



## **ITAL 101: Living Perugia: Elementary Language, Culture and Reflection I**

### **Course Syllabus**

**Spring Semester 2020**

**Credits:** 4

**Class Hours:** 60

**Class Meetings:** TBA

**Course Type:** TBA

**Prerequisites:** None

**Instructor:** Italian Faculty

**101 A-B:** Prof. Marta Simonetti

Office Hour: TBA

**101 C-D:** Prof. Giuliano Agamennoni

Office Hour: TBA

**101 E:** Prof. Francesco Gardenghi

Office Hour: TBA

### **Course Materials**

**Required Text:** A *Course Reader + Minireader* that contain the materials to be covered in the course will be made available.

A *Course Journal* that contains specific assignments and reflections on the student's study abroad experiences.

**Supplementary Text:** Selected exercises and readings from various sources will be handed out periodically.

**Dictionary:** Students are strongly recommended to purchase an English/Italian, Italian/English dictionary. The library also has a number of dictionaries available for consultation.

### **Course Structure**

- One week of intensive language instruction (12.5 contact hours)
- 13 regularly scheduled weeks in which the class meets 4 hours per week

### **Course Description**

Exploring Perugia is an interdisciplinary course that focuses on achieving a basic level in cultural and linguistic-communicative competences (speaking, writing, reading and comprehension) regarding familiar contexts, everyday life activities and simple interaction with native speakers. At the same time, it introduces

Syllabi available for download from the Umbra Institute website only with the purpose of informing students and advisers about course content. **All rights are reserved.**

students to various, relevant aspects of contemporary Perugian life and Italian culture, asking them to reflect on their own experience of immersion in a different cultural environment. This course has three pillars: language, culture, and reflection. Basic Italian language instruction is at the core of the class. Students will learn the fundamentals of the Italian language in order to interact with Italians in various real-world settings. Second, they will use their language learning as a vehicle for delving into the richness and complexity of Italian culture. Third, students reflect on their experiences living in a new culture and understanding how this has impacted their perspective on the United States and their sense of their own identities. Through engaging in interactive assignments, maintaining a reflective course journal, and participating in group activities, students will learn to live in their new environment, build competence and confidence as global citizens, and understand how they can leverage their Perugia experience for their future personal and professional success.

### **Course Purpose**

Students will acquire basic skills in speaking and understanding Italian, study Italian culture and experience it first-hand, and reflect on what they have learned both about Italy, the United States, and themselves through their study abroad experience. This course is the equivalent of a standard first semester college level Italian course in the United States.

### **Course Learning Objectives**

At the end of the semester, students will be able to:

1. Demonstrate foundational skills in speaking and understanding Italian, including:
  - a. *recognizing* and using words and expressions of daily and common use;
  - b. *participating in* conversations at a basic level in everyday situations (talking about oneself, asking information, giving and receiving instructions, shopping, reading notices, etc.);
  - c. *understanding* short texts (menus, signs, announcements, timetables, notices, recipes, short newspaper articles, etc.);
  - d. *composing* short passages about their daily lives and direct experiences.
2. Participate in discussions of contemporary Italian culture.
3. Engage in critical evaluation of their own culture, Italian culture, and other foreign cultures, including:
  - a. *articulating* U.S. cultural rules, norms and biases;
  - b. *understanding* how their own experiences have shaped their values and priorities;
  - c. *knowing* how to respond productively to cultural differences;
  - d. *interpreting* cross-cultural experiences from multiple worldviews and *respecting* the rights and feelings of other cultural groups;
  - e. *asking* complex questions about their own culture and other cultures, *seeking out* answers to those questions that reflect multiple cultural perspectives.
4. Understand and articulate the unique benefits of their study abroad experience and anticipate how to leverage those benefits for their future personal and professional success.

### **Assessments**

Final grades will be based on the following:

#### *Pre- and Post-Course Test (0%)*

Each student will take a pre- and post-test to measure cultural growth and change over the semester.

#### *Participation (10%)*

Class participation grades are based on oral contributions to the collective learning experience of the class. Participation means active engagement in the course: being consistently prepared for class having carefully read the assigned readings, asking questions, responding to questions, listening attentively to others, and offering your own insights and opinions. Some lectures may include pop quizzes.

#### *Quiz (5%)*

One quiz will be given throughout the semester to assess language skills and mastery of specific course content.

