



AUF

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University of Florence*

SYLLABUS

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Academic Affairs

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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 III
COURSE CODE: ISITII280
3 semester credits

1. DESCRIPTION

This course is directed towards the acquisition of more complex grammar structures to express personal opinions and preferences. This level enables students to enter unprepared into conversation on topics with which they are familiar, which are of personal interest or which pertain to everyday life (i.e. family, hobbies, work, travel, and current events). During this course, students will develop skills which will allow them to narrate a story, relate the plot of a book or film or write correctly on topics which are familiar or are of personal interest. After taking this course, students will have developed a good understanding of Subjunctive and will be able to judge when to use Indicative, Subjunctive or Conditional moods. Students will also learn more complex forms of verbs such as the Passive voice.

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 more complex grammar to express doubts and desires and personal points of view.

Vocabulary

Expand vocabulary to communicate personal experiences as well as current affairs.

Listening

Understand conversations related to various topics both personal and cultural.

Understand explanations and instructions given on the phone and via other means.

Speaking

Communicate in everyday situations and conversations.

Tell a short story or/and describe events using past tenses.

Reading

Comprehending information in practical texts.

Understanding short texts containing the highest frequency vocabulary and connectors.

Writing

Producing texts relating to matters in areas of personal interest.

3. REQUIREMENTS

Three semesters of Italian language. 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

Webster or Oxford Italian Dictionary (not pocket)

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.auf-florence.org/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	
Meet	In class
Lecture	<p>Unità 4 – Quando sono emigrato</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none">• Narrare eventi storici• Stabilire una relazione tra tempi diversi in un testo <p>GRAMMATICA:</p> <ul style="list-style-type: none">• Il passato remoto• Contrasto passato remoto / passato prossimo• Contrasto perfetto / imperfetto <p>VOCABOLARIO:</p> <ul style="list-style-type: none">• I punti cardinali• Parole relative all'immigrazione
Objectives	<p>Be able to narrate historical events by correctly conjugating verbs in the <i>passato remoto</i> and using cardinal points to describe geographical movements and historical expansions.</p> <p>Demonstrate the ability to distinguish between the <i>passato remoto</i> and <i>passato prossimo</i> to express different degrees of psychological or chronological distance from past actions.</p> <p>Analyze and produce texts regarding immigration history, establishing logical relationships between different timeframes by contrasting the <i>imperfetto</i> for descriptions with the <i>passato remoto</i> for completed actions.</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	
Meet	In class
Lecture	<p>Unità 4 – Quando sono emigrato</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none">• Segnalare l'inizio di una conversazione• Esprimere imbarazzo e disagio• Attirare l'attenzione (<i>allora, ecco, certo, vedi....</i>)

	<p>GRAMMATICA:</p> <ul style="list-style-type: none"> • Uso di <i>essere</i> e <i>avere</i> <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> • Stati d'animo: alcune espressioni idiomatiche
Objectives	Be able to initiate conversations and capture a listener's attention effectively using discourse markers such as <i>allora</i> , <i>ecco</i> , and <i>vedi</i> in various social contexts. Demonstrate the ability to express feelings of embarrassment and discomfort by correctly utilizing idiomatic expressions related to emotional states and moods. Apply the auxiliary verbs <i>essere</i> and <i>avere</i> to describe personal experiences and feelings, ensuring grammatical precision when signaling the start of an interaction.
Readings/ Assignments	Read: relevant activities will be selected from Matteo La Grassa textbook. Assignment assigned, due by next class meet: The instructor will provide students with specific homework.

Lesson 3	
Meet	In class
Lecture	<p>Unità 8 – Hai letto l'ultimo libro di....</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> • Introdurre una spiegazione • Riformulare una frase • Introdurre una conclusione • Riportare una notizia non certa <p>GRAMMATICA:</p> <ul style="list-style-type: none"> • Altri usi del condizionale passato: per riportare una notizia non certa e per presentare un fatto non realizzato <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> • I testi scritti
Objectives	Be able to structure written texts by using specific transition markers to introduce detailed explanations, reformulate ideas for clarity, and signal the beginning of a formal conclusion. Master the use of the <i>condizionale passato</i> to report unconfirmed news or rumors, demonstrating the ability to convey uncertainty and distance themselves from the factual accuracy of a statement. Discuss unrealized events or missed opportunities in the past by correctly applying the <i>condizionale passato</i> within the context of analytical or journalistic writing.
Readings/ Assignments	Read: relevant activities will be selected from Matteo La Grassa textbook. Assignment assigned, due by next class meet: The instructor will provide students with specific homework.

Lesson 4	
Meet	In class
Lecture	<p>Unità 8 – Hai letto l'ultimo libro di....</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> • Parlare di un fatto o di un desiderio non realizzato o non più realizzabile • Ascoltare esempi di programmi radiofonici <p>GRAMMATICA:</p> <ul style="list-style-type: none"> • <i>Magari</i> + congiuntivo • Congiuntivo retto da <i>condizionale</i> • Concordanza dei tempi

