

**ITAL 214-1001****SPRING 2022**

Days and time: TR 11:30AM-12:45PM

WEB LIVE

Dr. Giuseppe Natale

M/W 2:30-3:30 or by appointment (via Zoom)

[giuseppe.natale@unlv.edu](mailto:giuseppe.natale@unlv.edu)**Plan of work**

<b>Date</b>	<b>Content</b>	<b>In Class</b>	<b>At Home</b>
January 18, T	<i>Andiamo all'opera?</i> Unità 6 A	<ul style="list-style-type: none"> <li>• Per cominciare</li> <li>• <i>Compri un biglietto anche per...</i></li> <li>• Imperativo diretto e indiretto</li> </ul>	Audio CD 1-3 Glossary (p.221) Workbook 1-3
January 20, Th	<i>Andiamo all'opera?</i> Unità 6 B	<ul style="list-style-type: none"> <li>• <i>Due tenori fenomeno</i></li> <li>• L'imperativo con i pronomi</li> </ul>	Workbook 4-5 Glossary (p. 221)
January 25, T	<i>Andiamo all'opera?</i> Unità 6 C	<ul style="list-style-type: none"> <li>• <i>Giri a destra!</i></li> <li>• La forma negativa dell'imperativo</li> </ul>	Audio CD 4 Workbook 6-9 Glossary (pp. 221-222)
January 26, Th	<i>Andiamo all'opera?</i> Unità 6 D	<ul style="list-style-type: none"> <li>• <i>Alla Scala</i></li> <li>• Indefiniti come aggettivi e come pronomi</li> </ul>	Audio CD 5-6 Workbook 10-15 Glossary (p. 222)
February 1, T	<i>Andiamo all'opera?</i> Unità 6	<ul style="list-style-type: none"> <li>• Vocabolario e abilità</li> <li>• L'opera italiana</li> <li>• Attività video – <i>A scuola di canto</i></li> </ul>	Audio CD 7 Glossary (p. 222) Grammar (pp. 210-211) Workbook 16-20 Autovalutazione (p. 20) Test finale
February 3, Th	<i>Andiamo a vivere in campagna</i> Unità 7 A	<ul style="list-style-type: none"> <li>• Per cominciare</li> <li>• <i>Una casetta in campagna</i></li> <li>• Congiuntivo imperfetto</li> <li>• <b>Test 1 on Unità 6</b></li> <li>• <b>Composition 1 due (Scriviamo 5, p. 17)</b></li> <li>• <b>Recording assignment 1 (Parliamo 4, p.17)</b></li> </ul>	Audio CD 8 Glossary (p. 222) Workbook 1-3
February 8, T	<i>Andiamo a vivere in campagna</i> Unità 7 B-C	<ul style="list-style-type: none"> <li>• <i>Cercare casa</i></li> <li>• Congiuntivo trapassato</li> <li>• <i>Nessun problema</i></li> <li>• La concordanza dei tempi al congiuntivo</li> <li>• Quando usare il congiuntivo I</li> </ul>	Audio CD 9 Glossary (p. 222) Workbook 4-11
February 10, Th	<i>Andiamo a vivere in campagna</i> Unità 7 C-D	<ul style="list-style-type: none"> <li>• <i>Vivere in città</i></li> <li>• Quando usare il congiuntivo II</li> </ul>	Audio CD 10 Glossary (p. 222) Workbook 12-13