Syllabi available for download from the Umbra Institute website only with the purpose of informing students and advisers about course content. **All rights are reserved.**

Missed quizzes cannot be made up.

*Oral Exam (15%)* Each student will deliver an oral exam in Italian. The exam will be based on one of the topics covered during the course.

*Midterm and Final Exams (20% each)*

The midterm exam will assess student mastery of course content during the first half of the semester and the final exam will assess student mastery of course content during the second half of the semester.

*Written Homework (5%)*

Written homework will also be assigned throughout the semester to prepare students for specific class discussions:

- a. written homework “Il giorno più bello e il giorno più brutto in Italia” (week 11)
- b. written homework and reflection on the movie “Noi e la Giulia” (week 12)

The assignments will not be accepted late.

*Course Journal (15% - 8% English/ Reflection Portion, 7% Italian Assignments)*

Students will be required to keep a course journal during the semester in which they complete specific assignments (some in English and some in Italian), respond to assigned prompts, and reflect on their study abroad experiences.

*Reflective Essay (10%)*

Near the end of the semester, students will write a short (4-5 page) essay in English in which they reflect on their experiences both inside and outside of the classroom. This essay serves as the culmination of the course’s focus on helping students recognize the personal and professional value of their study abroad experience.

*Co-curricular activities*

One of the great advantages students have in studying in Perugia is to make connections with local university students and exchange viewpoints and perspectives. Students enrolled in this course will be encouraged to participate in optional activities that help to develop their conversational skills outside the classroom and offer an opportunity to socialize with classmates, professors, and Italian and international students here in Perugia.

Tandem is a free social gathering amongst Umbra students, Italian and international students. It is a wonderful way to meet new friends and to practice your Italian in exchange for tips on English! Appointments’ dates are listed in the weekly programs. Participating actively to tandem sessions can contribute to improve your final grade (0,3% of extra credit for every appointment, presence signature requested!)

SoloItaliano Challenge is a two-day long Italian language marathon (see the weekly program). Students are required to talk and interact exclusively in Italian. Participating actively to *SoloItaliano* can contribute to improve your final grade (0,2% of extra credit).

## Grading

Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional
A-	90% - 92%	Excellent
B+	87% - 89%	
B	83% - 86%	Superior
B-	80% - 82%	

Syllabi available for download from the Umbra Institute website only with the purpose of informing students and advisers about course content. **All rights are reserved.**

C+	77% - 79%	
C	73% - 76%	Satisfactory
C-	70% - 72%	
D+	67% - 69%	
D	63% - 66%	Low Pass
D-	60% - 62%	
F	59% or less	Fail (no credit)

### Attendance Policy

Class attendance is mandatory. Students are allowed four “free” absences, which do not need to be justified. However, it is considered common courtesy to inform the instructor of your absence when possible. It is the students’ responsibility to keep them in case of real necessity (sickness or any other unforeseen inconvenience that may prevent students from being in class). Each additional absence, unless for a very serious reason, will lower the students’ grade by one grade level (i.e., a final grade of a B+ would be lowered to a B). If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. It is also the policy of the Institute that any student who has eight or more absences automatically fails the class.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. Furthermore, scheduled times and dates indicated for exams, quiz, oral exam, and any other graded assignments cannot be changed for any reason. Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

### Academic Integrity

All forms of cheating (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and plagiarism (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

### Classroom Policy

Students are expected to follow the policy of the Institute and demonstrate the appropriate respect for the historical premises that the school occupies. Please note that cell phones must be turned off before the beginning of each class. Computers and other electronic devices cannot be used during class lectures and discussions.

### **Dates of graded exams:**

Quiz – TBA  
Mid-Term Exam – TBA  
Oral Exam – TBA  
Final Exam – TBA

**Please note: Times and Dates for Exams, Quizzes and Oral Exam cannot be changed**

**Do not book any flight before you know the exact time of all your exams and quizzes!  
They cannot be rescheduled.**

## Welcome Week

**Welcome Week Student's Reader: - Unità 1: pp. 3-28**

**- Survival Italian: Al supermercato, Viaggiare in Italia pp. 46-56**

### Language

Giving and asking basic information (hometown, where I go to school, my major)

Introducing myself to somebody

Telling Time

Spelling and the Alphabet

### Culture

An Italian lottery: il "SuperEnalotto"

Italian Supermarkets

Travelling in Italy (Vocabulary Workshop)

### Cultural Assignment

Understanding some questions in a supermarket ("Vuole una busta?"; "Ha la carta socio?"; "Bancomat o carta di credito?")

