# ITA 1131: Beginning Italian II  
**Spring 2011**

**Instructor**  
Sherrie Nunn

**Phone**  
273-3740

**Office**  
DAU 361 (office hours M 2:00 - 3:15 and W 2:00 - 3:15, and by appt.)

**Email**  
sherrie@ufl.edu

**Web site**  
[www.clas.ufl.edu/users/sherrie/italiano31](http://www.clas.ufl.edu/users/sherrie/italiano31)

**Required Materials**  
*Parliamo italiano!* 3rd Ed. textbook *and* Student Activities Manual (Student Activities Manual MUST be NEW.)
Branciforte, Suzanne & Anna Grassi.
Boston: Houghton Mifflin, 2005

## Course Description:

ITA 1131 is a second-semester elementary language course for students who have taken ITA 1130, or the equivalent thereof. Emphasis will be on the further development of basic competence in the language. Class will be conducted in Italian. Student oral-aural skills will be developed, as well as reading comprehension and writing skills. Students will be exposed to increasingly more complex texts and situations throughout the semester.

## Course Objectives:

Students will develop their basic knowledge of language structure, vocabulary and idiomatic expressions in the assigned lessons, and acquire further competence in all basic skills: listening comprehension, speaking, reading and writing. By the end of this course students can expect to be able to handle with much more confidence the functions learned in Italian 1130. Students will become more fluent in describing people and things in their immediate environment, talking about their family and home, their daily routine, their likes and dislikes, not only in the present time sequence but also in various past tenses. Students will also be able to talk about plans for the future as well as use conditional structures.

## Final Grade:

- Participation (see following page for more information)  
  15%

- Homework (4 or more compositions & workbook/lab)  
  20%

- Exams  
  40%

- Final Exam  
  15%

- Oral Exam  
  5%

- Oral Presentation  
  5%

## Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 93</td>
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<tr>
<td>A-</td>
<td>92 – 90</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 87</td>
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<tr>
<td>B</td>
<td>86 – 83</td>
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<tr>
<td>B-</td>
<td>82 – 80</td>
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<tr>
<td>C+</td>
<td>79 – 77</td>
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<tr>
<td>C</td>
<td>76 – 73</td>
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<tr>
<td>C-</td>
<td>72 – 70</td>
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<tr>
<td>D+</td>
<td>69 – 67</td>
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<tr>
<td>D</td>
<td>66 – 63</td>
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<tr>
<td>D-</td>
<td>62 – 60</td>
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<td>E</td>
<td>59 -</td>
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</tbody>
</table>

Complete information on current UF policies for assigning grade points is found at: [http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html).
**Attendance**

REGULAR ATTENDANCE IN CLASS IS REQUIRED. Roll will be taken on a daily basis. Absences (for any reason) up to six will have a minimal impact on your grade. Absences above six will have a more serious impact, resulting in a 1% deduction (per absence above six) from your overall final grade. Arriving late will also impact your grade. Repeated tardiness will be counted towards absence (3 late arrivals = 1 absence).

If you are absent it is your responsibility to find out what was assigned, and to be prepared for class the day you return. Assignments are posted on the website (http://www.clas.ufl.edu/users/sherrie/italiano31) under the link “compiti”. If you find that assignments for a given day have not been posted, you must contact a classmate to find out what was assigned. Take a few minutes during the first days of class to exchange phone numbers and e-mail addresses with at least three other students.

**Participation**

YOUR ATTENDANCE AND PARTICIPATION THROUGHOUT THE SEMESTER WILL COUNT FOR 15% OF YOUR FINAL GRADE. Complete participation means that students come to class on time and are fully prepared and ready to work. There will be frequent daily quizzes, both announced and unannounced. Students must prepare all oral homework and be ready to engage with the material covered in class in an alert and enthusiastic manner. Students are expected to volunteer numerous times during the class period. Students who do not prepare in advance (by learning vocabulary and reviewing structures covered in class, and by reading and studying new material), students who do not participate fully in group activities and do not speak Italian in class will receive a greatly reduced participation grade. Please see the participation scale attached to this syllabus for more detailed information. THERE IS NO MAKE-UP FOR CLASS PARTICIPATION.

Cell phones must be turned OFF and PUT AWAY during class. The following actions will result in a substantial deduction from a student’s participation grade: answering the phone in class; leaving class to answer or make a call; texting or reading texts during class.

**Homework**

Assignments will include (but are not limited to) daily written homework, completion of assigned exercises in Student Activities Manual, and compositions. Exercises assigned from the text and the website should be written out. Exercises assigned from the website are found under the “esercizi” link.

The workbook/lab exercises are contained in the Student Activities Manual. Exercises should be completed on a daily basis as assigned by the instructor. The instructor will periodically check workbook exercises in class, and will collect them on exam days. Assignments will not be accepted late. Please be aware that answer key to the workbook exercises will be posted on SAKAI. Print this key so that you may easily to refer to it throughout the semester. For each exercise assigned in the workbook, you are required do the following:

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. Note any questions you may want to ask the instructor.

ALWAYS BRING THE WORKBOOK PORTION OF THE CURRENT UNIT TO CLASS WITH YOU.
The lab exercises will be checked on exam days. To access the audio portion needed to complete the lab exercises, go to the following web site: www.clas.ufl.edu/llc/audio.htm Select "Italian" and "Parliamo Italiano". The user name is "branciforte", and the password is “dante”. Do not wait until the last minute to complete lab exercises, as computer/internet malfunction is not an acceptable excuse for having an incomplete lab.

