

Please submit your completed forms and supporting documents to [wqb\\_cert@sfu.ca](mailto:wqb_cert@sfu.ca)

## **REQUEST FOR *CERTIFICATION* AS A DESIGNATED BREADTH HUMANITIES COURSE**

Thank you for your interest in offering a designated breadth-humanities (B-Hum) course. B-HUM courses will help to meet Simon Fraser University's commitment to General Education, which enhances undergraduate degrees by informing and complementing students' programs of study, encouraging students to develop understandings and skills that equip them for life-long learning, and preparing them to appreciate, critique and contribute ideas and values of diverse, complex, and interdependent local and global communities in an ethical and comprehensive manner.

Completing this form will provide information for assessment by a faculty committee regarding whether your course meets the criteria for B-HUM. Please contact the Director, University Curriculum and Institutional Liaison, at [ucildir@sfu.ca](mailto:ucildir@sfu.ca) if you have any questions about completing this form.

### **BREADTH CRITERIA**

A **BREADTH** course provides the opportunity for students to enrich the subject matter knowledge in their program(s) of study by exposing them to new theoretical perspectives, forms of thought, and modes of inquiry. Breadth courses encourage students to reflect on their values, beliefs, and commitments and allow them to improve their ability to engage in conversations, debates, and actions that comprise our globally interconnected society.

Additionally, a Breadth course must substantially fulfill AT LEAST ONE of the following conditions:

1. Articulates a framework for organizing and acquiring knowledge in a particular field of study; raises overarching questions and problems within a field of study and investigates how the field generates and validates workable solutions to problems.
2. Develops students' systematic understandings of the historical development and/or the contemporary dynamics of the physical, natural, social, and/or cultural environments that comprise the program of study.

### **BREADTH HUMANITIES PURPOSE**

- To build knowledge and understanding of both historical and current trends in human cultural production; to develop an appreciation for how the humanities help us understand and navigate the world.
- To develop cultural, artistic, or linguistic literacies that allow for students to critique and engage with controversies and issues informing contemporary societies.
- To prepare students to make connections among cultural, artistic, and social movements within a range of historical, present, and emerging contexts. To foster transferable skills of cultural critique, evaluation, knowledge-making, language-learning, and self-expression.

### **EXAMPLES**

Examples of B-Hum courses can be found on the General Education Curriculum page [here](#).

Please note, you can answer any of the following questions with screenshots, copying and pasting from Canvas, or by attaching documents. The attached documents can be in any format (ie PDF, word document). A short paragraph is normally sufficient to answer the questions on this form.

**COURSE TITLE, NUMBER AND DESCRIPTION:**

Course #:	ITAL 100	Course Title:	Introductory Italian I
Frequency of offering (# / year)	3 (Fall, SPR, SUM)	Average enrollment per offering:	40

**OTHER INFORMATION:**

Please indicate if this course currently has or will have another WQB designation: \_\_\_\_\_ n/a \_\_\_\_\_

Instructor(s) responsible for teaching the course: \_\_\_\_\_ Vlad Vintila \_\_\_\_\_

\*\*If multiple instructors are responsible for teaching this course, please list them all and include a course outline/syllabus for each one.

List course pre-requisites: \_\_\_\_\_ n/a \_\_\_\_\_

Please give a one-paragraph description of the content and overall format (lecture, seminar, tutorial, etc.) of the course, listing any prerequisites (maximum 200 words).

Introduction to Italian for students with no previous background in the language. Introduces basic oral and written skills, and cultural competence. (A1 level of CEFR).  
This course is for beginners and focuses on developing basic language skills (reading, writing, speaking, and listening) in Italian. Elements of grammar, syntax, vocabulary and idiomatic expressions as well as aspects of Italian customs and culture will be taught in the context of everyday dialogues and texts. Accurate pronunciation and clear sentence patterns will be stressed. Students will be exposed to authentic Italian material from films, songs, websites, and will have the opportunity to practice their listening and speaking skills on a daily basis.

The course is conducted in person, in a flipped classroom model. Students are responsible for exploring, learning and practicing key concepts (grammar and especially vocabulary) ahead of class meeting time. There are vocabulary, grammar, writing and communicative activities assigned for each lesson. In class, students practice communicative activities, build their speaking skills, and improve their confidence in using the language. When necessary, additional time will be spent on difficult points (fine-tuning and troubleshooting). Overall, classroom meetings work as workshops in which students will have the opportunity to use the language in meaningful activities and interactions.

