



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>SILC</u>	Department	<u>French and Italian Program</u>				
Subject	<u>ITA</u>	Number	<u>101</u>	Title	<u>Elementary Italian 101</u>	Units:	<u>4</u>
Is this a cross-listed course? If yes, please identify course(s)	<u>No</u>						
Is this a shared course? Course description:	<u>No</u>	If so, list all academic units offering this course _____					

**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 the General Studies Program Office at (480) 965-0739.

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


**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

**Contact information:**

Name	<u>Sandra Palaich</u>	Phone	<u>480-727-8772</u>
Mail code	<u>0202</u>	E-mail:	<u>sandra.palaich@asu.edu</u>

**Department Chair/Director approval:** (Required)

Chair/Director name (Typed):	<u>Joe Cutter</u>	Date:	<u>11/21/12</u>
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.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Course syllabus Textbook TOC
		<b>2.</b> The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>b.</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"/>	<b>c.</b> <b>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.</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> 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	101	ELEMENTARY ITALIAN 101	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 checklist)	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><b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p><b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p><b>SAMPLE:</b> 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 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</p>
<p>2b: The course is a language course of a contemporary non-English language, and has a significant cultural component.</p>	<p>This course has several cultural components, one of which is the completion of three cultural assignments. Cultural assignments vary from semester to semester, but they always include the viewing of three Italian films selected for their cultural value, and interest to our student population. In addition to the three films, student can earn cultural credit by attending other department-sponsored cultural events, such as guest lectures or performances, selected based on their cultural value and relevance to the curriculum.</p>	<p>Five percent of the course grade is dedicated to the cultural portion of the course (please see pages 1 and 3 of the syllabus). The syllabus lists department sponsored events which qualify as cultural requirements, as well as the films selected by the Italian faculty shown every semester. Eligible events that occur after the syllabus has been written are posted on Blackboard. Students earn cultural credit by attending a minimum of three events and completing the accompanying activities for each event.</p>
<p>2b: The course is a language course of a contemporary non-English language, and has a significant cultural component.</p>	<p>The cultural component of this course is also present in day-to-day course content, in-class lectures and online components. Students read a variety of cultural texts, notes and blurbs provided by the textbook, supplemented by the instructor when needed. These readings are evaluated through homework assignments. Every lesson offers two cultural topics which are discussed in class and subsequently tested through homework assignments.</p>	<p>Please see pages 4 and 5 of the course syllabus, and pages 1 and 3 of the textbook table of contents:</p> <ul style="list-style-type: none"> <li>- in week 2 students will learn about the formal and informal forms of address and communication in Italy, about greetings and use of titles in addressing people.</li> <li>- in week 3 students will learn about the Italian university system, grading conventions and exam taking.</li> <li>- in week 5 students will learn</li> </ul>

		<p>about favorite Italian passtimes and national sports which bear particular importance in the Italian culture and ignite strong passions in the population.</p> <ul style="list-style-type: none"><li>- in week 6 students will learn about vacation and holiday customs in Italy, as well as other festivities and celebrations such as birthdays and namesake's days.</li><li>- in week 8 students will learn about the contemporary Italian family and the challenges it faces.</li><li>- in week 10 students will learn about the marriage traditions and customs in Italy, with references to regional differences.</li><li>- in week 11 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.</li><li>- in week 12 students will learn about the shopping customs in Italy, as well as some of the most famous brands representing major Italian industries abroad.</li><li>- in week 14 students will learn about the most important national foods in Italy and their regional variations.</li><li>- in week 15 students will learn about the food-related traditions, such as family meals, as well as particular foods accompanying important festivities and celebrations.</li></ul>

