



ARIZONA STATE UNIVERSITY

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 210 Title Intensive Italian II 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.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials (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.

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: 8/11/15

Chair/Director (Signature): [Handwritten 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	210	INTENSIVE ITALIAN II	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:describing one’s home, household chores and appliances; talking about cars and driving, public transportation, travel, vacations and tourism; asking for and giving directions and talking about places in a city; discussing errands, banking and businesses in town; talking about performing arts, music, musicians, cinema, television and books; talking about professions and work, jobs, job applications, interviews and qualifications; discussing nature, outdoor activities, pollution and environmentalism.</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 4 through 9 of the textbook table of contents:</p> <ul style="list-style-type: none"> - in lesson 7A students will learn about the housing customs in Italy and the structure of Italian homes. They will also learn about some unusual dwellings found in Italy. - in lesson 7B students will learn about the Italian customs as they relate to house work and chores, as well as the appliances commonly found or absent in Italian homes. - in lesson 8A students will learn about transportation in Italy, the most common means of urban and rural transportation, and about specific procedures involved in travel in Italy. - in lesson 8B students will learn about different types of vacations in Italy, and about Italian national holidays. - in lesson 9A students will learn about the significance of public and social spaces in Italian cities, of which the most dominant is the concept and space of "piazza", or city square. - in lesson B students will learn about the most common ways to conduct commercial and financial transactions in Italy and the relationship of Italians with money in general. They will also learn about some very common and essential types of stores in Italy, which are absent in the US. - in lesson 10A students will learn about the Italian opera and the custom of going to the theater, as well as other social customs. - in lesson 10B students will read a short overview of main artistic movements and periods in Italy and their main actors. They will also learn about the founder of the Italian language. - in lesson 11A students will learn about the main forms of employment in Italy and the rights of employees. - in lesson 11B students will
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		<p>learn about the ways in which young Italians look for a job, unemployment and the articulation of the education system with the job market.</p> <ul style="list-style-type: none"> - in lesson 12A students will learn about the role nature plays in the life of Italians and their favorite outdoor activities. - in lesson 12B students will learn about environmental initiatives in Italy and the complex system of mandatory recycling.
<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 210 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.

INSTRUCTOR INFORMATION

Sandra Palaich, Lecturer

Office: LL 173-P, Tempe campus**Office hours:** TBD**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 210 is a 6-credit second-year intensive course which 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 Intermediate Mid to Intermediate High (please see the ACTFL 2012 Proficiency Guidelines posted on Blackboard).

Speaking (Intermediate Mid):

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Listening (Intermediate Mid):

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

Reading (Intermediate High):

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

Writing (Intermediate High):

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

FUNCTIONS AND TOPICS COVERED

Communicative functions and topics covered in ITA 210 include: describing one's home, household chores and appliances; talking about cars and driving, public transportation, travel, vacations and tourism; asking for and giving directions and talking about places in a city; discussing errands, banking and businesses in town; talking about performing arts, music, musicians, cinema, television and books; talking about professions and work, jobs, job applications, interviews and qualifications; discussing nature, outdoor activities, pollution and environmentalism.

Grammatical structures covered: simple future tense, double object pronouns, formal and informal imperative, comparatives of equality and inequality, superlatives, present and past conditional, impersonal forms, relative pronouns, indefinite words and negative expressions, infinitive constructions, non-standard noun forms, gerund and progressive tenses, ordinal numbers and suffixes, present, past, imperfect and pluperfect subjunctive, expressions that require subjunctive and sequence of tenses in the subjunctive.