**Make-up Policy**
If a student cannot take an exam due to a documented emergency, written proof of the circumstances must be presented to the instructor 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 dates on which the student could not attend. A receipt from a visit to a physician is not acceptable. If documentation is satisfactory, the instructor will arrange a time and date for the make-up.

**Students with Disabilities**
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to be given to the instructor by the student who is requesting accommodation.

**Academic Honesty**
Students are expected to follow University of Florida Student Honor Code, which can be found at [http://www.dso.ufl.edu/sscr/honorcodes/honorcode.php](http://www.dso.ufl.edu/sscr/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.**
<table>
<thead>
<tr>
<th>lunedì</th>
<th>martedì</th>
<th>mercoledì</th>
<th>giovedì</th>
<th>venerdì</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>01.05 ripasso</td>
<td>01.06 ripasso</td>
<td>01.07 Begin U.5</td>
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<td>01.10</td>
<td>01.1</td>
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<td>01.17 MLK</td>
<td>01.18</td>
<td>01.19</td>
<td>01.20</td>
<td>01.21 Consegnare comp. U.5</td>
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<td>01.24</td>
<td>01.25</td>
<td>01.26 Esame U.5</td>
<td>01.27 Begin U.6</td>
<td>01.28</td>
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<td>01.31</td>
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<td>02.03</td>
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<td>02.08</td>
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<td>02.10</td>
<td>02.11</td>
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<tr>
<td>02.14 Consegnare comp. U.6</td>
<td>02.15</td>
<td>02.16</td>
<td>02.17 Esame U.6</td>
<td>02.18 Begin U.7</td>
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<td>02.21</td>
<td>02.22</td>
<td>02.23</td>
<td>02.24</td>
<td>02.25</td>
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<td>02.28</td>
<td>03.01</td>
<td>03.02</td>
<td>03.03</td>
<td>03.04 SAKAI</td>
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<td>03.07 Spring break</td>
<td>03.08 break</td>
<td>03.09 break</td>
<td>03.10 break</td>
<td>03.11 break</td>
</tr>
<tr>
<td>03.14</td>
<td>03.15 Consegnare comp. U.7</td>
<td>03.16</td>
<td>03.17</td>
<td>03.18 Esame U.7</td>
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<tr>
<td>03.21 Begin U.8</td>
<td>03.22</td>
<td>03.23</td>
<td>03.24 presentazioni orali</td>
<td>03.25 presentazioni orali</td>
</tr>
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<td>03.28</td>
<td>03.29</td>
<td>03.30</td>
<td>03.31</td>
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<td>04.06</td>
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<td>04.08</td>
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<td>04.11</td>
<td>04.12 Esame U.8</td>
<td>04.13 ripasso</td>
<td>04.14 esami orali</td>
<td>04.15 esami orali</td>
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<tr>
<td>04.18 esami orali</td>
<td>04.19 ripasso</td>
<td>04.20 Listening comp. exam</td>
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**Final exam:** April 23rd, 10:00am-12:00pm
# Grading Criteria for Class Participation

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Preparation</th>
<th>Interaction</th>
<th>Focus</th>
<th>Class performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets and often exceeds expectations (15)</td>
<td>Student always reads and studies the day’s lesson before coming to class.</td>
<td>Student always interacts in Italian. Actively engages peers and instructor using Italian.</td>
<td>Student is consistently focused in class, listens carefully both to the instructor and to his/her peers.</td>
<td>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.</td>
</tr>
<tr>
<td>-exemplary</td>
<td>Carefully prepares all assigned homework, and is always ready for a pop quiz. Always brings required materials to class.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>-excellent</td>
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<tr>
<td>-superior</td>
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<tr>
<td>Meets most expectations (14-13)</td>
<td>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.</td>
<td>Student often interacts in Italian, but sometimes uses English when Italian could be used.</td>
<td>Student is generally focused and on-task. Usually listens carefully and pays attention.</td>
<td>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.</td>
</tr>
<tr>
<td>-solid</td>
<td></td>
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<tr>
<td>-good</td>
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<tr>
<td>Meets some expectations (12-11)</td>
<td>Student’s preparation is inconsistent: sometimes studies and completes assignments before coming to class. Occasionally lacks assigned materials.</td>
<td>Student sometimes interacts in Italian, but often uses English.</td>
<td>Student is occasionally off-task. Attention to lesson is inconsistent.</td>
<td>Student is sometimes ready to respond when called upon, responses may not be accurate. Occasionally volunteers to answer questions, but rarely poses them.</td>
</tr>
<tr>
<td>-needs improvement</td>
<td></td>
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<tr>
<td>Lack of effort (10-0)</td>
<td>Student often arrives unprepared for class, has not studied in advance. Often lacks assignments and needed materials.</td>
<td>Student uses very little Italian, and rarely attempts to engage peers.</td>
<td>Student is often unfocused and off-task.</td>
<td>Student typically is not ready to respond when called upon, and rarely volunteers to answer questions.</td>
</tr>
<tr>
<td>-inadequate</td>
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<td>-insufficient</td>
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<tr>
<td>-unacceptable</td>
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*The scores in this chart do not reflect points that will be deducted if a student exceeds six absences. See “attendance” for details.*
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 grammatical structures (topics covered in class) with almost no errors.

18  excellent
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 grammatical structures 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 grammatical structures 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 there are frequent errors.

13 -
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.