

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:Copy and paste **current** course information from [Class Search/Course Catalog](#).

| | | | |
|----------------|--------------------------------------|------------|---------------------|
| College/School | College of Liberal Arts and Sciences | Department | SILC |
| Prefix | ITA | Number | 110 |
| | | Title | Intensive Italian I |
| | | | Units: 6 |

| | | |
|--------------------------------|----|-----------------------------------|
| Is this a cross-listed course? | No | If yes, please identify course(s) |
|--------------------------------|----|-----------------------------------|

| | | |
|--------------------------|----|---|
| Is this a shared course? | No | If so, list all academic units offering this course |
|--------------------------|----|---|

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

| | | |
|--|----|-------------------------|
| Is this a permanent numbered course with topics? | No | Chair/Director Initials |
|--|----|-------------------------|

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

(Required)

Course description:

Requested designation: (Choose One)Note- a **separate** proposal is required for each designation requested**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 6, 2015

For Spring 2017 Effective Date: March 15, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

| | | | | | |
|------|----------------|--------|------------------|-------|--------------|
| Name | Sandra Palaich | E-mail | spalaich@asu.edu | Phone | 480-727-8772 |
|------|----------------|--------|------------------|-------|--------------|

Department Chair/Director approval: (Required)

| | | | |
|------------------------------|------------|-------|-----------------|
| Chair/Director name (Typed): | Joe Cutter | Date: | August 10, 2015 |
|------------------------------|------------|-------|-----------------|

| | |
|-----------------------------|---|
| Chair/Director (Signature): |  |
|-----------------------------|---|

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[G] CRITERIA | | | |
|-------------------------------------|--------------------------|---|---|
| GLOBAL AWARENESS [G] | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S. | Course syllabus Textbook TOC |
| | | 2. The course must match at least one of the following descriptions: (check all which may apply): | |
| <input type="checkbox"/> | <input type="checkbox"/> | a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | b. The course is a language course for a contemporary non-English language, and has a significant cultural component. | Course syllabus Textbook TOC |
| <input type="checkbox"/> | <input type="checkbox"/> | c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas. | |
| <input type="checkbox"/> | <input type="checkbox"/> | d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures." | |

| Course Prefix | Number | Title | Designation |
|---------------|--------|-----------------------|----------------------|
| ITA | 110 | INTENSIVE ITALIAN 110 | Global Awareness (G) |

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|--|--|--|
| <p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p> | <p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p> | <p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p> |
| <p>1: Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the US.</p> | <p>The subject matter of this course is the Italian language and culture. The language taught is contemporary standard Italian, and culture is an integral part of the language. Through the topics studied in this course, students will acquire a solid understanding of Italy as a country, its people, the Italian culture, way of life and customs.</p> | <p>Please see page 2 of the syllabus which outlines the communicative topics covered in the course and the integration of culture in the course. Each of the following topics covered necessarily offers opportunities for cultural comparisons and in-depth conversations: meeting and greeting people; talking about school and professors; expressing likes and dislikes; describing weather and seasons; talking about schedules; describing friends, family members and people in general; providing background information; narrating daily activities; making purchases; describing and shopping for clothing; ordering food; describing daily routines; talking about technology and its use; discussing health, physical conditions and survival needs; narrating in the past; obtaining information about people and things.</p> |

| | | |
|--|---|--|
| <p>2b: The course is a language course of a contemporary non-English language, and has a significant cultural component.</p> | <p>Culture is integrated in the textbook of this course and is present in day-to-day course content, in-class discussions and online components. Students read a variety of cultural texts, notes and blurbs provided by the textbook, supplemented by the instructor when needed. The readings are evaluated through homework assignments and in-class discussions. Every unit offers two cultural topics which are discussed in class and subsequently tested through homework assignments. The textbook also includes authentic Italian commercials with accompanying assignments, which the students complete and discuss in class.</p> | <p>Please see pages 1 through 4 of the textbook table of contents:</p> <ul style="list-style-type: none"> - in lesson 1A students will learn about the formal and informal forms of address and communication in Italy, about greetings and use of titles in addressing people. - in lesson 1B students will learn about the Italian university system, grading conventions and exam taking. Students will also learn about the history of the Italian language and the main geographical and political features of Italy. - in lesson 2A students will learn about favorite Italian pastimes and national sports which bear particular importance in the Italian culture and ignite strong passions in the population. - in lesson 2B students will learn about vacation and holiday customs in Italy, as well as other festivities and celebrations such as birthdays and namesake's days. - in lesson 3A students will learn about the contemporary Italian family and the challenges it faces. - in lesson 3B students will learn about the marriage traditions and customs in Italy, with references to regional differences. - in lesson 4A students will learn about the use of technology in Italy, about texting conventions among Italian teenagers and about the influence of the English language in the area of computing and information technology. - in lesson 4B students will learn about the shopping customs in Italy, as well as some of the most famous brands representing major Italian industries abroad. - in lesson 5A students will learn about the most important national foods in Italy and their regional variations. - in lesson 5B students will learn about the food-related traditions, such as family meals, as well as |
|--|---|--|

