



Dr. Colarossi A.

*Class Meetings*      MTWR  
*Office*                    253 Dauer Hall  
*Office Hours*        M 12:50-1:40 and R 9:35-10:25 and 3:00-3:50  
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### Course Description

This is a second year language course for students who have successfully completed Beginning Italian I and II. Emphasis will be on the further development of basic competence in the language and the introduction of more complex ones. Class will be conducted entirely in Italian and thus student listening skills will be developed through frequent exposure to authentic language spoken at normal speed. Class work will be supplemented with homework using a student activity manual. In class students will have the opportunity to speak, write, and collaborate in pairs or small groups. Students will also be exposed to different kinds of Italian texts such as newspaper articles, short stories and web pages, in order to develop strong reading skills. Italian music and movies will be used in the course of the semester as listening comprehension exercises and as an opportunity for discussion on Italian culture. Students will also be challenged to work on writing and speaking skills with in class compositions, conversations, and presentations.

### Course Objectives

The objective of this course is to introduce students to the finer points of the Italian language. By the end of this course, students can expect to be able to talk about the distant past, make comparisons, express preferences, emotions, and opinions about news, cinema, music, food, amongst other topics covered in the chapters.

### Required Materials

Ponti, 3rd edition (textbook)+ Student Activities Manual + Premium Web Site Printed Access Card (Bundle, **Paperback**) by Tognozzi and Cavatorta, Cengage Learning. ISBN 9781133396765.

English/Italian, Italian/English dictionary (Oxford Paravia, Harper Collins, Webster's or others). No pocket size please.

## Final Grade

- Participation/attendance 15%
- Homework 15%
- Exams (5) 40%
- Compositions (4) 16%
- Oral Presentations (2) 14%

\*There are no extra credits for this course, please do not ask for them.

### *Grading Scale.*

A 100-93	A- 92-90	B+ 89-87	B 86-83	B- 82-80	C+ 79-77	C 76-73	C- 72-70	D+ 69-67	D 63-66	D- 62-60	E 59-
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**S/U option:** Students that elect this option must earn a grade of “**C**” (73) or better in order to receive an “S”. Complete information on current UF policies for assigning grade points is found at: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

## Requirements

**Attendance. Perfect attendance is expected.** Roll will be taken on a daily basis. An absence is considered *excused* if there is an *acceptable reason* according to UF policy (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). Acceptable reasons include documented medical illness, religious holidays, military obligation, serious family emergencies, and the twelve-day rule. It is the student’s responsibility to notify the instructor of an excused absence and to provide documentation. Otherwise, the absence will be considered *unexcused* and students will receive a 0 for that day (max total points per day = 5, per week = 20). See grading criteria at the end of this syllabus.

\*\*If you are absent it is your responsibility to find out, **by contacting a classmate (not the Professor)**, what was covered in class, assigned as homework, and get any pertinent notes. Also, you should always follow the daily syllabus and Canvas to be prepared for the next class. **Take a few minutes during the first days of class to exchange phone numbers and e-mail addresses with at least two other students.**

**Participation. Your attendance and participation throughout the semester will count for 15% of your final grade.** Full participation means that students come to class fully prepared, ready to work and to interact with peers and instructor. You must prepare all oral/written homework and be ready to engage with the material covered in class in an alert and enthusiastic manner. Students are expected to volunteer during the class period to show that they are learning the new material. Students who do not prepare in advance (by learning vocabulary, reviewing structures covered in class, reading and studying new material, completing homework), who do

not fully participate in group or pair activities, and who do not interact mostly in Italian in class will receive a poor participation grade.

**\*\*THERE IS NO MAKE-UP FOR CLASS PARTICIPATION.**

Active participation in class is essential. Factors considered in this portion of your grade include:

a) attendance b) punctuality c) preparation d) initiative e) volunteering in class f) use of spoken Italian g) positive attitude, and h) in-class assignments.