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	80

	average quality, but quantity is good.	
+	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

HOMEWORK 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 SPRING 2016

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
1/11	Intro to course, begin Lesson 7A	Syllabus test
1/11- 1/17	Lesson 7A	Lesson quiz 7A
1/19-1/29	Lesson 7B	Unit exam & Lesson quiz 7B
2/1-2/9	Lesson 8A	Lesson quiz 8A
2/10-2/21	Lesson 8B	Unit exam, Lesson quiz 8B, Journal entries 1-3
2/22-2/29	Lesson 9A	Lesson quiz 9A
3/1-3/6	Lesson 9B	Unit exam, Lesson quiz 9B
3/14-3/20	Lesson 10A	Lesson quiz 10A
3/21-3/27	Lesson 10B	Unit exam, Lesson quiz 10B, Journal entries 4-6
3/28-4/3	Lesson 11A	Lesson quiz 11A
4/4-4/10	Lesson 11B	Unit exam, Lesson quiz 11B
4/11-4/17	Lesson 12A	Lesson quiz 12A
4/18-4/28	Lesson 12B	Unit exam, Lesson quiz 12B, Journal entries 7-10
4/29	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 5

Buon appetito!



Lezione

5A

Contesti
La spesa 152

Pronuncia e ortografia
The letter combination **gl** 155

Puntata 9
La lista della spesa 156

In primo piano
Mercato o supermercato? ... 158

Ritratto
Com'è buona la pasta 159

5B

Contesti
A tavola 168

Pronuncia e ortografia
Diphthongs and triphthongs .. 171

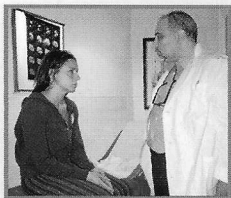
Puntata 10
Troppi cuochi
guastano la cucina 172

In primo piano
I pasti in famiglia 174

Ritratto
Gualtiero Marchesi: la celebrità
della cucina italiana 175

UNITÀ 6

La salute e il benessere



Lezione

6A

Contesti
La routine del mattino 190

Pronuncia e ortografia
Spelling plurals I 193

Puntata 11
Sbrigati, Lorenzo! 194

In primo piano
Farsi belli la mattina 196

Ritratto
Bottega verde: la bellezza
secondo natura 197

6B

Contesti
Dal dottore 206

Pronuncia e ortografia
Spelling plurals II 209

Puntata 12
Una visita medica 210

In primo piano
L'importante è la salute 212

Ritratto
Rita Levi Montalcini: una vita
per la ricerca 213

UNITÀ 7

Casa dolce casa



Lezione

7A

Contesti
A casa 230

Pronuncia e ortografia
I segni diacritici 233

Puntata 13
Riposo e svago 234

In primo piano
Case per tutti i gusti 236

Ritratto
Andrea Palladio 237

7B

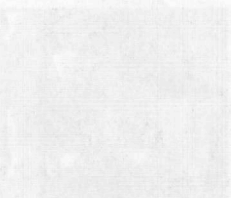
Contesti
Le faccende 246

Pronuncia e ortografia
Spelling changes to maintain
the sound of **c** or **g** 249

Puntata 14
Che porcoile! 250

In primo piano
Un aiuto con i mestieri 252

Ritratto
Alfonso Bialetti e
la Moka Express 253

UNITÀ 8
Tecnologia e moda

Lezione

8A

Contesti
La tecnologia 258

Pronuncia e ortografia
The letter **z** 261

Puntata 15
La moda 264

In primo piano
La moda 266

Ritratto
Gianni Versace 267

8B

Contesti
La moda 270

Pronuncia e ortografia
The letter **z** 273

Puntata 16
La moda 276

In primo piano
La moda 278

Ritratto
Gianni Versace 279

strutture

sintesi

avanti

- 5A.1** The **passato prossimo**
with **essere** 160
- 5A.2** Direct object pronouns . . . 162
- 5A.3** Partitives and
expressions of quantity 164

- 5B.1** Indirect object pronouns . . 176
- 5B.2** Adverbs. 178

- 6A.1** Reflexive verbs 198
- 6A.2** Reciprocal reflexives
and reflexives in the
passato prossimo 200
- 6A.3** **Ci** and **ne** 202

