLIDAY – Mercoledì 9 Dicembre – Giovedì 10 Dicembre: **TASK 5**

<b>Textual Resources</b>	<b>Expected Learning Outcomes</b>	<b>Structure and Lexicon</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Ma cosa stai facendo?</li> <li>– AE: capitolo 12</li> </ul> <b>TASK 5</b>	Students will: <ul style="list-style-type: none"> <li>• ask for explanations;</li> <li>• ask to accomplish something;</li> <li>• fill forms;</li> </ul>	<ul style="list-style-type: none"> <li>• Grammatica: uso e posizione del relativo invariabile che [G10.4]; avverbi di tempo [G7.2]; differenza tra sapere e conoscere [G1.1; G1.1.2]; espressione con sapere e subordinata oggettiva introdotta da che; avverbi di luogo: qui, qua, lì, là [G7.3]; espressioni introdotte dalla preposizione per e l'infinito; numeri ordinali 20-100 [G12.2].</li> <li>• Come si pronuncia? Capitolo 12</li> </ul>	<ul style="list-style-type: none"> <li>• NYU Classes / Assignments</li> <li>– La mia lezione, 12</li> <li>• NYU Classes / Tests&amp;Quizzes</li> <li>• allora-elem12.1</li> <li>• allora-elem12.2</li> <li>• allora-elem12.3</li> <li>• allora-elem12.a</li> <li>• allora-elem12.b</li> </ul>

## Session 15

### FINAL EXAM

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](mailto: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

Lunedì 14 Dicembre: Ripasso

Martedì 15 Dicembre: Esame Orale

Mercoledì 16 Dicembre: Esame Scritto

Giovedì 17 Dicembre: Esame Orale

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



## Class Time Expectation

- 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.

## 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.