**Cell phones** use is prohibited; they must be silenced during class. The following actions will result in a poor participation grade: answering the phone; leaving class to answer or make a call; texting or reading texts during class; leaving phone in view (on the desk, in your lap, in your open backpack, etc.) and checking it.

**Computers** are allowed exclusively for taking notes and/or accessing Canvas. Failure to comply with this requirement will also result in a poor participation grade.

**\*\*Under no circumstances should students use online translation programs/websites.**

**Make-up Policy.** If a student cannot take an in class assessment due to a documented emergency, written proof of the circumstances must be presented to the Professor no later than the day after the student returns to class. Medical excuses must be on a physician's letterhead, must include a statement that says that the student "could not attend class", and must state the date(s) on which the student could not attend. A receipt from a visit to a physician is not acceptable. If documentation is satisfactory, the Professor will arrange a time and date for the make-up.

**Homework.** Assignments will include written homework assigned by the Professor and, completion of workbook and lab exercises for each chapter in SAM (student activities manual).

The *workbook* and *lab* exercises are contained in the Student Activities Manual. Exercises are meant to test, practice, and reinforce grammar structures and vocabulary covered in the chapters (1-5). Your Professor will collect the exercises for each chapter on days specified in the syllabus. **The exercises will not be accepted without corrections and/or late (the answer key will be provided on Canvas by your Professor before the chapter is due).** For each exercise assigned in the workbook/lab manual, **you are required do the following on paper:**

1. *Complete the exercise without looking at the answers.*
2. *Check your answers with the answer key.*
3. *Show any corrections in a different color ink than originally used.*
4. *Put in order the pages and staple them together before turning them in.*

**In-class exams.** During the semester students will take five in-class exams. These exams will be assessing grammar, vocabulary, and reading comprehension.

**Compositions.** During the semester students will write **four** compositions. While **two of them will be a take-home assignment, two compositions will be in-class with no material allowed.** Compositions must be entirely students own work. Copying and pasting from the textbook or internet sources, the use of online translation programs as well as any other form of plagiarism will earn students an E for the entire course. Students are not allowed to contact an Italian speaking relative/friend or others in order to avail of their assistance with homework as this is cheating, students using outside assistance will receive an E for the compositions in question.

Detailed instructions for the **oral presentations** will be given in class.

### ***Course Evaluations***

Course evaluations are conducted online at <https://evaluations/ufl.edu>. Students should complete them as soon they become available to them.

### ***Academic Honesty***

Students are expected to follow University of Florida Student Honor Code, which can be found at

**<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>**

The Honor Pledge states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**"

Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. For specific information on violations of the honor code, please refer to the aforementioned website. **Violations of the honor code will result in disciplinary action according to the judicial process.**

### ***Accommodations***

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor. Students with disabilities should follow this procedure as early as possible in the semester.

### ***Counseling and Wellness***

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575. Please see also U Matter, We Care: <http://www.umatter.ufl.edu/>

The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

### **ITA 2220-Daily syllabus SP18 (subject to minor changes)**

	Lunedì	Martedì	Mercoledì	Giovedì
Week 1	01.08 Introduzione al corso, regole e ripasso	01.09 <b>Cap.1</b> Lessico	01.10 Grammatica: Comparativi	01.11 Grammatica: Superlativi
Week 2	01.15 <b>MLK day</b>	01.16 Grammatica: Comparativi e superlativi irregolari	01.17 Lettura	01.18 Conversazione
Week 3	01.22 TBA	01.23 Ripasso	01.24 <b>Esame Cap.1</b>  Consegnare esercizi con correzioni cap.1 (SAM <b>wkbk</b> p.3-14 <u>except</u> exercises L	01.25 <b>Cap.2</b> Lessico

