REQUIRED TEXTBOOKS:
Askì, Musumeci. *Avanti!* Beginning Italian, 3rd Edition
Includes *Avanti*, 3/e Loose-Leaf (same as ITL 601C’s)
CONNECT PLUS ITALIAN LEARNSMART (with WBLM) ACCESS CARD FOR AVANTI 3/e
(same as ITL 601C’s)
Adorni. *English Grammar for Students of Italian* (same as ITL 601C’s)
Packet of Xerox-copied material-University Coop (new)

COURSE OBJECTIVES:
In this course, students will expand the skills they acquired in ITL 601C and by the end of ITL 611C, students will
• Be able to carry on more advanced conversations in Italian with good pronunciation, using all the verb tenses and moods learned in ITL 601C and ITL 611C;
• Possess an increased working vocabulary;
• Understand and be able to discuss more sophisticated cultural topics;
• Read and understand longer essays and authentic Italian literary texts;
• Write increasingly longer compositions in Italian using grammatically correct prose.

Class time will be devoted primarily to developing speaking and comprehension skills in the target language; this will be done primarily through group activities and students will be active participants in the learning process. In order to make the most effective use of class time, students are required to have prepared the assigned homework for each given day; students should expect to spend at least 12 hours every week for homework; that is at least TWO hours every day.

This course is for students of Italian who have successfully completed ITL 601C at UT-Austin (with at least a C); consult with your instructor and the undergraduate advisor for the Department of French and Italian if your previous experience with Italian does not include successful completion of ITL 601C.

LOGISTICS:
In ITL 611 C, students pick up where they left off at the end of ITL 601C and study the six final chapters of the textbook *Avanti!*, do the exercises on the online workbook that accompanies *Avanti!* (Connect and LearnSmart) and read *English Grammar for Students of Italian* as a grammar reference, at home and, if possible, in class. In addition, ITL 611C makes use of other resources:
- The online Italian grammar and culture podcasts of *Radio Arlecchino*, which will deepen students’ understanding of several of the more difficult grammar points that we will cover in the course. Students are responsible to read *Radio Arlecchino’s pdf files* -- where the presentations of grammatical structures in English can be found -- and are encouraged to listen to *Radio Arlecchino’s* podcasts;
- Modules of ITAL (Packet): each module consists of several videos that we will use to enhance listening, speaking, and writing skills and expand knowledge of Italian culture;
- Readings (Packet) to improve reading skills. Toward the end of the semester, students will work on an additional reading. In the Packet, students will also find additional exercises on the grammatical structures presented in the textbook *Avanti!*
The Lower-Division Grading Scale for Italian is the following:

<table>
<thead>
<tr>
<th>Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-93</td>
<td>A</td>
</tr>
<tr>
<td>92-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
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<tr>
<td>86-83</td>
<td>B</td>
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<tr>
<td>66-63</td>
<td>D</td>
</tr>
<tr>
<td>62-60</td>
<td>D-</td>
</tr>
<tr>
<td>Less than 60</td>
<td>F</td>
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</tbody>
</table>
GRADING:
Five Tests 25%
Oral Exam (administered individually) 5%
Final Exam 15%
Five Compositions (three with re-write) 12%
Three Skits (presented in groups) 9%
Digital Story (digital story video presented in groups,
written --5%-- & oral --5%-- components) 10%
Online Workbook 10%
Class Participation 14%

GRADE DISTRIBUTION / COURSE REQUIREMENTS IN DETAIL:

Five Tests on grammar and vocabulary: There will be five chapter tests during the semester, for
the first five chapters of Avanti! that we cover. The first test will have only written exercises, the
other four tests will have both listening comprehension and written exercises.

Oral Exam: In the second part of the semester, one day of class will be devoted to the oral
exams. Each student will have a conversation with the instructor in class, or, if more time is
needed, in the instructor’s office. Students will be evaluated on their ability to ask and answer
questions and to carry on a conversation in Italian. Details will be communicated to students
prior to the exam.

Evaluation criteria for the oral exam:
15 points. Pronunciation and Fluency
10 points. Comprehension
  5 points. Ability to ask questions
10 points. Vocabulary
10 points. Proper use of grammar

Final Exam: The final exam will be comprehensive with focus on the vocabulary and
grammatical structures presented in the last three chapters of Avanti! and on other material that
will have been covered during the second half of the semester. The final exam will test students’
reading, writing, and listening skills in addition to vocabulary and grammar.

Compositions: Students will write a total of six compositions; the first one is for practice only
and will not be graded; the other five will receive a grade.

