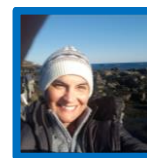


ITALIANO 301/302 FALL 2020: “IO, L’ALTRO – ME, THE OTHER” Advanced Conversation and Composition



Insegnante: Dr. Tatjana Babic Williams

Email: tbabic@purdue.edu

Ufficio: Stanley Coulter Hall 128A

Orario di ricevimento: Lunedì e mercoledì 10:30 – 12:00 via Zoom o per appuntamento (in presenza o virtuale)

Ora di caffè virtuale: TBD

Prerequisito: Italian 202, Italian 205 or equivalent for Italian 301. Italian 301 for 302 students.

BENVENUTE E BENVENUTI NEL CORSO DI ITALIANO 301/2!

Fall 2020 Course Format: This is *Hybrid/Hyflex* course as defined by Purdue, which may comprise a combination of:

a) in person face-to-face delivery: provided circumstances allow, the course will likely include some in person instruction. I will communicate specifics for on Brightspace. Depending on the circumstances, these might be replaced by synchronous virtual meetings. *Per Purdue policy you are required to wear a face covering in class; without one, you may be refused entry into class. Remember if you are sick, don't come to class. For details, see the Additional university policies and guidelines. Please also bring your provided face shield as it might be needed.*

b) synchronous face-to-face virtual delivery: these are weekly virtual meetings via Zoom. I will communicate the meetings dates and specifics for on Brightspace. Meetings will be recorded and subsequently posted in Brightspace.

c) asynchronous delivery: you are expected to regularly access course materials and complete a significant portion of coursework online, using Brightspace and other relevant websites suggested by your instructor.

It is your responsibility to find appropriate internet connectivity when needed in order to complete synchronous and asynchronous components.

Course Description Italian 301/302 is an advanced Italian course designed to further develop your proficiency in Italian literacy skills, to enhance your discovery of various aspects of Italian culture, and to provide opportunities for your intercultural learning and growth.

Io, l'altro is the title of the Mohsen Melliti's 2007 movie that we will view in class, and I borrow it as a title of our course because it captures the essence of what we will do in ITAL 301/302 this semester. We will start by exploring the idea of self (*Io*), and the ways our identity has been shaped by our culture(s) and our experiences, and then we will move onto exploring the cultural other (*L'altro*). This semester, we will focus on three aspects of cultural otherness: the Italian South (as an “other” to the Italian North), the experiences of Italian immigrants (as “others” to “autochthon” Italians), and the Italian language (both as

an “other” to our mother tongue, and its dialectal diversity as an “other” to standard Italian). In our intercultural learning, the emphasis will be placed on cultivating the skill of empathy as a way to bridge between “Io” and “L’altro.”

Course materials include a variety of authentic audio, text, and visual materials in different genres and media formats (such as audio recordings, websites, newspapers, youtube videos, podcasts, art, music, poetry, short stories). In general, in-class grammar lessons are not the focus of this course, but we will review systematically certain linguistic and grammatical topics, based on the class participants’ needs.

Learning Outcomes for Students and Forms of Assessment

Learning Outcomes <i>In order to successfully complete this course, you will:</i>	Assessment <i>How will you and I know that/what you’re learning?</i>
<ul style="list-style-type: none"> Continue developing your proficiency in speaking, listening, reading, and writing in Italian and enhance your ability to communicate in all three modes of communication as defined by ACTFL: interpretive, interpersonal, and presentational. (<i>PU communication outcome</i>) 	<ul style="list-style-type: none"> Assessed by all assignments for this course, (some graded and some not graded), by participation in class discussions, and by written and oral feedback on the assignments
<ul style="list-style-type: none"> Refine your abilities to understand, analyze, and articulate the internal complexity of Italian cultural worldview, (especially in relation to the topics of the Italian South, immigration, and linguistic diversity), and to critically compare and contrast it to your own (<i>PU human cultures and global awareness outcome</i>) 	<ul style="list-style-type: none"> Assessed by Progetto Scritto # 2, by Progetto Orale # 2, Progetto Orale Finale, by Talk Abroad assignments, and by your participation in class discussions
<ul style="list-style-type: none"> Understand the concept of empathy in an intercultural context; recognize intellectual and emotional dimensions of worldviews other than your own, and practice acting in a supportive manner that recognizes the feelings of another cultural group (<i>Empathy, PU intercultural effectiveness outcome</i>) 	<ul style="list-style-type: none"> Assessed by your contribution to the IC labs, by reflection assignments, by observation of classroom behavior, and by Progetto Orale Finale
<ul style="list-style-type: none"> Articulate insights into your own cultural background and how it influences your identity, values, and behavior (<i>Self-awareness, PU intercultural effectiveness outcome</i>) 	<ul style="list-style-type: none"> Assessed by Progetto Scritto & Orale 1 “Io e i miei valori,” by reflection assignments, and by Progetto Orale Finale
<ul style="list-style-type: none"> Develop strategies for self-assessment of your learning, for identifying your own learning goals, and for designing a self-directed project aligned with your goals 	<ul style="list-style-type: none"> Assessed by the SMART Goals assignment, by Progetto Orale Finale