| | | |
|--|---|---|
| | | <p>particular foods accompanying important festivities and celebrations.</p> <ul style="list-style-type: none"> - in lesson 6A students will learn about how Italians prepare for the day and their morning routines, as well as health and beauty stores in Italy. - in lesson 6B students will learn about the Italian health care system, and the importance of natural remedies in the Italian culture. |
| <p>2b: The course is a language course of a contemporary non-English language, and has a significant cultural component.</p> | <p>In addition to the textbook-related cultural assignments, there are two external mandatory cultural components to this course (films and journals), as well as a number of optional cultural activities. Namely:</p> <ol style="list-style-type: none"> 1. students watch two Italian feature films, selected for their specific cultural value in relation to the curriculum, and their interest to our student population. 2. students keep a written journal in which they choose seven instructor-selected topics, and three free-style cultural observations of their own choosing. 3. students can earn extra credit by attending department-sponsored or approved cultural events, such as guest lectures or performances, selected based on their cultural value and relevance to the curriculum. | <ol style="list-style-type: none"> 1. Five percent of the course grade is dedicated to the film assignments. (see page 3 of the syllabus) 2. Ten percent of the course grade is dedicated to students' journals. (see page 4 of the syllabus) 3. Eligible cultural events are posted in Blackboard. Students earn extra credit by attending the event and completing the accompanying activities. (see page 2 of the syllabus) |

ITA 110 -Course description: Intensive Italian II is a proficiency-oriented language course designed to achieve the maximum level of proficiency in an intensive and dynamic communicative environment. The class time is spent on a variety of fast-paced communicative activities focused especially on the development of speaking skills. The class meets four times a week.

Line # 90825

MTWTH 12:00 – 1:15 pm

LL 112

INSTRUCTOR INFORMATION

Sandra Palaich, Lecturer

Office: LL 173-P, Tempe campus**Office hours:** MTWTH 9:00-11:00**Phone:** 480-727-8772**Email:** Sandra.Palaich@asu.edu**Web:** <http://spalaich.faculty.asu.edu>**SILC:** LL440 (480-965-6281)

TEXTBOOK

Sentieri 2e Student Edition (Loose Leaf) + SupersitePlus (vText) + webSAM: **ISBN 978-1-62680-803-4**. Textbooks are available at ASU Bookstore or at Vista Higher Learning web site: <http://vistahigherlearning.com/store/asu.htm/>. **Students must have the *Sentieri* textbook on the first day of class and bring it to class every day.**

English-Italian/Italian-English dictionary (medium size). Harper Collins is recommended, as well as www.garzantilinguistica.it or www.wordreference.com for homework assignments. For help with grammar, we also recommend *English Grammar for Students of Italian* by Sergio Adorni & Karen Primorac.

COURSE OBJECTIVES AND LEARNING OUTCOMES

ITA 110 is a 6-credit first-year intensive course for students with no prior knowledge of Italian. The course meets on Monday, Tuesday, Wednesday and Thursday for 75 minutes each day. In addition to the work in class, students are expected to complete written and oral homework assignments on a daily basis. This course follows the flipped-class model, which means that students prepare for each class by studying and completing online assignments before coming to class. How much time you should spend studying outside of class depends on a number of individual factors such as your linguistic aptitude, self-discipline, attitude toward studying, attitude toward learning a foreign language, etc. You should, on average, plan to spend at least 2 hours each day studying Italian. Read the document entitled “Strategies for learning Italian” posted on Blackboard, which will help you in your learning process.

The focus of this course will be on oral and written communication through the development of listening, speaking, reading and writing skills, as well as cultural proficiency. Upon successful completion of this course, students will reach the proficiency level of Novice High to Intermediate Low (please see the ACTFL 2012 Proficiency Guidelines posted on Blackboard).

Speaking (Novice High):

- create short messages on familiar topics that affect students directly using learned material and formulaic utterances
- ask and answer very basic questions about everyday topics in the present tense and with less accuracy in the past tense

- initiate and respond to simple statements, and maintain limited face-to-face conversations about familiar topics.