Of the five compositions with a grade, two will be written at home and will not have a rewrite;
the other three, whose topics will generate from the modules of the ITAL videos, will be written
in class; students will have the possibility of completing a rewrite for each of them, that is,
students will have the opportunity to make corrections according to the instructor’s indications
on the first draft: the average of the grade received on the first draft and the grade received on
the last version will be the final grade for these three in class-compositions.
In addition, your instructor will ask you to write short paragraphs in class for practice: their
grades will merge into the “Class Participation” component of the course’s final grade.

Evaluation criteria for each composition:
15 points. Proper use of grammar
15 points. Proper use of a varied vocabulary
10 points. Creativity
  5 points. Spelling
  5 points. Organization

Skits (= three short skits during the semester): Students will work in groups to prepare the script
for the skits and will perform them in class; prior to the group work, each student will sign a
document stating his/her contribution to the skit.
Students are free to create their own groups; groups can change for each skit. The skits' length will range from four to ten lines per each member of the group. Guidelines for each skit are given by the ITAL videos-Culture Bits.

Each student in the group will receive an individual grade for the presentation, which will be based mainly on pronunciation and accuracy in grammar, but also on use of proper vocabulary and content.  

**Evaluation criteria for each skit:**

- 20 points. Pronunciation
- 15 points. Grammatical accuracy
- 10 points. Proper use of vocabulary
- 5 points. Content and organization

**Digital Story (final digital story):** This is the final project of the course: a digital story created, written, performed and filmed outside of class by students in groups, whose topic will be chosen from a list. To be better prepared for the digital story's content, students will write entries in a blog during the semester and will begin practicing on their blog since the beginning of the semester. The "official" groups will be formed in early March and from then on, each group will be responsible to keep a blog in Italian on current Italian events (related to the chosen topic) in preparation for the Digital Story. Each group member will have a specific assignment that must be clearly stated in a document given to the instructor prior to the group work. Each group must give the instructor the Digital Story's written script on April 20: each student in the group will edit a part of the script, write his/her name next to the edited part, and receive an individual grade. The topic of the Digital Story must be related to contemporary Italian culture. The ITAL videos will be the inspiration of the scripts both in the content and in the format. Please read carefully the explanations for the Digital Story and Blog in the Packet.  

**Evaluation criteria for the Digital Story:**

- 20 points. Pronunciation
- 15 points. Creativity, content, and organization
- 10 points. Grammatical accuracy and proper use of vocabulary
- 5 points. Peer evaluation

**Online Workbook/Lab Manual for AVANTI!: CONNECT – LEARNSMART**

Due dates for the Workbook and LearnSmart exercises can be found online at the Connect webpage: [http://connect.mcgraw-hill.com](http://connect.mcgraw-hill.com)

Students will have to enroll to their specific section using the url given by their instructor. More specific information is found in the textbook packet. Regardless, access to the ebook and all the Connect exercises is available for free for 21 days.

**What you need:** You will be required to have materials from McGraw-Hill Education, which includes the textbook content and CONNECT PLUS

**Where and How to Get It:**

**Student Options for Purchasing AND Registering Into the Course CHOICES:**

1. Bookstore: You can purchase your package in the bookstore, which includes the print book and the Connect Plus access code (you will need the Connect code to access the online study modules, quizzes and tests).

2. Online: All DIGITAL. You can purchase Connect Plus (no print book, Ebook and access to all the Connect/Learnsmart content) by following the registration instructions below.

**Connect Registration Instructions for all options listed above:**

- Go to your instructor's Connect url (provided to you by your instructor)
- Click on "Register Now"
- Enter your school e-mail address
• Enter your Connect Registration access code (packaged with your text), select “Buy Online” to purchase Connect Plus, or you can “Start Free Trial” if you don’t have an access code. See print screen below.
• Complete the registration form, click “Submit.”

SUPPORT:
If you need any Technical Support, please contact McGraw-Hill Customer Experience at (800) 331-5094. Please be sure to get your case number for future reference if you call the CXG line.
FAQs: http://www.connectstudentsuccess.com/
N.B.: Technology may fail you at the most inopportune time, so do not wait until the last minute to do your homework! It is also very useful to complete the online exercises on a daily basis even when deadlines are set at a different time.

