

Indiana University
Department of French and Italian
M300 –Italian Conversation and Diction
Fall 2018 – MWF 10:10-11:00

Prof. Sara Dallavalle saradall@indiana.edu Office hours: Mon., Wed. 12-1pm – GISB 3150 or by appointment	Department of French and Italian – Global and International Studies Building 355 North Jordan Avenue (812) 855-1952 www.iub.edu/~frithome	Prof. Carlotta Vacchelli cvacchel@indiana.edu Office hours: Wed., 10:30-11:30; Fri., 9:30- 10:30 – FRIT or by appointment
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TESTI: (1) *“SEQUENZE. ITALIAN THROUGH CONTEMPORARY FILM”*, ELISA DOSSENA/SILVIA DUPONT, EDIZIONI FARINELLI, 2016

DIZIONARIO: [Purchase one in paper format]: *Langensheidt, Oxford, Cassells (Italian-English)*

COURSE DESCRIPTION: This advanced-level Italian course, which meets five days a week, continues to develop the skills and build on the work done in your first four semesters of Italian (or equivalent) with a particular focus on speaking and pronunciation. We will explore many aspects (religion, diversity, contemporary history, family and societal issues, disabilities) of Italian culture through contemporary Italian cinema, and we will discuss them in class. This course also includes the review, study and practice of many grammar topics to further develop and refine your ability to use fundamental structures in Italian language in all sorts of communications. As in your previous Italian classes, you will be involved in a broad variety of tasks and assignments to strengthen your language proficiency, more specifically your self-expression in Italian and your ability to describe, comprehend, compare, debate, and evaluate various and more complex aspects of Italian culture.

Important Policies and Information:

1. **Attendance and lates.** Students are allowed 4* absences, BUT we would prefer that you had none. Daily upkeep and contributions count for a lot in this class. **Each additional absence after 3, unless excused (e.g., illness when accompanied by a medical note or family emergency), will lower your final grade by 2%. This means that if you have 10 unexcused absences, your grade will be lowered of more than 10% (from A to B, etc.).*
 - It is your responsibility to provide the medical note to your instructor **within a week** of your absence. The note must state that you were unable to attend class due to illness. We will not accept long term medical certificates unless they were processed by the Office of Disability Services for Students and delivered within two weeks from the beginning of the semester.
 - If you miss a class it is **your** responsibility to obtain homework assignments and notes from classmates.
 - **Lates.** Of course, we prefer you come late than not at all (*meglio tardi che mai*), but three lates equal one absence.

2. **Make-up Assessments.** There will be no make-up exams or quizzes, except in extraordinary cases (e.g., illness accompanied by a medical note, family emergency, etc.)
3. **Incomplete.** A final grade of I (Incomplete) is rarely assigned in this course, and may only be considered an option in cases where an unexpected, extreme situation—such as a personal or medical emergency—prevents a student from completing the final major assignment(s) of the course. A student must be passing in order to be considered for an incomplete and the request must be made after the automatic “W” deadline has passed. A petition for an incomplete must be accompanied by appropriate and verifiable documentation and should be presented to your instructor. Note: Incompletes are *not* issued due to chronic missed work or absences over the course of the semester; a “withdrawal” is more appropriate for such students (see next section).
4. **Withdrawal.** The last day to withdraw from the course with an automatic “W” is **Sunday, October 21st**. You will have received several grades by then and should be able to make an informed decision about continuing in the course.
5. **Honesty policy.**
 - **Cheating:** is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
 - a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
 - b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
 - c. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
 - d. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
 - **Plagiarism:** is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.
 - a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

- b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
- i. directly quoting another person's actual words, whether oral or written;
 - ii. using another person's ideas, opinions, or theories;
 - iii. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - iv. borrowing facts, statistics, or illustrative material; or
 - v. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

[Adapted from [IU Honesty Policy: http://www.iu.edu/~code/code/responsibilities/academic/](http://www.iu.edu/~code/code/responsibilities/academic/)]

- **Google Translator** or any similar translation tools (human or electronic sources) are **not permitted** for any aspect of our courses and any evidence that they have been used will be considered an infraction of the University Honesty Policy (resulting in a "0" for the assignment and formal university consequences). Please do not even attempt this. It's just not worth it.

