



GEORGETOWN UNIVERSITY
School of Continuing Studies

ITAL 1511 Italian Language & Culture - Intermediate

Dates: July 1 – August 9, 2024

Location: This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Canvas, Georgetown University's online learning management system. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

Professor: Donatella Melucci, Ph.D.

Professor Contact Information: Donatella.Melucci@georgetown.edu

Virtual Office Hours: By appointment via Zoom

COURSE DESCRIPTION

Italian Language & Culture - Intermediate (Summer 2024) is a 6-credit course that is fully delivered online in a 6-week period. This course is designed to further develop language ability and knowledge of the Italian culture for students who have completed Intensive Basic Italian or have already had some exposure to the language. As in the case of Italian Language & Culture - Basic, the four skills of speaking, understanding, reading, and writing are developed in a balanced way. Aspects of Italian history, culture, and contemporary life are also introduced through readings, listening materials, videos, and films and through the use of language technologies (like Canvas and other web tools). The general objective is to provide students with basic tools for oral and written communication in Italian and to offer them the opportunity to learn about Italian culture and life, but also to reflect on intercultural differences and similarities.

COURSE LEARNING OBJECTIVES

1. **Demonstrate** advanced proficiency in the communicative areas of Italian reading, writing, listening, and speaking
2. **Communicate** in Italian both orally in basic situations of everyday life such as informal encounters, transactions in shops or public offices and in writing through the production of short essays and letters.
3. **Apply** analytical skills through reading and writing.

4. **Use** language both functionally (for example, to describe people and places, to make requests, to give advice) and expressively (for example, to express feelings and states of mind).
5. **Demonstrate** intercultural awareness through discussions and reflections on Italian customs, traditions, and daily life.

METHODOLOGY

Since this is a communicatively-oriented course, the language is taught through exposure to authentic situations and texts, which constitute the basis for formal and grammatical reflection. Thus, grammar is not taught independently of the texts presented in class and the focus is not on the formal aspects of the language, but on communication. Most of the materials and explanations are in Italian and classes are conducted almost exclusively in Italian. However, the textbook presents grammatical explanations in English.

COURSE MATERIALS

- a. **Textbook:** students will receive information on how to access the online textbook.

- Piazza, 2ed, Melucci, Tognozzi, Cengage Learning – **NO PURCHASE**

- b. **Movies**

- Zero – Netflix Series (3 episodes)

- c. **Technology**

Use of technology is mandatory because this is a fully online course, the textbook web resources and/or other technologies are used to provide further practice on specific grammatical points, to offer guided access to culturally salient Internet sites and up to date materials for the development of oral and written skills. CANVAS, an online platform, will be used daily as well as other tools.

For **Cengage Technical support**, please call: 1-800-354-9706

- d. **Other Video, Films and cultural materials.**

Every semester, students watch and work on at least one Italian film and different types of video materials. Students will also read short stories and excerpts from short novels.

COURSE ASSIGNMENTS AND GRADING CRITERIA

GUIDELINES FOR STUDENT PARTICIPATION AND WORK

Since Intensive Intermediate Italian is an intensive course, students are expected to complete daily assignments online such as mechanical activities with immediate feedback, creating writing tasks as well as synchronous and asynchronous video activities (i.e. individual video-postings and group video-conferences). Daily online participation is essential. This course is the equivalent of a 6-credit course which should cover 75 hours of classwork. Therefore, if students plan to work five days a week, they are expected to spend three hours a day to complete their classwork which may include assignments on the workbook, compositions, Canvas activities and weekly video-conferences with their instructors.

I may deduct 1/2 point from the final grade for each 3 incomplete/outstanding assignments. Finally, students are expected to coordinate with their peers to complete group work.

GRADED ASSIGNMENTS

Students in this course are regularly evaluated through quizzes and exams, but the final grade is assigned taking into account oral performance, compositions, attendance, homework, and class participation. There will be three quizzes during the course, one midterm exam as well as a final exam that covers units 6-12. Any kind of cheating and plagiarism will be punished. No make-up tests are allowed unless exceptional circumstances (such as medical emergencies) occur. The grade for oral performance is assigned based on daily performance, video-recordings, and interviews with the instructor. Students in this class will also complete writing assignments of varying lengths throughout the course.

Complete your assignments by the due date indicated. Plan to devote about two hours of your day (M-F) for your Italian classwork. Please be aware that you cannot complete all your weekly classwork in a day or two. Proceed as suggested in Canvas. Contact me promptly if you have questions and/or there are technical issues that prevent you from completing your assignments

1. Homework (25%)

Each week you will be required to complete a set of online exercises in MindTap and Canvas associated with that week's module topic. Assignments may include VoiceThread activities, discussions boards, homework quizzes, MindTap activities, and Zoom sessions, among others..