Class participation: Daily preparation is crucial in learning Italian; class participation is evaluated not only by regular classroom attendance, but also by the quality of each student’s participation, group activities, and contribution to the lesson. Therefore, students must prepare daily for class by memorizing vocabulary, studying grammatical structures, doing all the assigned online homework, and following the instructions for homework indicated on the syllabus under the column “Compiti.” Students will receive a weekly grade for their participation in class (8%). Moreover, the grades of the extra activities (6%) such as blog’s entries, pop quizzes, and brief compositions, will merge into the Class Participation component. Attendance: Regular classroom attendance is essential to students’ success in learning Italian. There are six (6) allowed absences, excused or unexcused. Starting with the seventh (7th) absence the final course grade will be lowered by 1% for each absence (up to 10%). Arriving late to class, or departing early, FOUR times will be equivalent to ONE absence.

Late Assignments: All compositions with re-write: If students hand in the first draft late there will be no possibility to edit/rewrite their work. Conversely, if students neglect to turn in the rewrite on time, the grade will be based on the students’ first draft. If students are absent the day of an in-class composition, they must schedule a time to make up the composition in their instructor’s office and will not have the possibility of completing a rewrite. In-class skits: If students are not present in class the day of a skit performance, they will not receive an “oral performance” grade. Only their written work (the script) will be evaluated by the course instructor.

Note 1: if students use Google translate or any online translators, they will not receive a grade for the composition.

Note 2: All written assignments (individual or in a group): One letter grade (10 points) will be deducted for each day an assignment is late.

CANVAS/BLACKBOARD: In this class instructors use Blackboard or Canvas—a Web-based course management system—to distribute course materials, to communicate and collaborate online, and to submit assignments.
MAKE-UP POLICY: There will be NO make-ups in tests, exams, compositions or finals and no extensions for the online exercises will be given without a written doctor’s excuse or a letter from the student's dean.

MAKE-UP for the Final Exam: All final exams of lower division Italian classes are given at the same time. Students should take the final exam at the scheduled time and at the designated place. If there is a conflict with another class’ final, that is 2 classes give the final at the same time, we provide for a make-up. Students may also take the make-up if they have more than 2 exams on the same day. Students must inform their instructor by the last day of classes and s/he will sign them up. This is for security, fairness, and so the proctor of the make-up will have enough copies of the exams for everybody.

OFFICE HOURS: During the first week of classes, instructors will announce his/her office hours. This is a time for students to work individually with their instructor on any aspect of the material covered in class.

TUTORS: Tutors are not allowed to do homework for students; rather, they will give individual attention in mastering complex grammatical structures and oral skills. Moreover, if the professor deems--due to a discrepancy between a student’s oral and written performance in class—that a student’s homework has been done with the help of a computer-translation-program or a tutor, that student will receive a 'no-grade' for that paper; the 'no-grade' will neither lower nor raise your overall grade average.

Please refer to the French and Italian Department’s web page:
http://frit.webhost.utexas.edu/utfrit/TutorList.cfm

IL CIRCOLO ITALIANO: Throughout the semester, the Cineforum Italiano shows six Italian movies and the Tavola Italiana, weekly meetings where students can practice Italian in an informal setting, meets every Friday, 3:00-4:00, at the Cactus Café (Texas Union). Additional events sponsored by the Italian Club will be announced in class. For more information, please visit:
Cineforum Italiano (Austin) https://www.facebook.com/groups/107760229286885/
Circolo Italiano – UT https://sites.google.com/site/utcircoloitaliano/Home

ROME STUDY PROGRAM – DEPARTMENT OF FRENCH AND ITALIAN: The Rome Study Program gives students of all majors the opportunity to spend six weeks in Rome, Italy during the first summer session, earn six credit hours and visit some of the most beautiful Italian sites on weekends. Italian families host students providing an in-depth experience of Italian life-style and language. Please visit our website and blog:
http://sites.google.com/site/romestudyprogram/Home
http://romestudyprogram.tumblr.com/
and/or contact Program Director: Antonella D. Olson, HRH # 2.106 B, # 471-5706/5531, adolson@austin.utexas.edu

Supervisor ITL 611 C: Antonella D. Olson adolson@austin.utexas.edu

Department of French and Italian
http://www.utexas.edu/cola/depts/frenchitalian/undergraduate_italian/

Auguri per un buon semestre in Italiano!