You will also meet the following learning outcomes of Purdue’s Undergraduate Outcome-Based Core Curriculum → You will develop your ability to:

- Communicate effectively and enhance your information literacy;
- Think creatively and critically within an ethical framework;
- Work collaboratively as part of the team;
- Make connections between Italian and other disciplines and integrate ideas, experiences, and skills from multiple disciplines

IMPORTANT INFORMATION:

One of the most frequent concerns students in this level of Italian have reported to me is that they feel “less prepared” than other participants in this course. (The contrary claims, i.e., feeling “more prepared” than other students have also been reported, but much more rarely.) An important thing to remember is that each student in this class is likely to have had very different experiences with Italian: some of you started learning Italian in high school or even before that, some speak it with their family, and some have not started learning it until they came to Purdue. Some of you are fluent in other world languages, and for some of you, this is your only experience with world languages other than English. Some of you traveled to Italy and spent some time in Study Abroad programs, others have never visited Italy. Some of you have skipped a semester or two of Italian, and others have studied it continuously. I could go on and on... All of these experiences, in addition to how much time and effort you have invested in learning Italian, and combined with your motivation and goals, brought you to your current level of proficiency in Italian. The temptation to compare yourself to your classmates is not a good strategy, neither in Italian classroom nor in “real” life: trust me, I tried it, and it does not work, it does not lead to fulfillment. The truth is that there will always be someone out there whom you will find smarter, faster, better-looking etc. than you. Rather than wasting your energy on comparing and competing with others, I hope that you will articulate your own learning goals, and focus on the improvement of your own skills and competencies. As a teacher, this is exactly what I take into account when I am grading: not how you measure up against other students in the class, but the personal growth you have achieved in your learning process. Rather than supporting the attitude of competition, I hope that you will build relationships based on empathy and collaboration with your classmates – that you will learn from each other, and help each other grow as Italian speakers and as human beings.

Materials

Book: Nuovo Contatto C1 (Bozzone Costa, Piantoni, Scaramelli, Ghezzi), Loescher editore. **This book will be used for two semesters: ITAL 301 and ITAL 302.** How to purchase the book?

Option 1: E-book is available directly from the publisher at https://www.loescher.it/dettaglio/opera/o_30860/nuovo-contatto#configurazione. Make sure you select the **volume C1 (DVD CD)**. Select **acquista libri digitali** and enter your info to purchase. The price is in euro, and will be automatically converted to US \$ when charged.

Option 2: You can also order **used print book** (manuale ed eserciziario, no need for DVD and CD) from Amazon or another online bookstore

All other texts, audio and visual materials, assignments, and gradebook are available through **Brightspace**. Please have your book and all the materials needed handy for F2F and synchronous virtual class meetings.