6. **Accessibility and Accommodations.**

Indiana University is committed to creating a learning environment and academic community that promotes educational opportunities for all individuals, including those with disabilities. Students requesting disability-related accommodations and/or services should contact Office of Disability Services for Students at (812)855-7578 or visit [the website for Disability Services for Students \(www.indiana.edu/~iubdss\)](http://www.indiana.edu/~iubdss). Course directors are asked to make reasonable accommodations, upon request by the student or the university, for such disabilities. It is the responsibility of students with documented physical or learning disabilities seeking accommodation to notify their course directors and the relevant campus office that deals with such cases in a timely manner concerning the need for such accommodation. Indiana University will make reasonable accommodations for access to programs, services, and facilities as outlined by applicable state and federal laws.

7. **Classroom etiquette.** REMEMBER: there are some simple etiquette rules that you must follow:

- Join your class dressed appropriately: pajamas and beachwear are not appropriate to wear in any professional environment.
- While technology supports this course, **in class you are not allowed to use laptops nor cellphones unless specified by your instructor.** If you need to check documents and PDF available on Canvas, make sure you have a print copy of it.
- While writing emails to your professor (or classmates), follow these guidelines: <http://www.wikihow.com/Email-a-Professor>

8. **Sexual misconduct.** IU does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, the University can help. It is important to know that federal regulations and University policy require faculty to promptly report complaints of potential sexual misconduct known to them to their campus Deputy Title IX Coordinator(s) to ensure

that appropriate measures are taken and resources are made available. The University will work with you to protect your privacy by sharing information with only those that need to know to ensure the University can respond and assist. If you are seeking help and would like to speak to someone confidentially, you can [make an appointment with a Mental Health Counselor on campus](#). Find more information about sexual violence, including campus and community resources [here](#).

Learning goals and objectives:

COURSE GOALS: If you study independently and attend class regularly, by the end of **M300 you will be able to investigate, explain and reflect on** different aspects (religion, diversity, contemporary history, family and societal issues, disabilities) of Italian culture, and **you will own the linguistic tools to describe and discuss filmic products.**

Structures: You will be able to learn, review and practice several grammatical structures for a more nuanced and multifaceted language production.

Production: you will be able to understand authentic language in context through the listening of audio and video materials (movies, songs, TV commercials, interviews, etc.), and the reading of written texts (newspaper articles, websites, advertisements, song lyrics, reviews, etc.). You will be able to describe, interpret, and report information from a wide variety of oral and written texts discussed in class, included but not limited to movies. You will be able to express opinions, pros/cons, relationships, comparisons in the target language incorporating linguistic structures from previous semesters and well as well as more complex idiosyncratic expressions in both oral and written form.

Cultural awareness and reflectivity: You will demonstrate an understanding of cultural diversity and be able to compare and confront socio-cultural issues in the Italian environment with your own native cultural knowledge. You will use effective communication strategies when interacting with others, both in passive and in active comprehension.

Grading guidelines and course structure:

<u>Grading Guidelines for Italian M300 traditional</u>		
Partecipazione in classe	70	Speaking, reading, culture
Compiti	60	Accuracy, vocabulary, writing, listening, reading
Preparazione (reflection paragraphs 15x3)	45	Accuracy, vocabulary, writing, listening, reading
Tweets (15 x 3)	45	Culture, writing
Quizzes (4 x 50)	200	Accuracy, vocabulary, writing, listening, reading
Videodiari (4 x 50)	200	Culture, speaking, pronunciation
Componimenti e Re-writing (2 x 50) → for the presentation?	100	Culture, writing, accuracy, spelling
Presentazione tematica	100	Culture, speaking, writing

Progetto finale	150	Culture, speaking, writing, listening, accuracy, vocabulary
Attività co-curricolare	30	Culture, speaking, listening
	1000	
EXTRA CREDIT (attending 5 or more Circoli Italiani)	30	Culture, speaking, listening

Final Numeric Grade Average	
100-97	A+
96-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
59 & below	F

1. **Partecipazione in classe:** Since this class has a particular focus on speaking and pronunciation, class participation is a MANDATORY component and will help you maximize your ability to communicate in Italian. When speaking to your teacher or your classmates, and when sending emails always use Italian and don't resort to English unless strictly necessary.

