



DREXEL UNIVERSITY

Modern Languages Homepage

Italian Homepage

Course Objectives and Syllabus

Italian 311

Term: **Year:**

Instructor:

Tel.:

Email:

Office Hours:

Text: *Il reale e il possibile* . Mara Mauri Jacobsen & Anna Maria Bellezza. Hartcourt Brace & Company, 1999.

Prerequisite: Completion of Italian 203 or placement into Italian 311.

Description:

Italian 311 meets three hours per week with a weekly one-hour lab requirement. The focus of this course, and all courses in the program, is the acquisition of oral and written skills. During class time you should expect your teacher to speak entirely in Italian and to focus on drilling you on core conversations and phrases that you have learned at home. The curriculum demands tremendous commitment on the part of the student. In order to successfully complete the course students should expect to not only come to every class meeting, go to the language lab 1 hour per week, but to study at least 10 hours a week.

In order to continue working on written and analytical skills, students will be asked to maintain a journal and/or turn in short written un-graded assignments. By the end of the term students should be able to write a 2 page double spaced essay on topics that they have studied in class.

COURSE REQUIREMENTS:

1) Attendance policy:

Attendance is mandatory. Students are allowed to miss **no more than four classes** during the term. Students who exceed this number of absences will not be scheduled for a final oral exam and consequently will fail the course.

2) Drop policy:

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

3) Language lab:

Italian 311 students are required to go to the language lab **one hour per week**. The language lab is located in the basement of the Language and Communication Center. Students are expected to work with their Italian language tapes, practice speaking skills and take advantage of the dual track system available in the lab. This dual track system will allow you to record your voice and compare it to the speech on your lab tapes.

Your instructor will check your language lab log sheets during the third, fifth and eighth week of the term. All students must complete their language lab requirement in order to be eligible for the final exam.

4) In order to take the final oral exam students must fulfill all of the requirements of the course including:

*No more than four absences

*On time completion of the language laboratory requirement (due in the Modern Language office by 2 PM on the last day of the term)

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

ACADEMIC INTEGRITY: See the Drexel Student Handbook for [Academic Dishonesty](#).

EXPECTED LEARNING OUTCOME

This course will provide students with an intermediate understanding of the German language in several core competencies. Specifically, the five areas of assessment are: listening, reading, spoken interaction, spoken production, and writing. Below is a table intended to clarify the expected learning outcome for students of this German 311 course, which align with the ACTFL standards for language learners at the “Advanced” level. For more information on these metrics, please see the [ACTFL standards online](#).

Listening	Speaking	Reading	Writing
The student is able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic factors. The student can comprehend description and narration in different time frames and aspects; examples include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. The listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.	The student is able to satisfy the requirements of everyday situations and routine school and work requirements. The student can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. The student can narrate and describe with some details, linking sentences together smoothly. The student can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech.	The student is able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is mostly in familiar sentence patterns. The student can understand the main ideas and facts, while they miss some details. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.	The student is able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. The student can take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. The student has sufficient writing vocabulary to make expressions simply, while they may still make errors in punctuation and spelling. The student's writing may resemble literal translations from the native language, but a sense of organization is emerging.

At this point in your German language learning, you have begun to capture and fully understand not only the language but cultural knowledge as well. In this level of German language, you will fine-tune your communication skills and will be able to successfully maneuver through intercultural encounters in German. Your openness, knowledge, and adaptability at this point are fully developed, and you are aware of the most appropriate use of the German language in any context, allowing you to arrive at the level of full intercultural communication skills that you are expected to obtain in German 311.

	Level 3 - Full Intercultural Communication Skills
Overview Of Competence	The competency that I have developed consciously in previous levels has become intuitive. I am always prepared to deal with situations in which I will have to use my intercultural communication skills, and I have a large repertoire of strategies for dealing with differences in values and customs among members of intercultural groups. I not only accept that people have different views from my own and are entitled to them, but I am able to put myself in their place and can avoid behaviors that might be hurtful or offensive to them. At this level, I am able to intervene when difficulties arise in order to help members of the group understand each other.
Openness	1) I know how to deal with ambiguous situations even when these give rise to inner moral conflicts that are serious for me. 2) I respect the rights of people of other cultures to have different values from my own, and I can see how these values make sense.
Knowledge	1) I have a deep understanding of cultures that I encounter frequently. When I am involved in new intercultural situations, I strive to acquire knowledge and understanding of that culture through research and by seeking clarification from members of the cultural group. 2) I have established a system of principles that I can rely on to get me through almost any intercultural encounter. 3) I try to put myself in the place of those from different cultures when trying to understand all aspects of a problem. This reflects my concern that people of all cultures should always receive fair treatment and consideration.
Adaptability	1) When ambiguous situations arise, I can usually make clarifications in order to benefit the group. 2) I use my knowledge to make tactful decisions and to support others in an intercultural group. I consistently adopt behavior that minimizes the possibility that I might offend someone. 3) I use my communication skills to prevent and mediate problems that arise from differences in language or culture. 4) I have a good understanding of the kinds of communicative difficulties that can arise in an intercultural context and I have a wide range of strategies for resolving them.

GRADE BREAKDOWN: Your grade will be determined by your midterm and final exams (oral as well as written), quizzes, compositions.

Class participation: 20%

Written final exam: 20%
Written Homework: 20%
Oral presentations: 20%
Written midterm exam: 20%

RESOURCES:

Coaching and The Conversation Network:

All Drexel Italian language students are eligible for one free hour of coaching per week. You may sign up for coaching through DLC in 050 Creese or on their website <http://www.dlc.drexel.edu/>. Coaching is an excellent opportunity for ALL students, both those doing well and those in need of assistance, to improve their language skills. Through the English Language Center, located on the first floor of the Language and Communication Center, Italian language students may sign up for a conversation partner. The Conversation Network is designed to give Drexel students an opportunity to meet and converse with a foreign student who has come to Drexel to learn English. This program is not designed to replace daily preparation for class, but rather can provide a forum for informal student interaction. Students may sign up for the Conversation Network by stopping by the English Language Center, or sending an e-mail to: Conversation.Network@drexel.edu, or by phoning them at (215) 895-2022.

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

Available options include:

1. Intensive Language Study Abroad:

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

2. Co-op and Internships Abroad:

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

3. International Programs:

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

Italian 311 Course Calendar

week1: capitolo 1

week 2: capitolo 1; visione del film Carto Diario

week 3: test 1; capitolo 2

language lab checked

week 4: capitolo 2

week 5: test 2; visione del film Il ladro di bambini

Midterm

language lab log checked

week 6: presentazioni orali

last week to drop a class

week 7: capitolo 3

week 8: capitolo 3; test 3

language lab log checked

week 9: visione del film Ladri di saponette; presentazioni orali

week 10: ripasso

In bocca al lupo!!!