******IT IS YOUR RESPONSIBILITY TO CHECK YOUR BRIGHTSPACE AND YOUR EMAIL EVERY DAY ******

Grade Distribution at a Glance

- 30% Preparazione e coinvolgimento attivo nel corso
- 12% Incontri Talk Abroad (3)
- 8% Progetto Scritto 1 “Io e i miei valori”
- 4% Progetto Orale 1 “Io e i miei valori”
- 13% Progetto Scritto 2 “Le interviste: Alla scoperta delle differenze tra Nord/Sud”
- 7% Progetto Orale 2 “Le interviste: Alla scoperta delle differenze tra Nord/Sud”
- 10% Lab Interculturali (3)
- 6% Quiz di grammatica (3)
- 10% Progetto Orale Finale

Grading Scale

98-100	A+	88-89	B+	78-79	C+	68-69	D+
93-97	A	83-87	B	73-77	C	63-67	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
						below 60	F

ASSIGNMENT DESCRIPTIONS AND ATTENDANCE POLICY

Each assignment, its requirements, outcomes, and due dates, will be explained in detail in class. When needed and applicable, it will be modelled. Each assignment will be accompanied by a rubric that will describe its criteria and standards. For main due dates, please consult the class calendar portion of this document. All the due dates, as well as a detailed, day-to-day schedule, will be posted on Brightspace.

Attendance Policy

For the Fall 2020, *Hybrid/Hyflex* format, although attendance per se will not be a factor in your course grade, participatory active engagement components constitute a large portion of your grade. For languages specifically, the more actively you engage, the more you will progress in achieving learning goals and proficiency. You are responsible for notifying your instructor in a timely fashion and preferably before missing any established assignment or deadline. Due to the flexible nature of most coursework, extensions are generally not granted and coursework still needs to be completed preferably beforehand; communicate with your instructor about this matter. Note that *extensive* unexcused missed coursework will concur in a failing grade. *See the Additional university policies and guidelines* on page 5 for more details.

Tardiness

Please don't be late to class. Late arrival to class causes a disruption that affects the course of learning process. If there is a legitimate reason why you should be late, please discuss it with me as soon as possible. Otherwise, tardiness will negatively impact your preparation grade.

Preparazione e coinvolgimento attivo nel corso (30%): You will succeed in this class by coming *prepared*, having *read, viewed, listened to, and completed* the necessary assignments. The math is simple: the more you put into this class, the more you'll get out of it. I expect you to be prepared a 100% most of the time – if/when you come to class not fully prepared, you can still earn participation points by constructively contributing to the class activities, and by collaborating and supporting other class members. It is also essential to participate with enthusiasm in class. Discussions, comments and questions during class are, you guessed it, *in italiano!* You must commit and make an effort to always speak in Italian during class. Your instructor will be happy to help you in English, if needed, *outside of class*. Preparation comprises the following components:

a) in person on campus: your active and enthusiastic contributions to in-class activities as well as spoken contribution to class discussions is essential. In-class active engagement should reflect you have prepared by studying the assigned materials in advance.

b) synchronous virtual: weekly virtual meetings via Zoom will focus on *your active spoken contribution*. Active engagement will be monitored and you are encouraged to contribute regularly during synchronous meetings in order to positively impact the preparation portion of your grade. You are also encouraged to keep your video on to simulate a classroom experience; let your instructor know preferably in advance should issues with your camera arise. Please follow proper online etiquette; inappropriate behaviors will not be tolerated. Meetings will be recorded and subsequently posted in Brightspace; in case you miss any meetings, it is your responsibility to view the meeting recording.

c) asynchronous online: comprises a number of assignments on Brightspace, such as audio or video-recorded explanations as well as discussions forums and directed activities. Generally, I will ask you to complete an activity or participate in a discussion forum **before the scheduled class time**. More details

will be found within each activity/discussion on Brightspace. Please follow proper online etiquette, posted directly on Brightspace.

d) supplementary: additional items given by your instructor (worksheets, handouts, short preparation checks which may be unannounced), vary in quantity or content based on class necessities. Your preparation grade for that day or week will vary according also to your completion of and performance on these items.

Incontri Talk Abroad (12%): I have purchased for you **three 30-minute conversation sessions with native Italian speakers** through Talk Abroad. Detailed description of the topics for each conversation as well as the related assignments will be provided in class. Please visit their website to learn more about Talk Abroad and to learn how to create an account. I will provide the codes and other login information through Brightspace. <https://support.talkabroad.com/article/6-student-instruction-manual>

Progetto Scritto 1 “Io e i miei valori” (8%): This written project consists of two parts: 1. You will write a poem in Italian, modelled after an existing poem that we will discuss in class. The poem is entitled “Valore” and it will creatively convey your ideas on your values. 2. You will complete the assignment “Io sono,” by articulating insights into different facets of your identity and by reflecting on your cultural background. This project aims to enhance your cultural self-awareness and your ability to reflect on it and to discuss it in written Italian. The project can be re-written for an additional 2% - 10% of the original grade, depending on the quality of the rewrite.