**BREADTH RATIONALE:**

A breadth course exposes students to new theoretical perspectives, forms of thought, and modes of inquiry, and encourages them to reflect on their values, beliefs, and commitments and allow them to improve their ability to engage in conversations, debates, and actions that comprise our globally

interconnected society. In approximately one paragraph, please explain how your course does this.

Language learning serves as a gateway to diverse, theoretical perspectives, fostering an understanding of different forms of thought and modes of inquiry. As students learn introductory grammar and writing/speaking skills, they are exposed to unique cultural, nuances and linguistic structures, prompting reflection on their own values, beliefs, and commitments. This reflective process enhances their ability to navigate conversations, debates, and actions within our globally interconnected society. By immersing themselves in the use of the language, students not only gain proficiency in communication, but also develop a heightened awareness of the multifaceted nature of human expression. Language learning is by nature an exercise in promoting a more inclusive and informed global dialogue.

A Breadth course must fulfill one of the two following conditions. Please explain how your course does this.

1. Articulates a framework for organizing and acquiring knowledge in a particular field of study; raises overarching questions and problems within a field of study and investigates how the field generates and validates workable solutions to problems.
2. Develops students' systematic understandings of the historical development and/or the contemporary dynamics of the physical, natural, social, and/or cultural environments that comprise the program of study.

An introductory language course serves as more than a linguistic foundation; it allows students to begin forming a mental framework for organizing and acquiring knowledge of the cultural context surrounding the language studied. By introducing students to the language's historical development and contemporary dynamics, the course naturally prompts questions about the cultural and social aspects of the community in which the language is embedded. In other words, the course not only facilitates language acquisition, but also cultivates a deeper appreciation for the interconnectedness of language and its sociocultural contexts, laying the groundwork for a more nuanced and holistic approach to the study of the language itself as well as its associated cultural milieux.

### **BREADTH HUMANITIES RATIONALE**

1. A B-HUM course introduces important concepts for understanding both historical and current trends in human cultural production and for developing an appreciation for how the humanities help us understand and navigate the world. Please explain in approximately one paragraph, how your course does this.

Human cultural production around the world cannot be understood without an understanding that the diversity of human languages are also vehicles for and shapers of basic communication, as well as cultural and artistic expression. Learning another language allows students to gain insight into how these processes work in a linguistic framework beyond their own, helping to foster a nuanced and empathetic worldview that transcends linguistic and cultural boundaries.

2. A B-HUM course explicitly addresses how and why a Humanities discipline (or disciplines) defines, acquires and organizes knowledge in particular disciplinary literacies. It allows students to critique and engage with controversies and issues informing contemporary society. Please explain in approximately one paragraph, how your course does this.

Acquiring multilingual ability gives students a multifaceted tool that helps them define, acquire, and organize knowledge irrespective of discipline. Students not only develop essential communication skills, but also begin to understand that learning another language also means gaining access to the linguistic conventions inherent to diverse disciplinary fields. Learning a language enhances cultural literacy, a skill that is crucial to engaging with so many of the complex, transnational issues that characterize contemporary society.

3. A B-HUM course prepares students to make connections among cultural, artistic, and social movements within the context central to the Humanities discipline. It should foster transferable skills such as cultural critique, evaluation, knowledge-making, language-learning, and self-expression. Please explain in approximately one paragraph, how your course does this.

Learning another language provides extensive, deep, and nuanced access to cultural, artistic, and social movements in that language. Much of this discourse remains untranslated; even if some of the material is translated, gaining only this limited view is insufficient to capture the intricate connections within and among linguistic cultures. Having access to another language not only fosters a more interconnected and enriched worldview, but has been proven to enhance cognitive abilities and improved adaptability to changing life situations.

4. Other ways in which this course meets the goals and criteria of a Breadth Humanities course are:

Language learning confers the abovementioned benefits to the student regardless of the language learned.