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Required UT Notices and Policies that apply to this course

University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

http://registrar.utexas.edu/catalogs/gi09-10/ch01/

Documented Disability Statement. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities from the Division of Diversity and Community Engagement at 471-6259 (voice) or 232-2937 (video phone) or http://www.utexas.edu/diversity/ddce/ssd

Use of E-Mail for Official Correspondence to Students. E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—I recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at http://www.utexas.edu/its/policies/emailnotify.php

Religious Holydays. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL). If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal

Academic Dishonesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. For further information, please visit http://deanofstudents.utexas.edu/sjs/scholdis.php

Resources for Learning & Life at UT Austin. The University of Texas has numerous resources for students to provide assistance and support for your learning.

The UT Learning Center: http://www.utexas.edu/student/utlc/
Undergraduate Writing Center: http://uwc.utexas.edu/
Career Exploration Center: http://www.utexas.edu/student/careercenter/
Student Emergency Services: http://deanofstudents.utexas.edu/emergency/

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform your instructor in writing during the first week of class.
In the event of an evacuation, follow my instructions or those of class instructors.
Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
Link to information regarding emergency evacuation routes and emergency procedures can be found at:
www.utexas.edu/emergency

Q drop Policy. The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:
“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”
Notes on ITAL videos:
Links:
http://www.italchannel.tv/italian-culture-education-videos
https://www.facebook.com/ItalAustin
Beside the videos used as part of the curriculum, students can also watch the following videos for additional practice in their listening comprehension skill:
For Module 1: “Youth in Italy”
https://sites.google.com/site/italaustin2012/italian-culture-education-videos/module-1/m1-icc-in-class-comprehension
For Module 2: “Master Tapes” (See Packet for vocabulary and exercises)
For Module 3: Italian Imagination “Il legame con l’acqua”
https://www.youtube.com/watch?v=WuI9EzLBOGU&feature=player_embedded

Note: “Compiti a casa”: All homework must be completed PRIOR to the in-class lesson.