Progetto Orale 1 “Io e i miei valori” (4%): For this oral project, you will select one question from the “Io sono” assignment and you will present that aspect of your identity to your classmates during in-class presentation. Simple visual support or use of realia encouraged. Notes highly discouraged.

Progetto Scritto 2 “Le interviste: Alla scoperta delle differenze tra Nord e Sud” (13%): This project consists of three phases. In Phase 1, based on the materials and topics studied in class, you will articulate questions in Italian that you will use in your conversation with an Italian native speaker during Talk Abroad Incontro 2. In Phase 2, you will use the same questions to interview a different native speaker (from a different part of Italy) during your Talk Abroad Incontro 3. In Phase 3, you will compare and contrast the views of the two interviewees and you will write a reflection that discusses your interview experiences and that articulates your point of view on the topics discussed with the interviewees. The project can be re-written for an additional 2% - 10% of the grade, depending on the quality of the rewrite.

Progetto Orale 2 “Le interviste: Alla scoperta delle differenze tra Nord e Sud” (7%): For this oral assignment, you will present your Interview reflection to your classmates during in-class presentation. The specifics will be discussed closer to the due date.

Lab Interculturali (10%): For this assignment, you will complete two written reflections following our Intercultural Labs, and one final reflection assessing your overall takeaways and intercultural growth in this course.

Quiz di grammatica (6%): There will be three grammar quizzes over the course of semester, focused on the grammatical structures that we introduced and practiced in class. The quizzes will be administered through Brightspace.

Progetto Orale Finale (10%): This is a self-designed final oral project on the topic of “Emigration, Immigration, and Integration” whose goals are: 1. To help you develop strategies for self-assessment of your learning, 2. To help you identify your own learning goals, 3. To help you practice how to design a self-directed project aligned with your goals. I will provide guidance and more detailed instructions in class and on Brightspace.

INSTRUCTOR EXPECTATIONS AND COURSE POLICIES

You will be successful in this course by meeting these expectations and by following the course policies

Come prepared, collaborate, and participate actively and constructively in Italian (see Attendance Policy and description of Preparation & Engagement requirements above)

Late work

As a general rule, all work must be turned in by the deadline, and no late work will be accepted. All in-class assignments, such as oral presentations and quizzes, must be taken on the date indicated on the course calendar. If there is a legitimate reason why you should turn in your work late or miss an assignment, please be proactive and contact me to make arrangements. If the assignment is missed or work turned in late with an excusable reason, no points will be deducted for the makeup work. If there is no excusable reason for missing an assignment, a penalty of 12% will be applied.

Electronic Devices in Class

a) Laptops and tablets: A personal computer or tablet during class is not needed unless I ask you to bring them to class for research purposes or a special assignment. Please do not use the computer screen as a hiding device or to do something that is not related directly to the learning taking place in our class. Such behavior will negatively impact your performance and my assessment of your work for this class. You are encouraged to take notes by hand.

b) Cell phones: I may occasionally ask you to use your phones to Google a word or a concept, but those will be rare occasions. As a general rule, cell phones cause a disruption of class. Therefore, they are to be silenced or put on “vibrate” during class. Please do not answer calls, write text messages, or constantly glance at your phone during class – that is a behavior that I personally find unnecessary, disrespectful, and offensive. If you are dealing with an emergency or an extremely important situation, and you need to take or make a call/receive or send a text during class, please notify me at the beginning of class, so you may exit the classroom and take care of it.