Line #	Meeting Time	Classroom
75502	TTh 10:30 – 11:45 am	LL 243

**Name:** Sandra Palaich, Lecturer  
**Office:** LL-449D (480-727-8772) Tempe campus  
**Office hours:** TTh 9:00 – 10:00 am & 1:30–2:30 pm + by appt.  
**Email:** [Sandra.Palaich@asu.edu](mailto:Sandra.Palaich@asu.edu)  
**Skype ID:** sandra.palaich  
**Web:** <http://spalaich.faculty.asu.edu>  
**SILC:** LL440 (480-965-6281)

**TEXTS**

*Sentieri* ASU custom packet for ITA 101, by Julia M. Cozzarelli, Vista Higher Learning, 2011. ISBN: 978-1-61767-852-3. Access to *Sentieri* Supersite for electronic workbook (WebSAM) and other course materials.

English-Italian/Italian-English dictionary (medium size). Harper Collins is recommended, but I also recommend [www.garzantilinguistica.it](http://www.garzantilinguistica.it) or [www.wordreference.com](http://www.wordreference.com) for homework assignments. We also recommend *English Grammar for Students of Italian* by Sergio Adorni & Karen Primorac.

Texts are available at ASU Bookstore. Students must bring the *Sentieri* textbook to class every day. This syllabus may be subject to change during the course of the semester.

**COURSE OBJECTIVES AND LEARNING OUTCOMES**

This is a hybrid course, which is a combination of traditional classroom and online instruction. It involves

independent work by students, a significant portion of which will be performed online. Students will earn the fourth credit by studying portions of the material on their own, online. These portions are clearly marked in the program.

Modern language study involves four skills: listening, speaking, reading and writing. The primary goal of ITA 101 is to develop sufficient proficiency in these four skills to reach the ACTFL level of Novice Mid (please see the ACTFL Guidelines posted on Blackboard). Upon successful completion of the course, students will have learned to:

1. Understand simple native speech.
2. Communicate orally in simple but complete sentences with good pronunciation.
3. Comprehend simple written passages.
4. Write coherent passages using the vocabulary and the structures learned during the semester.

A parallel goal of the course is to introduce students to Italian society by incorporating a cultural component in all aspects of classroom and online instruction.

**CRITERIA FOR EVALUATION**

The final grade will be calculated as follows:

Class Participation	20%
Practice & WebSAM	25%
Written Production	30%
Oral Production	20%
Cultural Events	5%

**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. If your class meets twice a week, you are allowed two (2) undocumented absences without penalty. If your class meets three times a week, you are allowed three (3) undocumented absences without penalty. **Each absence over the limit will result in a reduction of your final course grade by one (1) point. With 15 undocumented absences for classes meeting twice a week, and 20 undocumented absences for classes meeting three times a week, you will automatically fail the course.** You can be late no more than 10 minutes in order to help the smooth running of the class. Three instances of coming more than 10 minutes late will count as one undocumented absence.

**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.**

**CLASS PARTICIPATION**

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 participation as judged by the professor. There will also be pop quizzes and short compositions done in class that will count as your participation grade for that day. Completed homework assignments are key to good preparation. **You MUST read the assigned pages and learn the assigned vocabulary BEFORE coming to class.** Questions regarding participation grades should be addressed to the professor during office hours, when more detailed feedback and suggestions can be offered. If you need clarification on subject materials, **SEEK HELP AS NEED ARISES. DO NOT PROCRASTINATE!**

**PRACTICE & WebSAM**

**Practice and WebSAM are your homework and workbook assignments, respectively. They will be performed on Sentieri Supersite. Practice** should be understood as your daily homework assignments, essential to class preparation. It must be completed *prior* to coming to class. In order to complete these assignments, you will have to read the corresponding material in the textbook, which is always contained on the same pages as the assignments. **WebSAM** should be understood as your workbook assignments, whose primary purpose it to further reinforce and review the material studied. **Practice and WebSAM** must be completed by their due dates indicated on the *Sentieri* Supersite. There is a 50% penalty for late assignments. Practice and WebSAM are graded, but you have an unlimited number of attempts to complete most assignments. Once a chapter has been completed and grades posted on Blackboard, however, no late assignments will be accepted. You will need a working microphone for your assignments, or you can use the Language Lab.

