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# Intermediate Italian

**COURSE DESIGNATOR:** FLOR 1004

**LANGUAGE OF INSTRUCTION:** Italian

**NUMBER OF CREDITS:** 5

**CONTACT HOURS:** 75 hours

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## COURSE DESCRIPTION

This communication-based intermediate course of Italian helps you develop the ability to communicate effectively in everyday practical situations and to read authentic materials in Italian. The course reviews and completes all basic grammar structures, reinforces the mastering of these elements in real life situations, 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 engaging in communicative activities that have real world relevance both in and out of class, and practice all four linguistic abilities.

You will be encouraged through a variety of in- and out-of-class activities to explore the city of Florence and engage in guided interactions with the local culture. You will also be exposed to a variety of registers and uses of the language. Site visits and authentic materials in a variety of media are used extensively in order to facilitate your communication and comprehension skills with the culture and society of Italy at large.

## COURSE OBJECTIVES

- Engage in discussions on familiar topics and everyday situations including talking about what people do in general, explaining how things are done, verifying whether or not a person can do something, etc.
- Participate in conversations on contemporary Italian society, including fashion, art, weekend activities, holiday celebrations, education and professions, health and well-being, etc.
- Master a body of socio-cultural information, including the use of formal and informal register within Italian culture
- Understand and recognize Italian grammar and syntax
- Read and understand oral and written authentic texts, such as newspaper/magazine articles, songs, and movies
- Express doubts, wishes, and opinions
- Make suggestions and give advice
- Give commands and instructions

## METHODOLOGY

Through the integration of the different language skills of listening, reading, speaking, and writing as well as the introduction of important cultural concepts, you will learn to communicate in the target language in progressively more involved daily life 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 functions, grammar structures, vocabulary, and pronunciation, but will at the same time provide you with 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, such as textbooks and multimedia sources, are in Italian. You will be asked to take part in role-plays, write papers, and dialogue with other students, Italian people, and the teacher. Constant interaction in Italian is the core of the learning process. The city of Florence becomes a cultural laboratory where language can be studied in context: with its world-famous fashion tradition, museums and lively markets, and characteristic stores and artisans' workshops, it is a composite of contemporary Italian culture that you will discover through out-of-class activities, projects, and visits.

## COURSE PREREQUISITES

Completion of elementary level of Italian.

## REQUIRED READINGS/ MATERIALS

Aski, Musumeci, *Avanti! Beginning Italian*- Student Edition 2<sup>nd</sup> edition – McGraw Hill (2009)

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	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
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%
Two quizzes	20%
Composition (TEMA)	10%
Oral presentation	15%
Written final exam	20%
Oral final exam	10%
Participation and homework	10%
<b>Overall grade</b>	<b>100%</b>

## ASSESSMENT DETAILS

### TEST, QUIZZES, AND FINAL EXAM

Throughout the semester you will be given 1 test and 2 grammar quizzes and a final exam (written and oral). The test will focus on specific grammatical and cultural elements but will also include review material, so anything already taught may appear. Grammar quizzes will be about 30 minutes long and will test grammar structures and vocabulary studied in the previous weeks.

### COMPOSITION

During the semester, you will be asked to write one major double draft composition in Italian. The first draft will be written in class. No dictionary or notes will be allowed. Your instructor will give you feedback which you may use to develop a second draft. Your second draft will be completed at home and handed in to your instructor within the deadline stated on the syllabus. It will be worth up to five extra points. The revision is mandatory with a grade other than A. Failure to turn in the revision will lower your final composition grade by two points.

### ORAL PRESENTATIONS

During the semester, you will complete two individual oral presentations. Presentations will take place during class time. The information you will learn during the in-class presentation will provide some of the content for the face-to-face oral exam you will have with your instructor at the end of the semester. Therefore, it is in your best interest to take notes and ask questions during the presentations, to better keep track of the content for future reference. Your instructor will provide further details during the semester.

### OUT-OF-CLASS ACTIVITIES

Out-of-class activities are designed to help you practice vocabulary and reemploy the linguistic structures learned in class in real situations. As the language learning progresses, you will directly interact with native speakers, especially in the *Oltrarno* neighborhood where the Study Center is located, or with Italian students, to learn more about Italian culture and test your progress in Italian. You will visit Italian shops, city landmarks, and museums. During a special conversation class, you will have the opportunity to meet with Italian students and talk about young people's life in Italy.