Academic Conduct & Honesty

I am confident that you will honor the Boilermaker pledge: “As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.” Purdue students and their instructors are expected to adhere to guidelines set forth by the Dean of Students in “Academic Integrity: A Guide for Students,” which you are encouraged to read here:

<https://www.purdue.edu/odos/academic-integrity/>. If, after reading the guide, you are still unsure what plagiarism is and how to avoid it, please let me know, so we can discuss it (in class or during office hours). ***Please note that all work that you turn in for this course must be your original work.*** It is prohibited to seek inappropriate help, such as web-translating tools, or to have an Italian native speaker or a tutor complete your work. However, *tutors* are an extra resource available to *help* you. Should evidence emerge that your work is not your own or that you are using inappropriate help, you will be asked to complete all assignments during your instructor’s office hours or receive a grade of “F” for them.

College of Liberal Arts Classroom Civility Statement

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. Please visit Purdue’s Nondiscrimination policy for more information:

http://www.purdue.edu/purdue/ea_eou_statement.html

Note on Emergency Preparedness

In the event of a major campus emergency, calendar revision may require changes in grading percentages which will be notified in class and via e-mail by your instructor. Please, keep in touch with me and check Blackboard and email regularly. If you have any questions or problems that cannot be addressed in class, please see me during office hours or by appointment. A document detailing the Emergency preparedness is posted on our Blackboard in the folder “Course Documents/ Documenti del Corso.”

RESOURCES AND SUPPORT

These are on-campus resources that will support your academic success and your wellbeing

Disability Resource Center

Students with disabilities should be registered with the Disability Resource Center (DRC drc@purdue.edu) so that classroom accommodations can be provided. If you have special needs related to a disability, please let me know as soon as possible and arrange an appointment to discuss your needs privately.

Mental Health and Wellbeing Resources

Purdue University and I personally are committed to advancing the mental health and wellbeing of our students. If you or someone you know needs support, services are available. For help, please contact Counseling and Psychological Services (CAPS) at <http://www.purdue.edu/caps/> or talk to me so I can help you find resources to support you.

Academic Success Center

Academic Success Center (ASC) provides services designed to help you meet your personal goals by boosting your study skills, develop time-management strategies, or by working toward other objectives. For help, please contact ASC at <https://www.purdue.edu/asc/>

Office of the Dean of Students (ODOS)

Office of the Dean of Students has resources to help you in many different ways, especially in case of prolonged absences due to health issues or family emergencies. For help, please contact ODOS at <https://www.purdue.edu/odos/>

My office hours

Please come see me during office hours or by appointment to discuss anything related to our course or your life as a student at Purdue. I can help with Italian, and I can help support you and direct you to other resources regarding the academics or your emotional and mental wellbeing.



LO SAPEVI CHE... DID YOU KNOW THAT...

1. There is the **Italian Club** student organization for you and your friends! No Italian needed! Just go for fun!
2. You can participate in the **Virtual Italian Coffee Hour** to practice Italian informally.

3. You can **study abroad** with us receiving 6 credits on a Faculty-led program in Trieste, Italy and live la dolce vita, learn Italian, meet new people from a variety of cultures, and have great fun. Join our departmental Study Abroad!



4. You can receive the **Certificate of Achievement in Italian and Intercultural Communicative Competence**, certifying your advanced proficiency in Italian and in intercultural competence, by completing ITAL 301 and ITAL 302 (2 more courses beyond the 4-semester language sequence).

5. You can receive a **Minor in Italian**: you need only 5 more courses beyond the 4-semester language sequence.

6. You can receive a **Major in Italian Studies** you need the same 5 courses needed for the minor plus 5 more courses in English about Italian-related fields.

7. You can enroll in the **Degree+**, which allows you to complete 2 degrees in 4 years; that is a degree in your College and a B.A. in Italian Studies.



8. The Italian program courses include targeted **Intercultural Competence** development activities that are **CILMAR** approved!



Inquire about all of the above possibilities:

- Dr. Tatjana Babic-Williams, Director of Italian Studies, Italian Language Coordinator 301-302 about the major and minor, the Degree+ and other Italian opportunities tbabic@purdue.edu
- Dr. Annalisa Mosca, Italian Language Coordinator 101-205, Italian Club Advisor, Trieste Abroad Leader, about the language sequence, the Faculty-led Study Abroad in Trieste, the Italian club, the Degree+ and anything Italian, mosca@purdue.edu
- Prof. Elena Coda, Associate Head of SLC, about the major and minor, the Degree Plus+ and other academic opportunities in Italian, ecoda@purdue.edu
- Prof. Ben Lawton, Associate Professor of Italian, Film Studies about anything Italian lawton@purdue.edu
- Prof. Jennifer William, Head of SLC, about the Degree+ and other Italian and foreign language opportunities jmwilliam@purdue.edu
- Ms. Ashley Rivera, the new academic advisor for Italian Studies riveraaa@purdue.edu

Additional university policies and guidelines during COVID-19

Please note that the university has established additional policies and guidelines in the current context.