			and S. <b>Lab</b> exercises p.131-134)	
Week 4	01.29 Grammatica: Passato prossimo	01.30 Grammatica: Passato prossimo	01.31 Grammatica: Imperfetto	02.01 Lettura
Week 5	02.05 Conversazione  Consegnare <b>Tema #1</b>	02.06 Ripasso	02.07 <b>Esame Cap.2</b>  <b>Consegnare esercizi con correzioni cap.2</b> (SAM <b>wkbb</b> p. 15-25 <u>except</u> exercise Q. <b>Lab</b> p.135-138 <u>except</u> F and I)	02.08 <b>Presentazioni orali</b>
Week 6	02.12 <b>Presentazioni orali</b>	02.13 <b>Cap.3</b> Lessico	02.14 Grammatica: Trapassato prossimo	02.15 Grammatica: Preposizioni
Week 7	02.19 Grammatica: Preposizioni	02.20 Lettura	02.21 Conversazione	02.22 Ripasso
Week 8	02.26 <b>Esame Cap. 3</b>  <b>Consegnare esercizi con correzioni cap. 3</b> (SAM <b>wkbb</b> p. 27-36 <u>except</u> exercises H, L. <b>Lab</b> p.139-142 <u>except</u> F)	02.27 <b>Tema #2 in classe</b>	02.28 <b>Film</b>	03.01 <b>Film</b>
Week 9	<i>Spring Break</i>			

Week 10	03.12 <b>Cap.4</b> Lessico	03.13 Grammatica: Pronomi di oggetto diretto e indiretto	03.14 Grammatica: Pronomi doppi	03.15 Grammatica: Imperativo formale e informale
Week 11	03.19 Ascolto e scrittura (Esercizio P p.46, SAM)	03.20 Conversazione	03.21 Ripasso	03.22 <b>Esame Cap.4</b>  <b>Consegnare esercizi cap.4</b> (SAM <b>wkbb</b> p.37-46 except M, N, O. <b>Lab</b> p.143-146 except J)
Week 12	03.26 <b>Film</b>	03.27 <b>Film</b>	03.28 <b>Film</b>	03.29 Consegnare <b>Tema #3</b>  <b>Cap.5</b> Lessico
Week 13	04.02 Grammatica: “Ci”	04.03 Grammatica: “Ne”	04.04 Grammatica: Il verbo piacere e altri verbi simili	04.05 Scrittura
Week 14	04.09 Conversazione	04.10 Lettura e video ricette	04.11 Ricerca	04.12 Ripasso
Week 15	04.16 <b>Esame Cap.5</b>  Consegnare esercizi cap. 5 (SAM <b>wkbb</b> p. 47-56 except C, H,	04.17 Festa	04.18 Ripasso	04.19 <b>Tema #4 in classe</b>

	I. Lab p.147-151 except J)			
Week 16	04.23  <b>Presentazioni orali</b>	04.24  <b>Presentazioni orali</b>	04.25  TBA	

### Grading criteria for class participation/attendance

\*Students are graded weekly

Overall rating	Preparation	Interaction	Attendance	Class performance
Meets and often exceeds expectations <b>(20-19)</b>  -exemplary -excellent -superior	Student always reads and studies the day's lesson before coming to class. Carefully prepares and complete accurately all assigned homework, and is always ready for a pop quiz. Always brings required materials to class.	Student always interacts in Italian. Actively engages peers and instructor using Italian.	Student attends all class meetings of the week and is not late or leaves early	Student is consistently focused in class, listens carefully both to the instructor and to his/her peers, and complete with accuracy all in class assignments (oral or written).  Student is always ready to respond when called upon, and responses are always accurate. Student volunteers numerous times in every class, and often initiates questions in Italian to peers and to the instructor.
Meets most expectations <b>(18-17)</b>  -solid -good	Student usually reads and studies for the day's lesson before coming to class. Prepares assigned homework, and is usually ready for a pop quiz. Nearly always brings required materials to class.	Student often interacts in Italian, but sometimes uses English when Italian could be used.	Student is late or leaves early	Student is generally focused and on-task. Usually listens carefully and pays attention and complete in class assignments. Student is usually ready to respond when called upon, and responses are typically accurate. Student volunteers frequently, and sometimes initiates