Listening (Novice High):

- comprehend information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extra-linguistic support not included in the language itself, such as visual or contextual clues (although comprehension may often be very uneven)
- understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions in face-to-face speech as well as in audio and video interviews and clips dealing with familiar topics if the vocabulary has been learned.

Reading (Novice High - Intermediate Low):

- read and understand, fully and with relative ease, key words and cognates, formulaic language and familiar language across a range of highly contextualized texts, featuring non-complex description and narration
- read and understand predictable language and messages such as those found on train schedules, roadmaps, street signs, menus, brochures, TV guides, etc. with familiar vocabulary.

Writing (Novice High – Intermediate Low):

- meet limited practical writing needs by writing short statements, paragraph-length descriptions, biographical information on forms and documents, and simple questions that are within the structural (grammar) and lexical (vocabulary) parameters of the course syllabus
- write lists, short messages, postcards, and simple notes or narratives on very familiar topics replying mainly by recombining the practiced material.

FUNCTIONS AND TOPICS COVERED

Communicative functions and topics covered in ITA 110 include: meeting and greeting people; talking about school and professors; expressing likes and dislikes; describing weather and seasons; talking about schedules; describing friends, family members and people in general; providing background information (name, date of birth, address, etc.); narrating daily activities; making purchases; describe and shop for clothing; ordering food; describing daily routines; talking about technology and its use; discussing health, physical conditions and survival needs; narrating in the past (describing how you spent your time or how you used to spend it) ; obtaining information about people and things.

Grammatical structures covered: gender and number of nouns and adjectives; all articles, personal, possessive, and demonstrative pronouns and adjectives; the present tense of regular and most frequent irregular verbs; different types of questions; basic negation structures; two past tenses, *passato prossimo* and *imperfetto*, reflexive and reciprocal verbs.

Culture: in addition to learning basic writing, speaking, listening, and reading skills, students will gain a better understanding of the Italian culture through readings and authentic video and audio materials. Developing cultural awareness and critical thinking skills necessary to acquire cultural awareness is crucial to successful intercultural communication. Throughout the semester, a number of cultural activities and events will take place. Students are strongly encouraged to participate in the activities organized by the Italian Club at ASU (*ASU Club italiano*) and other cultural events announced by your instructor.

GRADING CRITERIA

The final grade will be calculated as follows:

| | |
|--------------------------------|-----|
| In-Class Work | 17% |
| Homework Assignments | 15% |
| Journal & Personal Vocabulary | 15% |
| Written Exams & Lesson Quizzes | 25% |
| Oral Exams | 20% |
| Films | 5% |
| Proficiency Test | 3% |

| GRADE SCALE | | |
|-------------|----|----------------|
| 98-100 | A+ | 80-82 B- |
| 93-97 | A | 78-79 C+ |
| 90-92 | A- | 70-77 C |
| 88-89 | B+ | 60-69 D |
| 83-87 | B | 59 and below E |

ATTENDANCE

This course is interactive and communicative, and students' punctual attendance is **mandatory** and **essential** in order to achieve the course objectives. If you have a legitimate excuse to miss class, bring proper documentation to your instructor and make all necessary arrangements. You are allowed four (4) undocumented absences without penalty. **Each absence over the limit will result in a reduction of your final course grade by one (1) point. With 20 undocumented absences you will automatically fail the course.** Tardiness of more than 10 minutes will be recorded, and three instances will count as one undocumented absence. Please be punctual to minimize disruptions and help the smooth running of the class.

In addition to a documented illness or death in the family, your absence may be excused if it falls within the following university guidelines:

- Religious accommodations: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>
- University-sanctioned activities: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Absence is not an acceptable excuse for coming to class unprepared or for not submitting assignments. It is your responsibility to keep up with the class and make up all the work you missed.

IN-CLASS WORK

Your daily preparation and participation in class activities is paramount for your success in this course. This grade is based on the quality of your in-class work as judged by the professor. It will be evaluated on a daily basis and will include your performance in group, pair and individual activities and discussions. Completed homework assignments are key to good preparation. **You MUST read the assigned pages and complete the homework assignments BEFORE coming to class.**

| RUBRIC FOR EVALUATION OF CLASS PARTICIPATION | | |
|--|--|-----------------|
| Mark | Description | Numerical Value |
| ✓ | Participation is average (B). Student answers questions, but rarely volunteers, could be somewhat passive in pair work, demonstrates some preparation for class. Output is of average quality, but quantity is good. | 80 |

| | | |
|---|---|---------|
| + | Participation above average (A). Student volunteers often, answers all questions, shows initiative in pair work, demonstrates solid preparation for class. Output is of above-average quality. Quantity is good. | 100 |
| - | Participation below average (C). Student does not volunteer, is not able to answer all questions, is passive in pair work, demonstrates lacking preparation for class. Output is of below-average quality and quantity. | 70 |
| 0 | Student unprepared for class, may be dozing or distracted, and is not able to participate actively in classroom activities. | 50 |
| E | Use of English occurred during class. | -10 pts |