| Settimana Week | Data       | Compiti a casa - Per gli studenti Homework - For the students | In classe: Studenti ed Insegnante
In class: Students & Instructor |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Martedì 20 gennaio</td>
<td>Bring to class Avanti! and the Packet!!</td>
<td>Introduzione al corso. Presentazioni</td>
</tr>
</tbody>
</table>
|               | Mercoledì 21 gennaio | Packet- Review Nouns, Adjectives
~Write 5 sentences with a total 5 nouns and 10 adjectives | Conversazione. Esercizi Ripasso (nomi, aggettivi). Video: canzone |
|               | Giovedì 22 gennaio | Packet- Review Verbs in the present tense
~Avanti! Review conjugations of present tense: verbs in –are, -ere, -ire | Conversazione. Esercizi Ripasso (verbi al presente). Video: canzone |
|               | *Venerdì 23 gennaio | * Last day of the official add/drop period
~Avanti! Review conjugations of present tense: irregular verbs,
~Write a short dialogue using verbs in the present tense (total of 10 lines) | Ripasso verbi al presente |
| 2             | Lunedì 26 gennaio | Packet- Review Future tense
Composition#0-In-class (no grade): Groups (3 |
<table>
<thead>
<tr>
<th>Settimana</th>
<th>Data</th>
<th>Compiti a casa</th>
<th>In classe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mercoledì</td>
<td>Avanti! Capitolo 11 pp. 284-289 (metà pagina)</td>
<td>Avanti! Capitolo 11 pp. 284-289 (m.) L’insegnante darà il soggetto e le indicazioni per la Composizione #1 (individuale) per Lunedì 2 febbraio</td>
</tr>
<tr>
<td>28 gennaio</td>
<td></td>
<td>or 4 students) write a dialogue with the vocabulary of Ch. 11</td>
<td>Avanti! Capitolo 11 pp. 284-289 (m.) L’insegnante darà il soggetto e le indicazioni per la Composizione #1 (individuale) per Lunedì 2 febbraio</td>
</tr>
<tr>
<td>29 gennaio</td>
<td></td>
<td>Avanti! Cap. 11 “Per saperne di più” p. 439 11.1</td>
<td>Avanti! Capitolo 11 “Per saperne di più” p. 439 11.1</td>
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<tr>
<td></td>
<td>Venerdì</td>
<td>Read again: Packet- Blog and Digital Story, pick one of the themes and find an information online about it (sources can be in Italian or English)</td>
<td>Radio Arlecchino, Ep. 11. Pratica per il Blog</td>
</tr>
<tr>
<td></td>
<td>3 febbraio</td>
<td>Packet- Ripasso Grammatica Cap. 11, Ex. I a) and b)</td>
<td>Avanti! Capitolo 11 “Per saperne di più” p. 439 11.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>~Proofread Composition #1</td>
<td>Avanti! Capitolo 11 “Per saperne di più” p. 439 11.1</td>
</tr>
<tr>
<td></td>
<td><em>Mercoledì</em></td>
<td><em>Last day to drop a class for a possible refund</em></td>
<td>Avanti! “Cultura” pp. 294-295</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Packet- Ripasso Grammatica Cap. 11, Ex. II, III</td>
<td>Ripasso Gr. Cap. 11 (es. II, III)</td>
</tr>
<tr>
<td></td>
<td>Giovedì</td>
<td>Review Ch. 11. Study for TEST I</td>
<td>Ripasso Cap. 11. TEST I (Cap. 11) –Written part only</td>
</tr>
<tr>
<td>5 febbraio</td>
<td></td>
<td></td>
<td>Avanti! Cap. 12 pp. 304-309</td>
</tr>
<tr>
<td></td>
<td>Sunday,</td>
<td>Application deadline for IEFS summer study abroad programs</td>
<td>Avanti! Cap. 12 pp. 304-309</td>
</tr>
<tr>
<td>February 8</td>
<td></td>
<td></td>
<td>Avanti! Cap. 12 pp. 304-309</td>
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<td>Settimana</td>
<td>Data</td>
<td></td>
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<tr>
<td>4</td>
<td>Lunedì</td>
<td>Avanti! Cap. 12 pp. 304-309</td>
<td></td>
</tr>
</tbody>
</table>
| Martedì 10 febbraio | Avanti! Cap. 12 pp. 310-313.  
Radio Arlecchino, Episodio 2 |
| Mercoledì 11 febbraio | Avanti! Cap. 12 pp. 314-315 (m.).  
Packet- Review Past Tenses  
Radio Arlecchino, Episodio 1 | Avanti! Cap. 12 pp. 314-315 (m.).  
Esercizi Ripasso (tempi passati).  
Radio Arlecchino, Ep. 1 |
| Giovedì 12 febbraio | Avanti! Cap. 12 pp. 315-318 (m.); “Per saperne di più”  
p. 440-Object pronouns.  
Radio Arlecchino, Episodio 12.  
Packet- Review Pronouns | Avanti! Cap. 12 pp. 315-318;  
“Per saperne di più” p. 440.  
Esercizi Ripasso (pronomi) |
Avanti! “Cultura” pp. 321-323 (m.) | Avanti! Cap. 12 pp. 318-320;  
“Cultura” pp. 321-323 (m.) |
| Martedì 17 febbraio | Packet- Video ITAL-Module 1  
Homework before screening:  
~Read Vocabulary and Script - Center Piece  
~Watch the video  
http://www.youtube.com/watch?v=ALpusrbKKQ  
*Note: you must watch the video prior to class. Possible pop quiz on the video  
Radio Arlecchino, Ep. 22 pdf (passive learning: for a better understanding of the video) | Video: ITAL-Module 1  
Center Piece  
Un giorno nella vita di un italiano “Mia zia Flavia”  
Conversazione basata sul video.  
Radio Arlecchino, Ep. 22 |
| Mercoledì 18 febbraio | Packet- Ripasso Grammatica Cap. 12, Ex. I, II  
Packet- Lettura “Qual è il vero profilo della donna italiana?” | Ripasso Gr.  
Cap. 12 (es. I, II).  
Lettura |
| Giovedì 19 febbraio | Packet- Ripasso Grammatica Cap. 12, Ex. III, IV, V, VI  
Packet-  
~Read vocabulary for the video-Oral Part-TEST II,  
~Watch the video “Cani italiani” | Ripasso Gr.  
Cap. 12 (es. III, IV, V, VI).  
TEST II -parte orale -- ITAL  
Video Module 1: Listening Comprehension |
| Venerdì 20 febbraio | Review Ch. 12.  
Study for TEST II | TEST II –parte scritta (Cap. 12) |
<table>
<thead>
<tr>
<th>Settimana</th>
<th>Data</th>
<th>Compiti a casa</th>
<th>In classe</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Lunedì 27 febbraio</td>
<td>Prepare for SKIT #1 (ITAL Module 1-Culture Bits)</td>
<td>SKIT #1</td>
</tr>
<tr>
<td></td>
<td>Mercoledì 25 febbraio</td>
<td>Packet- Video ITAL Module 1</td>
<td>Video: ITAL Module 1-Cooking with an Accent: “Panzanella romana e toscana”</td>
</tr>
<tr>
<td></td>
<td>Giovedì 26 febbraio</td>
<td>Prepare for COMPOSITION #2</td>
<td>Composizione #2 (in class; with rewrite). Avanti! “Per saperne di più” pp. 441 13.1. Radio Arlecchino, Ep. 21</td>
</tr>
</tbody>
</table>