- 6B.1** The **imperfetto** 214
- 6B.2** **Imperfetto** vs.
passato prossimo 216
- 6B.3** The **trapassato prossimo** . 218

- 7A.1** The **futuro semplice** 238
- 7A.2** Usage of the
futuro semplice 240
- 7A.3** Double object pronouns . . 242

- 7B.1** The informal imperative. . . 254
- 7B.2** The formal imperative . . . 256
- 7B.3** Time expressions. 258

- Ricapitolazione** 166
- Lo zapping**
Calcio Vigna 167

- Ricapitolazione** 180

- Ricapitolazione** 204
- Lo zapping**
La febbre. 205

- Ricapitolazione** 220

- Ricapitolazione** 244
- Lo zapping**
Leroy Merlin. 245

- Ricapitolazione** 260

- Panorama:** Gastronomia e arte:
Emilia-Romagna e Toscana. . . 182
- Lettura:** La melanzana rossa . . . 184
- In ascolto**. 186
- Scrittura**. 187
- Vocabolario dell'Unità 5**. 188

- Panorama:** Il Triveneto:
Trentino-Alto Adige, Veneto
e Friuli Venezia Giulia 222
- Lettura:** Tutti in forma! 224
- In ascolto**. 226
- Scrittura**. 227
- Vocabolario dell'Unità 6**. 228

- Panorama:** Le isole:
Sardegna e Sicilia 262
- Lettura:** Visitiamo Roma:
Villa Borghese 264
- In ascolto**. 266
- Scrittura**. 267
- Vocabolario dell'Unità 7**. 268

contesti

fotoromanzo

cultura

UNITÀ 8

Lezione

Sì, viaggiare!



8A

Contesti
Il trasporto. 270

Pronuncia e ortografia
Consonanti doppie 273

Puntata 15
C'eravamo tanto amati. 274

In primo piano
In treno o in autobus? 270

Ritratto
Ferrari: l'uomo e la macchina. 273

8B

Contesti
In vacanza. 286

Pronuncia e ortografia
The letters **d**, **l**, **p**, and **t**. 289

Puntata 16
Amici, romani, cittadini. 290

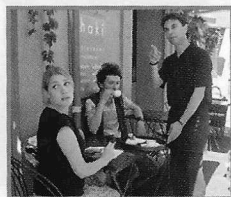
In primo piano
Una vacanza su misura 290

Ritratto
San Clemente: 900 anni di turismo 293

UNITÀ 9

Lezione

La vita in città



9A

Contesti
In centro 310

Pronuncia e ortografia
Parole affini I 313

Puntata 17
Come si va in
Piazza di Spagna? 314

In primo piano
Ci vediamo in piazza! 310

Ritratto
Urbino: la città ideale 313

9B

Contesti
Le commissioni 324

Pronuncia e ortografia
Parole affini II 327

Puntata 18
Un pomeriggio in centro. 328

In primo piano
Contanti o carta di credito? . . . 330

Ritratto
La famiglia Benetton 333

UNITÀ 10

Lezione

Lo spirito creativo



10A

Contesti
Lo spettacolo. 346

Pronuncia e ortografia
Elision and the **d** eufonica. . . 349

Puntata 19
I sogni son desideri. 350

In primo piano
Opera e affini 350

Ritratto
Io canto... Laura Pausini. 353

10B

Contesti
Le arti 362

Pronuncia e ortografia
Punctuation. 365

Puntata 20
Il mondo di Paolo 366

In primo piano
La culla dell'arte 366

Ritratto
Dante: l'inventore dell'italiano 369

strutture

sintesi

avanti

- 8A.1** Comparatives of equality . . . 278
8A.2 Comparatives
of inequality 280
8A.3 Superlatives 282

- Ricapitolazione** 284
Lo zapping
Atlantia 285

- Panorama:** Venezia 302
Lettura: In giro per l'Italia
setentrionale. 304
In ascolto 306
Scrittura 307
Vocabolario dell'Unità 8 308