Grading 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%)	<i>Rarely participates in group activities and class discussions, and is generally unprepared for class. Speaks mostly English and is mostly unable to answer.</i>

2. **Preparazione:** since the amount of cultural material treated in the class is particularly broad, you are required to keep a written weekly diary in the form of a reaction paragraph (250-300 words) a week, to be turned on Canvas under “Discussion” **on Sunday by 11.59pm**. You will have access to all your classmates’ entries and are required to comment at least once a week. These discussions will help you practice reading and writing in Italian while reviewing cultural materials. The total of 15 paragraphs represent 4.5% of your final grade.
3. **Compiti** will be assigned every day and will include exercises from your textbooks, handouts, or other class materials that your instructors propose. M300 course does not include a Supersite, therefore homework will be corrected either in class or sent via email. Please note that it is **your responsibility** to contact a friend or email your professor if you have missed class and need the assignment. Homework will count toward your daily preparation. Failing to do it will lower your grade. Also, please notice that your instructor reserves the right to give **pop quizzes** at any time of the semester in order to check if you do the assigned work prior to coming to class. Class participation, homework and daily preparation represent 6% of your final grade.
4. **Tweets:** every week you will post a tweet concerning a cultural issue discussed during the week. Your instructor will give you more detailed instructions that you will find on Canvas. Unlike the paragraphs, tweets require creativity in terms of cultural content, as you will have to post images and videos too. You will submit your tweet on **Wednesday by 11.59pm**. You will have access to all your classmates’ entries and are required to comment at least once a week. The total of 15 tweets represent 4.5% of your final grade.
5. **Quiz:** you will be given four quizzes to test your comprehension and understanding of grammar rules, both on already acquired and new structures.
6. **Videodiari:** you will be asked to orally present on four of the five movies that represent the backbone of this course. Each videodiary will be of different genre (e.g. a review, interview, etc.) and AT LEAST 7 minutes long. You will upload it on Canvas by 11.59 pm on the due date. You might prepare flashcards with keywords or a list of words you might need, but **you are not allowed to read a script**. These videodiaries test your ability to manage different language situations while drawing on already acquired cultural knowledge. They will also test your ability to express ideas and opinions in a more spontaneous way. You will find the specific prompt for each videodiary under Assessments on Canvas. These videodiaries are worth 20% of your final grade.
7. **Componimenti:** You will be given two *Componimenti* of different genres to be completed at home and submitted via Canvas. Componimento 2 will be the first step to your progetto finale. Your instructor will help you prepare and provide more specific guidelines when the day draws near. You will have the chance to re-write your *componimento* following your professor’s feedback. These *componimenti* are worth 10% of your final grade.
8. **Presentazione tematica:** this is a group presentation that you will do once during the semester. There will be four presentations on four of the five movies we analyze in class. You will be required to discuss the movie chosen from the point of view of a specific theme/topic you consider important for understanding the movie itself. This presentation will test your understanding of the movie and the cultural aspects connected to it, and your ability to expand your knowledge on the subject, to speak without a pre-prepared script and to interact with your partners and with presentational tool (powerpoints/slides/handouts). This presentation is worth 10% of your final grade.
9. **Progetto finale:** your final project will combine all of the different skills you practiced with paragraphs, tweets, and videodiaries. You will be asked to work in group and introduce a

completely new movie to your classmates. In Componento 2, which you write independently from your group partners, you will present a review of the movie chosen, introducing some of the major themes you will tackle in your Progetto Finale. **This means that you need to plan ahead, as by week 12th (week before Thanksgiving) you will need to have formed your group and decided what movie to present.** Your final project is worth 15% of your grade.

- 10. Attività co-curricolare:** We have a lot of activities every semester that promote Italian Culture. You have to attend at least one of them. Your instructor will inform you about the schedule as soon as it is available. You can also learn about our program and Italian culture by liking our Facebook page: <https://www.facebook.com/italianprogramIU/?fref=ts> or follow us on Twitter @IU_Italian

Important Resources

- (1) **Your professors!** Whenever the topic of the day isn't clear, ask for more examples or further clarification in class, after class or, during office hours. Your professors will be happy to help you with any aspect of Italian language and culture, to suggest additional practice exercises, study opportunities, and resources, or help you find a tutor.
- (2) **Tutors:** You can find a list of authorized Italian tutors at the following link: <http://www.indiana.edu/~frithome/tutors.shtml>. Please note that tutors can explain to you and practice (using English) any course related materials. However, they may not write or directly correct any of your formal writing (*componimenti*) or homework assignments. Tutors have an hourly wage. Some tutors may accept 2-3 students for the same practice hour.