## COURSE CONTENT

WEEK 1: REVIEW				
Date	Grammar structures (Review)	Communication and vocabulary	Activities/cultural contents	Exam
<b>20</b> (1.00-2.00)	<ul style="list-style-type: none"> <li>Present</li> <li>Adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>Introducing yourself</li> <li>Talking about hobbies, daily life, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to the class</li> </ul>	
<b>21</b> (2.00-3.00)	<ul style="list-style-type: none"> <li>Present progressive</li> </ul>	<ul style="list-style-type: none"> <li>Action in progress</li> </ul>	<ul style="list-style-type: none"> <li><b>Interview locals on living in Florence</b></li> <li><b>Scriviamo! write a short paragraph to introduce yourself (75 words)</b></li> </ul>	
<b>22</b> (4.00-6.00)	<ul style="list-style-type: none"> <li>The present perfect: regular and irregular forms</li> <li>Adverbs of time</li> <li>Negative expressions</li> </ul>	<ul style="list-style-type: none"> <li>Talking about past events</li> <li>Use of the negative expressions</li> </ul>	<ul style="list-style-type: none"> <li>A special vacation: postcards from the world!</li> <li>Song "<i>la prima cosa bella</i>"</li> </ul>	

WEEK 2: REVIEW				
Date	Grammar structures	Communication and vocabulary	Activities/cultural contents	Exams
27 (1.00-2.00)	<ul style="list-style-type: none"> <li>The present perfect: modals</li> </ul>	<ul style="list-style-type: none"> <li>Describing places and talking about what people used to do in the past</li> <li>Telling a story in the past</li> <li>Talking about childhood</li> <li>Understanding, describing and discussing a movie scene.</li> </ul>		
28 (2.00-3.00)	<ul style="list-style-type: none"> <li>The imperfect</li> </ul>		<b>Writing:</b> <b>Write a letter to your best friend: imagine a vacation with your favorite artist (75 words)</b>	
29 (4.00-6.00)	<ul style="list-style-type: none"> <li>The imperfect vs the present perfect</li> </ul>		<ul style="list-style-type: none"> <li>Selected scenes from the movie <i>“La prima cosa bella”</i></li> </ul>	

WEEK 3: CAPITOLO 14: “CHI SONO GLI ITALIANI?”				
Date	Grammar structures	Communication and vocabulary	Activities/cultural contents	Exams
3 (1.00-2.00)	<ul style="list-style-type: none"> <li>The present and the past conditional (review)</li> </ul>	<ul style="list-style-type: none"> <li>Expressing wishes and desires in the present</li> <li>Making suggestions and giving advice</li> <li>Talking about vacations and tourism in Italy</li> <li>Vocabulary of vacations</li> <li>Making comparisons between the Italian and the American traditions and social habits</li> <li>Vocabulary at the bar “The coffee break”</li> <li>Talking about what people do in general</li> <li>Explaining how things are done</li> </ul>	<b>Video: different kinds of vacations in Italy!</b>	
4 (2.00-3.00)	<ul style="list-style-type: none"> <li>The comparatives</li> <li>The superlatives</li> </ul>		<b>Writing: imagine and write the story of the main characters you saw in the scenes (100 words)</b>	
5 (4.00-6.00)	<ul style="list-style-type: none"> <li><i>Si</i> + verb</li> <li><i>Si</i> + verb + direct object</li> <li>Past perfect</li> </ul>		<b>Out-of-class activity: At the Bar</b>	
			<b>Out-of-class activity: Make your own video: “Make an advertisement to promote Florence”</b>	

WEEK 4 CAPITOLO 14: "CHI SONO GLI ITALIANI?"				
Date	Grammar structures	Communication and vocabulary	Activities/cultural contents	Exams
10 (1.00-2.00)	<ul style="list-style-type: none"> <li>The present subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>Expressing desire, necessity, emotions and subjective judgments</li> <li>Talking about Italian and American society</li> <li>Positive and negative aspects of Italian and American society</li> <li>Comparing past and present society</li> </ul>	<ul style="list-style-type: none"> <li>Italian stereotypes</li> <li><i>Luoghi comuni sugli italiani</i> (da: <a href="http://www.italica.rai.it">www.italica.rai.it</a>)</li> </ul>	QUIZ #1
11 (2.00-3.00)	<ul style="list-style-type: none"> <li>The present subjunctive</li> </ul>		<ul style="list-style-type: none"> <li>Marriage and divorce</li> <li>Issues in contemporary society</li> </ul>	
12 (4.00-6.00)	<ul style="list-style-type: none"> <li>The present subjunctive: irregular forms</li> <li>Verbs and expressions followed by the subjunctive <i>a/di</i> + infinitive</li> </ul>			