**Settimana 6**

<table>
<thead>
<tr>
<th>Data</th>
<th>Compiti a casa</th>
<th>In classe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercoledì 25 febbraio</td>
<td>Packet- Video ITAL Module 1</td>
<td>Video: ITAL Module 1-Cooking with an Accent: “Panzanella romana e toscana”</td>
</tr>
<tr>
<td>Giovedì 26 febbraio</td>
<td>Prepare for COMPOSITION #2</td>
<td>Composizione #2 (in class; with rewrite). Avanti! “Per saperne di più” pp. 441 13.1. Radio Arlecchino, Ep. 21</td>
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**Settimana 7**

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<th>Data</th>
<th>Compiti a casa</th>
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<tr>
<td>7 Lunedì</td>
<td>Prepare for SKIT #1 (ITAL Module 1-Culture Bits)</td>
<td>SKIT #1</td>
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<tr>
<td>2 marzo</td>
<td>Avanti! Cap. 13 pp. 349-351</td>
<td>in classe Avanti! Cap. 13 pp. 349-351</td>
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<td>~&quot;Begin working on this writing activity: “La regione italiana che preferisco” Write THREE short sentences listing THREE characteristics about your favorite Italian region (choose three: 1. its main cities, 2. its economy, and from the selected region: 3. a song, 4. an artist or a movie, 5. a recipe)</td>
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<td>Martedì 3 marzo</td>
<td>Packet- Lettura “Basilicata Coast to Coast-Un itinerario da vivere” ~&quot;Finish writing three characteristics about your favorite Italian region and bring them to class. Packet- Ripasso Grammatica Cap. 13, Ex. I, II, III</td>
<td>Lettura. Consegna: ~&quot;La regione italiana che preferisco” (time permitting, some of the regional facts will be read in class). Ripasso Gr. Cap. 13 (es. I, II, III)</td>
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<td>Giovedì 5 marzo</td>
<td>Ripasso. Packet- For Oral Part-TEST III ~Review vocabulary for ITAL-Module 2 Center Piece, ~Watch the video again Packet- Blog and Digital Story, pick one of the themes and find an information online about it (sources can be in Italian or English)</td>
<td>TEST III -parte orale -- ITAL Video Module 2: Listening Comprehension Ripasso. Pratica per il Blog</td>
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<td>Venerdì 6 marzo</td>
<td>Review Ch. 13 - Study for TEST III</td>
<td>TEST III –parte scritta (Cap. 13)</td>
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**Settimana** | **Data** | **Compiti a casa** | **In classe** |
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<tbody>
<tr>
<td>Date</td>
<td>Homework</td>
<td>Video: Module 2- Cooking with an Accent “Catania &amp; Napoli”</td>
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| Mercoledì 11 marzo | Homework before screening:  
  ~Read Vocabulary and Script- Cooking with an Accent  
  ~Watch the video [http://il Blog and Digital Story/www.youtube.com/watch?v=AtILNpXwkzce](http://il Blog and Digital Story/www.youtube.com/watch?v=AtILNpXwkzce)  
  ~Choose topic and group for Digital Story | L’insegnante spiegherà di nuovo il formato: DIGITAL STORY- Final digital group project (see detailed explanations in the Packet) |
| Giovedì 12 marzo | Prepare for COMPOSITION #3  
  ~BLOG: Create a tumblr account for your group blog (whose topic will be the same as the one of your Digital Story) | Composizione #3 (in class; with re-write). Pratica per SKIT #2 |
| Venerdì 13 marzo | No homework 😊 | Conversazione sul blog e digital story |
| 16-21 marzo | SPRING BREAK | |
| Martedì 24 marzo | ~BLOG: Write your Editorial Post this week!!!  
  Prepare for SKIT #2 (ITAL Module 2-Culture Bits)  
  “Per saperne di più“ p. 442 14.2.  
  Radio Arlecchino, Episodio 4 | SKIT #2 in classe. L’insegnante spiegherà il formato dell’ESAME ORALE. “Per saperne di più” p. 442 14.2. Radio Arlecchino, Ep. 4 |
  “Per saperne di più“: p. 443 14.3.  
| Giovedì 26 marzo | Packet- Video ITAL-Module 3  
  Homework before screening:  
  ~Read Vocabulary and Script- Center Piece  
  ~Watch the video | Video: ITAL-Module 3 Center Piece - Io Amo l’Italia “Una domanda per te” |
### Week: 10
- **Lunedì 30 marzo**
  - **Compiti a casa:** Review Cap. 14
  - **In classe:** Study for TEST IV

