
Advanced Reading, Writing, and Conversation in Italian

COURSE DESIGNATOR: FLOR 3100 / advanced

LANGUAGE OF INSTRUCTION: Italian

NUMBER OF CREDITS: 3

CONTACT HOURS: 45 hours

COURSE DESCRIPTION

This advanced course of Italian uses a communication-based approach to help you develop the ability to communicate effectively as well as to read authentic materials in Italian. The course completes the study of all grammar concepts, reinforces the mastering of these elements, and expands your vocabulary and knowledge of more complex grammar and syntax structures.

As the language learning progresses, you will be expected to produce more Italian while actively engaged in communicative activities that have real world relevance both in and out of class, in reading, writing, speaking, and listening to Italian.

The course is also designed to take full advantage of the city of Florence. You will become involved directly with the language and the culture by interacting with locals and by being exposed to a variety of registers and uses of the language. Authentic materials such as magazine/newspaper articles, excerpts from literary works, videos, and films are used extensively to facilitate your communication and comprehension skills through an immersion into contemporary Italian culture.

COURSE OBJECTIVES

You will develop advanced language and communication skills by being exposed to a variety of registers and materials. You will train to comprehend subtle nuances and stylistic aspects of the Italian language both in written and oral form. You will learn how to use appropriate language in context and to identify the cultural meanings underlining texts. Topics treated will be consistent with the students' areas of study and academic interests. At the end of the course, you will be able to demonstrate knowledge of Italian culture and society, including contemporary social issues, history of Italian society and some aspects of Italian language and its varieties.

By the end of the course, you will be able to:

- Read and understand oral and written authentic texts, such as newspaper/magazine articles, literary works, TV programs and movie scenes
- Participate with fluidity and spontaneity in increasingly complex conversations on factual and argumentative topics
- Master practical cross-cultural information to express opinions, thoughts, desires, and emotions
- Recognize regional varieties of Italian (reinforced through in-class and out-of-class activities)
- Write essays on topics related to materials and themes covered in class
- Use Italian grammar and syntax, including impersonal and linking expressions
- Express subjective judgments via use of the subjunctive mood

METHODOLOGY

Through the integration of the different language skills of listening, reading, speaking and writing as well as the exploration of various aspects of contemporary Italian culture, you will learn to communicate in the target language in progressively more complex situations. Since language and culture are deeply connected (language is culture and culture is language), each class will introduce you to linguistic skills such as communicative structures, grammar structures, vocabulary and pronunciation, but will at the same time provide a deeper knowledge of Italian culture. Grammatical

theory will be always connected with the practical use of the language. All of the didactic materials used throughout the course are in Italian. Constant interaction in Italian is the core of the learning process. The city of Florence will become a cultural laboratory where language will be studied in context: with its world-famous traditions, the city represents a composite of contemporary Italian culture that you will discover through out-of-class activities and visits.

COURSE PREREQUISITES

Completion of the intermediate level of Italian.

REQUIRED READINGS/ MATERIALS

Handouts distributed in class

GRADING

| Grading Rubric | | |
|----------------|--------|--|
| A | 93-100 | Achievement that is outstanding relative to the level necessary to meet course requirements. |
| A- | 90-92 | Achievement that is significantly above the level necessary to meet course requirements. |
| B+ | 87-89 | |
| B | 83-86 | |
| B- | 80-82 | Achievement that meets the course requirements in every respect. |
| C+ | 77-79 | |
| C | 73-76 | |
| C- | 70-72 | |
| D+ | 67-69 | Achievement that is worthy of credit even though it fails to meet fully the course requirements. |
| D | 60-66 | |
| F | 0-59 | Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. |

SUMMARY OF HOW GRADES ARE WEIGHTED

| | |
|----------------------------|-------------|
| Test | 15% |
| Composition (TEMA) | 15% |
| Two oral presentations | 20% |
| Final paper | 20% |
| Final oral exam | 10% |
| Participation and homework | 20% |
| Overall grade | 100% |

ASSESSMENT DETAILS

TESTS AND FINAL EXAM

Throughout the semester, you will complete 1 Test and 2 Oral Presentations. The test focuses on specific grammar, vocabulary and cultural elements studied in class but will also include review material, so anything already taught may appear. Final Exam: you will work on a Final Oral Presentation and you will complete a 500 word Final Paper on a topic researched throughout the semester.