February 15, T	<i>Andiamo a vivere in campagna</i> Unità 7 E	<ul style="list-style-type: none"> <li>• <i>Salviamo la Terra!</i></li> <li>• Quando usare il congiuntivo III</li> </ul>	Glossary (p. 223) Workbook 14-17
February 17, Th	<i>Andiamo a vivere in campagna</i> Unità 7 F	<ul style="list-style-type: none"> <li>• Vocabolario e abilità</li> <li>• <i>Gli italiani e l'ambiente</i></li> <li>• Attività video – <i>Che aria pulita!</i></li> </ul>	Audio CD 11 Glossary (p. 223) Autovalutazione (p. 36) Test finale Grammar (pp. 211-212)
February 22, T	<i>Tempo libero e tecnologia</i> Unità 8 A	<ul style="list-style-type: none"> <li>• <b>Test 2 on Unità 7</b></li> <li>• <b>Composition 2 due (Scriviamo 6.1, p. 33)</b></li> <li>• Per cominciare</li> <li>• <i>Se provassi anche tu</i></li> <li>• Periodo ipotetico 1° - 2° tipo</li> </ul>	Audio CD 12-13 Glossary (p. 223) Workbook 1-3
February 24, Th	<i>Tempo libero e tecnologia</i> Unità 8 B	<ul style="list-style-type: none"> <li>• <i>Complimenti!</i></li> <li>• Periodo ipotetico 3° tipo</li> <li>• Ipotesi al passato con conseguenza nel presente</li> </ul>	Audio CD 14 Glossary (p. 223) Workbook 4-9
March 1, T	<i>Tempo libero e tecnologia</i> Unità 8 C-D	<ul style="list-style-type: none"> <li>• <i>Tutti al computer!</i></li> <li>• Usi di <i>ci</i></li> <li>• <i>Pronto, dove sei?</i></li> <li>• Usi di <i>ne</i></li> <li>• <i>In treno</i></li> </ul>	Audio CD 15 Glossary (p. 223-224) Workbook 10-12
March 3, Th	<i>Tempo libero e tecnologia</i> Unità 8 E	<ul style="list-style-type: none"> <li>• Vocabolario e abilità</li> <li>• <i>Scienziati e inventori italiani</i></li> <li>• Attività video: <i>Lorenzo e la tecnologia</i></li> </ul>	Audio CD 16 Test finale Glossary (p. 224) Autovalutazione (p. 52) Grammar (pp. 212-214)
March 8, T	<i>L'arte è di tutti</i> Unità 9 A	<ul style="list-style-type: none"> <li>• Per cominciare</li> <li>• <i>Furto agli Uffizi!</i></li> <li>• La forma passiva</li> <li>• <b>Test 3 on Unità 8</b></li> <li>• <b>Composition 3 due (Scriviamo 5.1, p. 49)</b></li> <li>• <b>Recording assignment 2 (Rispondete, 2 p.43)</b></li> </ul>	Audio CD 17 Workbook 1-6 Glossary (p. 224)
March 10, Th	<i>L'arte è di tutti</i> Unità 9 B-C	<ul style="list-style-type: none"> <li>• <i>Certo che è così!</i></li> <li>• Chiedere conferma / Confermare</li> <li>• La forma passiva con <i>dovere e potere</i></li> <li>• <i>Opere e artisti</i></li> <li>• La forma passiva con il verbo <i>andare</i></li> </ul>	Audio CD 18-19 Workbook 7-10 Glossary (p. 224-225)
March 15-17		<ul style="list-style-type: none"> <li>• Spring Break</li> </ul>	
March 22, T	<i>L'arte è di tutti</i> Unità 9 D-E	<ul style="list-style-type: none"> <li>• <i>Si vede?</i></li> <li>• Si passivante</li> <li>• <i>Ladri per natura?</i></li> </ul>	Workbook 11-17 Glossary (p. 225)
March 24, Th	<i>L'arte è di tutti</i> Unità 9	<ul style="list-style-type: none"> <li>• Vocabolario e abilità</li> <li>• <i>L'arte in Italia</i></li> <li>• Attività video: <i>Arte, che fatica!</i></li> </ul>	Audio CD 20 Grammar (pp. 214-216) Autovalutazione (p. 68) Test finale Glossary (p. 225)