- **Martedì 31 marzo**
  - **Compiti a casa:** ~BLOG: Write your Cultural Post #1 this week!!!
  - **In classe:** Lettura. Pratica ESAME ORALE. Calendario dell’ESAME ORALE

- **Mercoledì 1 (primo) aprile**
  - **Avanti!** Cap. 15 pp. 380-384; Vocabolario p. 406
  - **Compiti a casa:** ~Continue working on the script for your group’s Digital Story
  - **In classe:** Avanti! Cap. 15 pp. 380-384; Vocabolario p. 406

- **Giovedì 2 aprile**
  - **Avanti!** Cap. 15 pp. 385-390
  - **Compiti a casa:** ~Continue working on the script for your group’s Digital Story
  - **In classe:** Avanti! Cap. 15 pp. 385-390. Pratica ESAME ORALE

- **Venerdì 3 aprile**
  - **Compiti a casa:** ~Continue working on the script for your group’s Digital Story
  - **In classe:** Pratica ESAME ORALE

### Week: 11
- **Lunedì 6 aprile**
  - **Compiti a casa:** *Last day an undergraduate student may, with the dean’s approval, withdraw from the University or drop a class except for urgent and substantiated, nonacademic reasons. Last day an undergraduate student may change registration in a class to or from the pass/fail basis.*
  - **In classe:** Avanti! Cap. 15 pp. 391-394 (m.). Radio Arlecchino, Episodio 5. Pratica ESAME ORALE

- **Martedì 7 aprile**
  - **Compiti a casa:** ~BLOG: Write your Cultural Post #2 this week!!! Prepare for ORAL EXAM
  - **In classe:** ESAME ORALE