	<p>VOCABOLARIO:</p> <ul style="list-style-type: none"> Le parole degli spettacoli teatrali e radiofonici
Objectives	<p>Be to express unfulfilled desires or hypothetical situations that are no longer achievable by correctly using the structure <i>magari</i> followed by the imperfect subjunctive.</p> <p>Gain an understanding of complex sentence structures by using the subjunctive mood triggered by conditional verbs, ensuring accurate tense agreement according to the rules of <i>concordanza dei tempi</i>.</p> <p>Analyze the format and content of radio programs and theatrical performances, utilizing specialized vocabulary to discuss the technical and creative elements of these mediums.</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 5	
Meet	In class
Lecture	<p>QUIZ 1</p> <p>Unità 9 – All'estero qualche volta ci prendono in giro...</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> Esprimere due azioni future consecutive Esprimere un'azione che probabilmente si è già realizzata <p>GRAMMATICA:</p> <ul style="list-style-type: none"> Il futuro anteriore <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> Descrivere la personalità
Objectives	<p>Be able to describe two consecutive future actions by correctly using the <i>futuro anteriore</i> to indicate which event will be completed before the other begins.</p> <p>Gain an understanding of the <i>futuro anteriore</i> for its "epistemic" function, allowing them to express probability or hypotheses regarding actions that have likely already occurred.</p> <p>Be able to utilize specialized vocabulary to describe personality traits and character, integrating these adjectives within complex future-tense sentences to discuss personal development or behavioral predictions.</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 6	
Meet	In class
Lecture	<p>Unità 10 – Risp x fav!</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> Fare ipotesi (reali, possibili, irreali, impossibili) Dare enfasi (<i>figurati che....</i>) Comunicare via sms e via e-mail <p>GRAMMATICA:</p> <ul style="list-style-type: none"> Periodo ipotetico del I, II e III tipo

	<p>VOCABOLARIO:</p> <ul style="list-style-type: none"> • La lingua degli sms e delle chat • Computer e Internet
Objectives	<p>Gain an understanding of the three types of hypothetical clauses (<i>periodo ipotetico</i>) to distinguish between real, possible, and impossible scenarios using the correct combinations of indicative, subjunctive, and conditional moods.</p> <p>Be able to apply emphatic expressions like <i>figurati che...</i> and specialized digital vocabulary to communicate effectively across informal platforms such as SMS and formal channels like email.</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 7	
Meet	In class
Lecture	<p>Unità 10 – Risp x fav!</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> • Riformulare una frase, cambiare argomento e riprendere un argomento <p>GRAMMATICA:</p> <ul style="list-style-type: none"> • Uso di <i>senza</i>, <i>per</i>, <i>prima di</i> + infinito, <i>anche se</i> + indicativo <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> • Alcune espressioni idiomatiche
Objectives	<p>Be able to manage the flow of a conversation by using specific transition markers to reformulate ideas, shift to new topics, or skillfully return to a previous point of discussion.</p> <p>Be able to link ideas using <i>senza</i>, <i>per</i>, and <i>prima di</i> followed by the infinitive, and express contrast using <i>anche se</i> with the indicative mood.</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 8	
Meet	In class
Lecture	<p>QUIZ 2</p> <p>Unità 11 – Fai la raccolta differenziata?</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> • Mettere in evidenza chi subisce l'azione <p>GRAMMATICA:</p> <ul style="list-style-type: none"> • La forma passiva <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> • Ambiente ed energia • Animali e modi di dire
Objectives	

Readings/ Assignments	Read: relevant activities will be selected from Matteo La Grassa textbook. Assignment assigned, due by next class meet: The instructor will provide students with specific homework.
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Lesson 9	
Meet	In class
Lecture	<p>Unità 11 – Fai la raccolta differenziata?</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> • Enfatizzare quello che si dice (<i>pure, proprio</i>) • Esprimere sorpresa (Davvero? <i>Sul serio?</i>) • Diminuire la forza di quello che si è detto (<i>Beh.../ Veramente.../ Diciamo.../ Insomma...</i>) • Chiedere conferma (...<i>no?</i>/ ...<i>giusto?</i>/ ...<i>non pensi?</i>) <p>GRAMMATICA:</p> <ul style="list-style-type: none"> • Particelle <i>ci</i> e <i>ne</i> e alcune espressioni idiomatiche <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> • Raccolta differenziata
Objectives	Be able to shift the focus of a sentence to the recipient of an action by mastering the passive voice using the auxiliary verbs <i>essere</i> and <i>venire</i> . Be able to discuss environmental issues and energy production, applying the passive voice to describe ecological processes and industrial impacts.
Readings/ Assignments	Read: relevant activities will be selected from Matteo La Grassa textbook. Assignment assigned, due by next class meet: The instructor will provide students with specific homework.

Lesson 10	
Meet	In class
Lecture	<p>ORAL PRESENTATION</p> <p>Unità 12 – Andiamo al cinema stasera?</p> <p>FUNZIONI COMUNICATIVE:</p> <ul style="list-style-type: none"> • Individuare il rapporto temporale fra due azioni • Esprimere la causa di un'azione • Esprimere il modo in cui avviene un'azione <p>GRAMMATICA:</p> <ul style="list-style-type: none"> • Il gerundio presente e passato • L'infinito passato <p>VOCABOLARIO:</p> <ul style="list-style-type: none"> • Cinema e generi cinematografici
Objectives	Be able to identify and express the temporal relationship between two actions by correctly applying the <i>gerundio presente</i> for simultaneous events and the <i>gerundio passato</i> or <i>infinito passato</i> for completed actions. Be able to use the gerund and past infinitive to explain the cause or the specific manner in which an action is performed,
Readings/ Assignments	Read: relevant activities will be selected from Matteo La Grassa textbook. Assignment assigned, due by next class meet: The instructor will provide students with specific homework.

Lesson 11 Final Exam	
Meet	In class
Lecture	FINAL EXAM