**PLEASE SUBMIT A CURRENT OR RECENT COURSE SYLLABUS,  
INCLUDING A CLASS SCHEDULE AND GRADING SCHEME WITH THIS FORM.**

## ITALIAN 100 – SFU Fall 2023

**INSTRUCTOR: Dr. Vlad Vintila**  
**Mon/Thu/Fri 1.30-2.20**  
**Mon/Thu/Fri 2.30-3.20**

**E-MAIL: [vvintila@sfu.ca](mailto:vvintila@sfu.ca)**  
**WMC 2531 (D100)**  
**WMC 2521 (D200)**



### Required Text:

“**PassaParola**” (Units 0 through 6) – digital program, available through <https://lingrolearning.com/>

Please **NOTE** that **an electronic device** (ideally laptop or tablet, potentially smartphone, equipped with **speakers/headset jack, microphone, and a video camera**) will be **needed for program access**. The program does not include a physical textbook.

**Course ID for ITAL 100 D100/200 Section ID: 342cd4**

### Method of delivery:

The class will be delivered in person, over **1-hour block three times a week (D100 Mondays, Thursdays & Fridays 1.30-2.20 / D200 Mondays, Thursdays & Fridays 2.30-3.20)**

### Technology requirements:

A laptop or **personal computer** with a stable **internet connection**, a working **microphone** and web **camera** are needed for accessing the course materials on the LingroLearning platform and for completing the live language coaching sessions (InDiretta).

### Disability Statement

**This course is open to all students who meet the academic requirements for participation.** Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. In addition, you should contact the Centre Accessible Learning (<https://www.sfu.ca/students/accessible-learning.html>) at

Email: [caladmin@sfu.ca](mailto:caladmin@sfu.ca) / Phone: 778.782.3112 to coordinate reasonable accommodations for students with documented disabilities.

## **Academic Integrity**

### **AI use prohibited**

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2 or Google translate and similar) on assignments in this course, as use of these tools runs counter to the stated objectives of the class. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Any incidences of cheating will result in failure of the exam or quiz and will be reported to the disciplinary committee. All students are required to be familiar with the University policies on Academic Integrity. Please refer to:

<http://www.sfu.ca/students/academicintegrity.html>

<http://www.sfu.ca/policies/gazette/student/s10-01.html>

**Course Objectives:** To prepare students to **communicate simply but effectively in Italian** through the development of four skills – **listening, speaking, reading and writing** – as well as to develop a knowledge of **Italian culture**. Specifically, upon successful completion of this course, students should be able to:

- provide basic information in Italian about themselves, their families, interests, likes and dislikes, and daily activities;
- participate in simple conversation on everyday topics (e.g. weather, meeting new people, school, shopping, etc.);
- read edited texts on familiar topics; understand the main ideas, and pick out important information from "authentic texts" (e.g. menus, signs, train schedules, etc.);
- complete forms requesting general information, write letters and postcards providing simple information;
- provide general information about Italy (e.g. geography, weather, food, etc.);
- use and understand essential vocabulary related to everyday life (e.g. days of the week, colors, numbers, months, seasons, time of day, stores, family members, modes of transportation, etc.)

- produce Italian with enough grammatical accuracy and accurate pronunciation to be comprehensible to an Italian speaker accustomed to speaking with non-natives.

### **Course Policies:**

*Since language acquisition requires interaction among students in the "learning community," your conduct in the classroom impacts on others. The following policies will serve to create a pleasurable and productive learning experience for the entire group.*

- Postings regarding this course (communications, announcements, and class materials) will appear on **Canvas** [www.sfu.ca/canvas.html](http://www.sfu.ca/canvas.html). Please check the course site regularly for these announcements and assignments.
- Written communication between you and the instructor (or other faculty members) must originate from your **SFU email address**. Please do not use personal accounts (gmail, yahoo, etc.)
- In an effort to create an immersion experience, you are asked to **speak Italian** in the classroom. Your commitment to speaking the language will help you improve your skills steadily. Getting it right matters much less than making an effort to speak.
- **Regular active class attendance** is necessary to progress.

**Active participation** refers to: 1) your actual class **presence**; 2) your **preparedness** on the syllabus topics; 3) your **use of Italian**, 4) your **willingness and ability to participate**; 4) your **cooperation** to group and pair discussions, 5) your **respect** and attitude towards the class and your peers.

An absence is not considered an excuse for not doing your assignment. Get the contact information of at least two classmates during the first week of class. If you are absent, contact them to find out about the day's assignments.