COMPOSITION (TEMA)

During the semester, you will be asked to write one major double draft composition in Italian. The first draft will be written in class (the use of a dictionary is allowed) and will be returned to you with comments and a grade. You will be asked to rewrite your composition at home and return it by the deadline stated in the syllabus. You can earn a maximum of five extra points for your revision.

ORAL PRESENTATIONS

During the semester, you will complete 2 Oral Presentations. You will be asked to choose a topic, research and elaborate a 15-minute presentation about that topic. You will be evaluated on the content, grammar accuracy, extent of vocabulary and pronunciation.

OUT-OF-CLASS ACTIVITIES

Out-of-class activities are meant to make you practice vocabulary and observe and reflect on cross-cultural differences and analyze aspects of Italian language and society learned in class. Possible out of class activities include: interviewing people around the city; visiting important museums, historical buildings, houses, for the history of Florentines and Florence.

PARTICIPATION

Participation includes but is not limited to the following:

- Your use of Italian and willingness to ask/answer questions in class.
- Your cooperation and willingness to participate actively in *all* class activities, including small group work.
- Your respect and attitude toward the class and your peers.
- Your punctuality and accuracy in completing assigned homework.
- The use of all electronic equipment (cell phones, pagers, iPods, MP3 players, etc.) during class is prohibited. All equipment must be turned off and stored in the classroom. Any evidence of cell phones (use, ringing, buzzing, etc.) and similar equipment use will result in an automatic ZERO in attendance/participation for that day.
- Your promptness and daily preparation for each class, including assigned homework and other course related materials. Since language is used for communication, the ultimate goal of the language student is to be able to communicate information in the foreign language.

COURSE CONTENT

| SETTIMANA 1: INIZIAMO A CONOSCERE L'ITALIA E GLI ITALIANI | | | | |
|---|---|--|--|------------------|
| Data | Tematiche linguistiche e culturali | Approfondimenti grammaticali | Lecture, ascolti, video | Esami e attività |
| Mar 17 2:15- 3:15 | Gli argomenti di conversazione degli italiani | Articoli determinativi Nomi irregolari Aggettivi | Articolo web: <i>Italiani, questi chiacchieroni</i> Articolo web: <i>Agli italiani piace ancora chiacchierare</i> | |

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|-------------------------|---|---------------------------------|--|--|
| Merc 18 12-1 | Le abitudini quotidiane degli italiani | Indicativo presente | Articolo web: <i>Noi italiani di città</i> | |
| Gio 19 2:15- 3:15 | Consigli per un bel soggiorno in Italia | Imperativo informale Pronomi | Articolo web: <i>Come passare una giornata indimenticabile in Italia</i> | |

SETTIMANA 2: IN VIAGGIO IN ITALIA

| Data | Tematiche linguistiche e culturali | Approfondimenti grammaticali | Lecture, ascolti, video | Esami e attività |
|-------------------------|---|--|---|-------------------------|
| Mar 24 2:15- 3:15 | Psicologia del viaggio: prepararsi a partire tra timori e speranze | Forma impersonale Aggettivi e pronomi indefiniti Forma e usi del condizionale presente e passato | Poesia “ <i>Prima del viaggio</i> ” di Eugenio Montale | |
| Merc 25 12-1 | Psicologia del viaggio: sentimenti e riflessioni durante il viaggio | Connettivi (1) | “ <i>Viaggio solitario</i> ” di P.V. Tondelli “ <i>Io potrei andare in Cina secondo Lei?</i> ” di D. Del | |
| Gio 26 2:15- 3:15 | La letteratura di viaggio La tradizione del <i>Grand Tour</i> | | Estratto di una lezione universitaria di letteratura italiana dal web Il <i>Grand Tour</i> | |

SETTIMANA 3: UNIVERSITÀ E LAVORO IN ITALIA E ALL'ESTERO

| Data | Tematiche linguistiche e culturali | Approfondimenti grammaticali | Lecture, ascolti, video | Esami e attività |
|---------------------------|---|--|---|-------------------------------------|
| Mar 31 2:15-3:15 | Studiare all'estero: sì, no, forse, ma... I giovani europei e l'esperienza Erasmus + | Preposizioni semplici e articolate Passato prossimo | Articolo informativo: <i>Studiare all'estero: cambiare vita, aprire la mente</i> | |
| Merc 1 *12:00-1:30 | Università, lavoro e società | | Articolo informativo: <i>Università, lavoro e società</i> Intervistiamo gli studenti dell'Università di Firenze | VISITA ALLA BIBLIOTECA DELLE OBLATE |
| Gio 2 2:15-3:15 | Laureati all'estero | | Lettura e descrizione di grafici e dati statistici | |