CALENDARIO

*This syllabus outlines the main grammar and culture topics included in this course. It also announces major exams and other assessments so you can plan ahead. **Depending on the pace and interests of your individual class, assignments may be modified or substituted. Your instructor will announce all changes to the syllabus at least one day before in class or via email.***

Chapters, movies and topics:

1. Chapter 1: La Chiesa Cattolica; Movie: *Habemus Papam*, Nanni Moretti (2011); topics: I registri formali e informali
2. Chapter 2: La Famiglia; Movie: *Mine Vaganti*, Ferzan Özpetek (2010); topics: Le espressioni negative, il passato prossimo e l'imperfetto
3. Chapter 7: Gli anni di piombo; Movie: *Buongiorno, notte*, Marco Bellocchio (2003); topics: Il passato remoto, il periodo ipotetico, la forma passiva (essere+participio passato)
4. Chapter 8: La televisione; *Ricordati di me*, Gabriele Muccino (2003); topics: Il discorso indiretto, etimologia delle parolacce, la concordanza dei tempi del congiuntivo
5. Chapter 9: Le relazioni; *Le chiavi di casa*, Gianni Amelio (2004); topics: Alcune caratteristiche del romanesco/ I nomi, gli aggettivi e gli avverbi alterati / La dislocazione e l'uso pleonastico del pronome / Le preposizioni semplici e articolate / Espressioni idiomatiche e modi di dire

Learning goals Chapter 1

Structures: you will review and practice the use of formal and informal speech in both oral and written texts.

Production: you will be able to describe and discuss the Catholic hierarchical structure and the basic notions on psychoanalysis. You will be able to recognize and express emotions related to one's own role in the society and societal expectation.

Cultural awareness: after viewing *Habemus Papam*, you will be able to describe and discuss the content, the themes, and the main characters of the movie, and the director's career.

SETTIMANA I: 20-24 AGOSTO

FILM: NANNI MORETTI *HABEMUS PAPAM* – STRUTTURE: REGISTRI FORMALI E INFORMALI

IN CLASSE		A CASA
L	Introduzione al corso: il syllabo, informazioni utili, attività per conoscersi. 1.1: Attività introduttive	<i>Per mercoledì:</i> 1.2 Lettura + 1.3 attività
M	<i>Grammatica</i> Registri formali e informali pp. 21-22 + pratica	<i>Per giovedì:</i> Esercizi su Canvas
M	Correzione compiti (1.3 attività) 1.5: La gerarchia ecclesiastica + es. 1-4	<i>Per venerdì:</i> es. 5-6 p. 15
G	<i>Grammatica</i> es. 8 p. 20 + pratica (conversazione con il Lei)	<i>Per il prossimo martedì:</i> Esercizi su Canvas
V	Correzione compiti (1.3 attività) 1.6: Lo psicoanalista es. 1-2 p. 17 Scena 4, es. 3-4-6 pp. 18-19	<i>Per il prossimo lunedì:</i> 1. Guardare il film <i>Habemus Papam</i> (su IuBox) 2. Leggere “Nanni Moretti” pp. 11-12 + V/F p. 13

SETTIMANA II: 27-31 AGOSTO

FILM: NANNI MORETTI <i>HABEMUS PAPAM</i> STRUTTURE: REGISTRI FORMALI E INFORMALI		
IN CLASSE		A CASA
L	<i>Correzione compiti (V/F p. 13)</i> 1.7: Emozioni + es. 1 Scena 11, es. 3 p. 23; es. 5-6-7 p. 24	<i>Per mercoledì:</i> es. 8-9 p. 24
M	<i>Writing workshop (la lettera formale)</i>	<i>Per giovedì:</i> Leggere la lettera a http://www.locuta.com/cort.html + espressioni di cortesia e convenevoli
M	<i>Correzione compiti</i> 1.8: es. 2-3-4 p. 26	<i>Per venerdì:</i>
G	<i>Grammatica</i> Situazioni – registro formale	<i>Per il prossimo martedì:</i> Esercizi su Canvas
V	1.9 Rifletti + ripasso e conversazione	<i>Per il prossimo lunedì:</i> Guardare il film <i>Mine Vaganti</i> (su IuBox)

Learning goals Chapter 2

<p>Structures: you will learn and practice the use of negative expressions; you will review and practice the use of “passato prossimo” and “imperfetto”. You will review basic subjunctive structures to express your opinion.</p>
<p>Production: you will be able to describe, discuss and express your opinion about issues of normativity and homosexuality in Italy using the appropriate vocabulary. You will be able to analyze, contextualize and discuss songs and video clips dealing with the issue of homosexuality. You will be able to analyze and compare different kinds of family structures.</p>
<p>Cultural awareness: after viewing <i>Mine Vaganti</i>, you will be able to describe and discuss the content, the themes, and the main characters of the movie, and the director’s career.</p>