### **Classroom policies**

- Please conduct yourself **respectfully** and **considerately** at all times
- Please be mindful of **everybody's safety and comfort** while in the classroom

- Please **refrain from eating** during class time
- Please **turn off/mute cell phones** during class time
- Please be **punctual** as late arrivals disrupt the class

## Assignments:

### **Flipped classroom**

Every syllabus entry has two components:

1) “**Prepara**” (**prepare**), which indicates the vocabulary to be learned in preparation for class. **No vocabulary will be introduced during class time.** Class practice will be conducted on the assumption that the vocabulary has been **covered ahead of time.** Failure to do so will impact your ability to participate in the course and consequently lower your participation score; new vocabulary will also be tested regularly through class quizzes.

2) “**Studia**” (**study**), which indicates the grammar topics you need familiarize yourself with before our weekly meetings. Class time will be used for explaining difficult points (fine-tuning and troubleshooting) as well as for practicing the new concepts in context with your classmates.

### Homework assignments

There will be pre-session (on new vocabulary) and post-session (on the grammar points covered in class) **assignments for each unit** on the *PassaParola* online system. These assignments are deadline sensitive, so please pay attention to due dates. 10% of the score will be automatically deducted for every day when the assignments are submitted late. All assignments need to be submitted by the final day of the course.

### LinguaMeeting – In diretta

There will be **three In diretta project assignments.** These are live on-line appointments during which you will speak in Italian with a *LinguaMeeting* coach about the topics learned in the relative units; these sessions provide additional targeted speaking practice and prepare you for the final oral exam. Their completion will be included in your attendance and participation grade (1% x session, 3% total)



## **Exams**

There are **two scheduled exams**. The exams test the vocabulary and grammatical structures contained in the text units assigned. The exams are comprehensive. The exam activities may include listening comprehension, reading comprehension, dictation and writing.

## **Compositions**

There will be **two compositions** on assigned topics due during the semester. The compositions make up 10% of your final grade. They will be completed as **hour-long in-class assignments**.

## **Quizzes**

In addition to the two exams, there will be **frequent quizzes** (at least once a week) that will primarily test the assigned **vocabulary** along and intuitive grammar points.

## **Final Oral Exam**

There is a final oral exam scheduled for the final class of the course (**June 19<sup>th</sup>**) or by appointment during the final week. The exam will be conducted via **Zoom meeting** (web cam will be required for all) and will last approximately **5-10 minutes** and will consist in **open dialogue** with the instructor topics covered during the term and practiced during class time, through homework assignments and exams.

## **\*Missed assignments (quizzes and exams)**

If you miss an exam or quiz because of **illness or extenuating circumstances**, please contact the instructor as soon as possible (ideally prior to the exam). You may notify the instructor by e-mail or leave a message at the office. When you return to class, you will need to provide a **self-declaration** form as documentation for your short-term illness. Extenuating circumstances are defined as unusual circumstances beyond your control. If you do not inform the instructor prior to the test and do not provide a self-declaration form, or if you miss an exam due to something other than illness or extenuating circumstances, the missed assignment equals 0%.

## **Evaluation:**

**Please note: Failure to complete any of the major assignments may result in failure of the course.**

*The final grade will be based on:*

Attendance and participation + LinguaMeeting	<b>10%</b>
Online assignments homework	<b>15%</b>
2 Compositions	<b>10 %</b>
2X 1-hour exams (2x15%)	<b>30%</b>
Quizzes	<b>15%</b>
Final Oral Exam (in-class)	<b>20%</b>
<b>TOTAL</b>	<b>100%</b>

### **Grading Scheme**

**Letter Grade:**

**Range:**

A+	100 %	to 96%
A	95 %	to 91%
A-	90 %	to 87%
B+	86 %	to 83%
B	82 %	to 79%
B-	78 %	to 75%
C+	74 %	to 70%
C	69 %	to 65%
C-	64 %	to 59%
D	58 %	to 50%
F	49 %	to 0%

*\*Scores for the various assignments will be uploaded into Canvas as they become available so that you can monitor your progress and address any issues that may arise.*

## Schedule of classes

*Please note that scheduled activities are subject to change due to the pace of the class, or other internal or external factors—*

