



**DREXEL UNIVERSITY**  
Modern Languages Homepage  
Italian Homepage  
Course Objectives and Syllabus  
**Italian 102**

**Term:**           **Year:**  
**Instructor:**  
**Tel.:**  
**Email:**  
**Office Hours:**

**Prerequisite:** Completion of Italian 101 or placement into Italian 102.

**Description:**

Italian 102 meets four hours per week with a **weekly one-hour lab requirement**. This is the second trimester of Drexel's first year Italian language sequence. This course will focus on communication and developing the four skills (reading, writing, listening and speaking) in a real-life language context. Students will be expected to come to class prepared and be ready to participate in small-group activities and other tasks that will encourage communication.

**Materials:**

- *Prego! Eighth Edition* , Lazzarino, Peccianti, Aski, Dini, Thomson Heinle, 2011.
- Workbook
- Lab manual.
- CDs

**COURSE REQUIREMENTS:**

**1) Drop policy:**

**Drexel University allows students to drop a course through the end of the sixth week of the term.** This means that you will not be allowed to drop a course, even if you are failing, after the sixth week of the term. The number of times you have already been absent, the status of your lab hours and, above all, the result of your midterm testing and other evaluations (chapter tests, quizzes, homework) are therefore your best guide to decide whether or not you should drop the course.

**2) Attendance policy:**

Since learning a foreign language is a participatory endeavor, attendance is mandatory at all class meetings. Students are allowed to miss **no more than four classes** during the term. Students who exceed the maximum number of allowable absences will find that their final grade will be adversely affected.

**3) Language lab:**

Italian 102 students are required to go to work on their listening and reading skills with the material provided on their WebCT site for Italian 102. Students need to spend 10 hours per term on the activities assigned in cyberspace. WebCT can be accessed through BbVista at Drexel or on DrexelOne by clicking on "My Courses".

**4) Final exam:**

**Please note:** The scheduling of final exams is done by SAS on a University-wide basis. The final exam date **cannot** be changed and may not correlate to the class meeting time/days. **Final exam week runs Monday through Saturday. If you miss your final exam, your instructor is under no obligation to provide you an alternate time to make-up the exam.**

**Grading:** A + : 98-100, A: 93-97, A - : 90-92; B + : 87-89, B: 83-86, B - : 80-82; C + : 77-79, C: 73-76, C - : 70-72; D + : 67-69, D: 63-66, D - : 60-62.

**ACADEMIC INTEGRITY:** See the Drexel Student Handbook for Academic Dishonesty.

**EXPECTED LEARNING OUTCOME**

This course will provide students with a fundamental understanding of the German language in several core competencies. Specifically, the five areas of assessment are: listening, reading, spoken interaction, spoken production, and writing. Below is a table intended to clarify the expected learning outcome for students of this German 102 course, which align with the ACTFL standards for language learners at the “Novice Mid” level. For more information on these metrics, please see the ACTFL [standards online](#).

<b>Listening</b>	<b>Reading</b>	<b>Spoken Interaction</b>	<b>Spoken Production</b>	<b>Writing</b>
The student can recognize familiar words and very basic phrases. Vocabulary knowledge includes areas of immediately personal relevance (e.g. very basic personal and family information, employment). The student understands best when people speak slowly and clearly.	The student begins to understand short, simple texts, by identifying predictable information such as that found in advertisements, menus, and schedules. Short, simple personal letters are largely understandable.	The student can communicate in a simple way, provided the other person is prepared to repeat or rephrase things at a slower rate of speech. The student has a basic understanding of simple social exchanges, but is frequently unable to keep conversation going.	The student has begun to develop a series of simple phrases and sentences to describe commonly discussed topics, such as family, educational background, and present circumstances such as employment.	The student can write a short, simple sentences related to areas of immediate needs. Longer compositions typically require guidance.

As well as gaining a fundamental understanding of the German language, this course will provide you with tools to understand cultural differences and the basics of intercultural communication with a focus on the German culture. We will focus on the three essential areas of competence: openness, knowledge, and adaptability. Below you will find a table explaining the basic level of intercultural communication skills that you are expected to obtain in German 102.

	<b>Level 1 - Basic Intercultural Communication Skills</b>
<b>Overview Of Competence</b>	I am willing to interact with people of other cultures. I can easily pick up cultural nuances through learning languages but I still don't have the experience to deal with intercultural situations in general. I tend to respond to events rather than plan for them. At this stage, I am reasonably tolerant of the values, customs, and practices of other cultures, although I may find them odd, surprising, or I may disapprove of them.
<b>Openness</b>	<ol style="list-style-type: none"> <li>1) When uncertainty arises due to cultural differences, I try to keep a positive attitude as long as the issue is not sensitive to me.</li> <li>2) I sometimes jump to conclusions about different behaviors that I later realize were not entirely correct.</li> </ol>
<b>Knowledge</b>	<ol style="list-style-type: none"> <li>1) I have some knowledge about the cultures of those to which I am introduced. This knowledge may consist of facts that have been misconstrued and are not always truly characteristic of that culture.</li> <li>2) I learn from intercultural experiences and build on my previous knowledge.</li> <li>3) Although I tend to find cultural behaviors different from my own curious, I try to be tolerant.</li> </ol>
<b>Adaptability</b>	<ol style="list-style-type: none"> <li>1) I continue to learn the best ways of behaving, but I still do not have a firm grasp on the underlying principles and I do not have a plan for reacting to events. When an intercultural situation becomes confusing, I tend to take a passive role.</li> <li>2) I take events as they come, doing what seems right at the time.</li> <li>3) When people try to communicate with me in a way that I am unfamiliar with, I try to take part but I hope that they will eventually adapt to my communication style.</li> <li>4) I understand that others may communicate in ways that I am unfamiliar with.</li> </ol>

**GRADE BREAKDOWN:**

Class participation (including in class, attendance, tardiness and also includes the lab requirement) 25%

Homework (and coming prepared to class) 30%

Tests and quizzes 20%

Midterm and final exam 25%

## **Class Participation 25%**

In order to participate in class and to fulfill your obligation to others during group and pair activities, attendance is mandatory and roll will be taken every day. This grade will reflect both the quantity and quality of your participation.