SETTIMANA 4: LA CITTÀ ITALIANA: AMBIENTE E ARCHITETTURA TRA PASSATO, PRESENTE E FUTURO

| Data | Tematiche linguistiche e culturali | Approfondimenti grammaticali | Lecture, ascolti, video | Esami e attività |
|--------------------|--|---|---|--|
| Mar 7 2:15-3:15 | Ambienti e stili di vita: periferie e metropoli La qualità della vita nelle città europee | Imperfetto Imperfetto e passato prossimo Connettivi (2) | Racconto autobiografico: <i>Ricordi di infanzia di un futuro architetto</i> | |
| Merc 8 12-1 | <i>Palazzo Davanzati</i> : dal passato un esempio di architettura funzionale | Pronomi relativi: <i>che</i> e <i>cui</i> | | VISITA AL MUSEO DELL'ANTICA CASA FIORENTINA: PALAZZO DAVANZATI |

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|------------------------|--|--|---|--|
| Gio 9 2:15- 3:15 | Architettura ecosostenibile per un futuro migliore | | Intervista: <i>i progetti "Med in Italy" e "RbOME for denCity"</i> <i>Renzo Piano e l'Elogio della costruzione</i> | |
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SETTIMANA 5: ABITUDINI E TENDENZE ALIMENTARI DEGLI ITALIANI

| Data | Tematiche linguistiche e culturali | Approfondimenti grammaticali | Lecture, ascolti, video | Esami e attività |
|-------------------------|--|---|---|----------------------------|
| Mar 14 2:15- 3:15 | La piramide alimentare Cibo e salute: <i>fast food</i> e <i>street food</i> | Imperativo informale e formale Avverbi di modo La forma passiva | <i>Noi siamo quello che mangiamo. O no?</i> | |
| Merc 15 12-1 | Il <i>Mercato Centrale</i> di Firenze: un esempio di " <i>street food comodo</i> " | Pronomi relativi: <i>cui</i> possessivo | | VISITA AL MERCATO CENTRALE |
| Gio 16 2:15- 3:15 | Agricoltura biologica e OGM | | <i>Cosa sono gli OGM?</i> | ORAL PRESENTATION 1 |

SETTIMANA 6: TRADIZIONI IN ITALIA

| Data | Tematiche linguistiche e culturali | Approfondimenti grammaticali | Lecture, ascolti, video | Esami e attività |
|-------------------------|------------------------------------|------------------------------|-------------------------|------------------|
| Mar 21 2:15- 3:15 | Ripasso | | | |
| Merc 22 *12-2 | | | | TEST |

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|-------------------------|---|---------------|--|--|
| Gio 23 2:15- 3:15 | Origini e storia del Carnevale in Italia Il teatro napoletano e le maschere della Commedia dell'arte | Nomi alterati | A Carnevale ogni scherzo vale! "Scherzi di Carnevale," filastrocca di Gianni Rodari illustrata da Emanuele Luzzati | |
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SPRING BREAK: NO CLASS

SETTIMANA 7: TRADIZIONI IN ITALIA

| Data | Tematiche linguistiche e culturali | Approfondimenti grammaticali | Lecture, ascolti, video | Esami e attività |
|------------------------|---|-------------------------------------|---|--|
| Mar 7 2:15- 3:15 | Superstizione e tradizioni in Italia e a Firenze Feste e tradizioni fiorentine | | <i>Non è vero... ma ci credo</i> Il calcio storico e altre tradizioni fiorentine | |
| Merc 8 12-1 | | | | <i>CONVERSAZIONI CON STUDENTI ITALIANI</i> |
| Gio 9 | <i>NO CLASS</i> | | | |

| SETTIMANA 8: L'ITALIA DEI CAMPANILI | | | | |
|-------------------------------------|---|------------------------------|-------------------------|------------------|
| Data | Tematiche linguistiche e culturali | Approfondimenti grammaticali | Lecture, ascolti, video | Esami e attività |
| Mar 14 2:15-3:15 | Le regioni italiane: caratteristiche geografiche e culturali Prodotti tipici regionali | Comparativi e superlativi | | |
| Merc 15 *12-2 | | | | TEMA |
| Gio 16 | NO CLASS | | | |

