



<b>Instructor (s):</b>	M. Fillioley BA MA / P. Moroni BA MA																																				
<b>Email:</b>	fillioleym@arcadia.edu / moronip@arcadia.edu																																				
<b>Course Title:</b>	<b>Introductory Italian II</b>																																				
<b>Course Code:</b>	<b>MCAS ITIL 200</b>																																				
<b>Subject:</b>	Modern Language																																				
<b>Credits:</b>	3																																				
<b>Semester/Term:</b>	<input checked="" type="checkbox"/> <b>Spring</b> <input checked="" type="checkbox"/> <b>Fall</b> <input type="checkbox"/> <b>Summer</b>																																				
<b>Course Description:</b>	<p>This course is designed to further develop students' Italian language skills in listening, speaking, reading and writing. Attention is given to vocabulary and grammar structures that increase the students' ability to engage in everyday routine tasks and to exchange information more confidently on topics related to personal interest and those circumstances in which one finds oneself on a day-to-day basis. Daily lessons are presented in a variety of authentic contexts and by using various teaching strategies (street assignments, researching, reports and discussions, role-plays, etc.) and instructional materials (dialogues, articles, movies, songs, etc.).</p> <p>This course satisfies all CEF goals and standards at the A2 – Waystage level in listening, reading, speaking and writing</p>																																				
<b>Course Requirements:</b>	<p><b>Required Text</b>          Gruppo Italiaidea: Espresso: Corso di italiano 2. Firenze: Alma Edizioni, 2006.  <b>ISBN:</b> 9788889237953; <b>Cost:</b> To Be Determined.</p> <p><b>Grading Scale</b></p> <table border="1"> <thead> <tr> <th>Letter Grade</th> <th>Percentage</th> <th>Numerical Scale</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>95 – 100%</td> <td>3.5 – 4.0</td> </tr> <tr> <td>A-</td> <td>90 – 94%</td> <td>3.0 – 3.4</td> </tr> <tr> <td>B+</td> <td>87 - 89%</td> <td>2.7 – 2.9</td> </tr> <tr> <td>B</td> <td>83 - 86%</td> <td>2.3 – 2.6</td> </tr> <tr> <td>B-</td> <td>80 - 82%</td> <td>2.1 – 2.2</td> </tr> <tr> <td>C+</td> <td>77 – 79%</td> <td>1.7 – 1.9</td> </tr> <tr> <td>C</td> <td>73 – 76%</td> <td>1.3 – 1.6</td> </tr> <tr> <td>C-</td> <td>70 – 72%</td> <td>1.1 – 1.2</td> </tr> <tr> <td>D+</td> <td>65 – 69%</td> <td>.5 - .9</td> </tr> <tr> <td>D</td> <td>60 – 64%</td> <td>.0 - .6</td> </tr> <tr> <td>F</td> <td>0 – 59%</td> <td>0.0</td> </tr> </tbody> </table>	Letter Grade	Percentage	Numerical Scale	A	95 – 100%	3.5 – 4.0	A-	90 – 94%	3.0 – 3.4	B+	87 - 89%	2.7 – 2.9	B	83 - 86%	2.3 – 2.6	B-	80 - 82%	2.1 – 2.2	C+	77 – 79%	1.7 – 1.9	C	73 – 76%	1.3 – 1.6	C-	70 – 72%	1.1 – 1.2	D+	65 – 69%	.5 - .9	D	60 – 64%	.0 - .6	F	0 – 59%	0.0
Letter Grade	Percentage	Numerical Scale																																			
A	95 – 100%	3.5 – 4.0																																			
A-	90 – 94%	3.0 – 3.4																																			
B+	87 - 89%	2.7 – 2.9																																			
B	83 - 86%	2.3 – 2.6																																			
B-	80 - 82%	2.1 – 2.2																																			
C+	77 – 79%	1.7 – 1.9																																			
C	73 – 76%	1.3 – 1.6																																			
C-	70 – 72%	1.1 – 1.2																																			
D+	65 – 69%	.5 - .9																																			
D	60 – 64%	.0 - .6																																			
F	0 – 59%	0.0																																			