### Linguistic Assignment

Introduce self in Italian to others

### Reflection

How I introduce myself *in italiano*

My first impression of Perugia

### Grammar and Vocabulary Objectives

Alfabeto

Pronomi personali soggetto (prime tre persone singolari)

Presente indicativo dei verbi *essere, avere, chiamarsi* (prime tre persone singolari)

Presente indicativo dei verbi regolari (prime tre persone singolari)

Pronomi interrogativi

Preposizioni semplici *di, a, in per*

Aggettivi di nazionalità

Saluti

Parti del giorno, giorni della settimana, mesi e stagioni

Numeri cardinali e ordinali (cenni)

## Week 1

**Welcome Week Student's Reader - Unità 1: pp. 29-42**

**Reader - Unità 2: pp. 3-10**

**Handouts: Bar e ristoranti**

### Language

Talking about habitual actions

Talking about my interests

### Culture

Bars and Restaurants

### Cultural Assignment

Tandem 1: first encounter with Italian university students

### Linguistic Assignment

Use *vorrei*, *prendo* and *per me* when ordering in café/restaurant

Introduce myself to my Tandem partners *in italiano*

Talking about likes and dislikes with my Tandem partners *in italiano*. Use *mi piace/non mi piace* + infinito.

### Reflection

Different behaviors: reflection on what I have observed Italians do differently from people in my home country

### Grammar and Vocabulary Objectives

Espressioni con *essere* e *avere*

Genere e numero dei nomi e degli aggettivi

Accordo tra nomi e aggettivi

Pronomi interrogativi (ripresa)

Presente indicativo dei verbi regolari e in -isco: *preferire*, *pulire*, *finire*

*Mi piace/Non mi piace* + infinito

Le attività del tempo libero

### Key Dates

TBA: Tandem 1

TBA: self-evaluation quiz on conjugation of *essere* and *avere* and expressions with *essere*, *avere*

## Week 2

**Reader- Unità 2: pp. 11 - 26**

**Handouts: Farmacia e Negozi**

### **Language**

Talking about free time and hobbies

### **Culture**

Discovering Perugia

Pharmacy and stores

### **Cultural Assignment**

Interview locals about Perugia

### **Linguistic Assignment**

Interview about hobbies and free time

Greeting when entering and exiting a store

Asking to try something on in a store

### **Reflection**

Il mio tempo libero a Perugia *in italiano*

### **Grammar and Vocabulary Objectives**

Presente indicativo di alcuni verbi irregolari (*fare, andare, stare, uscire*)

Preposizioni di luogo: *a, in, al*

Le attività del tempo libero (ripresa)

I luoghi del tempo libero

### Week 3

#### Reader - Unità 3: pp. 27-38 (ex. 14b)

##### Language

Describing the perfect roommate

Asking and talking about apartments

Describing houses, apartments, rooms

##### Culture

Out-of-town students

##### Cultural Assignment

Tandem 2: second encounter with Italian university students

Discovering if my Tandem partners are out-of-town students and where/whit they live

##### Linguistic Assignment

Asking my Tandem partners if she/he is out-of-town students *in italiano*

Asking my Tandem partners about their apartment and describing my apartment in Perugia *in italiano*

##### Reflection

My habits in Perugia and at Home

##### Grammar and Vocabulary Objectives

Presente indicativo dei verbi *cercare* e *pagare*

Le forme *c'è* e *ci sono*

Alcuni aggettivi per descrivere la personalità

Ambienti, mobili e oggetti della casa

Espressioni legate alla casa (cercare una casa, affittare una stanza, spese incluse/non incluse, ecc.)

Espressioni per localizzare (vicino a/lontano da, a pochi/ molti minuti da, sotto/sopra, ecc.)