				questions in Italian to peers and to the instructor.
Meets some expectations <b>(16-14)</b>  -needs improvement	Student's preparation is inconsistent: at times studies and completes assignments before coming to class. Occasionally lacks assigned materials, and does not bring required materials to class.	Student sometimes interacts in Italian, but often uses English.	Student has 1 unexcused absence in the week. Preparation, interaction, and performance need improvement  Student is often late for class or leaves early	Student is occasionally off-task. Attention to lesson is inconsistent. Student does not complete most of the in class assignments, is sometimes ready to respond when called upon, responses may not be accurate. Occasionally volunteers to answer questions, but rarely poses them.
Lack of effort <b>(13-0)</b>  -inadequate  -insufficient  -unacceptable	Student often arrives unprepared for class, has not studied in advance. Often or most of the times lacks assignments and needed materials.	Student uses very little Italian, and rarely attempts to engage peers.	Student has 2 or more unexcused absences in a week (max points given will be 10)  Student is usually late for class or leaves early	Student is often unfocused and off-task, and does not complete in class assignments. Student typically is not ready to respond when called upon, and rarely volunteers to answer questions.

### Grading criteria used to evaluate compositions

Composition grades are assigned based on **organization, vocabulary, content, and grammar.**

#### **19 – 20 exceeds expectations**

The composition addresses the assigned topic in an effective and coherent way. It flows smoothly, has excellent transitions, and the main ideas are well stated and well organized. An impressive range of vocabulary is used, and there are no spelling errors. The information provided is very complete and relevant to topic and detail is provided to enhance the main ideas. The topic is thoroughly developed. The composition uses a wide range of new grammatical structures (covered in the course) with almost no errors.

**18**                    **very good**

The composition addresses the assigned topic in an effective and coherent way. It has good transitions and is well organized. A good range of vocabulary is used, with no spelling errors. The information provided accurately addresses the topic, with some detail used to support the main ideas. The composition uses a wide range of new grammatical structures (covered in the course) with few errors.

**17**                    **good**

The composition addresses the assigned topic coherently, and has some transitions. The range of vocabulary is adequate, and there are a few spelling errors. The information provided addresses the topic, with the main ideas being somewhat developed. The composition uses an adequate range of new grammatical structures (covered in the course) with some errors.

**15 - 16**                **average**

The composition addresses the assigned topic coherently, but needs better transitions. The range of vocabulary is adequate, but may be repetitive, and there are some spelling errors. The information provided addresses the topic, but more detail should be added to enhance the main ideas. The composition uses an adequate range of grammatical structures, with some errors.

**14**                    **review needed**

The composition addresses the topic, but lacks in organization and transitions. The vocabulary is adequate, but may be repetitive, and there are some spelling errors. The information provided may also be repetitive, leading to inadequate development of the topic. The range of grammatical structures used is limited and structures are mainly those learned at the beginning level, and there are frequent errors.

**13 - 0**                **unsatisfactory**

The composition lacks structural coherence; ideas not well connected. The vocabulary range is limited, and there are frequent spelling errors. The information provided is repetitive, and the topic is not adequately developed. There is a lack of attention to grammatical structures, and there are frequent errors.

**Grading criteria used to evaluate oral presentations**

<b>Content.</b> Superior preparation for the task is evident. Ideas are very well developed. A broad range of vocabulary and grammar learned in this course is accurately used.	_____ / 8
<b>Fluency.</b> Speech is natural and continuous, with few or no pauses.	_____ / 5
<b>Grammar.</b> Grammatical structures are used with very few or no errors. Correct usage of new structures learned in this course is demonstrated repeatedly.	_____ / 8
<b>Pronunciation.</b> There are no mispronunciations.	_____ / 4
<b>Total</b>	_____ / 25

