

**AUF***The American
University of Florence***SYLLABUS**Rev. 8
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Academic AffairsFormat revised 2025
Syllabus revised 2025

Florence University of the Arts (FUA) is an academic institution for study abroad in Florence, Italy. FUA collaborates with The American University of Florence (AUF), an international university offering US-style undergraduate and graduate degrees, in a cooperation to offer study abroad programs with a diverse breadth and depth of academic curriculum.

FUA study abroad programs may include AUF offerings, which are US-aligned in terms of higher education standards as per the university's institutional structure. Common courses offered by FUA and AUF have been jointly selected by both institutions as eligible for mutual recognition and delivery. As such, equal academic standards, credibility, and outcomes are vetted by the Academic Offices of the institutions for all courses and syllabi offered in the study abroad program.

SCHOOL OF ITALIAN STUDIES AND LINGUISTICS
DEPARTMENT OF ITALIAN LANGUAGE
COURSE TITLE: ITALIAN LANGUAGE INTERMEDIATE II
COURSE CODE: ISITHI250
3 Semester Credits

1. DESCRIPTION

This level is for those students who already have an active knowledge of elementary language structures (i.e. the expression of past actions and events, discussion of future plans), can communicate simple and routine tasks, discuss familiar and routine topics and describe his/her background, and can understand clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Upon course conclusion, students will be able to use more complex pronouns both in spoken and written Italian and will have a basic grasp of the following topics: Condizionale, Trapassato Prossimo, Pronomi Relativi, Imperativo and a basic grasp of the four tenses of Subjunctive.

2. OBJECTIVES

During the course emphasis will be given to all four different abilities to be developed while learning a language: Listening – Speaking, Reading – Writing. Students will be encouraged to try to speak both in and outside class, to have them become more familiar with the Italian language and culture environment in which they are immersed.

Grammar

Acquire the ability to use the comprehensive structures of the language, being able to correlate facts and events in the past, present and future and the ability to express doubts and desires.

Vocabulary

Use vocabulary to talk about and describe basic communicative needs and some personal experiences.
Recognise the meaning of words useful in common everyday conversations.

Listening

Understand phrases and expressions related to areas of the most immediate priority (e.g. personal and family information, shopping, local geography, employment).
Understand explanations and instructions..

Speaking

Communicate in simple and routine tasks requiring a simple and direct exchange of information in familiar and routine matters to do with work and free time.
Tell a short simple story or describing something in a list of points.

Reading

Comprehend information contained in practical texts.
Understand short, simple texts containing the highest frequency vocabulary with simple connectors.

Writing

Produce simple and brief texts relating to matters in areas of immediate need.

3. REQUIREMENTS

Two semesters of Italian language or equivalent. Unofficial transcript submission required.

4. METHOD

This course consists of lectures, class discussions, projects, and interaction with the local community. Mediums for instruction used will include, but are not limited to, interactive and hands-on activities which challenge thought processes, integrate relevant academic sources, may include multimedia references, propose creative problem-solving, and other appropriate forms of delivery as deemed

appropriate to the course's purpose.

5. TEXTBOOK – FURTHER READINGS – RESOURCES

TEXTBOOK (Copy available at the university library):

Matteo La Grassa, Marcella Delitala, Fiorenza Quercioli – *L'italiano all'università 2*, Corso di lingua per studenti stranieri B1-B2, Edizioni Edilingua

The textbook is mandatory for course participation and completion. Where applicable additional materials may be provided by the instructor.

LIBRARY

Course participants may access the campus library. Please consult the library site for resources such as collections, borrowing, scanning and wifi connection, and research:

<https://www.auf-florence.org/Library/the-library/>

6. COURSE MATERIALS

No additional course materials are necessary.

7. COURSE FEES

Course fees cover course-related field learning activities, visits, and support the instructor's teaching methodologies. Book costs are not included in the course fee. If this course requires a fee, the exact amount is communicated prior to enrollment.