WEEK 5 CAPITOLO 14: "CHI SONO GLI ITALIANI?"				
Date	Grammar structures	Communication and vocabulary	Activities/cultural contents	Exams
17 (1.00-2.00)	<ul style="list-style-type: none"> <li>Expressions with the present subjunctive <i>sebbene; nonostante; malgrado...</i></li> <li>The impersonal with reflexive verbs</li> </ul>	<ul style="list-style-type: none"> <li>Talking about family (<i>lettura da Espresso; cap. 6</i>)</li> <li>Vocabulary of marriage and divorce</li> <li>Going through magazines and newspapers</li> <li>Talking about news and expounding ideas about them</li> <li>Giving preferences</li> <li>Vocabulary of newspapers</li> <li>Vocabulary of food</li> </ul>	<p><a href="http://www.repubblica.it/">http://www.repubblica.it/</a>  <a href="http://www.corriere.it/">http://www.corriere.it/</a>  <a href="http://www.lastampa.it/">http://www.lastampa.it/</a></p> <p><b>Writing: write your impression after the exhibition, describing your favorite pictures and explaining the reasons (100 words)</b></p>	
18 (2.00-3.00)	<ul style="list-style-type: none"> <li>CI and NE</li> <li>More about the verb <i>piacere</i></li> </ul>		<p>Selected scenes from the movie "Mangia, prega, ama"</p>	
19 (4.00-6.00)	<ul style="list-style-type: none"> <li>Review</li> </ul>		<p><b>Out-of-class activity:</b> <b>Visiting the Oblate Library and interviewing students about reading and books</b></p>	

WEEK 6: CAPITOLO 14: "CHI SONO GLI ITALIANI?"

Date	Topics and grammar structures	Communication and vocabulary	Activities/cultural contents	Exams
24 (1.00-2.00)	<ul style="list-style-type: none"> <li>Direct and indirect pronouns</li> <li>Combined pronouns in the present and past tenses</li> </ul>	<ul style="list-style-type: none"> <li>Made in Italy</li> <li>Vocabulary of fashion</li> <li>Describing fashion and people's style</li> <li>Comparing fashion in Italy and America</li> </ul>	<ul style="list-style-type: none"> <li>Selected scenes from "Il diavolo veste Prada" and "una cenerentola a Parigi"</li> <li>Video: <i>Il Made in Italy arriva negli USA</i> (Rai Edu)</li> </ul>	
25 (2.00-3.00)	<ul style="list-style-type: none"> <li>Review</li> </ul>		<p><b>Writing: describe how people are dressed in Italy and their style: can you see some differences compared your country?</b></p>	
26 (4.00-6.00)				<b>TEST #1</b>

SPRING BREAK; NO CLASS

WEEK 8: CAPITOLO 15: "QUALI LINGUE PARLI?"

Date	Grammar structures	Communication and vocabulary	Activities/cultural contents	Exams
10 (1.00-2.00)	<ul style="list-style-type: none"> <li>The past subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing opinions, doubts, and desires in the past</li> </ul>	<ul style="list-style-type: none"> <li>Article: the Italian language and its dialects</li> </ul>	
11 (2.00-3.00)	<ul style="list-style-type: none"> <li>The past subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>The history of the Italian language</li> </ul>	<ul style="list-style-type: none"> <li>Selected scenes from: "Basilicata coast to coast" and "Benvenuti al Sud"</li> </ul>	
12 (4.00-6.00)	<ul style="list-style-type: none"> <li>More about the past subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing regional varieties of Italian</li> <li>Other linguistic varieties spoken in Italy</li> <li>Discussing movie scenes</li> </ul>	<p><b>Interview with local students from Florence University</b></p>	

WEEK 9: CAPITOLO 15: "QUALI LINGUE PARLI?"

Date	Grammar structures	Communication and vocabulary	Activities/cultural contents	Exam
17 (1.00-2.00)	<ul style="list-style-type: none"> <li>Introduction to the Imperfect subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>Expressing opinions in the past tense</li> <li><b>Discussing an art exhibition and expressing your opinion</b></li> </ul>	<ul style="list-style-type: none"> <li>Article: "<i>L'Accademia della Crusca</i>" extract from</li> <li><i>Affresco Italiano</i>.</li> </ul>	
18 (2.00-3.00)	<ul style="list-style-type: none"> <li>Imperfect subjunctive</li> </ul>			<b>Present-ation #1</b>
19 (4.00-6.00)	<ul style="list-style-type: none"> <li>Review of subjunctive forms</li> </ul>		<b>Out-of-class activity:</b> <b>Visit "La Strozziina"</b> <b>contemporary art museum of Florence:</b> <b>Exhibition "Vivere la famiglia oggi"</b>	

WEEK 10: CAPITOLO 15: "QUALI LINGUE PARLI?"