- **Mercoledì 8 aprile**
  - **Compiti a casa:** Radio Arlecchino, Episodio 6, 7: More tenses of the subjunctive mood (imperfetto & trapassato).
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<tr>
<td>12</td>
<td>Lunedì 13 aprile</td>
<td>Prepare for COMPOSITION #4: Instructions at the end of ITAL-Module 3 Center Piece</td>
<td>Composizione # 4 (in class, with re-write) Lavoro sul testo Digital Story</td>
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|           | Martedì 14 aprile | ~**BLOG**: Write your Cultural Post #3 this week!!!  
**Avanti!** Cap. 15 pp. 394-397; “Per saperne di più” p. 444 15.2  
~Continue working on the script for your group’s Digital Story | **Avanti!** Cap. 15 pp. 394-397; “Per saperne di più” p. 444 15.2. Lavoro sul testo Digital Story |
|           | Mercoledì 15 aprile | **Avanti!** Cap. 15 pp. 398-401; “Per saperne di più” p. 445 15.3  
~To see the “periodo ipotetico” in a real context, watch again the first part of the video ITAL Module 1-Center Piece | **Avanti!** Cap. 15 pp. 398-401; “Per saperne di più” p. 445 15.3 |
|           | Giovedì 16 aprile  | Prepare for SKIT #3 - ITAL Module 3-Culture Bits, Ragione #1 or Ragione #2  
**Avanti!** Cap. 15 pp. 402-404 (m.) | **SKIT #3 in classe**  
**Avanti!** Cap. 15 pp. 402-404 (m.) |
|           | Venerdì 17 aprile | **Packet- Ripasso Periodo Ipotetico e Modo Congiuntivo**  
**Packet- Lettura “L’Italia e l’Unione europea”** | Ripasso modo congiuntivo, periodo |
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<td><strong>13</strong></td>
<td>Lunedì 20 aprile</td>
<td><em>Packet- ITAL-Module 3</em> &lt;br&gt;Homework before screening: &lt;br&gt;~Read Vocabulary and Script- Culture Bits (Ragione #3) &lt;br&gt;~Watch the video <a href="http://www.youtube.com/watch?v=UmccgNWGCgw">http://www.youtube.com/watch?v=UmccgNWGCgw</a> &lt;br&gt;~Finalize script for the Digital Story</td>
<td><em>Video: ITAL-Module 3-Culture Bits:</em> Ragione 3 “L’Unione Europea”. &lt;br&gt;Conversazione basata sul video. &lt;br&gt;<em>Consegnare testo Digital Story</em></td>
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<td>Martedì 21 aprile</td>
<td><em>Packet- ITAL Module 3</em> &lt;br&gt;~Watch several times the video with the interview to Luca Ragazzi &amp; Gustav Hofer. &lt;br&gt;<strong>Warning:</strong> No script, no vocabulary, no subtitles for this one! <a href="http://www.youtube.com/watch?v=V2qcu0j3cNs">http://www.youtube.com/watch?v=V2qcu0j3cNs</a> &lt;br&gt;<em>Packet- Ripasso Grammatica Cap. 15 (Ex. I, II, III)</em></td>
<td><em>Video: ITAL-Module 3-Culture Bits:</em> Intervista a Luca Ragazzi &amp; Gustav Hofer: esercizio di comprensione. &lt;br&gt;<em>Ripasso Gr. Cap. 15 (es. I, II, III)</em></td>
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<td>Mercoledì 22 aprile</td>
<td><em>Packet- Ripasso Grammatica Cap. 15 (Ex. IV).</em> &lt;br&gt;~Watch several times the ITAL video with the interview to Luca Ragazzi &amp; Gustav Hofer (remember the warning 😒: no script, no vocabulary, no subtitles on this video!)*</td>
<td><em>Ripasso Gr. Cap. 15.</em> &lt;br&gt;<em>TEST V -parte orale --ITAL Video Module 3: Listening Comprehension</em></td>
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<td>Giovedì 23 aprile</td>
<td>Review Cap. 15 &lt;br&gt;Study for TEST V</td>
<td><em>TEST V –parte scritta (Cap. 15)</em></td>
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<td>Venerdì 24 aprile</td>
<td>*Packet-Lettura: “I Quattro veli di Kulala”: grammatica e vocabolario &lt;br&gt;<em>Avanti! and Radio Arlecchino: Review “passato remoto” and past tenses</em></td>
<td><em>Lettura: “I Quattro veli di Kulala”: grammatica e vocabolario. &lt;br&gt;L’insegnante darà il soggetto della Composizione #5</em></td>
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<td><strong>14</strong></td>
<td>Lunedì 27 aprile</td>
<td><em>Packet-Lettura: “I Quattro veli di Kulala”: analisi dei personaggi</em></td>
<td><em>Lettura: “I Quattro veli di Kulala”: analisi dei personaggi</em></td>
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<td>Martedì 28 aprile</td>
<td>Commento alla lettura “I Quattro veli di Kulala”: &lt;br&gt;~Be ready to comment on the reading! &lt;br&gt;<em>Avanti! Cap. 16 pp. 407-413 (m.); Vocabolario p. 428</em></td>
<td>*Lettura: commento. &lt;br&gt;<em>Avanti! Cap. 16 pp. 407-413 (m.); Vocabolario p. 428</em></td>
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<td>Mercoledì 29 aprile</td>
<td>Commento alla lettura “I Quattro veli di Kulala” &lt;br&gt;~Be ready to comment on the reading!</td>
<td>*Lettura: commento. &lt;br&gt;<em>Avanti! Cap. 16 pp. 413-415</em></td>
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<td>Settimana</td>
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<td>Lunedì 4 maggio</td>
<td><em>Avanti! Cap. 16 pp. 421-422; “Per saperne di più” p. 446</em></td>
<td><em>Avanti! Cap. 16 pp. 421-422; “Per saperne di più” p. 446</em></td>
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<td>Martedì 5 maggio</td>
<td><em>Avanti! Cap. 16 pp. 423-425 (m.). Ripasso finale</em></td>
<td><em>Avanti! Cap. 16 pp. 423-425 (m.), Ripasso finale</em></td>
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<td>Mercoledì 6 maggio</td>
<td>Ripasso finale</td>
<td>Ripasso finale</td>
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<td>Giovedì 7 maggio</td>
<td>Digital Story</td>
<td>Proiezione in classe DIGITAL STORY</td>
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<td>Venerdì 8 maggio</td>
<td><em>Packet- Video ITAL Module 3 Io Amo l’Italia- Ragione 3 “L’Unione Europea”: Review vocabulary and script, watch the video again Ripasso finale</em></td>
<td>ESAME FINALE-Parte Orale— ITAL Video Module 3: Listening Comprehension. Ripasso finale</td>
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<td>13-16, 18-19 maggio*</td>
<td>ESAMI FINALI – Spring semester final examinations</td>
<td><em>I’amministrazione di UT comunicherà le date dell’esame finale e del makeup per ITL 611C</em></td>
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