Quarantine: If you become quarantined or isolated at any point during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can be reached at acmq@purdue.edu and who will provide general guidelines/resources for communicating with instructors, be available to you for academic support, and offer suggestions for being successful when learning remotely. If you find yourself too sick to progress in the course, notify your ACM and your instructor via email. Arrangements can be made based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

Attending class: *Students should stay home and contact the Protect Purdue Health Center (496-INFO) if they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus. The student still needs to inform the instructor* of any conflict that can be anticipated and may affect submission of an assignment or an assessment. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflicts, the student should contact the instructor as soon as possible by email. When the student is unable to make direct contact with the instructor due to circumstances beyond the student's control, as well as in cases of bereavement, quarantine, or isolation, the student or the student's representative should contact the Office of the Dean of Students via email or phone at 765-494-1747. Brightspace includes a link on Attendance and Grief Absence policies under the University Policies menu.

Classroom guidance regarding Protect Purdue

The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, ***wearing a mask in classrooms and campus building, at all times (e.g., no eating/drinking in the classroom)***, disinfecting desk/workspace prior to and after use, maintaining proper social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., **wearing a mask**) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#). Recommended safe practices for the specific class or laboratory setting (other PPE or safety behavior) can be found at: [Overarching SOP for Classrooms, Instructional Laboratories, and Experiential Courses](#). References for supporting compliance can be found at: [Protect Purdue Compliance Plan: Ask, Offer, Leave, Report](#) and [Managing Classroom Behavior and Expectations](#)

Calendario delle lezioni:

<u>Data</u>	<u>A CASA: this is your homework – what you do before coming to class</u> ↓	<u>IN CLASSE – these are the activities we do in class</u> ↓
SETTIMANA 1: “IO” – IDENTITÀ PERSONALE E CULTURALE		
Lun 24 agosto	Stampare il calendario delle lezioni Su Brightspace (BS): completare Post di introduzione	Presentazione del corso e conoscenza della classe Attività di conversazione e ascolto: Conosciamoci! Conoscersi in situazioni informali, usare il presente indicativo, fare domande, ascoltare, paragonare
Mer 26	Visionare il video sull’Intercultura Su Brightspace: completare attività “Mi presento...”	Intercultura, discussione attività “Mi presento...” Come definire le cose e le idee astratte, uso dei relativi
Ven 28	Su Brightspace: completare attività “Carta dei valori”	Discussione “Carta dei valori,” la poesia Erri de Luca “Valore,” Genere della poesia, come esprimere l’opinione senza usare il congiuntivo Spiegazione del Progetto scritto 1 (Parte I)
SETTIMANA 2		
Lun 31	Su BS: completare attività “Identità e diversità: le testimonianze italiane I” e dare feedback al compagno/alla compagna	Discussione “Identità e diversità: le testimonianze italiane I” Presente vs stare + gerundio Spiegazione del Progetto scritto 1 (Parte II) Consegnare su BS: Progetto 1 (Parte I) “Io e i miei valori” la prima bozza per feedback dell’insegnante e peer review
Mer 2 sett	Su BS: completare attività “Identità e diversità: le testimonianze italiane II”	Discussione “Identità e diversità: le testimonianze italiane II,” Imperfetto vs stare + gerundio Ultimo giorno per prendere un appuntamento di Talk Abroad 1
Ven 4	Su BS: completare attività “Identità e diversità: le testimonianze italiane III”	Discussione “Identità e diversità: le testimonianze italiane III,” Gerundio presente e passato Consegnare su BS: Progetto 1 (Parte II) “Io e i miei valori” la prima bozza per feedback dell’insegnante Spiegazione del Progetto orale 1
SETTIMANA 3		
TALK ABROAD 1: Come sono gli Italiani? Sull’identità personale, culturale, e nazionale		
Lun 7	Su BS: completare l’attività “Come sono gli italiani?” Completare e consegnare Progetto Scritto 1 “Io e i miei valori” versione finale	Discussione “Come sono gli italiani?” Brainstorming Talk Abroad 1 domande Esprimere opinione usando il congiuntivo Consegnare su BS: Progetto Scritto 1 (parte I & II) “Io e i miei valori” versione finale
Mer 9	Prepararsi per Progetto Orale # 1	Progetto Orale #1 “Io e i miei valori” presentazioni
Ven 11	Su BS: completare attività video “Ciao Italia, come stai?” e ripassare i tempi verbali all’indicativo	Le identità che cambiano: l’impatto del coronavirus Ripasso tempi verbali all’indicativo
SETTIMANA 4: “EMPATIA”		
Lun 14	Su BS: completare attività sull’empatia	Discussione del video e dei brani sull’empatia https://www.youtube.com/watch?v=1Evwgu369Jw , poesia “Prigione” libro p. 196 Articolo indefinito/definito