##### Key Dates

TBA: Tandem 2

TBA: quiz



## Week 4

**Reader - Unità 3: pp. 38 (ex. 15) - 48**  
**Unità 4: pp. 49-55 (ex. 5e)**

### **Language**

Invitations: asking, accepting, and refusing  
Asking and giving permission  
Asking for a favor  
Expressing a needs and wants  
Proposing something

### **Culture**

An Italian invitation

### **Cultural Assignment**

Ordering at the gastronomic counter in a supermarket  
Organizing a dinner

### **Linguistic Assignment**

Asking for *un etto* or *due etti* of something at the gastronomic counter  
Making dinner plans *in italiano*

### **Grammar and Vocabulary Objectives**

Articoli determinativi e indeterminativi  
Accordo tra nomi e aggettivi  
Presente indicativo dei verbi *volere, potere e dovere*  
Alcuni aggettivi per descrivere una casa  
Inviti e feste tra amici

## Week 5

**Reader - Unità 4: pp. 59-72**

**Unità 5: pp. 73-80**

### **Language**

Invitations: asking, accepting, and refusing (cont.)

Talking about an Italian region and its culture

### **Culture**

Discussion of the Italian “Nescafé” advertisement: *Invita un tuo vicino!*

The geography of Italy

### **Cultural Assignment**

Tandem 3: third encounter with Italian university students

List of Italian cities and their regions I have been to and where I want to go

Discovering the region of my Tandem partners (food, products, cities and events)

### **Linguistic Assignment**

Asking my Tandem partners about their hometowns, their favorite cities and favorite regions in Italy

Talking about my favorite cities in Italy and U.S.A.

### **Reflection**

Friendships while studying abroad

### **Grammar and Vocabulary Objectives**

Presente indicativo del verbo *venire*

Le preposizioni con i verbi *andare* e *venire*

I verbi *andare* e *venire*

Aggettivi possessivi

Le regioni italiane

### **Key Dates**

TBA: Tandem 3

## **Week 6**

### **Reader - Unità 5: pp. 81-97**

#### **Language**

Talking about my family

Describing personality

#### **Culture**

A famous Umbrian: Brunello Cucinelli

#### **Cultural Assignment**

Discovering an Umbrian “borgo”: Solomeo

Discovering an Italian family

#### **Linguistic Assignment**

Talking about my biography

Asking an Italian about his/her family

Short research in Italian on typical Umbrian foods, events, and products

#### **Reflection**

Italian American versus Italian food

#### **Grammar and Vocabulary Objectives**

Aggettivi possessivi (ripresa)

I membri di famiglia

Gli aggettivi per descrivere la personalità

#### **Key Dates**

TBA: **Midterm**

## Week 7

### Reader - Unità 6: pp. 99- 117

#### Language

Asking and giving information about time (cont.)

Talking about a typical day

Describing actions

#### Culture

An Italian pastry shop

#### Cultural Assignment

Discovering Italian and Umbrian desserts and feast days

#### Linguistic Assignment

Asking strangers for the time

#### Reflection

La mia giornata tipo a Perugia *in italiano*

#### Grammar and Vocabulary Objectives

Presente indicativo dei verbi riflessivi (*alzarsi, svegliarsi, ecc.*)

Preposizioni articolate e l'uso dell'articolo con le espressioni temporali

Avverbi di frequenza

Le ore

I momenti della giornata (ripresa)

Azioni abituali nella vita di una persona

## Semester Break

## Week 8

### Reader - Unità 7: pp. 119-136

#### Language

Talking about personal tastes

Giving Instructions

#### Culture

Eating Habits

Italian recipes

#### Cultural Assignment

Tandem 4: fourth encounter with Italian university students

*MasterChef Umbra*: il nostro Tiramisù!

#### Linguistic Assignment

Talking about cooking skills

Asking about a recipe of torta al testo in a local bakery or my Tandem partners *in italiano*

Describing my culinary tastes

#### Reflection in italiano

How my eating habits have changed in Italy

#### Grammar and Vocabulary Objectives

Pronomi diretti: *lo, la, li, le*

Il pronome *ne* partitivo

*Sapere* + infinito

*Sapere* + pronomi

Il lessico della cucina (verbi, ingredienti, oggetti)

#### Key Dates

TBA: Tandem 4

## Week 9

**Reader - Unità 8: 137-148**

**Unità 9: 149-155 (ex. 4c)**

### Language

Expressing likes and dislikes

Making comparisons

Understanding an experience in the past tense

### Culture

The most famous Italian singers

An Italian song

La fabbrica di cioccolato “Perugina”

### Cultural Assignment

Tandem 5: Italian karaoke evening

Understanding an Italian song

Searching online for a love message

### Linguistic Assignment

Asking locals about their favorite Italian singers

Singing an Italian song

Describing Perugina’s chocolate

### Reflection

How music can help in learning a language

### Grammar and Vocabulary Objectives

*Mi piace e mi piacciono*

I pronomi indiretti (*mi, ti*) con il verbo *piacere*

Lessico per parlare di una canzone (testo, melodia, parole, voce del cantante, ecc.)