Mar 29, T	<i>Paese che vai, problemi che trovi</i> Unità 10 A	<ul style="list-style-type: none"> <li>• Per cominciare</li> <li>• <i>Criminalità e altre... storie</i></li> <li>• Discorso diretto e indiretto I</li> <li>• <b>Test 4 on Unità 9</b></li> <li>• <b>Composition 4 due (D6, p. 63)</b></li> </ul>	Audio CD 21-22 Workbook 1-5 Glossary (p. 225)
Mar 31, Th	<i>Paese che vai, problemi che trovi</i> Unità 10 B	<ul style="list-style-type: none"> <li>• <i>Io no...</i></li> <li>• Esprimere indifferenza</li> <li>• Discorso diretto e indiretto II</li> </ul>	Audio CD 23 Glossary (p. 225) Workbook 6-8
April 5, T	<i>Paese che vai, problemi che trovi</i> Unità 10 C-D	<ul style="list-style-type: none"> <li>• <i>In una pillola...</i></li> <li>• <i>Paure...</i></li> <li>• Discorso diretto e indiretto III</li> </ul>	Audio CD 24 Glossary (pp. 225-226) Workbook 9-10
April 7, Th	<i>Paese che vai, problemi che trovi</i> Unità 10 E-F	<ul style="list-style-type: none"> <li>• <i>Anche noi eravamo così</i></li> <li>• Il periodo ipotetico nel discorso indiretto</li> <li>• <i>Vorrei che tu fossi una donna...</i></li> </ul>	Workbook 11-14 Glossary (p. 226)
April 12, T	<i>Paese che vai, problemi che trovi</i> Unità 10 G	<ul style="list-style-type: none"> <li>• Vocabolario e abilità</li> <li>• <i>Aspetti e problemi dell'Italia moderna</i></li> <li>• Attività video: <i>Non sono io il ladro!</i></li> </ul>	Audio CD 25 Autovalutazione (p. 84) Glossary (p. 226) Test finale Grammar (pp. 216-218)
April 14, Th	<i>Che bello leggere!</i> Unità 11 A	<ul style="list-style-type: none"> <li>• Per cominciare</li> <li>• <i>È Gemelli per caso?</i></li> <li>• Gerundio semplice e composto</li> <li>• <b>Test 5 on Unità 10</b></li> <li>• <b>Composition 5 due (Scriviamo 4.1 p. 81)</b></li> <li>• <b>Recording assignment 3 (Raccontate 3 p. 65)</b></li> </ul>	Audio CD 26 Workbook 1-4 Glossary (p. 226)
April 19, T	<i>Che bello leggere!</i> Unità 11 B	<ul style="list-style-type: none"> <li>• <i>Di che segno sei?</i></li> <li>• Infinito presente</li> <li>• Infinito passato</li> </ul>	Workbook 5-8 Glossary (pp. 226-227)
April 21, Th	<i>Che bello leggere!</i> Unità 11 C-D	<ul style="list-style-type: none"> <li>• <i>Due scrittori importanti</i></li> <li>• Participio presente e participio passato</li> <li>• <i>Andiamo a teatro</i></li> <li>• <i>Le parole alterate</i></li> </ul>	Audio CD 27 Glossary (p. 227) Workbook 9-16
April 26, T	<i>Che bello leggere!</i> Unità 11 E-F	<ul style="list-style-type: none"> <li>• <i>Librerie e libri</i></li> <li>• Vocabolario e abilità</li> <li>• <i>La letteratura italiana in breve</i></li> <li>• <b>Composition 6 due (Scriviamo 4, p. 97)</b></li> </ul>	Audio CD 28 Glossary (p. 227) Test finale Autovalutazione (p. 100) Grammar (pp. 218-220)

April 28, Th		<ul style="list-style-type: none"> <li>• <i>La letteratura italiana</i> (Lecture)</li> </ul>	
May 3, T		<ul style="list-style-type: none"> <li>• Review</li> <li>• 1° - 2° test di progresso</li> <li>• Grammar Appendix</li> </ul>	1° - 2° test di ricapitolazione
May 5, Th		<ul style="list-style-type: none"> <li>• Review</li> <li>• 3° - 4° test di progresso</li> <li>• Grammar Appendix</li> </ul>	3° - 4° test di ricapitolazione
May 9-14		<ul style="list-style-type: none"> <li>• <b>Final Exam</b></li> </ul>	

**BENVENUTI! Welcome to Italian 214!**

**Have a joyful and fruitful experience! Feel free to come and see me whenever you need help.**

### **Texts**

**Recommended:** S. Adorni- K. Primorac, *English Grammar for Students of Italian*, 2<sup>nd</sup> ed. (The Olivia and Hill Press, 2011).

**Required:** T. Marin- S. Magnelli, *The Italian Project 2b* Student's book, workbook and video course (EdiLingua, 2014)

### **Hardware and Software**

A laptop or computer equipped with working webcam and microphone as well as internet connection are required for this remote course. Additionally, students must install the following applications before the start of the course:     • Respondus Lockdown Browser • Panopto

**N.B. iPads and Chromebooks might not work properly with Respondus. Make sure to test the software before the course starts.**

### **Textbook Website**

The textbook *The Italian Project 2b* is combined with i-d-e-e (Italiano Digitale Edizioni Edilingua / Digital Italian by Edilingua publications), a multi-media platform featuring an interactive edition of the workbook, which helps students practice and improve upon what they have covered in their class lessons. To access the i-d-e-e platform students must activate an access code. The code ("CODICE") is found on the last page or inside back cover of the printed book (to reveal the code you have to scratch the sticker off, like on a cashword or bingo card). The code is included with the purchase of a new book. **If a used textbook is purchased, the code will not be recognized by the system since the code is individual to the first user.** The buyer of a used textbook will have to obtain a new code from the publisher. The code, valid for 12 months, entitles the student to access the EdiLingua site for a certain amount of hours. If your access time runs out you can purchase more directly on the platform.