Mer 16	<i>Su BS: completare</i> attività sull'empatia	Discussione neuroni specchio https://www.youtube.com/watch?v=LEwIdh-eC74 Lessico delle scienze, il passivo
Ven 18	<i>Completare e consegnare</i> Talk Abroad Incontro 1	Lab interculturale 1 – “Il punto di vista di ...” Consegnare su BS: Talk Abroad Incontro 1
SETTIMANA 5: “L’ALTRO”		
Lun 21	<i>Leggere Libro</i> p. 8, 10 “Italia in controluce” <i>Appunti</i> su Talk Abroad Incontro 1	Discussione Talk Abroad Incontro 1 Confronto con “Italia in controluce,” Il passivo
Mer 23	<i>Su BS: completare</i> attività su “Italia in controluce”	Discussione “Italia in controluce:” l’arte d’arrangiarsi, menefreghismo etc., Il linguaggio delle statistiche, i verbi pronominali
Ven 25	<i>Su BS:completare</i> l’attività “La psicologia degli italiani” (<i>Libro</i> p. 16-18)	“La psicologia degli italiani” lettura/ascolto Nomi e aggettivi Consegnare su BS: Riflessione Lab Interculturale 1
SETTIMANA 6		
Lun 28	<i>Su BS:completare</i> l’attività “L’inquieta identità dei figli di Manzoni” (<i>Libro</i> p.10-13)	Discussione “L’inquieta identità dei figli di Manzoni” Il linguaggio delle statistiche
Mer 30	<i>Su BS:completare</i> l’attività sulla geografia	Alla scoperta della geografia italiana, patrimoni UNESCO, confronto con il proprio paese, Lessico di geografia, Futuro di probabilità <i>Spiegazione del Progetto Scritto e Orale 2: “Le interviste: alla scoperta delle differenze Nord/Sud”</i>
Ven 2 ott.	<i>Su BS:completare</i> l’attività sulla ricerca web di geografia	Alla scoperta delle bellezze del Sud, presentazioni della ricerca web
SETTIMANA 7		
Lun 5	<i>Su BS:completare</i> l’attività sui monumenti e arte	Alla scoperta dei monumenti e arte, patrimoni UNESCO, confronto con il proprio paese, Futuro anteriore
Mer 7	<i>Su BS:completare</i> l’attività sulla ricerca web dei monumenti	Alla scoperta dei monumenti e arte, presentazioni della ricerca web
Ven 9	<i>Su BS:completare</i> l’attività sulla storia italiana	Alla scoperta della storia italiana, confronto con il proprio paese Passato remoto, presente storico Quiz 1 di grammatica
SETTIMANA 8		
Lun 12	<i>Su BS:completare</i> l’attività sulla storia del Sud	Discussione ascolto: “La storia del Sud” Passato remoto, presente storico
Mer 14	<i>Su BS:completare</i> l’attività “Come vivevamo, come siamo diventati” (<i>Libro</i> p.128-129, 263) e <i>leggere</i> “”Unità d’Italia: ma il Sud ci ha guadagnato?” p. 130-131	Discussione l’Unificazione italiana L’imperfetto e passato prossimo
Ven 16	<i>Su BS:completare</i> l’attività “La questione meridionale” (<i>Libro</i> p.140-141)	Discussione “La questione meridionale” e “la questione settentrionale,” Fraasi scisse
SETTIMANA 9		
Lun 19		Laboratorio Interculturale 2: “Scenario, Macchinario, Persone”
Mer 21	<i>Su BS:completare</i> l’attività su “Caruso e Dalla”	Il Sud nella musica: Caruso e Dalla Il trapassato prossimo L’ultimo giorno per prendere l’appuntamento per talk Abroad Incontro 2 & 3
Ven 23	<i>Su BS:completare</i> l’attività sul dialetto napoletano	Il dialetto napoletano e/in la musica, Livio Cori Quiz 2 di grammatica