	<p><b>Assignments</b></p> <table border="1" data-bbox="472 310 1459 730"> <thead> <tr> <th data-bbox="472 310 1024 394">Course Requirements</th> <th data-bbox="1024 310 1459 394">Percentages</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 394 1024 478">1. Class participation</td> <td data-bbox="1024 394 1459 478">10 %</td> </tr> <tr> <td data-bbox="472 478 1024 527">2. Presentation</td> <td data-bbox="1024 478 1459 527">15 %</td> </tr> <tr> <td data-bbox="472 527 1024 575">3. Midterm</td> <td data-bbox="1024 527 1459 575">25 %</td> </tr> <tr> <td data-bbox="472 575 1024 623">4. Final</td> <td data-bbox="1024 575 1459 623">30 %</td> </tr> <tr> <td data-bbox="472 623 1024 672">5. Oral exam</td> <td data-bbox="1024 623 1459 672">20 %</td> </tr> <tr> <td data-bbox="472 672 1024 730"><b>Total</b></td> <td data-bbox="1024 672 1459 730"><b>100%</b></td> </tr> </tbody> </table>		Course Requirements	Percentages	1. Class participation	10 %	2. Presentation	15 %	3. Midterm	25 %	4. Final	30 %	5. Oral exam	20 %	<b>Total</b>	<b>100%</b>
Course Requirements	Percentages															
1. Class participation	10 %															
2. Presentation	15 %															
3. Midterm	25 %															
4. Final	30 %															
5. Oral exam	20 %															
<b>Total</b>	<b>100%</b>															
<p><b>Learning Outcomes and/or Expected Student Competencies:</b></p>	<p>On completion of the course, students should be able to:</p> <table border="1" data-bbox="467 846 1425 1524"> <thead> <tr> <th data-bbox="467 846 1425 894">Learning Outcome</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 894 1425 972">1. Explain general meaning and the most important information in conversation</td> </tr> <tr> <td data-bbox="467 972 1425 1050">2. Use and understand spoken language through the knowledge and usage of familiar and memorized structures</td> </tr> <tr> <td data-bbox="467 1050 1425 1127">3. Communicate in everyday simple and concrete communicative situations</td> </tr> <tr> <td data-bbox="467 1127 1425 1167">4. Explain familiar facts or events</td> </tr> <tr> <td data-bbox="467 1167 1425 1287">5. Read for instructional and directional purposes, standardized messages, phrases or expressions such as items on menus, schedules, timetables, maps and signs</td> </tr> <tr> <td data-bbox="467 1287 1425 1365">6. Demonstrate understanding of simple and short private correspondence (letters/postcards)</td> </tr> <tr> <td data-bbox="467 1365 1425 1442">7. Take notes in some detail on familiar topics and respond in writing to personal questions</td> </tr> <tr> <td data-bbox="467 1442 1425 1524">8. Write simple letters, brief synopses and paraphrases, summaries, work and school experience</td> </tr> </tbody> </table>		Learning Outcome	1. Explain general meaning and the most important information in conversation	2. Use and understand spoken language through the knowledge and usage of familiar and memorized structures	3. Communicate in everyday simple and concrete communicative situations	4. Explain familiar facts or events	5. Read for instructional and directional purposes, standardized messages, phrases or expressions such as items on menus, schedules, timetables, maps and signs	6. Demonstrate understanding of simple and short private correspondence (letters/postcards)	7. Take notes in some detail on familiar topics and respond in writing to personal questions	8. Write simple letters, brief synopses and paraphrases, summaries, work and school experience					
Learning Outcome																
1. Explain general meaning and the most important information in conversation																
2. Use and understand spoken language through the knowledge and usage of familiar and memorized structures																
3. Communicate in everyday simple and concrete communicative situations																
4. Explain familiar facts or events																
5. Read for instructional and directional purposes, standardized messages, phrases or expressions such as items on menus, schedules, timetables, maps and signs																
6. Demonstrate understanding of simple and short private correspondence (letters/postcards)																
7. Take notes in some detail on familiar topics and respond in writing to personal questions																
8. Write simple letters, brief synopses and paraphrases, summaries, work and school experience																
<p><b>Course Outline:</b></p>	<table border="1" data-bbox="467 1560 1464 1873"> <thead> <tr> <th data-bbox="467 1560 695 1608">Session</th> <th data-bbox="695 1560 1464 1608">Topic</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 1608 695 1873"><b>Session 1</b></td> <td data-bbox="695 1608 1464 1873"> <p><b>Unit</b> Course Presentation</p> <p><b>Grammar</b> Ripasso dei tempi verbali e altri punti grammaticali del primo livello</p> <p><b>Communicative function</b> Ripasso delle funzioni del primo livello: domande personali, paesi, nazionalità:</p> <p><b>Activities</b> Attività varie, giochi, canzoni</p> </td> </tr> </tbody> </table>		Session	Topic	<b>Session 1</b>	<p><b>Unit</b> Course Presentation</p> <p><b>Grammar</b> Ripasso dei tempi verbali e altri punti grammaticali del primo livello</p> <p><b>Communicative function</b> Ripasso delle funzioni del primo livello: domande personali, paesi, nazionalità:</p> <p><b>Activities</b> Attività varie, giochi, canzoni</p>										
Session	Topic															
<b>Session 1</b>	<p><b>Unit</b> Course Presentation</p> <p><b>Grammar</b> Ripasso dei tempi verbali e altri punti grammaticali del primo livello</p> <p><b>Communicative function</b> Ripasso delle funzioni del primo livello: domande personali, paesi, nazionalità:</p> <p><b>Activities</b> Attività varie, giochi, canzoni</p>															