SETTIMANA III: 3-7 SETTEMBRE

FILM: FERZAN ÖZPETEK <i>MINE VAGANTI</i> STRUTTURE: ESPRESSIONI NEGATIVE		
IN CLASSE		A CASA
L	NO CLASS – LABOR DAY	
M	2.1: Attività introduttive	<i>Per mercoledì:</i> Leggere 2.2 + 2.3 (riflessioni orali)
M	<i>Correzione compiti</i> + introduzione “Essere gay in Italia” (Ppt) 2.5: La rivelazione + es. 2-4 pp. 34-35	<i>Per giovedì:</i> leggere pp. 36-37 <i>Per venerdì:</i> Leggere es. 1 p. 39 + es. 2 (riflessioni orali)
G	<i>Grammatica</i> Le espressioni negative pp. 36-37 + es. 1-2-3 pp. 37-38 Informazioni su Quiz 1 (martedì)	<i>Per martedì prossimo:</i> Leggere Grammatica pp. 42-43 + Esercizi su Canvas

Sign up for presentazioni tematiche (create groups and choose date)

V	2.6: Colpo di scena <i>Correzione compiti (es. 2 p. 39)</i> Scena 3, es. 3 (termini nuovi e spiegazione) + es. 5-6 p. 40	<i>Per lunedì prossimo:</i> “Prima di vedere la scena” p. 46 (orale)
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SETTIMANA IV: 10-14 SETTEMBRE

FILM: FERZAN ÖZPETEK *MINE VAGANTI* STRUTTURE: P. PROSSIMO E IMPERFETTO

IN CLASSE		A CASA
L	2.7: la cura + <i>Correzione compiti</i> Scena 9, es. 1-2-3 pp. 46-47	<i>Per martedì:</i> Es. 7 p. 41 + Leggere Grammatica pp. 42-43 <i>Per mercoledì:</i> Es. 4 p. 47
M	<u>Quiz1</u> <i>Grammatica</i> Il passato prossimo e l'imperfetto + <i>Correzione compiti + es. 2-3-4 pp. 43-44 [finire giovedì]</i>	<i>Per giovedì:</i> Es. 5 p. 45 Es. 6 p. 46 (scritto via email)
M	<i>Correzione compiti (es. 4 p. 47)</i> Frasi celebri p. 50 (+ppt) + analisi di “Pensiero stupendo” (ppt)	
G	<i>Grammatica</i> <i>Correzione compiti (Es. 5-6 p. 45-46)</i> + uso e conversazione con passato prossimo e espressioni negative	<i>Per martedì prossimo:</i> Esercizi su Canvas
V	<u>Presentazione tematica <i>Mine vaganti</i></u>	Per lunedì prossimo: Leggere “Ferzan Özpetek”, pp. 32-33 + es. 1-2 pp. 33

SETTIMANA V: 17-21 SETTEMBRE

FILM: FERZAN ÖZPETEK *MINE VAGANTI* STRUTTURE: P. PROSSIMO E IMPERFETTO

IN CLASSE		A CASA
L	<i>Correzione compiti (1-2 pp. 33)</i> Collegamenti: analisi di “Gino e l’Alfetta” (videoclip e testo) + videoclip “Parenti serpenti” [ppt]	<i>Per martedì:</i> Esercizi su Canvas
M	<i>Correzione compiti</i> + Uso del passato prossimo/ imperfetto + ripasso vocabolario	<i>Per giovedì:</i> Esercizi su Canvas
M	2.8: es. 3 p. 48 (ppt) + “Il mio cortometraggio” (ppt)	<i>Per venerdì:</i> Scrivere il soggetto del corto + dialogo (via email)
G	Writing workshop: scrivere una recensione –	

	invitare Leo [ppt]	
V	Ripasso + conversazione	<i>Entro domenica pomeriggio:</i> Videodiario 1: Mine vaganti <i>Per lunedì:</i> Es. 1-2 p. 135

Learning goals Chapter 3

Structures: you will review and practice “passato remoto” and “periodo ipotetico” in written and oral texts. You will learn and practice the “forma passiva” in written text (descriptive paragraphs, newspaper articles, letters, etc.). You will be able to
Production: you will learn about a particular moment of Italian contemporary history (“anni di piombo”) and the political structure of the Italian Republic. You will be able to describe and discuss the historical role of “Brigate Rosse” and Aldo Moro in the late 1970s. You will be able to express your hypothetical reactions to such socio-political situation.
Cultural awareness: after viewing <i>Buongiorno Notte</i> , you will be able to describe and discuss the content, the themes, and the main characters of the movie, and the director’s career. You will be able to analyze director’s intent in specific scenes. You will be able to compare other filmic products from your own culture that present similar themes.