8. GRADING AND EVALUATION & ATTENDANCE

20% Attendance and Participation

20% Quiz 1

20% Quiz 2

20% Final Exam

20% Oral Presentation

The above grade breakdown percentages reflect the grading scale standards in the “Grading and Evaluation System” section of the catalog.

Attendance

Class participation is mandatory. Based on the hours defined in the Academic Catalog's attendance policy, students may miss up to 2 class encounters delivered as lecture hours. A third absence constitutes a course failure.

Please note that absence hours may vary according to the learning methodology, as per the academic catalog policy on credit hours:

https://catalog.fua.it/standard_regulation

9. EXAMS / PROJECTS / ASSIGNMENTS

Two **quizzes** will account for a total of 40% of the final course grade. For time and date refer to course website.

The time and date of the exam cannot be changed for any reason. Format:

- Quizzes are cumulative and will be based on grammar topics presented in class from the beginning of the session.
- The number of points given for each exercise will be clearly stated at the top of the exercise itself.
- Time will be clearly stated at the top of the test.

The **Final** exam accounts for 20% of the final course grade. For exam time and date refer to course website.

The time and date of the exam cannot be changed for any reason. Format:

- Exams are cumulative and will be based on grammar topics presented in class from the beginning of the session and will test all four abilities (Listening, Reading, Writing, Speaking).

- Exams may include multiple choice questions, fill-in the blanks, vocabulary exercises, reading with true/false replies, a listening comprehension, and an essential writing exercise.
- The number of points given for each exercise will be clearly stated at the top of the exercise itself

The **Oral Presentation** accounts for 20% of the course grade. Topic, length, guidelines, and due date will be provided on course website.

Vocabulary knowledge and appropriate usage, comprehensibility, pronunciation, content (not reading from notes), ability to answer instructor/classmates and questions during class and completion of all tasks assigned will be assessed

10. COURSE OUTLINE

| Lesson 1 | |
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| Meet | In class |
| Lecture | <p>Unità 1: Hai visto come sono vestiti?</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> • Descrivere come è vestita una persona • Raccontare eventi passati • Narrare due azioni contemporanee nel passato • Narrare un evento passato interrotto da un'azione più breve <p>GRAMMATICA:</p> <ul style="list-style-type: none"> • Ripresa del passato prossimo (ausiliare e accordo) e dell'imperfetto • Rapporto imperfetto / passato prossimo • Congiunzioni <i>ma, quindi, oppure</i> <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> • Abbigliamento, calzature, accessori • Parole dell'industria della moda |
| Objectives | <p>Be able to accurately describe a person's outfit, including clothing, footwear, and accessories, using specific fashion industry vocabulary.</p> <p>Be able to recount past experiences by correctly choosing between passato prossimo and imperfetto to distinguish between completed actions and descriptions.</p> <p>Be able to use conjunctions and past tenses to narrate simultaneous actions or an ongoing event interrupted by a shorter action.</p> |
| Readings/ Assignments | <p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p> |

| Lesson 2 | |
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| Meet | In class |
| Lecture | <p>Unità 2: Allora, ti sei iscritto in palestra?</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> • Fare un paragone (<i>Esempio: I bambini praticano più sport degli adulti</i>) • Esprimere una qualità (<i>Esempio: Il calcio è lo sport più popolare</i>) <p>GRAMMATICA:</p> <ul style="list-style-type: none"> • Comparativi e superlativi, regolari e irregolari <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> • Attività sportive |

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| Objectives | <p>Be able to perform comparisons between different sports and activities using regular and irregular comparative forms to highlight differences in habits or preferences.</p> <p>Be able to express the highest degree of a quality within the context of athletics by correctly using relative and absolute superlatives.</p> <p>Be able to use specific sports vocabulary to discuss the popularity and characteristics of various physical activities while applying correct grammatical structures.</p> |
| Readings/ Assignments | <p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p> |