**LANGUAGE LAB**

You have access to the language laboratories LL61 or LL65 to complete your online assignments in case you do not have your own computer and audio equipment. For information about the lab schedule, call 965-5966.

**WRITTEN & ORAL PRODUCTION**

Your oral and written production will be evaluated via tests and assignments. There will be three types of oral tests and assignments: lab manual assignments on the *Sentieri* Supersite, Voice Board exams on *Sentieri* and listening comprehension portions of in-class exams. These exams and assignments are designed to evaluate your listening and speaking abilities. All online exams and assignments must be submitted by their deadline, or a 50% penalty will apply. A demo on how to use Voice Board is on Blackboard. If you miss an exam, you will receive a zero (0). After the instructor has graded the exam, **LISTEN TO THE FEEDBACK** left in the exam! This is very important, because it will enable you to correct your mistakes and improve your skills. Written tests and assignments are designed to evaluate your reading and writing abilities. They will be done in the classroom, and will include sections on vocabulary, grammar, reading comprehension and writing. **No make-up exams will be available!** If you know of a conflict in advance, notify your instructor prior to the test date and make all necessary arrangements.

**CULTURAL EVENTS**

One of the more important and rewarding aspects of foreign language study is the study of culture. In addition to the cultural component of day-to-day coursework, you will have an opportunity to participate in several cultural events in the course of the semester. Each student is required to attend **three cultural events** during the semester and to complete the accompanying activity according to the schedule below. The schedule of qualifying events will be posted on Blackboard. Events which qualify are film viewings, Italian operas, lectures about Italian culture, etc.

**Film schedule:** 9/10/12: Che ne sarà di noi. Activity due by 9/30/12  
 10/1/12: Caterina va in città. Activity due by 10/31/12  
 11/5/12: Nuovo Cinema Paradiso. Activity due by 11/30/12

**ONLINE WORK**

Online course work will be performed on *Sentieri* Supersite, while Blackboard is the official ASU course site used primarily for communication, course information and grades. Familiarize yourself with both of these web sites ASAP by viewing the video tours posted on both sites and exploring on your own. You will need a microphone to complete online assignments and tests. Make sure your audio recordings are clear and audible. On Blackboard you will also find essential course information, the course syllabus and other course documents, as well as useful links.

**DISABILITY ACCOMODATIONS**

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me 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](http://www.asu.edu/studentaffairs/ed/drc). Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

**ACADEMIC INTEGRITY**

For ASU policy on academic integrity, please refer to the following link: <http://provost.asu.edu/academicintegrity>.