Il superlativo assoluto

### Key Dates

TBA5: SoloItaliano Challenge

TBA: Tandem 5

## **Week 10**

**Reader - Unità 9: pp. 155 (ex. 5) - 167**

### **Language**

Speaking in the past tense

Narrating an experience in the past tense

### **Culture**

Il “Bacio Perugina”

### **Cultural Assignment**

Defining people from Perugia

### **Linguistic Assignment**

Talking about my past experiences in Perugia

Writing a love message

### **Cultural/Global Reflection**

“Perugina”: from a small family-owned business to part of a multinational

### **Grammar and Vocabulary Objectives**

Passato prossimo dei verbi regolari in -are/-ere/-ire

Scelta dell’ausiliare

La produzione del cioccolato

Visitare una città (azioni, cose da fare, giudizi)

### **Key dates**

TBA: Visit to a chocolate laboratory

## Week 11

### Reader - Unità 10: pp. 169-190

#### Language

Speaking in the past tense (cont.)

Narrating an experience in the past tense (cont.)

#### Culture

Weekend in Italy

The use of Social Networks in Italy

#### Cultural Assignment

Tandem 6: sixth encounter with Italian university students

Discovering Italian lies/liars on social network

The use of social networks among Tandem Italian partners

#### Linguistic Assignment

Asking my Tandem partners about their use of social networks *in italiano*

Talking about my trips or fieldtrips in Italy with my Italian partners *in italiano*

Telling lies about my past experiences to my Tandem partners *in italiano*

Written Homework: "Il giorno più bello e il giorno più brutto in Italia" \*\* graded assignment \*\*

#### Reflection

My most important travel experience and what traveling has taught me

#### Grammar and Vocabulary Objectives

Passato prossimo dei verbi regolari in -are/-ere/-ire (ripresa)

Scelta dell'ausiliare (ripresa)

Participi passati irregolari

I verbi riflessivi al passato prossimo

Attività nel tempo libero (ripresa)

Viaggi

Espressioni di tempo con il passato prossimo (la settimana scorsa, un mese fa, ieri, ecc.)

#### Key dates

TBA: Tandem 6

TBA: Assignment of the topic for the Oral Exam



## **Week 12**

**Reader - Unità 11: pp. 191-198**  
**Unità 12: pp. 207-209**

### **Language**

Talking about memories

Describing persons, situations and habits in the past tense

Making comparisons between past and present

### **Culture**

An Italian book: Elena Ferrante, "L'amica geniale"

An Italia movie: "Noi e la Giulia"

### **Cultural Assignment**

Talking about my favorite books

Talking about the Italian school

### **Linguistic Assignment**

Il Sistema scolastico in Italia (piccola ricerca su Internet)

Written Homework and reflection on the movie "Noi e la Giulia" \*\* graded assignment \*\*

### **Reflection**

Campus versus non-campus universities

### **Grammar and Vocabulary Objectives**

Imperfetto indicativo

Aggettivi per descrivere una persona

La scuola

La famiglia (ripresa)

### **Key Dates**

TBA: Oral Exam

## **Week 13**

### **Reader - Unità 12: pp. 213-218**

#### **Language**

Talking about likes and dislikes in the past tense

#### **Culture**

An Italian movie: "Noi e la Giulia" (cont.)

La Camorra

#### **Cultural Assignment**

Making comparisons between Italians and Americans dreams

#### **Linguistic Assignment**

Talking about a movie and its characters

#### **Reflective Linguistic Assignment**

Come il mio semestre in Italia mi ha cambiato *in italiano* (rispondi alle domande di p. 213 ex. 4d del Reader)

#### **Grammar and Vocabulary Objectives**

Passato prossimo del verbo *piacere*

Alcune professioni

Aggettivi di personalità

#### **Key Dates**

TBA: Final Exam