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| Lesson 3 | |
| Meet | In class |
| Lecture | <p>Unità 2: Allora, ti sei iscritto in palestra?</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> Dare un consiglio (<i>Esempio: o al posto tuo farei un po' di sport</i>) Fare un'ipotesi (<i>Esempio: La boxe non sarà pericolosa come sport?</i>) Esprimere un desiderio o un dolore fisico <p>GRAMMATICA:</p> <ul style="list-style-type: none"> Condizionale presente Ripresa del futuro semplice: futuro con valore modale <i>Sia...sia, né...né, neppure, neanche</i> <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> Le parti del corpo umano |
| Objectives | <p>Be able to offer advice and express personal desires or physical pain using the present conditional and specific vocabulary for the parts of the human body.</p> <p>Be able to formulate hypotheses about various situations using the modal value of the future tense to express doubt or uncertainty.</p> <p>Be able to use correlative conjunctions like <i>sia...sia</i> and <i>né...né</i> to link ideas when discussing health, fitness, or personal physical well-being.</p> |
| Readings/ Assignments | <p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p> |

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| Lesson 4 | |
| Meet | In class |
| Lecture | <p>Unità 3: La mia ex moglie....</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> Raccontare azioni passate con rapporto di anteriorità e posteriorità Parlare di un decennio (<i>Esempio: gli anni '70</i>) <p>GRAMMATICA:</p> <ul style="list-style-type: none"> Trapassato prossimo <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> La famiglia allargata |

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| | <ul style="list-style-type: none"> • Separazione e divorzio |
| Objectives | <p>Be able to narrate past events by establishing a clear chronological sequence of priority and posteriority using the <i>trapassato prossimo</i>.</p> <p>Be able to discuss the dynamics of the extended family, including separation and divorce, using specialized vocabulary to describe modern family structures.</p> <p>Be able to recount historical or personal changes related to specific decades by linking family milestones to broader social contexts.</p> |
| Readings/Assignments | <p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p> |

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| Lesson 5 | |
| Meet | In class |
| Lecture | <p>QUIZ 1</p> <p>Unità 3: La mia ex moglie....</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> • Esprimere disagio o difficoltà (<i>Esempio: non ce la faccio, non ci riesco, ecc.</i>) <p>GRAMMATICA:</p> <ul style="list-style-type: none"> • Pronomi relativi: <i>chi, che, cui</i> • Condizionale passato (coniugazione) <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> • <i>In seguito, inoltre, oltre a, poi</i> • <i>Però, mentre, a differenza di...</i> |
| Objectives | <p>Be able to express personal discomfort, limitations, or difficulties in various situations using idiomatic expressions like <i>non ce la faccio</i> or <i>non ci riesco</i>.</p> <p>Be able to construct complex sentences using relative pronouns (<i>chi, che, cui</i>) and transitional adverbs to add information or contrast different ideas.</p> <p>Be able to conjugate and apply the past conditional to describe actions that would have happened or to express regret about past difficulties.</p> |
| Readings/Assignments | <p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p> |

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| Lesson 6 | |
| Meet | In class |
| Lecture | <p>Unità 5: Ma sei davvero così superstizioso?</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> • Esprimere un'opinione, una speranza <p>GRAMMATICA:</p> <ul style="list-style-type: none"> • Congiuntivo presente (coniugazione) • Congiuntivo passato (coniugazione) • Uso del congiuntivo presente e passato con verbi che indicano opinione, speranza <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> • <i>Penso che..../ Credo che...</i> • <i>Prima di tutto, per prima cosa, inoltre</i> • I segni zodiacali e l'oroscopo |

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| Objectives | <p>Be able to express personal opinions, hopes, and beliefs by correctly conjugating and applying the present and past subjunctive moods.</p> <p>Be able to structure complex arguments or predictions about the future using sequential connectors like <i>per prima cosa</i> and <i>inoltre</i>.</p> <p>Be able to discuss personality traits and future expectations using specific vocabulary related to zodiac signs and horoscopes.</p> |
| Readings/ Assignments | <p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p> |