To enter the access code you must go to the EdiLingua/i-d-e-e site (<http://www.i-d-e-e.it/index.aspx>), click on English on the top right, then select "student" as type of registration. There is a way of accessing the i-d-e-e homepage for students who are new to the website and have not registered yet ("sign-up"), and a way of entering the site for students who have already registered ("login"). You need to enter the book code in order to activate it so that you can use the corresponding educational materials on the platform. In other words, in order to activate the interactive exercises for the printed book (*Italian Project 2a / Nuovo Progetto Italiano 2*), you need to activate the corresponding code by entering it into the appropriate box, which will appear once you have selected the material from the "Resources" menu.

You cannot share your access code with any of your classmates. i-d-e-e reserves the right to block any users who are accessing the platform using the same code. Use your available access time right up until the end of your course, for completing the activities from the Exercise Book or the exercises that your teacher creates.

**CLASS CODE: 2141S22**

**NB. There is a difference between book code and class code. The book code is found inside the Edilingua book that you have purchased. It is an individual code and needs to be entered when you register with i-d-e-e, in order to access the interactive exercises that are part of your book. The class code is the one created by your teacher. You will have to enter the code in the relevant box – either when you register or afterwards – which allows the system to place you in the correct class.**

Once you have registered and logged in you will be able to access your work space. There you will find the “Resources” menu, containing all your available materials, which are activated automatically. On the same page, you will find the “Tools” and “Class Space” menus, which only contain the activities (tests, games, blogs, etc.) that the teacher has created for the whole class. When your teacher creates interactive materials (tests, games, oral activities) for the whole class, you will find them in the “Class Space” section. This is also where the blog and wiki will be found, if your teacher chooses to use them. If the interactive materials are for individual use, you will find them in your own “Resources” menu.

### **Online exercises**

You can attempt each exercise twice. The same goes for games created by your teacher, but you can only attempt tests once. This is mainly to avoid using up too much of your available access time. Two attempts for exercises and games may not seem like very many, but if you think about it, when you complete work in your paper Exercise Book, you really only have one attempt. You can only view the answers once you have attempted an exercise. Our advice is not to try again straight away, but to wait and then go back to the exercises for which you achieved a low percentage score, so that you can go over them again. You cannot change your answers to a test if you have already submitted it. The score that appears in the Results section and in the Gradebook that your teacher has access to is the score that you achieved on your first attempt. This is to give the student and the teacher an overall view of what the student has learned.

**N.B. It is advisable for you to answer the Workbook questions in your hard-copy before you enter them online. This will allow you to provide more accurate answers and to use less access time.**

Do not attempt to work on a different unit from the one you’ve been assigned. While technically speaking you can access the next unit of the course even if you have not finished the previous unit, this is not advisable. Even if you can guess the answers to future grammar points, it doesn’t mean that you’re actually learning. In fact, there’s a risk you might get mixed up.

### **Technical problems**

If your access code does not work send an email to [info@i-d-e-e.it](mailto:info@i-d-e-e.it), putting “faulty access code” as the subject. If you require technical support while using i-d-e-e you can send an email to [info@i-d-e-e.it](mailto:info@i-d-e-e.it), putting “technical support” as the subject. If you’ve forgotten your username and/or password send an email to [info@i-d-e-e.it](mailto:info@i-d-e-e.it), putting “forgotten password” as the subject. If the system is saying that your username and/or password are incorrect send an email to [info@i-d-e-e.it](mailto:info@i-d-e-e.it), putting “username and password not recognized” as the subject.

For more information see FAQ at [http://www.edilingua.it/Upload/02\\_DFSTEN.PDF](http://www.edilingua.it/Upload/02_DFSTEN.PDF)

### **Glossary**

An interactive glossary of the Edilingua’s course for smartphones and tablets is available on Google Play and App Store. The app includes all the vocabulary of the course components. The glossary is a tool to improve students’ learning and to actively test their vocabulary knowledge.

Go to the edilingua site. In the drop-down menu under “Resources for students” you will find “Glossari interattivi” “Apps.” Click on “Apps” and follow the instructions.

After installing the app, students can use the interactive glossary to look for a word in the “All Words” section, or they can practice the vocabulary of a specific unit (or of all units). Students can immediately view the translation of the words presented randomly, or they can choose the correct translation between 3 possible options and get an immediate feedback. Students can choose to practice starting either from Italian or from English. They can also listen to the correct Italian pronunciation through Google Translate!