HOMWORK ASSIGNMENTS

As part of your preparation for class, you will have homework assignments, which you **MUST** complete **BEFORE** coming to class. Class time will be spent on communicative activities, which presuppose that you have completed the homework assignments beforehand. Your homework assignments will be done online, on the textbook website (Sentieri Supersite). You are allowed to submit late assignments, but for half-credit only. Tutorials on how to use the site are on Blackboard. Many more video tutorials are on Sentieri Supersite itself.

JOURNAL & PERSONAL VOCABULARY

To practice your writing skills, you will keep a journal (10%) and a personal vocabulary (5%). The journal will consist of 10 entries, 7 of which you will select from journal assignments, and 3 will be free-style, which can be in English. These three entries should be your reflections on the Italian culture. Writing in the journal will allow you to combine all that you have studied and communicate your own thoughts. The topics and the rubrics are posted on Blackboard. You will submit your work three times in the semester on the dates listed in the course schedule. Before posting your entries in the journal, it is recommended that you run your text through an online spellchecker such as jspell.com or languagetool.org. You are also encouraged to use dictionaries and grammar reference materials but do **NOT** use online translators. This is considered cheating, it is strictly prohibited by our academic integrity policy, it will earn you a grade of zero and will not help you learn the language.

To help you acquire new vocabulary, you will also keep a personal vocabulary in a small notebook, which you must bring to class every day. In it you will record all the new vocabulary you are learning in the course, both the vocabulary found in the textbook, as well as additional vocabulary given to you by the instructor. You will be tested on vocabulary acquisition periodically in the classroom.

WRITTEN EXAMS

Written exams will be administered at the end of each unit and will consist of a listening, reading and writing section. There are six exams scheduled in the semester, which are indicated in the course schedule. Each exam is comprehensive and cumulative, but will focus on the material from the current unit. **No make-up exams** will be available. If you know of a conflict in advance, notify your instructor prior to the exam date and make all necessary arrangements. You will also have short vocabulary and grammar lesson quizzes on Blackboard.

LESSON QUIZZES

Lesson quizzes are short, timed online quizzes in Blackboard designed to test your vocabulary and grammar skills. Proper and timely acquisition of underlying grammar and vocabulary is necessary for good speaking and writing skills. The dates are listed in the course schedule.

ORAL EXAMS

Oral exams will be administered at the same time as the written exams. They will consist of a short dialogue which you will perform with a classmate. You will be paired up randomly and given 5 minutes to prepare (without pen, paper or textbook), and then you will act out your dialogue in front of the class. Oral exams will focus specifically on the current unit. **No make-up exams** will be available. If you know of a conflict in advance, notify your instructor prior to the exam date and make all necessary arrangements.

PROFICIENCY TEST

At the end of the semester, you will take a proficiency test to determine your listening, speaking, reading and writing skills. Date, time and location TBA. This is extremely important, because you will receive a valuable certificate of proficiency level which you can use for future employment and other purposes.

FILM

You will watch two feature films during the semester, which will be streamed in Blackboard. After each film, you will complete a film activity and have an in-class discussion. The dates are in the course schedule.

TECHNOLOGY REQUIREMENTS

This course requires that you have the following equipment: computer, reliable high-speed Internet connection, webcam and headset with microphone. If you experience any technical difficulties, contact tech support immediately (information on Blackboard). Keep in mind that all of this equipment is available for your use in the SILC language laboratories LL61 or LL65. For information visit silc.asu.edu, Learning Services. Firefox is the recommended browser to use with Blackboard.

DISABILITY ACCOMMODATIONS

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. **Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

ACADEMIC INTEGRITY

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.

For more information, see <http://provost.asu.edu/academicintegrity>.

You are **not allowed to use online translators** for compositions, journals, or other written assignments. You are encouraged to use online spellcheckers, good dictionaries, your textbook, and other reference materials recommended by the instructor.