	<b>Session 2</b>	<b>Grammar</b> Ripasso dei tempi verbali e altri punti grammaticali del primo livello <b>Communicative function</b> Ripasso delle funzioni del primo livello: la routine, la casa, le abilità <b>Activities</b> Attività varie, giochi, canzoni
	<b>Session 3</b>	<b>Grammar</b> Ripasso dei tempi verbali e altri punti grammaticali del primo livello <b>Communicative function</b> Ripasso delle funzioni del primo livello: vie, piazze, mezzi di trasporto <b>Activities</b> Attività varie, giochi, canzoni
	<b>Session 4</b>	<b>Grammar</b> Ripasso dei tempi verbali e altri punti grammaticali del primo livello <b>Communicative function</b> Ripasso delle funzioni del primo livello: cibo del bar, prezzi, ordinare, offrire <b>Activities</b> Attività varie, giochi, canzoni
	<b>Session 5</b>	<b>Unit 1</b> pgs. 9-11 <b>Grammar</b> Aggettivi possessivi <b>Communicative function</b> Esprimere il possesso <b>Activities</b> -Listening CD "Ascolto" # 1 -Writing and Oral exercises pgs. 9-11 <b>Additional activities/ resources</b> La famiglia
	<b>Session 6</b>	<b>Unit 1</b> pgs. 12-14 <b>Grammar</b> Aggettivi possessivi <b>Communicative function</b> Parlare della famiglia. Descrivere una fotografia <b>Activities</b> -Writing and Oral exercises pgs. 32-36 <b>Additional activities/ resources</b> Il sistema scolastico italiano
	<b>Session 7</b>	<b>Unit 1</b> pgs. 15-17 <b>Grammar</b> Passato prossimo dei verbi riflessivi <b>Communicative function</b> Parlare della famiglia <b>Activities</b> -Listening CD "Ascolto" # 2 -Writing and Oral exercises pgs. 15-17
	<b>Session 8</b>	<b>Unit 1</b> pgs. 18 <b>Grammar</b> Tutti I punti grammaticali fatti <b>Communicative function</b> Parlare della famiglia <b>Activities</b> -Listening CD "Ascolto" # 3



	<b>Additional activities/ resources</b> La Famiglia “La famiglia cambia faccia “ da Italian Espresso Il pgs. 112-113(Gruppo Italiaidea, Alma Edizioni, Firenze 2007)
<b>Session 9</b>	<b>Unit 2</b> pgs. 20-21 <b>Grammar</b> Imperfetto <b>Communicative function</b> Parlare dei ricordi d’infanzia <b>Activities</b> -Writing and Oral exercises pgs. 20-21 <b>Additional activities/ resources</b> La famiglia: In small groups compare and contrast Italian and American families
<b>Session 10</b>	<b>Unit 2</b> pgs. 21-23 <b>Grammar</b> imperfetto <b>Communicative function</b> Descrivere abitudini del passato <b>Activities</b> -Listening CD “Ascolto” # 4 -Writing and Oral exercises pgs. 20-23 <b>Additional activities/ resources</b> Listening: canzone
<b>Session 11</b>	<b>Unit 2</b> , pgs. 24-25 <b>Grammar</b> Imperfetto /passato prossimo <b>Communicative function</b> Descrivere situazioni <b>Activities</b> -Listening CD “Ascolto” # 6 -Writing and Oral exercises pgs. 24-25 <b>Additional activities/ resources</b> Game “Facciamo il punto” Libro di testo pgs. 30-31
<b>Session 12</b>	<b>Unit 2</b> , pgs. 26-27 <b>Grammar</b> Imperfetto/passato prossimo <b>Communicative function</b> Esprimere azioni abituali o ripetute nel passato <b>Activities</b> -Writing and Oral exercises pgs. 24-25/ 137-138 <b>Additional activities/ resources</b> -Writing “Ricordi d’infanzia”
<b>Session 13</b>	<b>Unit 3</b> , pgs. 32-34 <b>Grammar</b> Passato prossimo di cominciare e finire <b>Communicative function</b> Descrivere una persona, mettere persone a confronto <b>Activities</b> -Writing and Oral exercises pgs. 32-34