Date	Grammar structures	Communication and vocabulary	Activities/cultural contents	Exams
24 (1.00-2.00)	<ul style="list-style-type: none"> <li>Pluperfect subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>Expressing desire, necessity, emotions and subjective judgments</li> <li>Talking about Italian dialects</li> </ul>		
25 (2.00-3.00)	<ul style="list-style-type: none"> <li>Pluperfect subjunctive</li> </ul>			<b>QUIZ#2</b>
26 (4.00-6.00)  28 (1.00-3.00)	<ul style="list-style-type: none"> <li>Indicative vs. subjunctive forms</li> </ul>	<ul style="list-style-type: none"> <li>Talking about English words in the Italian language</li> <li>Expressing facts, opinions, doubts, and desires.</li> </ul>	<ul style="list-style-type: none"> <li>Selected scenes from: "<i>un americano a Roma</i>" (1957)</li> </ul> <b>Getting ready for the Taormina study tour (an introduction to the city)</b>	

TAORMINA STUDY TOUR

WEEK 12: CAPITOLO 16: "SONO FAMOSI"

Date	Grammar structures	Communication and vocabulary	Activities/cultural contents	Exam
7 (1.00-2.00)	<ul style="list-style-type: none"> <li>The past absolute</li> </ul>	<ul style="list-style-type: none"> <li>Exposing the writing</li> <li>Italian artist and writers</li> <li>Talking about different kinds of arts</li> <li>Short history of Italian art</li> <li>Recognizing the past absolute in written text</li> </ul>	<ul style="list-style-type: none"> <li>Selected scenes from the movie "Coco avant Chanel"</li> <li><b>Writing: write about a female American artist you admire (100 words)</b></li> </ul>	
8 (2.00-3.00)	<ul style="list-style-type: none"> <li>The past absolute</li> </ul>	<ul style="list-style-type: none"> <li>Immigrants and migrants in Italian and American society</li> <li>Famous Italian and American women in history</li> <li>Talking about the development of feminine role in society</li> </ul>	Biography: Giuseppe Tornatore, film director	
9 (4.00-6.00)	<ul style="list-style-type: none"> <li>Simple past vs. present perfect</li> </ul>	<ul style="list-style-type: none"> <li>Understanding a novel</li> </ul>	Reading: extract from the book " <i>La ragazza di Bube</i> "	<b>TEMA</b>

WEEK 13: CAPITOLO 16: "SONO FAMOSI?"

Date	Grammar structures	Communication and vocabulary	Activities/cultural contents	Exam
14 (1.00-2.00)	<ul style="list-style-type: none"> <li>The past tenses/the present perfect, the imperfect and past absolute</li> </ul>	<ul style="list-style-type: none"> <li>Understanding a written text: a biography; old sonnet; songs</li> </ul>	<ul style="list-style-type: none"> <li>Extract from the biography of Maria Montessori</li> <li>Reading the sonnet: <i>S'io fosse foco</i>, Cecco Angiolieri, 1300</li> <li>Song: <i>S'io fosse foco</i>, F. De Andre</li> </ul>	<b>RESTITUZIONE TEMA</b>
15 (2.00-3.00)	<ul style="list-style-type: none"> <li>Hypotheticals of reality</li> <li>Hypotheticals of possibility</li> <li>Hypotheticals of impossibility</li> </ul>	<ul style="list-style-type: none"> <li>Expressing hypotheses</li> <li>Expounding opinions about text and a song</li> </ul>		
16 (4.00-6.00)				<b>ORAL Presentation #2</b>

EASTER MONDAY; NO CLASS



WEEK 14: CAPITOLO 16: "SONO FAMOSI"				
Date	Grammar structures	Communication and vocabulary	Activities/Cultural Contents	Exam
22 (2.00-3.00)	• Review			Revision of composition due at the beginning of class
23 (4.00-6.00)		Caccia al tesoro		

WEEK 15: CONCLUSION	
Date	
28 (1.00-3.00)	• Review
29 (2.00-3.00)	ORAL FINAL
30 (4.00-6.00)	WRITTEN FINAL

## 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.