| SETTIMANA 9: L'ITALIA DEI CAMPANILI | | | | |
|-------------------------------------|--|---|--|------------------|
| Data | Tematiche linguistiche e culturali | Approfondimenti grammaticali | Lecture, ascolti, video | Esami e attività |
| Mar 21 2:15-3:15 | Le differenze tra Nord Italia e Sud Italia: stereotipi e verità | Congiuntivo presente Suffissi e derivati | Intervista a Gianfranco Jannuzzo Articolo web: “ <i>Nord e Sud: 150 anni di differenze italiane</i> ” | |
| Merc 22 12-1 | L'identità nazionale italiana Varietà linguistiche e dialetti in Italia | | Intervista al linguista Raffaele Simone: “ <i>Il Belpaese. Chi siamo e dove andiamo. L'inquieta identità dei figli di Manzoni.</i> ” | |

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|-------------------------|---|--|--|------------------------------------|
| Gio 23 2:15- 3:15 | “Terroni” e “polentoni” a confronto Prepariamoci per il viaggio a Taormina | | I “Meridionali” vs la “razza padana” Visione di uno spezzone dal film <i>Benvenuti al Sud</i> Analisi e commento di dati statistici da: <i>noi-italia2016.istat.it</i> | Revised composition due (typed) |
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SETTIMANA 10: EMIGRAZIONE E IMMIGRAZIONE IN ITALIA

| Data | Tematiche linguistiche e culturali | Approfondimenti grammaticali | Lecture, ascolti, video | Esami e attività |
|------------------------|---|---|--|-------------------------|
| Mar 4 2:15- 3:15 | Breve storia dell'emigrazione italiana | Passato remoto Congiuntivo imperfetto e trapassato | Quando gli immigrati erano italiani | |
| Merc 5 12-1 | La situazione attuale Italia tra accoglienza e intolleranza | | Quando l'immigrazione è una risorsa | |
| Gio 6 2:15- 3:15 | Nativi e immigrati di seconda generazione | | “Salsicce”, da <i>Pecore Nere</i> di Igiaba Scego “Il mondo dei piedi freddi” da <i>La mia casa è dove sono felice</i> di Max Mauro | |

SETTIMANA 11: INVENZIONI E SCOPERTE

| Data | Tematiche linguistiche e culturali | Approfondimenti grammaticali | Lecture, ascolti, video | Esami e attività |
|-------------------------|--|---|--------------------------------|-------------------------|
| Mar 11 2:15-3:15 | L'influenza di alcune scoperte sulla società moderna | Futuro semplice e anteriore Connettivi (3) | Che cosa resta da scoprire? | ORAL PRESENTATION 2 |
| Merc 12 *12-1:30 | | | | VISITA AL MUSEO GALILEO |
| Gio 13 | NO CLASS | | | |

SETTIMANA 12: L'ARTE ITALIANA

| Data | Tematiche linguistiche e culturali | Approfondimenti grammaticali | Lecture, ascolti, video | Esami e attività |
|-------------------------|---|-------------------------------------|---|-------------------------------|
| Mar 18 2:15-3:15 | Conoscere e interpretare l'arte | | Articolo web: <i>Cos'è l'arte?</i> Articolo web: <i>Sette luoghi comuni sull'arte</i> Video " <i>Capire l'arte contemporanea</i> ". Intervista a Pio Baldi | |
| Merc 19 *12-1:30 | Conoscere e interpretare l'arte | | | VISITA AL MUSEO DEL NOVECENTO |

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|-------------------------|----------------------------|--|--|--|
| Gio 20 2:15- 3:15 | Alcuni capolavori italiani | | L'arte nell'Euro: capolavori italiani sulle monete | |
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| SETTIMANA 13: CLASS CONCLUSION | | | | |
|--------------------------------|------------------------------------|------------------------------|-------------------------|------------------|
| Data | Tematiche linguistiche e culturali | Approfondimenti grammaticali | Lecture, ascolti, video | Esami e attività |
| Mar 25 | <i>Liberation Day, NO CLASS</i> | | | |
| Merc 26 *12-2 | FINAL PAPER | | | |
| Gio 27 | NO CLASS | | | |
| Fri 28 *2:15- 2:45 | ORAL FINAL EXAM | | | |

ATTENDANCE POLICY

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the onsite syllabus for specific class requirements.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT:

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.