	<b>Additional activities/ resources</b> geografia
<b>Session 14</b>	<b>Unit 3</b> , pgs. 36-37 <b>Grammar</b> comparativo <b>Communicative function</b> Descrivere il carattere di una persona <b>Activities</b> -Listening CD "Ascolto" # 30 -Writing and Oral exercises pgs. 36-37 <b>Additional activities/ resources</b> Reading: L'Italiano medio
<b>Session 15</b>	<b>Unit 3</b> pgs. 37-39 <b>Grammar</b> condizionale <b>Communicative function</b> Domandare in modo cortese, fare supposizioni <b>Activities</b> -Listening CD "Ascolto" # 9 -Writing and Oral exercises pgs. 37-39 <b>Additional activities/ resources</b> Listening: canzone
<b>Session 16</b>	<b>Unit 3</b> , pgs. 40 <b>Grammar</b> condizionale <b>Communicative function</b> Fare una proposta, dare un consiglio <b>Activities</b> -Listening CD "Ascolto" # 10 -Writing and Oral exercises pg. 40 <b>Additional activities/ resources</b> Gioco da Linea Diretta "Al suo posto"
<b>Session 17</b>	<b>Unit 4</b> , pgs. 44-45 <b>Grammar</b> Stare+ gerundio <b>Communicative function</b> Fare una proposta <b>Activities</b> -Writing and Oral exercises pgs. 44-45 <b>Additional activities/ resources</b> Reading: Feste e tradizioni
<b>Session 18</b>	<b>Unit 4</b> , pgs. 46-47 <b>Grammar</b> Stare +gerundio <b>Communicative function</b> Accettare o rifiutare una proposta, fare una controproposta <b>Activities</b> - Writing and Oral exercises pgs. 46-47
<b>Session 19</b>	<b>Unit 4</b> , pgs. 47-49 <b>Grammar</b> Pronomi diretti al passato



	<p><b>Communicative function</b> Darsi appuntamento <b>Activities</b> Listening CD “Ascolto” # 12 -Writing and Oral exercises pgs. 47-49 <b>Additional activities/ resources</b> Telefonata al Botteghino – libro di testo pg. 52</p>
<b>Session 20</b>	<p><b>Unit</b> 1-4 <b>Grammar</b> Review for the midterm <b>Activities</b> Attività varie</p>
<b>Session 21</b>	<p><b>Midterm</b></p>
<b>Session 22</b>	<p><b>Break</b></p>
<b>Session 23</b>	<p><b>Unit</b> 5, pgs. 54-55 <b>Grammar</b> Imperfetto come richiesta <b>Communicative function</b> Chiedere un piacere <b>Activities</b> -Writing and Oral exercises pgs. 54-55 <b>Additional activities/ resources</b> Reading: Le abitudini degli italiani in vacanza</p>
<b>Session 24</b>	<p><b>Unit</b> 5, pgs56-57 <b>Grammar</b> Imperfetto come intenzione <b>Communicative function</b> Charire un’intenzione <b>Activities</b> -Listening CD “Ascolto” # 15 -Writing and Oral exercises pgs. 56-57 <b>Additional activities/ resources</b> Reading: Venezia città d’Arte</p>
<b>Session 25</b>	<p><b>Unit</b> 5, pgs 58-59 <b>Grammar</b> Passato prossimo+imperfetto <b>Communicative function</b> Chiedere come si arriva in un posto, quanto tempo ci vuole <b>Activities</b> Writing and oral exercises pgs. 58-59 <b>Additional activities/ resources</b> Listening:canzone</p>
<b>Session 26</b>	<p><b>Unit</b> 5 <b>Grammar</b> Using the past <b>Communicative function</b> Various activities <b>Additional activities/ resources</b> Il cibo Lettura: Dalla A alla Z (cose d’Italia) da Piazza Italia 1, p. 77</p>
<b>Session 27</b>	<p><b>Unit</b> 6 pgs 66-67</p>