### *Description of Participation Grades:*

**A:** Arrives to class prepared, on time, and ready to work. Participates actively in all classroom activities. Volunteers frequently and readily contributes to group work. Tries to use ITALIAN as much as possible in the classroom, both when asking questions and when working in a group.

**B:** Usually arrives to class prepared, but occasionally misses a homework assignment or neglects to learn the material. Occasionally a bit late for class. Participates in classroom activities on a regular basis. Sometimes volunteers, but usually waits for the teacher. Contributes to group activities, but sometimes breaks out into English so that the task may be completed with greater ease. Tries to ask questions in ITALIAN (when reminded) but often resorts to English to facilitate communication.

**C:** Does not always arrive to class prepared and this lack of preparation affects ability to participate in classroom activities. Often late for class, thereby missing important instructions and practice time. Contributes to classroom activities occasionally, but usually only when asked to do so by teacher. Sits quietly during group time or resorts to English. Rarely attempts to use ITALIAN as a medium of communication- uses English to ask questions and to ask for clarification.

**D/ F:** Always arrives to class unprepared and is frequently absent. Rarely participates in classroom activities unless asked to do so by the teacher. Does not become involved in group activities. Never uses ITALIAN as a medium of communication.

## **Homework and preparation (30%):**

You are required to purchase the lab/workbook. Do not purchase used copies of these books. Homework will be assigned on a nightly basis. Some exercises may be collected while others may be randomly verified for completion by the instructor. **Late homework will not be accepted unless prior arrangements have been made with the instructor.**

## **Chapter tests and quizzes (20%):**

Chapter tests are given during the regular class meeting time. They consist of the following parts: listening comprehension, reading comprehension, writing and culture, as well as discreet grammar questions. Quizzes may consist of announced or unannounced in-class exercises or written out-of-class assignments. **No make-up tests or quizzes will be given.**

## **Midterm and final exam (25%):**

### **Oral Exams**

Both the midterm and the final exam will have an oral component. Specific dates and times will be arranged. Failure to appear at the appointed time will result in a grade of F.

### **Written midterm and final exams**

Exams will be communicative in nature -- writing short paragraphs, responding to a short audio selection or reading a short passage in Italian. There will also be a small discreet grammar section to both the final and the midterm.

## **RESOURCES:**

### **Coaching and The Conversation Network:**

All Drexel Italian language students are eligible for one free hour of coaching per week. You may sign up for coaching through DCLI in 050 Creese or on their website <http://www.dlc.drexel.edu/>. Coaching is an excellent opportunity for ALL students, both those doing well and those in need of assistance, to improve their language skills.

Through the English Language Center, located on the first floor of the Language and Communication Center, Italian language students may sign up for a conversation partner. The Conversation Network is designed to give Drexel students an opportunity to meet and converse with a foreign student who has come to Drexel to learn English. This program is not designed to replace daily preparation for class, but rather can provide a forum for informal student interaction. Students may sign up for the Conversation Network by stopping by the English Language Center, or sending an e-mail to: [Conversation.Network@drexel.edu](mailto:Conversation.Network@drexel.edu), or by phoning them at (215) 895-2022.

### **Drexel University encourages all students to study and/or work abroad as part of their academic program.**

Available options include:

#### **1. Intensive Language Study Abroad:**

Various programs are available, primarily in the summer. Prior completion of Level 103 is required for recommendation by the Modern Language Programs. Information is available at the Modern Language Programs office (210 LCC), in the IAS Office (MacAlister 2024), and in the Office of International Programs (Randell 230).

#### **2. Co-op and Internships Abroad:**

Drexel Abroad programs in languages and the liberal arts are administered by the director of International Area Studies and include study-internship programs in Europe and intensive language programs in China, Japan and Russia. They require junior status, with a 3.0 average (3.5 for pre-juniors), completion of level 203 of the target language (except in London), and at least two upper-division courses in history, politics and sociology. Internships in Belgium are with the European Parliament, and in other countries with multinational corporations or with organizations and agencies in a variety of disciplines.

#### **3. International Programs:**

The Office of International Programs offers a number of discipline-specific programs abroad (most of which do not require substantive language skills), including the opportunity for Drexel students in a variety of majors to study/co-op in London. More information is available by emailing the Study Abroad office at: [studyabroad@drexel.edu](mailto:studyabroad@drexel.edu) or by contacting Daniela Ascarelli, Study Abroad Coordinator at (215) 895-1704.

### **Italian 102 Course Calendar**

week 1: capitolo 7

week 2: test scritto 1; capitolo 8

week 3: capitolo 8; esame orale 1

week 4: capitolo 9  
week5: capitolo 9; **midterm**  
week 6: capitolo 10; **last week to drop a class**  
week 7: capitolo 10; test scritto 2;  
week 8: capitolo 11  
week 9: esame orale 2; capitolo 12  
week 10: capitolo 12; ripasso

In bocca al lupo!!!

### **Useful Links**

Italian language and culture

Italica

Italica corso di lingua

Biblioteca italiana telematica

CLCS various Italian resources

UToronto various Italian resources

Yale various Italian resources

UWisc various Italian resources

Dictionary Garzanti

Italian Newspapers

La Repubblica

Il Corriere della Sera