- 8B.1** The present conditional . . . 294
8B.2 The past conditional 296
8B.3 **Dovere, potere, and volere**
in the conditional. 298

- Ricapitolazione** 300

- 9A.1** **Si impersonale**
and **si passivante** 318
9A.2 Relative pronouns 320

- Ricapitolazione** 322
Lo zapping
Le città, i mercati 323

- Panorama:** L'Italia centrale:
Marche, Umbria e Lazio 338
Lettura: Valdilago: un vero
angolo di paradiso 340
In ascolto 342
Scrittura 343
Vocabolario dell'Unità 9 344

- 9B.1** Indefinite words 332
9B.2 Negative expressions 334

- Ricapitolazione** 336

- 10A.1** Infinitive constructions . . 354
10A.2 Non-standard
noun forms 356

- Ricapitolazione** 358
Lo zapping: cortometraggio
A piedi nudi sul palco 359

- Panorama:** Firenze 376
Lettura: *Inferno*, Canto III
di Dante Alighieri 378
In ascolto 380
Scrittura 381
Vocabolario dell'Unità 10 382

- 10B.1** The gerund and
progressive tenses 370
10B.2 Ordinal numbers
and suffixes 372

- Ricapitolazione** 374

UNITÀ 11

Offerte di lavoro



Lezione

11A

Contesti

Le professioni 384

Pronuncia e ortografia

Capitalization 387

11B

Contesti

In ufficio 400

Pronuncia e ortografia

Omitting the final vowel of an infinitive 403

contesti

fotoromanzo

cultura

Puntata 21

Casa e affetti 388

In primo piano

Gli italiani e il lavoro

RitrattoIlaria Alpi:
una giornalista impegnata**Puntata 22**

Pensando al futuro 404

In primo piano

Dalla scuola al lavoro

RitrattoMusica per celebrare
i lavoratori

UNITÀ 12

L'ambiente naturale



Lezione

12A

Contesti

All'aria aperta 422

Pronuncia e ortografia

Common abbreviations 425

12B

Contesti

Proteggere il pianeta 438

Pronuncia e ortografia

Borrowed words in Italian 441

Puntata 23

Picnic d'addio 426

In primo piano

Una gita fuori porta

Ritratto

A favore della natura

Puntata 24

Arrivederci, Roma! 442

In primo piano

Un mondo più pulito

Ritratto

Slow food

Appendici

Appendice A

Maps of the world

Appendice B

Italian Terms for Direction Lines and Classroom Use

Appendice C

Glossary of Grammatical Terms

Appendice D

Verb Conjugation Tables

The **passato remoto**

strutture

11A.1 Impersonal constructions 392

11A.2 The present subjunctive: use with impersonal expressions 394

11B.1 The irregular present subjunctive 408

11B.2 Verbs that require the subjunctive 410

12A.1 The past subjunctive 430

12A.2 The subjunctive with conjunctions 432

12B.1 The imperfect and the past perfect subjunctive 446

12B.2 Tense correlations with the subjunctive 448

sintesi

Ricapitolazione 396

Lo zapping: cortometraggio
Viola fondente 397

Ricapitolazione 412

Ricapitolazione 434

Lo zapping: cortometraggio
Lo sguardo ritrovato 435

Ricapitolazione 450

avanti

Panorama: Dalle Alpi alla Riviera: Valle d'Aosta, Piemonte, Liguria e Lombardia 414

Letture: *I tre fratelli* di Grazia Deledda 416

In ascolto 418

Scrittura 419

Vocabolario dell'Unità 11 420

Panorama: Il Mezzogiorno: Abruzzo, Molise, Campania, Puglia, Basilicata e Calabria 452

Letture: *Come parlare degli animali* di Umberto Eco 454

In ascolto 456

Scrittura 457

Vocabolario dell'Unità 12 458

Vocabolario

Italian-English 487

English-Italian 507

Indice 524

About the Author 528

Credits 528

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