SETTIMANA VI: 24-28 SETTEMBRE

FILM: MARCO BELLOCCHIO *BUONGIORNO NOTTE* STRUTTURE: P. REMOTO

	IN CLASSE	A CASA
L	<i>Correzione compiti (es. 1-2 p. 135)</i> 7.1: attività introduttive; cronologia [libro+ppt]	<i>Per martedì:</i> Leggere pp. 138-139 (+ riassunto orale) <i>Per mercoledì:</i> es. 3 p. 136
M	7.2: lettura p. 137-139 + introduzione del p. remoto p. 140 (trovare i passati nella lettura “Quella cappa di..”)	<i>Per giovedì:</i> Esercizi su Canvas
M	<i>Correzione compiti (es. 3 p. 136)</i> 7.3: attività sulla lettura Introduzione sulla politica italiana [ppt] + lettura p. 141 (e timeline)	<i>Per venerdì:</i> Leggere pp. 142-143
G	<i>Correzione compiti</i> + uso e pratica del p. remoto	<u>Due: Componimento 1</u> <i>Per martedì prossimo:</i> Esercizi su Canvas
V	Riassunto della situazione politica [ppt 17-19] + focus sul passato remoto	<i>Per il prossimo lunedì:</i> Guardare il film <i>Buongiorno, notte</i> (su IuBox) + leggere vocabolario p. 144

SETTIMANA VII: 1-5 OTTOBRE

FILM: MARCO BELLOCCHIO *BUONGIORNO NOTTE* STRUTTURE: PERIODO IPOTETICO

	IN CLASSE	A CASA
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L	7.5: L'appartamento; es. 2-3-4 p. 144 Scena 1, es. 7-8-9 pp. 145-146	<i>Per martedì:</i> Esercizi su Canvas <i>Per mercoledì:</i> Es. 5 p. 145
M	<i>Grammatica</i> Periodo ipotetico, pp. 147-148 + esercizi	<i>Per giovedì:</i> Leggere Grammatica, pp. 147-148
M	<i>Correzione compiti (Es. 5 p. 145)</i> 7.6: Le lettere; es. 1-5 p. 146 [ppt 22-25] + focus sul periodo ipotetico	<i>Per lunedì prossimo:</i> Leggere pp. 142/143 + rispondere alle domande + scegliere un film di Bellocchio (p. 143), guardare il trailer e scrivere un reaction paragraph di 200 parole, confrontando il film scelto con <i>Buongiorno, notte</i>
G	<i>Grammatica</i> Periodo ipotetico – esercizi e pratica	<i>Per martedì prossimo:</i> Esercizi su Canvas
V	NO CLASS – FALL BREAK	<i>Per lunedì prossimo:</i> Leggere pp. 142/143 + rispondere alle domande + scegliere un film di Bellocchio (p. 143), guardare il trailer e scrivere un reaction paragraph di 200 parole, confrontando il film scelto con <i>Buongiorno, notte</i> [via email]

SETTIMANA VIII: 8-12 OTTOBRE		
FILM: MARCO BELLOCCHIO <i>BUONGIORNO NOTTE</i> STRUTTURE: FORMA PASSIVA		
	IN CLASSE	A CASA
L	7.7: Chiara e Enzo, pp. 149-150	<i>Per martedì:</i> Esercizi su Canvas (periodo ipotetico) + leggere p. 151
M	<i>Correzione esercizi (periodo ipotetico) + periodo ipotetico esercizi</i>	<i>Per giovedì:</i> Leggere Grammatica pp. 151
M	<u>Presentazione tematica <i>Buongiorno, notte</i></u>	<i>Per venerdì:</i> Cercare online informazioni su “Anna Laura Braghetti” – mini-presentazione con appunti
G	<i>Grammatica</i> Forma passiva pp. 151-152 Uso e pratica della forma passiva	<i>Per martedì prossimo:</i> Esercizi su Canvas
V	7.8: p. 154 + slide su Anna Laura Braghetti + analisi di recensioni [ppt]	<i>Entro domenica pomeriggio:</i> Videodiario 2: <i>Buongiorno, notte</i>

Learning goals Chapter 4

Structures: you will learn and practice “discorso indiretto” in both oral and written texts. You will review and practice the “concordanza dei tempi al congiuntivo”. You will review and practice the “futuro”.

Production: you will learn, describe and discuss the role of television culture in Italy. You will be able to discuss and express your opinion about the role of physical appearance and fame in television programs. You will learn and discuss the etymology, use and abuse of profanity in everyday life (included Television and movies).