SETTIMANA 10 TALK ABROAD 2: Intervista #1		
Lun 26	<i>Su BS:completare</i> l'attività sulla diversità linguistica	Diversità linguistica, i dialetti e le lingue d'Italia, <i>Libro</i> p.65
Mer 28	<i>Visionare</i> il film <i>Benvenuti al Sud A CASA</i> (102 min), <i>Su BS:completare</i> l'attività sul film	Discussione Film
Ven 30	<i>Su BS:completare</i> l'attività sul film	Discussione Film, Ospitalità del Sud
SETTIMANA 11 TALK ABROAD 3: Intervista #2		
Lun 2 nov.	<i>Su BS:completare</i> l'attività sulla cucina	La cucina del Sud, la dieta mediterranea Espressioni idiomatiche con il cibo Consegnare: Riflessione Laboratorio Interculturale 2
Mer 4	<i>Su BS:completare</i> l'attività sui problemi del Sud	I problemi del Sud/i problemi italiani: La mafia Far fare
Ven 6	<i>Su BS:completare</i> l'attività sui problemi del Sud	I problemi del Sud/i problemi italiani: I rifiuti Far fare
SETTIMANA 12: EMIGRAZIONE, IMMIGRAZIONE, INTEGRAZIONE		
Lun 9	<i>Su BS:completare</i> l'attività sull'emigrazione (<i>libro</i> p. 197- 201)	Discussione sull'emigrazione: "Quando partivamo noi" p. 198 – 201) Concordanza del congiuntivo
Mer 11	<i>Su BS:completare</i> l'attività sull'immigrazione	Discussione immigrazione italiana Concordanza del congiuntivo
Ven 13	<i>Su BS:completare</i> l'attività sulla religione e integrazione	Religione all'italiana p.230 – 234, Integrazione e religione Congiuntivo desiderativo, Infinito sostantivato Quiz 3 di grammatica
SETTIMANA 13		
Lun 16	<i>Visionare</i> il film <i>Io, l'altro A CASA</i> (78 min)	Discussione Film
Mer 18	<i>Su BS:completare</i> l'attività sul film	Discussione Film
Ven 20	<i>Su BS:completare</i> l'attività sulla diversità razziale	Discussione: integrazione e la diversità razziale Consegnare su BS: Progetto Scritto 2 "Interviste: alla scoperta delle differenze Nord/Sud" (inclusi i Talk Abroad 2 & 3)
SETTIMANA 14		
Lun 23	Prepararsi per Progetto Orale # 2	Progetto Orale #2 "Interviste" presentazioni in classe
Mer 25	Thanksgiving	Vacanza
Ven 27	Thanksgiving	Vacanza
SETTIMANA 15 ONLINE		
Lun 30	<i>Su BS: Leggere e completare attività su</i> "Salsicce" di Igiaba Scego	Discussione del racconto
Mer 2 dic.	<i>Su BS: Leggere e completare attività su</i> "Salsicce" di Igiaba Scego	Discussione del racconto
Ven 4	<i>Su BS: Leggere e completare attività su</i> "Salsicce" di Igiaba Scego	Discussione del racconto, riepilogo del corso
FINAL EXAMS WEEK ONLINE		
Lun 7 – Ven 11		
Consegnare su BS: il Progetto Orale Finale + la Riflessione Interculturale Finale		

This syllabus is subject to change

BUONE VACANZE! CI VEDIAMO IL SEMESTRE PROSSIMO!