BLACKBOARD

You are required to log into MyASU daily and visit your Blackboard course site. It contains information essential for your success in the course, including:

- course announcements
- course information, schedule & syllabus
- textbook information and link to online assignments
- journal and in-class assignments
- lesson quizzes
- information on Italian study abroad programs
- student resources and technical support
- your course grade book

ASU EMAIL ACCOUNT

Your instructor will be contacting you with important course-related information via e-mail. You are required to have an ASU e-mail account and to check it daily. You can have your ASU e-mail messages forwarded to the account you prefer, however, always email your instructor from your asu.edu account. Otherwise, your email is likely to end up in your instructor's junk box.

EMAIL ETIQUETTE:

In the Italian culture, communication with professors is formal and courteous.

Let's learn it now!

When emailing your professors, *always* greet and address them, and sign your email.

Lack of courtesy is lack of respect, and emails lacking proper decorum will not be answered.

COURSE SCHEDULE FALL 2015

This is the abbreviated course calendar. The full schedule, with learning outcomes and assignments, can be found on Blackboard, under Course Schedule. Please refer to it daily.

| Calendar | Topics in textbook | Assessments |
|-------------|----------------------------------|---|
| 8/20 | Intro to course, begin Lesson 1A | Syllabus test |
| 8/21- 8/28 | Lesson 1A | Lesson quiz 1A |
| 8/31-9/3 | Lesson 1B | Unit exam & Lesson quiz 1B |
| 9/8-9/11 | Lesson 2A | Lesson quiz 2A |
| 9/14-9/21 | Lesson 2B | Unit exam, Lesson quiz 2B, Journal entries 1-3 |
| 9/22-9/28 | Lesson 3A | Lesson quiz 3A |
| 9/29-10/5 | Lesson 3B | Unit exam, Lesson quiz 3B |
| 10/6-10/9 | Lesson 4A | Lesson quiz 4A |
| 10/14-10/22 | Lesson 4B | Unit exam, Lesson quiz 4B, Journal entries 4-6 |
| 10/26-10/30 | Lesson 5A | Lesson quiz 5A |
| 11/2-11/10 | Lesson 5B | Unit exam, Lesson quiz 5B |
| 11/12-11/20 | Lesson 6A | Lesson quiz 6A |
| 11/23-12/2 | Lesson 6B | Unit exam, Lesson quiz 6B, Journal entries 7-10 |
| 12/3 | Review for the proficiency exam | |

ACKNOWLEDGEMENT

Course: _____

Instructor: _____

The Course Syllabus

I, the undersigned, _____ (print name), hereby acknowledge that I have read and understood **the course syllabus**, and that I will follow all course policies as outlined in the syllabus.

Student Academic Integrity and Code of Conduct

I hereby acknowledge that I have read and understood the ASU policies on **Student Academic Integrity** and **Code of Conduct** as outlined on the ASU web site and on my course web site. I pledge that I will not engage in any form of plagiarism, that any work submitted by me is mine alone, and that I will follow the guidelines outlined in the above mentioned documents.

Online Exams and Assignments

I furthermore pledge that any online assignment or exam submitted under my name is mine alone, that it has been written or recorded by me personally, that I have not received any help for it, and that I have not used any online translators for my writing assignments.

Signature: _____

Date: _____

STUDENT INFORMATION SHEET

Name: _____ ASU email: _____
 ID#: _____ Semester: _____ Today's date: _____
 Course info: ITA _____ Line # _____ Meeting time: _____

BACKGROUND

1. Have you ever studied Italian previously?

No

Yes

If yes, when: _____

where: _____

Instructor & grade earned (optional): _____

2. Have you studied other foreign languages?

No

Yes

If yes, which: _____

3. Do you speak other languages at home?

No

Yes

If yes, which: _____

4. Why did you choose to study Italian?

5. Is there anything else that I should know about you, your personality, your circumstances, that you consider relevant?

6. Have you travelled abroad?

No

Yes

7. If yes where? When and where?

8. Would you like to study abroad in Italy?

No

Yes

9. For a semester?

No

Yes

10. During the summer?

No

Yes

11. Would you like to receive additional information about study abroad?

No

Yes

contesti

fotoromanzo

cultura

UNITÀ 1

Ciao, come va?



Lezione

1A

Contesti
Come va? 2

Pronuncia e ortografia
The Italian alphabet 5

Puntata 1
Ciao, io sono... 6

In primo piano
Baci dall'Italia! 8

Ritratto
I personaggi della commedia dell'arte 9

1B

Contesti
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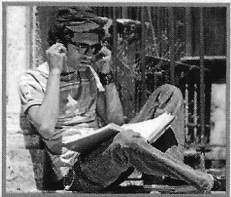
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