**ASU E-MAIL 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.**

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



## Calendar Fall 2012

DATA	UNITÀ	MATERIALE
<i>Communicative goals: you will learn to use greetings and make introductions; use expressions of courtesy; talk about your classes; talk about schedules.</i>		
Sett. 1: 23 agosto	1	Introduzione al corso, lettura del sillabo, Blackboard e Sentieri Supersite. <b>Lezione 1a:</b> Come va? <a href="#">ONLINE: Pronuncia e ortografia.</a>
Sett. 2: 28-30 agosto		Come va? <b>Cultura:</b> Baci dall'Italia! I saluti. Buongiorno, professoressa! <a href="#">ONLINE: Nouns and articles.</a>
Sett. 3: 4-6 settembre		Nouns and articles. <a href="#">ONLINE: Numbers 0-100.</a> <b>Lezione 1b:</b> Alla facoltà. <b>Cultura:</b> All'università. Alla facoltà. I voti italiani.
Sett. 4: 11-13 settembre		Subject pronouns and the verb <i>essere</i> . Adjective agreement. <a href="#">ONLINE: Telling time.</a> <b>Esame scritto e tema in classe; Esame orale su Sentieri</b>
<i>Communicative goals: you will learn how to talk about sports; talk about activities and pastimes; discuss the weather and seasons; talk about the months of the year.</i>		
Sett. 5: 18-20 settembre	2	<b>Lezione 2a:</b> I passatempi. <b>Cultura:</b> Giochiamo a pallone! Tutto sport. I passatempi italiani. Regular <i>-are</i> verbs. <a href="#">ONLINE: Pronuncia e ortografia.</a>
Sett. 6: 25-27 settembre		<i>Andare, dare, fare</i> and <i>stare</i> . <b>Lezione 2b:</b> Che tempo fa oggi? <b>Cultura:</b> In montagna o al mare? Tanti auguri! <a href="#">ONLINE: the verb avere.</a>
Sett. 7: 2-4 ottobre		The verb <i>avere</i> . Regular <i>-ere</i> verbs and <i>piacere</i> . <a href="#">ONLINE: Numbers 101 and higher.</a> <b>Esame scritto e tema in classe; Esame orale su Sentieri</b>
<i>Communicative goals: you will learn how to talk about families; express ownership; describe people; ask questions.</i>		
Sett. 8: 9-11 ottobre	3	<b>Lezione 3a:</b> La famiglia di Alessia Bianchi. <b>Cultura:</b> La famiglia italiana. Possessives. <a href="#">ONLINE: Pronuncia e ortografia.</a>
13-16 ottobre		<b>Fall Break: No Class!</b>
Sett. 9: 18 ottobre		Possessives. Preposizioni semplici e articolate. <a href="#">ONLINE: Pronuncia e ortografia.</a>
Sett. 10: 23-25 ottobre		Regular <i>-ire</i> verbs. <b>Lezione 3b:</b> Come sono? <b>Cultura:</b> Le tradizioni del matrimonio. Descriptive adjectives. <a href="#">ONLINE: Interrogatives and demonstratives.</a> <b>Esame scritto e tema in classe; Esame orale su Sentieri</b>
<i>Communicative goals: you will learn how to talk about electronic communication; talk about computer technology; describe clothing; talk about shopping.</i>		
Sett. 11: 30 ott. – 1 nov.	4	<b>Lezione 4a:</b> La tecnologia. <b>Cultura:</b> Gli italiani sempre raggiungibili. Gli SMS. Navigare su Internet in Italia. <i>Dovere, potere</i> and <i>volere</i> . <a href="#">ONLINE: Dire, uscire and venire.</a>
Sett. 12: 6-8 novembre		<i>Dire, uscire</i> and <i>venire</i> . <b>Lezione 4b:</b> Facciamo spese. <b>Cultura:</b> Un giro per i negozi. Le tendenze del momento. L'eccellente qualità italiana. <a href="#">ONLINE: Pronuncia e ortografia.</a>
Sett. 13: 13-15 novembre		The <i>passato prossimo</i> with <i>avere</i> . <a href="#">ONLINE: The verbs conoscere and sapere.</a> <b>Esame scritto e tema in classe; Esame orale su Sentieri</b>

DATA	UNITÀ	MATERIALE
<i>Communicative goals: you will learn how to talk about food; discuss grocery shopping; talk about meals and place settings; describe flavors.</i>		
Sett. 14: 20 novembre	5	<b>Lezione 5a:</b> La spesa. <b>Cultura:</b> Com'è buona la pasta! Che aroma! <b>ONLINE:</b> <a href="#">Pronuncia e ortografia</a> .
22-23 novembre		<b>Thanksgiving: No Class!</b>
Sett. 15: 27-29 novembre		The passato prossimo with <i>essere</i> . Direct object pronouns.
Sett. 16: 4-6 dicembre		Partitives and expressions of quantity. <b>Lezione 5b:</b> A tavola. <b>Cultura:</b> I pasti in famiglia. Dove si mangia? Un dolce per ogni festa.
Sett. 17: 11 dicembre		Indirect object pronouns. <b>ONLINE:</b> <a href="#">Adverbs</a> .
12 dicembre		Reading Day.
<b>ESAME FINALE SCRITTO IN CLASSE: MARTEDÌ 18 DICEMBRE ALLE ORE 9,50 – 11,40.</b> <b>ESAME FINALE ORALE SU SENTIERI</b>		