Week 1		
<b>Giovedì</b> <b>9/7</b>	<b><u>Intro</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità Preliminare</b>	<b>Introduction to the Course</b> - Pronunciation, Spelling & Alphabet (Vocabolario 1, Grammatica 1)	
<b>Venerdì</b> <b>9/8</b>	<b><u>ABC</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità Preliminare</b>	- Pronunciation, Spelling & Alphabet (Vocabolario 1, Grammatica 1) - Per Conversare (Vocabolario 2) - La penisola italiana (Scopri L'Italia)	
Week 2		
<b>Lunedì</b> <b>9/11</b>	<b><u>Presentazioni</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 1 (ctd)</b>	<b>Unità 1</b> - Presentazioni (Vocabolario 1) - Pronomi Soggetto (Grammatica 1)	
<b>Giovedì</b> <b>9/14</b>	<b><u>Come stai?</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 1 (ctd)</b>	<b>Unità 1</b> Prepara: Vocabolario 1 Studia: Grammatica 2	
<b>Venerdì</b> <b>9/15</b>	<b><u>Date, giorni e mesi</u></b>	<b>Compiti</b> <b>(Assignments)</b>

<b>Unità 1</b> (ctd)	<b>Unità 1</b> Prepara: Vocabolario 2 Studia: Grammatica 3	
<b>Week 3</b>		
<b>Lunedì</b> <b>9/18</b>	<b><u>Informazioni personali</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 1</b> (ctd)	<b>Unità 1</b> Prepara: Vocabolario 3 Studia: Grammatica 4	
<b>Giovedì</b> <b>9/21</b>	<b><u>Cosa c'è in classe?</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 2</b>	<b>Unità 2</b> Prepara: Vocabolario 1 Studia: Grammatica 1 “ <i>C'è / Ci sono</i> ”	
<b>Venerdì</b> <b>9/22</b>	<b><u>Un banco, una lavagna</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 2</b>	<b>Unità 2</b> Studia: Grammatica 1 & 2	LingroHub (HW) Unità Prelim. & 1
<b>Week 4</b>		
<b>Lunedì</b> <b>9/25</b>	<b><u>L'università</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 2</b> (ctd.)	<b>Unità 2</b> Prepara: Vocabolario 2	
<b>Giovedì</b> <b>9/28</b>	<b><u>I palazzi, gli edifici e le strutture</u></b>	<b>Compiti</b> <b>(Assignments)</b>

<b>Unità 2</b> <b>(ctd.)</b>	<b>Unità 2</b> Studia: Grammatica 3	
<b>Venerdì</b> <b>9/29</b>	<b><u>Attività a scuola</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 2</b> <b>(ctd.)</b>	<b>Unità 2</b> Prepara: Vocabolario 3 Studia: Grammatica 4 & 5	
<b>Week 5</b>		
<b>Lunedì</b> <b>10/2</b>	<b><u>Holiday - NO CLASS</u></b>	
<b>Giovedì</b> <b>10/5</b>	<b><u>Come sono?</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 3</b>	<b>Unità 3</b> Prepara: Vocabolario 1 Studia: Grammatica 1	
<b>Venerdì</b> <b>10/6</b>	<b><u>Cosa portano?</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 3</b> <b>(ctd.)</b>	<b>Unità 3</b> Prepara: Vocabolario 2 Studia: Grammatica 2	LingroHub (HW) Unità 2
<b>Week 6</b> <b>*NOTE: <u>NO Monday 10/9</u> class for Thanksgiving BUT</b> <b><u>Class on Tuesday 10/10</u> instead</b> <b>**Settimana della lingua italiana events and activities**</b>		
<b>Martedì</b> <b>10/10</b>	<b><u>Cosa ti piace fare?</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 3</b>	Prepara: Vocabolario 3 Studia: Grammatica 3	

<b>Giovedì 10/12</b>	<b><u>Ripasso</u></b>	<b>Compiti (Assignments)</b>
		LingroHub (HW) Unità 2
<b>Venerdì 10/13</b>	<b><u>ESAME 1</u> <u>Unità 0-3</u></b>	
<b>Week 7 SETTIMANA della LINGUA ITALIANA</b>		
<b>Lunedì 10/16</b>	<b><u>Composition 1</u></b>	<b>Compiti (Assignments)</b>
<b>Giovedì 10/19</b>	<b><u>Cosa facciamo ogni giorno? Che ora è?</u></b>	<b>Compiti (Assignments)</b>
<b>Unità 4</b>	<b>Unità 4</b> Prepara: Vocabolario 1 Studia: Grammatica 1	
<b>Venerdì 10/20</b>	<b><u>Cosa mangiamo?</u></b>	<b>Compiti (Assignments)</b>
<b>Unità 4</b>	<b>Unità 4</b> Prepara: Vocabolario 2 Studia: Grammatica 2 & 3	
<b>Week 8</b>		
<b>Lunedì 10/23</b>	<b><u>Le quattro stagioni</u></b>	<b>Compiti (Assignments)</b>
<b>Unità 4</b>	<b>Unità 4</b> Prepara: Vocabolario 3	LingroHub (HW) Unità 3
<b>Giovedì 10/26</b>	<b><u>Dove andiamo?</u></b>	<b>Compiti (Assignments)</b>
<b>Unità 4</b>	<b>Unità 4</b> Studia: Grammatica 4 & 5	