The glossaries can also be customized: students can save the words they want to revise in ‘Favorites’, as well as remove the ones they don’t need.

### **Additional websites**

#### Online Translation

Paralink <http://translation2.paralink.com/>  
Reverso Context <https://context.reverso.net/translation/english-italian/>

#### Online Dictionaries

Reverso [https://www.reverso.net/text\\_translation.aspx?lang=EN](https://www.reverso.net/text_translation.aspx?lang=EN)  
Sansoni <http://dizionari.corriere.it/cgi-bin/sansing/find>  
Word Reference <http://www.wordreference.com/enit/welcome>

Pronunciation <https://forvo.com/languages/it/> <https://www.dizionario.it/en>

### **Grade Distribution**

The final grade will be calculated as follows:

Tests	20%	Online Activities/Workbook	18%
Final Exam	22%	Attendance	10%
Compositions	12%	Recording assignments	18%

### **Grade Scale**

A = 100-93	A- = 92-90	B+ = 89-88	B = 87-84
B- = 83-80	C+ = 79-78	C = 77-74	C- = 73-70
D+ = 69-68	D = 67-64	D- = 63-60	F = 59-0

### **Course Description**

ITAL214 provides an introduction to the Italian language and grammar, with emphasis on students’ speaking, listening, reading, and writing skills. The course also introduces students to elements of Italian culture, the latter being an integral part of linguistic expression.

### **Course Objectives**

Students who successfully complete the fourth semester of Introductory Italian (ITAL 214) will attain pre-intermediate Proficiency Level (Level B2, Independent User, as defined in accordance to the guidelines set by the Common European Framework for Languages, equivalent to Level Intermediate High-Advanced Low as defined by the ACTFL (American Council on the Teaching of Foreign Languages): “Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide

range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.”

### **How Objectives Will be Met**

*The Italian project!*, the multimedia program adopted for this course, uses a communicative approach to language learning that integrates grammar and verbal expression. From a methodological standpoint, it is inductive: it invites the student, with the teacher’s help, to discover new elements, grammatical and otherwise. To succeed in this course, it is absolutely essential **to study in advance** all assigned pages, as indicated in the syllabus, and to come to class prepared for that day’s activities.

The four communication skills (speaking, listening, reading, and writing) are developed through: comprehension exercises (recordings and Online videos); pronunciation exercises; in-class conversation (QAs and pair role-plays); cultural readings; writing (spelling exercises and compositions). The course cultural component is provided through the above-mentioned readings, photo, pictures, drawings, and other realia. Vocabulary learning and its active usage are an integral part of all four skills.

ITAL 214 covers six chapters (Units 6-11) of *Italian project 2b*, which include the following:

Grammar: imperative; imperative with pronouns; indefinite adjectives and pronouns; imperfect and pluperfect subjunctive; use of subjunctive; agreement of tenses with subjunctive; “if” clause; uses of *ci*; uses of *ne*; passive form; passive form with *dovere* and *potere*; passive form with *andare*; passive *si*; direct and indirect speech; time indicators; *gerundio*; *gerundio* with pronouns; present and past infinitive; nouns with suffixes.

Communicative and vocabulary elements: speaking about taste in music; giving advice, instructions, orders; asking for and giving street directions; vocabulary regarding the opera and ticket office of a theater; city and country: pro and cons; presenting a fact as easy; speaking about environmental initiatives; speaking about the livability of a city; expressing fears/worries about the future of the planet; environmental awareness; making hypotheses; congratulating someone; giving approval or disapproving; how to write an e-mail; use and abuse of technology; advertising offer; the mobile phone and us; vocabulary regarding the computer and new technology; reporting news and facts; asking for confirmation, confirming something, reinforcing a sentence; Italian proverbs; vocabulary regarding art; talking about a negative experience; expressing indifference; speaking about drug problems; speaking about society problems; speaking about fears; men and women: discriminations and stereotypes; asking for and giving advice; horoscopes and zodiac signs; speaking about books.

Cultural readings (“Conosciamo l’Italia”): Italian opera (Rossini, Puccini, Verdi); Italians and the environment (agritourism, environmental associations); Italian scientists and inventors (Galileo, Volta, Meucci, Marconi, L. da Vinci); Art in Italy (from modern art to architecture and Italian design today); aspects and problems of modern Italy (unemployment, temporary employment, North/South divide, organized crime, illegal immigration, negative birth rate).