Cultural awareness: after viewing *Ricordati di me*, you will be able to describe and discuss the content, the themes, and the main characters of the movie, and the director’s career. You will be able to analyze director’s intent in specific scenes. You will be able to compare the themes of aesthetic appearance, fame, profanity in your own culture.

SETTIMANA IX: 15-19 OTTOBRE

FILM: GABRIELE MUCCINO *RICORDATI DI ME* STRUTTURE: IL DISCORSO INDIRETTO

IN CLASSE		A CASA
L	8.1: Attività introduttive p. 157	<i>Per mercoledì:</i> Leggere 8.2 , pp. 158-159 + es. 1 p. 159 <i>Per martedì:</i> Esercizi su Canvas (ripasso per quiz 2)
M	Quiz 2 <i>Correzione esercizi Grammatica</i> Uso e pratica della forma passiva	<u>Due: Rewriting Componento 1</u> <i>Per giovedì:</i> Leggere pp. 163-165 + esercizi su Canvas
M	<i>Correzione compiti (es. 1 p. 159) + es. 2-3 p. 160 + Conversazione post-lettura [ppt]</i> <i>Analisi del trailer [ppt]</i>	
G	<i>Grammatica</i> Il discorso indiretto + <i>Correzione esercizi</i> e es. 1-2 pp. 166-167	<i>Per martedì prossimo:</i> Esercizi su Canvas (discorso indiretto) + es. 3-4 p. 167
V	8.5: Una possibilità di lavoro Scena 3 + es. 2-4 p. 163	<i>Per lunedì prossimo:</i> Guardare il film <i>Ricordati di me</i> (su IuBox) + leggere “Prima di vedere la sequenza” p. 168

SETTIMANA X: 22-26 OTTOBRE

FILM: GABRIELE MUCCINO *RICORDATI DI ME* STRUTTURE: DISCORSO INDIRETTO

IN CLASSE		A CASA
L	8.6: Le parolacce [lettura + ppt 6-7] Scena 8 + es. 1-2 pp- 168-169 https://www.parolacce.org/2016/12/20/dati-frequenza-turpiloquio/ + podcast	<i>Per martedì prossimo:</i> Esercizi su Canvas (discorso indiretto) + es. 3-4 p. 167 <i>Per mercoledì:</i> Leggere pp. 169-170 e pensare alla traduzione in inglese
M	<i>Grammatica</i> <i>Correzione esercizi (es. 3-4 p. 167) + uso e</i>	<i>Per giovedì:</i> Esercizi su Canvas (discorso indiretto)

	pratica del discorso indiretto	
M	8.6: es. 3-6 p. 171 + uso delle parolacce > https://youtu.be/CZ4hCWaBywQ	<i>Per venerdì:</i> [ppt slide 10]
G	<i>Correzione esercizi</i> + uso e pratica del discorso indiretto	<i>Per martedì prossimo:</i> Leggere pp. 173-174 + mini-presentazione della grammatica
V	<u>Presentazione tematica Ricordati di me</u>	<i>Per lunedì prossimo:</i> Leggere 8.4 pp. 160-161 + es. 1-2 pp. 161-162

SETTIMANA XI: 29 OTTOBRE – 2 NOVEMBRE		
FILM: GABRIELE MUCCINO <i>RICORDATI DI ME</i> STRUTTURE: CONCORDANZA DEI TEMPI AL CONGIUNTIVO		
	IN CLASSE	A CASA
L	<i>Correzione esercizi (es. 1-2 pp. 161-162)</i> 8.7: Il futuro p. 171 + es. 1-2 pp. 171-172	<i>Per martedì:</i> Leggere pp. 173-174 + mini-presentazione della grammatica <i>Per mercoledì:</i>
M	<i>Grammatica</i> La concordanza dei tempi al congiuntivo , pp. 173-174 + es. 1-3 pp. 174-175	<i>Per giovedì:</i> Esercizi su Canvas (concordanza dei tempi al congiuntivo)
M	8.8: Attività dopo la visione, es. 2-3-4 p. 176	
G	<i>Grammatica</i> <i>Correzione compiti</i> La concordanza dei tempi al congiuntivo + uso e pratica [anche ppt 20]	<i>Per martedì prossimo:</i> Esercizi su Canvas (concordanza dei tempi al congiuntivo) – anche via email Ripassare per Quiz 3
V	Discussione su temi e idee del film [ppt 21-22]	<i>Entro domenica pomeriggio:</i> <u>Videodiario 3: Ricordati di me</u>

Learning goals Chapter 5	
Structures:	you will learn and practice “I nomi, gli aggettivi e gli avverbi alterati”, “dislocazioni” and “preposizioni” and idiomatic expression in both oral and written texts. You will be able to recognize and practice the use of romanesco dialect.
Production:	you will be able to describe and discuss issues of disability in the Italian society and express your ideas about parent/children relationship, especially in difficult situations.
Cultural awareness:	after viewing <i>Le chiavi di casa</i> , you will be able to describe and discuss the content, the themes, and the main characters of the movie, and the director’s career.