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| Lesson 7 | |
| Meet | In class |
| Lecture | <p>Unità 6: Scusa, mi passi la teglia?</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> • Dare istruzioni e ordini • Attirare l'attenzione di qualcuno (<i>Senta.... / Guardi....</i>) <p>GRAMMATICA:</p> <ul style="list-style-type: none"> • Ripresa dell'imperativo informale affermativo e negativo • Imperativo formale <i>Lei</i> • Imperativo + pronomi <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> • Gli utensili e le espressioni usate in cucina |
| Objectives | <p>Be able to give clear instructions, orders, and culinary directions by using both informal and formal imperative forms correctly.</p> <p>Be able to master the placement of pronouns with imperative verbs to streamline communication and use polite formulas to attract someone's attention.</p> <p>Be able to utilize specific vocabulary related to kitchen utensils and cooking techniques to explain recipes or manage tasks in a kitchen environment.</p> |
| Readings/ Assignments | <p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p> |

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| Lesson 8 | |
| Meet | In class |
| Lecture | <p>QUIZ 2</p> <p>Unità 6: Scusa, mi passi la teglia?</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> • Scrivere una ricetta <p>GRAMMATICA:</p> <ul style="list-style-type: none"> • Imperativo formale <i>Lei</i> • Pronomi combinati <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> • I cinque sensi |

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| Objectives | <p>Be able to write detailed recipes using the formal imperative (<i>Lei</i>) to provide clear and professional culinary instructions.</p> <p>Be able to use combined pronouns (e.g., <i>me lo, gliela</i>) to communicate naturally and efficiently when exchanging tools or ingredients.</p> <p>Be able to describe gastronomic experiences by integrating vocabulary related to the five senses to create vivid sensory descriptions.</p> |
| Readings/ Assignments | <p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p> |

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| Lesson 9 | |
| Meet | In class |
| Lecture | <p>Unità 7: Puoi comprare I biglietti per il concerto?</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> • Esprimere un'opinione, una speranza, un desiderio al passato <p>GRAMMATICA:</p> <ul style="list-style-type: none"> • Congiuntivo imperfetto: coniugazione regolare e verbi irregolari <i>essere, dare, stare</i> <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> • <i>Pensavo che.... / Credevo che.... / Speravo che / Vorrei che....</i> • Strumenti musicali |
| Objectives | <p>Be able to express opinions, hopes, and desires regarding past situations by correctly conjugating and applying the imperfect subjunctive.</p> <p>Be able to master the irregular forms of the imperfect subjunctive for high-frequency verbs such as <i>essere, dare, and stare</i> within complex sentence structures.</p> <p>Be able to discuss musical preferences and instruments using introductory phrases like <i>pensavo che</i> or <i>vorrei che</i> to express subjective viewpoints or wishes.</p> |
| Readings/ Assignments | <p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p> |

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| Lesson 10 | |
| Meet | In class |
| Lecture | <p>ORAL PRESENTATION</p> <p>Unità 7: Puoi comprare I biglietti per il concerto?</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> • Parlare di musica <p>GRAMMATICA:</p> <ul style="list-style-type: none"> • Congiuntivo trapassato (coniugazione) • Uso del congiuntivo imperfetto e trapassato con verbi che indicano opinione, speranza e con <i>vorrei</i> • Connettivi avversativi: <i>al contrario, anzi, bensì, comunque, eppure, invece</i> <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> • Generi musicali |

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| Objectives | <p>Be able to discuss various musical genres and express opinions and desires by correctly applying the imperfect and past perfect subjunctive.</p> <p>Be able to master the conjugation of the past perfect subjunctive (<i>congiuntivo trapassato</i>) to refer to past hopes or beliefs that were unfulfilled or occurred before other events.</p> <p>Be able to structure contrasting arguments about music using adversative connectors like <i>anzi</i>, <i>bensì</i>, or <i>eppure</i> to refine and nuance their viewpoints.</p> |
| Readings/ Assignments | <p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p> |

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| Lesson 11 Final Exam | |
| Meet | In class |
| Lecture | FINAL EXAM |