<b>Venerdì</b> <b>10/27</b>	<b><u>La mia famiglia</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 5</b>	<b>Unità 5</b> Prepara: Vocabolario 1	
<b>Week 9</b>		
<b>Lunedì</b> <b>10/30</b>	<b><u>Conosci una famiglia italiana?</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 5</b>	<b>Unità 5</b> Studia: Grammatica 1 & 2	
<b>Giovedì</b> <b>11/2</b>	<b><u>Come lo festeggi?</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 5</b>	<b>Unità 5</b> Prepara: Vocabolario 2 Studia: Grammatica 3	<b>Due: In diretta</b> <b>Unità 3</b>
<b>Venerdì</b> <b>11/3</b>	<b><u>Le faccende di casa</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 5</b> <b>(ctd.)</b>	<b>Unità 5</b> Prepara: Vocabolario 3	LingroHub (HW) Unità 4
<b>Week 10</b>		
<b>Lunedì</b> <b>11/6</b>	<b><u>Cosa devi fare?</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 5</b>	<b>Unità 5</b> Studia: Grammatica 4	
<b>Giovedì</b> <b>11/9</b>	<b><u>Casa mia</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Unità 6</b>	<b>Unità 6</b> Prepara: Vocabolario 1	



<b>Venerdì 11/10</b>	<b><u>Cosa c'è in soggiorno?</u></b>	<b>Compiti (Assignments)</b>
<b>Unità 6 (ctd.)</b>	<b>Unità 6</b> Studia: Grammatica 1	
<b>Week 11</b>		
<b>Lunedì 11/13</b>	<b><u>Che cosa ci mettiamo?</u></b>	<b>Compiti (Assignments)</b>
<b>Unità 6</b>	<b>Unità 6</b> Prepare: Vocabolario 2 Studia: Grammatica 2	
<b>Giovedì 11/16</b>	<b><u>Quanto costa?</u></b>	<b>Compiti (Assignments)</b>
<b>Unità 6 (ctd.)</b>	<b>Unità 6</b> Studia: Grammatica 2 & 3	
<b>Venerdì 11/17</b>	<b><u>Che cosa hanno fatto?</u></b>	<b>Compiti (Assignments)</b>
<b>Unità 6 (ctd.)</b>	<b>Unità 6</b> Prepara: Vocabolario 3	LingroHub (HW) Unità 5
<b>Week 12</b>		
<b>Lunedì 11/20</b>	<b><u>Il passato prossimo</u></b>	<b>Compiti (Assignments)</b>
<b>Unità 6</b>	<b>Unità 6</b> Studia: Grammatica 4	
<b>Giovedì 11/23</b>	<b><u>L'accordo del participio passato</u></b>	<b>Compiti (Assignments)</b>

<b>Unità 6</b>	<b>Unità 6</b> Studia: Grammatica 5	
<b>Venerdì</b> <b>11/25</b>	<b><u>Ripasso</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Week 13</b>		
<b>Lunedì</b> <b>11/28</b>	<b><u>Esame 2</u></b> <b><u>(Unità 4-6)</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Giovedì</b> <b>11/29</b>	<b><u>Composition 2</u></b>	<b>Compiti</b> <b>(Assignments)</b>
<b>Venerdì</b> <b>12/1</b>	<b><u>Esame orale (1)</u></b>	<b>Compiti</b> <b>(Assignments)</b>  LingroHub (HW) Unità 6
<b>Week 14</b>		
<b>Lunedì</b> <b>12/4</b>	<b><u>Esame orale (2)</u></b> <b><u>+ by appointment</u></b>	<b>Compiti</b> <b>(Assignments)</b>