	<p><b>Grammar</b> Imperativo confidenziale <b>Communicative function</b> Dare consigli <b>Activities</b> -Writing and Oral exercises pgs. 66-67 <b>Additional activities/ resources</b> Il cibo: Oggi cucino italiano: preparare un piatto tipico a casa e presentarlo alla classe (audio-video o presentazione .ppt con didascalie)</p>
<b>Session 28</b>	<p><b>Unit</b> 6 pgs 68-69 <b>Grammar</b> Imperativo confidenziale <b>Communicative function</b> Parlare delle abitudini alimentari <b>Activities</b> -Listening CD "Ascolto" # 18 -Writing and Oral exercises pgs. 68-69 <b>Additional activities/ resources</b> Reading: I pasti, abitudini e tradizioni</p>
<b>Session 29</b>	<p><b>Unit</b> pgs 70-71 <b>Grammar</b> Imperative con I pronomi <b>Communicative function</b> Esprimere dei bisogni <b>Activities</b> -Writing and Oral exercises pgs. 70-71 <b>Additional activities/ resources</b> Game "Il domino con l'imperativo" [Libro-Cordera Alberti Cinzia: Espresso: Attività e giochi per la classe 1 e 2. Firenze: Alma Edizioni, 2004]</p>
<b>Session 30</b>	<p><b>Unit</b> 6, pgs. 72-73 <b>Grammar</b> Imperativo <b>Communicative function</b> Esprimere un' opinione, parlare delle quantità, e delle caratteristiche di un cibo <b>Activities</b> -Writing and Oral exercises pgs. 72-73 <b>Additional activities/ resources</b> -Ascolto # 20 Game "Quanti ordini" [Libro-Cordera Alberti Cinzia: Espresso: Attività e giochi per la classe 1 e 2. Firenze: Alma Edizioni, 2004]</p>
<b>Session 31</b>	<p><b>Unit</b> 7, pgs. 76-79 <b>Grammar</b> Imperativo <b>Communicative function</b> Riferire problem di salute, descrivere I sintomi <b>Activities</b> -Writing and Oral exercises pgs. 76-79</p>



<b>Session 32</b>	<b>Unit 7, pgs. 81-83</b> <b>Grammar</b> Comparativo superlativo di buono e bene <b>Communicative function</b> Domandare di attività fisiche ed esprimere la propria opinione a riguardo <b>Activities</b> -Writing and Oral exercises pgs. 81-83 <b>Additional activities/ resources</b> Game Facciamo il punto III. Libro di testo pgs. 86-87
<b>Session 33</b>	<b>Unit 7, pgs.</b> <b>Grammar</b> Imperativo <b>Communicative function</b> Convincere qualcuno <b>Activities</b> Esercizi di rinforzo <b>Additional activities/ resources</b> Lettura: La medicina alternative. Libro di testo pg. 84
<b>Session 34</b>	<b>Unit 7, pgs.</b> <b>Grammar</b> Tutti I punti grammaticali unit 6-7 <b>Communicative function</b> Tutti le funzioni comunicative unit 6-7 <b>Activities</b> Attività varie <b>Additional activities/ resources</b> Reading: Città d'arte, Napoli
<b>Session 35</b>	<b>Unit 8, pgs. 88-89</b> <b>Grammar</b> Futuro <b>Communicative function</b> Parlare del futuro <b>Activities</b> -Writing and Oral exercises pgs. 88-89 <b>Additional activities/ resources</b> immigrazione
<b>Session 36</b>	<b>Unit 8 pgs. 90-91</b> <b>Grammar</b> Futuro <b>Communicative function</b> Esprimere desideri e intenzioni <b>Activities</b> -Writing and Oral exercises pgs. 90-91 <b>Additional activities/ resources</b> Listening: canzone
<b>Session 37</b>	<b>Unit 8, pgs. 92-93</b> <b>Grammar</b> La particella ne <b>Communicative function</b> Scrivere una domanda d'impiego <b>Activities</b> -Writing and Oral exercises pgs. 92-93
<b>Session 38</b>	<b>Unit 8, 94-96</b> <b>Grammar</b> Periodo ipotetico della realtà