SETTIMANA XII: 5-9 NOVEMBRE	
FILM: GIANNI AMELIO <i>CHIAVI DI CASA</i> STRUTTURE: I NOMI, GLI AGGETTIVI E GLI AVVERBI ALTERATI	

IN CLASSE		A CASA
L	9.1: Attività introduttive + presentazione del tema “relazioni”	<i>Per martedì:</i> Esercizi su Canvas (concordanza dei tempi al congiuntivo) + ripassare per Quiz Leggere 9.2 , pp. 179-180 + commento orale delle frasi sottolineate
M	Quiz 3 9.3: attività sulla lettura es. 1-6 p. 181 + introduzione del film (“trailer” e domande) [ppt 5]	
M	9.5: Alberto e Gianni + es. 1-3 p. 184-185	<i>Per venerdì:</i> Es. 5 p. 187 + leggere p. 186
G	<i>Correzione compiti (Es. 5 p. 187)</i> + Grammatica I nomi, gli aggettivi e gli avverbi alterati , p. 188-189 + es. 1-2 pp. 188-189	<i>Per martedì prossimo:</i> Esercizi su Canvas (alterati)
Sign up for progetto finale (create groups, choose date and choose and watch movie)		
V	9.5: “alcune caratteristiche del romanesco” p. 186 + espansione sul romanesco https://www.youtube.com/watch?v=0HebxcdWkj http://www.trattoria-romana.it/romanesco/parole/	<i>Per lunedì prossimo:</i> Guardare il film <i>Le chiavi di casa</i> (su IuBox)

SETTIMANA XIII: 12-16 NOVEMBRE		
FILM: GIANNI AMELIO <i>CHIAVI DI CASA</i> STRUTTURE: DISLOCAZIONI E PREPOSIZIONI		
IN CLASSE		A CASA
L	9.6: Ma tu sei mio padre? + dislocazioni, pp. 190-192	<i>Per mercoledì:</i> rispondere alle domande [ppt 7]
M	<i>Correzione esercizi (alterati)</i> <i>Grammatica</i> Le preposizioni semplici e articolate , pp. 194-196 + es. 1-2 pp. 196-197	<i>Per giovedì:</i> Es. 3 p. 198 + Esercizi su Canvas (preposizioni) <u>Due: Componimento 2</u>
M	Espressioni idiomatiche e modi di dire, pp. 198-199 + es. A	
G	<i>Grammatica</i> <i>Correzione compiti (preposizioni)</i> + uso e pratica delle preposizioni [anche ppt 8-10]	Per martedì 27 novembre: <i>Esercizi su Canvas</i> (preposizioni)
V	<u>Presentazione tematica <i>Le Chiavi di casa</i></u>	<i>Entro domenica (25 novembre):</i> <u>Videodiario 4: <i>Le Chiavi di Casa</i></u> <i>Per lunedì 26 novembre:</i> Leggere pp. 182-183 + es. 1-4 p. 183

	[scritto, via email]
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THANKSGIVING BREAK: 18 –25 NOVEMBRE

SETTIMANA XIV: 26-30 NOVEMBRE		
FILM: GIANNI AMELIO <i>CHIABI DI CASA</i> STRUTTURE: PREPOSIZIONI		
IN CLASSE		A CASA
L	Espressioni idiomatiche e modi di dire, pp. 198-199 + es. B-C + espansione	
M	<i>Grammatica</i> Correzione compiti (<i>preposizioni</i>) + uso e pratica delle preposizioni	<u>Due: Re-writing Componento 2</u> Ripassare per quiz 4
M	9.7: Paolo scappa dall'ospedale, es. 1-3 p. 201	
G	<u>Quiz 4</u>	
V	9.8, es. 1-4 p. 202 + conclusioni	<u>Due: Powerpoint per presentazione finale</u>

SETTIMANA XV: 3-7 DICEMBRE		
RIPASSO E PROGETTI FINALI		
IN CLASSE		A CASA
L	Ripasso tematico	
<i>Upload your powerpoint for the progetto finale</i>		
M	Ripasso grammaticale	
M	7 Progetti finali	
G	8 Progetti finali	
V	9 Progetti finali	