2. Quizzes (3) (15%)

In **Weeks 2, 4 and 5**, you will be required to complete three major quizzes, accessible through Canvas. These quizzes will cover assigned readings, videos, and lectures. I recommend you stay on top of the material so that you can maximize your potential. You may take the quiz at any time during the week until Saturday to 11:59pm ET.

3. Writing / Compositions (3) (15%)

In **Weeks 1, 3 and 5**, you will complete three major writing assignments.

4. **Midterm Exam (10%)**

The midterm exam will be available via Canvas during **Week 3**. The exam will have questions related to Chapters 6-8 and skills such as Listening & Comprehension, Reading & Comprehension, Vocabolario, Grammatica, and Tema. You will have practice activities on MindTap.

5. **Portfolio: (10%)**

During the course, students will work on a portfolio that will tell the story of their language-learning journey. Students will include materials into their portfolio and in so doing, map out the trajectory of their progress towards achieving competence in the Italian language and culture. This will be a growth portfolio with the purpose of allowing students to reflect on the learning goals of this course and on how their specific learning practices help them work their way towards them. Furthermore, as the portfolio documents the evolution of their abilities, it will ultimately function to showcase what students have achieved in the language and thus offer compelling evidence of their competence in the language. The fundamental principle behind this portfolio is self-assessment. Research has shown that the process of self-assessment and reflection in language learning can bring about numerous benefits such as self-efficacy or the confidence in one's own abilities which in turn improves performance.

6. **Oral Performance (15%)**

The **midterm** and **final** exam will have an oral component you will complete **live via Zoom** with your instructor.

7. **Final Exam (10%)**

The final exam will be available via Canvas during the last week of class **Week 6**. The exam will have questions related to Chapters 9-12 and skills such as Listening & Comprehension, Reading & Comprehension, Vocabolario, Grammatica, and Tema.

Important Notice: All faculty are required to document a student's academic activity at the beginning of each course. In order to document that you began this course, **please complete the “CAPITOLO 6: REVIEW by the end of the first week of classes** or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

GRADING OPTIONS

Students will have the option to choose one of two grading frameworks for Summer 2023 courses, either

1. a letter grade, or
2. Satisfactory (S); Credit (CR); or No-credit(NC): (S=grades A through C; CR=C-, D+, D; NC=F)

Students can make this choice in *MyAccess* beginning up until the last day of classes. The choice to take a class S/CR/NC can apply to any course: Core, major, minor, certificate or free elective. The choice can be made without permission from the deans (per the usual process). The S/CR/NC options will not be counted toward the stated maximum of student's degree programs (e.g., “six” as outlined in the Undergraduate Bulletin). The withdrawal date will also be extended to the last day of

classes. A transcript notation will explain that S/CR/NC was instituted because of the 2020 COVID-19 pandemic.

GRADING SCALE

93 - 100% = A	80 - 82% = B-	67 - 69% = D+
90 - 92% = A-	77 - 79% = C+	60 - 66% = D
87 - 89% = B+	73 - 76% = C	below 60% = F
83 - 86% = B	70 - 72% = C-	

COURSE SCHEDULE

This course begins with an **Orientation Module** and is divided into six modules. Below is an outline describing the course structure. Each Module will be released on a weekly basis every Sunday at 11:59 pm (ET). Students are required to move through each module in sequential order. Please read this section to review module topics. You are required to move through each module in sequential order. Beginning with Module 2, each module will be released (unlocked) on Friday, 11:59PM ET before its start date. Students are required to move through each module in sequential order.

ORIENTATION: Opens July 1

The **Orientation Module** provides an overview of the course and introduces you to your professor and peers. You will also learn about the technology requirements and where to get support.

SETTIMANA 1 | Capitolo 6, July 2-5

Capitolo 6: Feste in piazza

MAJOR ASSIGNMENT: Tema 1: Writing assignment / Creative writing

COMMUNICATIVE GOALS

- Narrate past events including recounting childhood and adolescent experiences.
- Talk about holidays, traditions, and celebrations.

VOCABULARY

Holidays: Traditions and Traditional Foods; School and Childhood; Memories of Childhood and adolescence

GRAMMAR

- Past tense and imperfect
- Adverbs

SETTIMANA 2 | Capitolo 7, July 8 – 12

Capitolo 7: Al ristorante della piazza con i colleghi

MAJOR ASSIGNMENT: Quiz 1 (Chapter 7)

COMMUNICATIVE GOALS

- Communicate about food, meals and quantities
- Express likes and dislikes
- Talk about jobs, working life and internships

VOCABULARY

At the restaurant; The menu and foods; Professions and occupations; Work places.