	<p><b>Communicative function</b> Esprimere delle supposizioni, esprimere delle condizioni</p> <p><b>Activities</b> -Writing and Oral exercises pgs. 94-96</p> <p><b>Additional activities/ resources</b> Writing: Il CV libro di testo pg. 98</p>
<b>Session 39</b>	<p><b>Unit 9, pgs. 100-102</b></p> <p><b>Grammar</b> Congiuntivo presente</p> <p><b>Communicative function</b> Cercare casa</p> <p><b>Activities</b> -Writing and Oral exercises pgs. 100-102</p>
<b>Session 40</b>	<p><b>Unit 9, pgs. 102-103</b></p> <p><b>Grammar</b> Congiuntivo presente</p> <p><b>Communicative function</b> Esprimere necessità, esprimere desideri</p> <p><b>Activities</b> -Writing and Oral exercises pgs. 102-103</p> <p><b>Additional activities/ resources</b> Listening: canzone</p>
<b>Session 41</b>	<p><b>Unit 9, pgs. 104-105</b></p> <p><b>Grammar</b> Congiuntivo presente</p> <p><b>Communicative function</b> Descrivere una casa</p> <p><b>Activities</b> -Writing and Oral exercises pgs. 104-105</p> <p><b>Additional activities/ resources</b> Lettura: Così abita l'Italia. libro di testo pg. 124</p>
<b>Session 42</b>	<p><b>Unit 9, pgs. 106-107</b></p> <p><b>Grammar</b> Congiuntivo presente</p> <p><b>Communicative function</b> Fare supposizioni e motivarle, addurre argomenti a favore e contro qualcosa</p> <p><b>Activities</b> -Writing and Oral exercises pgs. 106-107</p>
<b>Session 43</b>	<p><b>Unit 10, pgs. 110-111</b></p> <p><b>Grammar</b> Stare per+infinito</p> <p><b>Communicative function</b> Chiedere scusa</p> <p><b>Activities</b> -Writing and Oral exercises pgs. 110-111</p> <p><b>Additional activities/ resources</b> Italia verde: I parchi nazionali</p>
<b>Session 44</b>	<p><b>Unit 10, pgs. 113-114</b></p> <p><b>Grammar</b> Passato prossimo verbi modali</p> <p><b>Communicative function</b> Raccontare cosa succede in un momento preciso</p> <p><b>Activities</b> -Writing and Oral exercises pgs. 113-114</p>



	<p><b>Additional activities/ resources</b> Lettura: Vita da single? Il Web ti aiuta. Libro di testo pg. 125</p>
<b>Session 45</b>	<p><b>Unit 10</b>, pgs. 115-116  <b>Grammar</b> Non soporto che + congiuntivo  <b>Communicative function</b> Esprimere interesse, stimolare la conversazione  <b>Activities</b> -Writing and Oral exercises pgs. 115-116</p>
<b>Session 46</b>	<p><b>Unit 10</b>  <b>Grammar</b> Non soporto quando + indicativo  <b>Communicative function</b> Esprimere la propria opinione  <b>Activities</b> Listening: canzone  <b>Additional activities/ resources</b> La Moda  Lettura e attività Italian Espresso 1 p. 130: colori, capi d'abbigliamento, aggettivi</p>
<b>Session 47</b>	<p><b>Presentation</b>  Preparazione di una sfilata con presentazione in classe (attività di gruppo)</p>
<b>Session 48</b>	<p><b>Unit 1-4</b>  <b>Grammar</b> Review for the final</p>
<b>Session 49</b>	<p><b>Unit 4-7</b>  <b>Grammar</b> Review for the final</p>
<b>Session 50</b>	<p><b>Unit 7-10</b>  <b>Grammar</b> Review for the final</p>
<b>Session 51</b>	<p><b>Final Exam unit 1-10</b></p>
<b>Other Policies:</b>	<p><b>Expectations</b>  Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including e-mail.</p> <p><b>Attendance/Participation</b>  Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.</p>



	<p><b>Course Policies</b> For e-mail communications, students must use their Arcadia University e-mail account. Students are responsible for any information provided by e-mail or through Intranet postings.</p> <p><b>Plagiarism</b> Representation of another's work or ideas as one's own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p> <p><b>Late or Missed Assignments</b> Will not be accepted for grading.</p> <p><b>Students with Disabilities</b> Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</p>
<b>Prerequisites:</b>	ITIL 100 or equivalent course
<b>Country and Program Connection:</b>	Italian Language is a mandatory element of semester study abroad programs at the Arcadia in Sicily Center.