### **Learning Outcomes**

This course will contribute to the attainment of the university Undergraduate Learning Outcomes (UULOs) and the Department of World Languages and Cultures (WLC) Student Learning Outcomes in the areas of communication, cultures, connections, comparisons, and communities. At the end of this course, successful students will be able to: 1. converse on a broad range of topics, such as music, environmental issues, use of technology, social issues and problems, literature and publications in general. Through discussions these topics students will be able to analyze cultural differences and similarities between countries.

### **Class Policies**

This course is administered through WebCampus-Canvas. The assignments you need to complete and the dates you need to complete them by are laid out in the Plan of Work. Due dates for compositions and recording assignments are marked in red. The plan of work should be self-explanatory, however, if you have

any questions, please feel free to contact me by email or post your questions in Canvas under “Course Questions.”

To be able to take tests and exams you must first download Respondus Lockdown Browser at <https://www.it.unlv.edu/webcampus/respondus-tools>. Some assignments will have to be recorded through Panopto. Information on how to download and use Panopto can be found here: <https://unlv.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=a95c1f7c-db9e-4246-b557-a93101514879> For all these reasons, this course requires a computer with up-to-date software and a working video camera and microphone. If your computer does not meet the requirements please contact IT Help Desk for assistance or to request a computer loan (702-895-0777/ <https://www.it.unlv.edu/it-help-desk>.)

**N.B. iPads and Chromebooks might not work properly with Respondus. Make sure to test the software before the course starts by completing a practice test.**

### **Attendance / Class Participation**

Attendance is an essential part of a language class. Students are expected to attend classes as scheduled, stay through the duration of class, and participate in all class activities. Attendance is mandatory. Students are allowed TWO absences, and should use them judiciously, since each additional absence, JUSTIFIED OR UNJUSTIFIED, will result in the loss of 1% from their 10% class participation. In the event that a class cancellation is required, students will be officially notified by the instructor or the WLC Department (895-3431) via Canvas or e-mail.

During class time students are expected to:

- Behave in a manner consonant with an academic environment and respectful of other students;
- Avoid using cell phones or any other electronic devices that are not pertinent to class instruction.
- **Have webcam and microphone on.**

### **Home Assignments**

Students are required to do the exercises, written and oral, in the *Italian Project 2b* workbook, as listed in the syllabus’ right column. Through the EdiLingua website the instructor will indicate which exercises are to be submitted online and if any additional exercises or activities may be required. Online activities will be monitored by the instructor, who will grade all materials submitted by students. Online activities count for 18% of the final grade.

### **Compositions and Recordings**

Students are expected to write 6 compositions on specific topics, as described in the syllabus, and to submit them for correction and grading. All compositions must be rewritten after the teacher’s correction. Each rewritten composition counts 2 points. Late, missed or un-rewritten compositions will count zero points. **N.B. Students must write original compositions on the assigned topics. Copying already existing texts may be ground for plagiarism. Students are allowed to use translation software only as a tool. Any words or sentences that result from automated translation must be further checked and revised by students according to their personal knowledge of the target language.** In addition, students will have to answer orally the 3 questions listed in the syllabus under “Recording Assignment.” Each recording should be approximately 5-minute long.

### **Testing**

During the course there will be 5 tests covering specific sections of *Italian Project 2b*. Students may drop one test out of the 5 scheduled. Each test will take no more than 20-30 minutes to complete. A missed test counts zero points. NO MAKEUPS ALLOWED. The final exam may be inclusive of all material covered during the semester (Units 6 through 11). The final exam is two-hour long. For the exact day and time check the UNLV website. A missed final exam counts zero points. NO MAKEUPS ALLOWED.



**NB. Tests and final exam will be administered online through WebCampus-Canvas and require the use of Respondus Lockdown Browser. Students must make sure their computer and software are in working order before taking the online tests.**

## **UNLV Policies and Statements**

### **Public Health Directives**

Face coverings are currently mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), [https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), including being administratively withdrawn from the course.

### **Academic Misconduct**

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

### **Auditing a Course**

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

### **Classroom Conduct**

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

### **Copyright**

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <https://www.unlv.edu/provost/copyright>.

### **Disability Resource Center (DRC)**

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

### **Final Examinations**

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

### **Identity Verification in Online Courses**

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

### **Incomplete Grades**

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

### **Library Resources**

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

### **Missed Classwork**

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

### **Rebelmail**

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

### **Tutoring and Coaching**

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

### **UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

### **Diversity Statement**

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another’s points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

### **UNLV Land Acknowledgment**

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudinu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.