GRAMMAR

- The verb *piacere*
- Pronouns *ci* and *ne*
- Past Perfect (Trapassato Prossimo)

SETTIMANA 3 | Capitolo 8, July 15 – 19

Capitolo 8: In vacanza tra piazze e bellezze naturali

MAJOR ASSIGNMENTS: Tema 2 and Midterm

COMMUNICATIVE GOALS

- Talk about vacations and taking trips
- Discuss methods of transportation
- Express plans and intentions
- Make a hotel or room reservations

VOCABULARY

Public Transportation; Modes of Transportation; Hotels, Places and Lodging.

GRAMMAR

- Future tense
- Double pronouns
- Relative pronouns

SETTIMANA 4 | Capitolo 9 e 10, July 22- July 26

Capitolo 9: In piazza per promuovere la salute

MAJOR ASSIGNMENT: Quiz 2

COMMUNICATIVE GOALS

- Identify parts of the body

- Talk about health and physical conditions
- Give advice about maintaining a healthy lifestyle

VOCABULARY

A Healthy Body; Health Issues and Cures.

GRAMMAR

- Imperative
- Imperative with pronouns

Capitolo 10: In piazza per un ambiente sano

COMMUNICATIVE GOALS

- Discuss the environment and ways to improve it
- Talk about geographical characteristics and landscape
- Make comparisons

VOCABULARY

The Environment; Nature (partial).

GRAMMAR

- Simple conditional
- Comparatives

SETTIMANA 5 | Capitolo 11, July 22 - August 2

Capitolo 11: Moda e tecnologia si incontrano in piazza

MAJOR ASSIGNMENTS: Tema 3 and Quiz 3

COMMUNICATIVE GOALS

- Talk about contemporary society and fashion
- Express opinions about technology
- Express opinions about “the best” and “the worst”

VOCABULARY

Technology & Fashion; High-Tech; Computer science

GRAMMAR

- Present subjunctive
- Expressions that require the subjunctive
- Past Subjunctive

SETTIMANA 6 | Capitolo 12, August 5 - August 9

Capitolo 12: Piazze multiculturali: l'Italia di ieri e di oggi

MAJOR ASSIGNMENT: **Final Oral and Written Exams**

COMMUNICATIVE GOALS

- Talk about multiethnic societies in Italy and other countries
- Express opinions about past events
- Discuss the effects of globalization and make hypotheses

VOCABULARY

Immigration; Integration

GRAMMAR

- Imperfect subjunctive
- If-clauses (partial)

INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

- Communicate with your professor and classmates regularly via email, discussion boards, and other platforms.
- Navigate the internet using a web browser (note that certain tools may require a specific browser).
- Use office applications such as Microsoft Office or Google Docs to create documents.
- Submit assignments in Canvas.
- Upload and download saved files (including text, audio, and video).
- Use a microphone to record audio.
- Use an internal or external camera to record video.

TOOLS AND TECHNICAL SUPPORT

In this course, we will use Canvas, MindTap, Panopto, Proctorio, Turnitin, and Zoom.

- **Canvas.** An online space that allows professors to post your grades, share information, and add online assignments. It gives you access to your class content and tools in order to complete the course. As an online student you have 24/7 access to Canvas technical support, including [Canvas live chat](#) and support hotline at **855-338-2770**. In Canvas, click the "[Help](#)" icon in the far-left Canvas menu. A Canvas window will show you all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).
- **MindTap.** Cengage provides engaging content, to challenge every individual and build student confidence with MindTap. Full, interactive ebook, readable online or off, study tools that empower anytime, anywhere learning and 24/7 course access, the Cengage Mobile App keeps students focused and ready to study whenever it's convenient for them. You will

complete workbook activities and access your textbook. For technical support, please connect with [technical support](#).

- **Panopto:** In this course, you will use Panopto to record your own presentations. For technical support and to check you have the minimum system requirements [go to Panopto Support](#).
- **VoiceThread.** This collaborative tool offers video, voice, and text commenting. To get started, review the [Getting Started with VoiceThread page](#). For support, you can find more guides or request help on the [VoiceThread at Georgetown page](#).
- **Zoom.** This live video-conferencing tool enables users to conduct live discussions, presentations, lectures, office hours, etc. via audio, video, text chat, and content sharing. You can also use it to create audio or video recordings. Visit the [Web Conferencing with Zoom](#) page if you have technical issues.