RUBRIC FOR EVALUATION OF CLASS PARTICIPATION	
"A" student (90-100%)	Initiates interaction, volunteers and participates actively in discussions and group activities. Uses only Italian for asking/answering questions, in class discussions and group activities. Is <i>always</i> prepared, answers readily when called upon.
"B" student (80-89%)	Participates actively in group activities, but passively in discussions. Occasionally resorts to English, but only uses Italian for asking/answering questions, in group activities and class discussions. Is <i>almost</i> always prepared, usually answers when called upon.
"C" student (70-79%)	Participates more passively than actively in group activities and discussions. Often resorts to English and is often not prepared for class, sometimes unable to answer.
"D" student (60-69%)	Rarely participates in group activities and class discussions, and is generally unprepared for class. Speaks mostly English and is mostly unable to answer.
"E" student (0-59%)	Fails to engage in classroom activities, lacks any preparation for class, uses only English and is unable to answer any questions.

**RUBRIC FOR EVALUATION OF ORAL PRODUCTION**

Score: _____	E	D	C	B	A	Comments
1. Effectiveness and fluency of speech	0-17	20	23	26	30	
2. Vocabulary	0-9	11	13	15	17	
3. Accuracy of grammar	0-11	14	17	20	23	
4. Pronunciation	0-7	9	11	13	15	
5. Listening comprehension	0-7	9	11	13	15	
<b>TOTAL:</b>						<b>LETTER GRADE:</b> _____

A=excellent, only minor errors; B= good, with a few gross and several minor errors; C=acceptable: gross errors, but still comprehensible; D=poor, a large number of gross errors, comprehension difficult; E=unacceptable, well below the required class level.

**RUBRIC FOR EVALUATION OF WRITTEN PRODUCTION**

CATEGORY	DESCRIPTION	POINTS
<b>CONTENT</b>	Stayed on topic; appropriate length.	15
	On topic, but too short.	10
	Off topic.	5
	Not intelligible.	0
<b>ORGANIZATION</b>	There is a beginning and an ending; well organized thoughts.	15
	Some well organized sentences, but not in a consistent way.	10
	Topic not developed enough, missing beginning and/or ending, inconsistent.	5
	No evidence of planning.	0
<b>STYLE/SYNTAX</b>	All sentences are structured correctly (SVO); good application of sentence structure learned in class.	15
	Most sentences are structured correctly.	10
	Structure is in English or other language but still intelligible.	5
	Garbled syntax; unintelligible most of the times.	0
<b>VOCABULARY</b>	Good use of the vocabulary learned in class.	25
	Erroneous word use or choice leads to confused meaning, somewhat limited use of vocabulary studied in class.	20
	Very basic, inadequate, repetitive, contains incorrect or invented words.	15
	Unintelligible vocabulary, words, and expressions left in English.	0
<b>GRAMMAR</b>	Few errors, several minor errors, broad use of grammar studied, work well-edited for grammatical accuracy.	30
	A few gross mistakes and a reasonable number of minor mistakes (gender, number, spelling, preposition); evidence of partial use of grammar studied, but no incomprehensible parts.	20
	Gross mistakes in basic grammatical structures (verb forms, subject/verb agreement), incomprehensible sentence parts; poor use of grammar studied.	10
	No evidence of grammatical structures, unintelligible.	0
<b>TOTAL</b>		<b>100</b>

## ACKNOWLEDGEMENT

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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 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 any foreign languages in your household?  
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. Do you have a computer with Internet connection at home?                      No                      Yes  
7. Do you have a microphone on your computer?                      No                      Yes

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