COMPUTER REQUIREMENTS

- You will need access to a computer (Windows or Mac) and adequate Internet service to complete this course. Although you can use other devices such as smartphones and tablets for some online coursework, please note that some tools, such as Proctorio, do not work on tablets or smartphones.
- *You will also need an internal or external microphone and camera to complete this course.* While you can use any browser to access Canvas please note that some tools only work with certain browsers (e.g., Proctorio only works with Chrome).

The minimum requirements needed to use Canvas can be found in this [Canvas guide](#).

COURSE POLICIES AND EXPECTATIONS

Student Expectations

You are expected to complete all readings, assignments, and activities on time. Participation is essential to your success in this class. You are expected to actively participate in discussions with your peers, and contribute to the group assignments. It is important to subscribe to the course discussion boards so that you receive notifications when new messages are posted. In order to get full credit for participation, you will have to complete all of your module assignments and quizzes on time.

Time Expectations

Our remote learning courses are designed to meet the same academic standards as our place-based (face-to-face) courses. Students should plan on spending approximately 6-9 hours a week on assignments, readings, projects, etc. in addition to the 2.5 hours of instructional time. **[customize if you are not teaching a 3-credit hour, full semester course]**

Communication Expectations

Building an inclusive climate of mutual respect and inquiry in this class:

I respect your right to be called whatever you want to be called, because I understand that for all of us, social recognition of our sense of self is key to our own integrity and flourishing. I expect everyone in the class to do the same. **In particular, if you would like to be called by a specific set of pronouns or name that might not be obvious from your official school records, please let me know in any way that makes you comfortable.**

Georgetown's Trans, Non-Binary, and Gender Non-Conforming Resource Guide:
<https://lgbtq.georgetown.edu/resources/transatgu/>

Communication with Peers

You will be expected to engage with your peers via the discussion board and other required tools on a regular basis.

Communication with Professor

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet over Zoom. When sending emails please remember to follow the guidelines outlined below.

If you have general questions about assignments and course materials please post these questions in the General Question Discussion Board Forum **[link to board in the course]**, which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

- *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.
- *Be patient.* If you have a concern and send me a message, you can expect a response within [insert #] business days. Please allow [insert #] business days for assessment submission feedback.
- *Specify subject.* Subject line should include the topic of the message and class title.
- *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails.
- *Check writing.* Proofread (i.e. grammar and spelling) your message before sending.

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

[Add additional course-specific policies here (e.g., late work, make-up policy, citation policy, absences)]

ACCOMMODATIONS

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the [Academic Resource Center](#), the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; <https://academicsupport.georgetown.edu/disability/>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is *cura personalis*, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of [Georgetown's Honor System](#) and to take the Honor Code Pledge.

Honor Code Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system:

- *To be honest in every academic endeavor, and*
- *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the [Honor Council website](#).

SUPPORT SERVICES

Georgetown recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services for students that can be accessed online and has put together [this newsletter](#) which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

- [Academic Resource Center](#)
202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#)
202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
(202) 687-4798

Title IX Syllabus Statement (endorsed by Faculty Senate) Sexual Misconduct

Georgetown University and its faculty and staff are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor or staff member in or outside of the classroom (with the exception of disclosures in papers), that faculty or staff member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide

support, resources, and the option to meet. Please note that the student is not required to meet with the Title IX coordinator and no action will be taken without the student's awareness. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services: Sexual Assault Response and Prevention:
sarp@georgetown.edu
- Counseling and Psychiatric Services (CAPS): 202.687.6985

Additional resources are included below:

- Georgetown Self-Care Resource Guide: <https://studenthealth.georgetown.edu/health-promotion/self-care/>
- Georgetown Wellness Wheel: <https://studenthealth.georgetown.edu/hoya-wellness-wheel/>
- Georgetown Guide to Recognizing Students in Distress:
<https://studentaffairs.georgetown.edu/studentoutreach/facultystaffresources/>

Pregnancy Modifications and Adjustments

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

To request pregnancy modifications, please complete the [SCS Pregnancy Modification Request Form](https://forms.gle/ZBfASxui7u13A8TU6): <https://forms.gle/ZBfASxui7u13A8TU6>

More information about pregnancy modifications can be found on the Title IX Georgetown University Website: <https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>

Georgetown Library

If you have a question for a librarian you can go to their [“Ask Us”](#) page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films,

webinars, music, and images). You can access these resources through the [Library's Homepage](#) by using your NetID and password.

Learning Resources

Georgetown offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- [The Writing Center](#) offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).