

Italian Resource Center

Bollettino Informativo del Centro di Documentazione per l'insegnamento e l'apprendimento dell'italiano

LA GRANDE BELLEZZA di Paolo Sorrentino

Marzo 2014

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**Premio Nastro d'Argento 2013: Migliore fotografia; Miglior suono;
Miglior attore e Migliore attrice non protagonista**

**Premio Hollywood Film Festival 2013: Miglior film straniero;
Miglior film indipendente; Migliore sceneggiatura**

Premio Sevilla Festival del Cine 2013: Miglior attore

8th Annual CCSU Conference for Language Teachers

Teaching World Languages Today:
Skills, Resources and Methodologies

March 8, 2014, 8:00 a.m. – 4:30 p.m.

CENTRAL CONNECTICUT STATE UNIVERSITY

STUDENT CENTER, Ella Grasso Boulevard, New Britain, CT 06050



Sponsors & Exhibitors:

CCSU Department of Modern Languages
Chinese Culture Center – CCC
Confucius Institute
CT Council for Language Teachers – CT COLT
CT Italian Teachers Association – CITA

Italian Resource Center – IRC
Office of Continuing Education
Summer Institutes for Language Teachers –
SITS, SITI, SITCh, SIT-LANG



.6 CEU credits offered by CCSU Continuing Education
to participants attending the entire conference, 8:00 a.m. – 4:30 p.m.

12:30 – 1:30	Lunch – Bellin Gallery/Alumni Hall Carmela Pesca, Chair, Conference Organizing Committee Elizabeth Lapman, Vice President, CT Council of Language Teachers – CT COLT
1:30 – 2:20	Exhibit Time – Alumni Hall Information Sessions: CCSU Summer Institutes for Language Teachers; CCSU Programs; CT Council of Language Teachers; Organizations
2:20 – 3:20	SESSION 3
Clock Tower Room Chinese	Zongxiang Mei & Maoxiang Ma, Confucius Institute: Introducing programs of Confucius Institute at CCSU Miao Hwang, Hopkins School: Building Vocabulary and TPRS in the Chinese Classroom
Blue & White Room General Topics in English	Sherry Venere, Jason Garneau & Darrin Griffin, United States Military Academy: Engaging Language Learners Through Social Media (Workshop)
1849 Room General Topics in English/Chinese	Lely Evans, Foote School: Making Connections – Learning Culture and Content Through 21st-Century Skills in the Language Classroom (Workshop)
Philbrick Room General Topics in English/Spanish	Elizabeth Lapman & Carmen Santiago-Albelda, CT COLT: Tools to Build Students' 21st Century Skills from FLES to College (Workshop)
Camp Room Italian	CT Italian Teachers Association Officers & Members: Tavola rotonda per insegnanti d'italiano (Round Table Discussion)
Sprague-Carlton Room Spanish	Soledad DePastino, Central Connecticut State University Alumna: Learn how you can bring presentations back to life with Prezi (Workshop)
3:30 – 4:20	SESSION 4
Clock Tower Room Chinese	Changying Bishop, Northwestern Regional School #7: Using Poetry/Chant to Enhance Chinese Learning Jen Lin, Glastonbury High School: Differentiated Instruction
Blue & White Room General Topics in English	Pilar Munday, Sacred Heart University : Using DUOLINGO as Homework Practice Galina Bakhtiarova, Western Connecticut State University: SMART Board Technology in the Language Classroom
1849 Room General Topics in English/Chinese	Joanne Wu-Havemeyer, Convent of the Sacred Heart : Inquiry-Based Teaching and Backward Design (Workshop)
Philbrick Room General Topics in English/Spanish	Tara Smith, Canton High School: Using Schoology in the World Language Classroom (Workshop)
Camp Room General Topics in English	Carri-Ann Goncalves & Jessica Vargas, CREC Medical Professions and Teacher Preparation Academy: Students as Teachers in the World Language Classroom (Workshop)
Sprague-Carlton Room Spanish	Lourdes Casas, CCSU & Oscar Martin, Lehman College: Estrategias de escritura y lectura en clases de cultura y literatura Sandra Mannino, East Hampton Middle School and High School: Colombia: su literatura, arte y música
4:30 – 4:45	Conference Evaluation – Alumni Hall To receive CEU credits, participants are required to attend the entire conference from 8:00 a.m. to 4:30 p.m. Please remember to sign in and out, and to leave the evaluation form at the conference registration desk.
4:45 – 5:30	Wine and Cheese Reception – Bellin Gallery

LANGUAGE	TIME & VENUE	DESCRIPTION
Chinese	10:15 – 11:15 Clock Tower Room	Jing Wang, Brunswick School: The Teaching Moment – How We Can Make the Chinese Class Fun and Effective (Workshop) This workshop will provide fun and effective ways to teach high school Chinese class from beginning level to AP level.
Chinese	11:25 – 12:25 Clock Tower Room	Meiching Chang, Glastonbury Public Schools: Creating a Literature-based Mandarin Chinese Curriculum by Backward Design (Workshop) The speaker will share her experience creating 2013 STARTALK curriculum based on the most famous Chinese classics—Journey to the West. Participants will create a literacy-based curriculum along this workshop.
Chinese	2:20 – 3:20 Clock Tower Room	Zongxiang Mei & Maoxiang Ma, Confucius Institute: Introducing programs of Confucius Institute at CCSU K-12 teachers of Chinese will be introduced to the programs offered by the Confucius Institute at CCSU: Chinese performances, exhibitions, Chinese Bridge Summer Camp for high school students, Confucius Institute Day, and so on. Miao Hwang, Hopkins School: Building Vocabulary and TPRS in the Chinese Classroom This presentation will provide suggestions on how to teach Chinese vocabulary, all will introduce TPRS—Teaching Proficiency through Reading and Storytelling in Chinese.
Chinese	3:30 – 4:30 Clocktower Room	Changying Bishop, Northwestern Regional School #7: Using Poetry/Chant to Enhance Chinese Learning This presentation will demonstrate how to use poetry and chant to enhance student learning in the Chinese classroom. Jen Lin, Glastonbury High School: Differentiated Instruction The presenter will explore the major points of designing and implementing differentiated instruction in classrooms with diverse student backgrounds and learning styles. Examples and resources of best practices will be provided and discussed.
General Topics in English	10:15 – 11:15 Blue & White Room	Christie Ward, Central Connecticut State University IELP: How to Create a 24-Hour Language Camp Learn how the presenter organized a 24-hour “English Camp” for Japanese EFL students at a resort in Hakone, Japan. Students signed a promise to use only English for 24 hours, then participated in a marathon of fun games and activities typical of a classic summer camp. Sarab Al Ani, Yale University: Language for the 21st Century: Practical Applications ACTFL introduced a skill map for teaching world languages that would fit students of the 21st century. This map includes a number of crucial skills that today students must master. This presentation introduces and explores some practical applications of those skills, shedding some light on students’ performance as well as feedback.
General Topics in English	11:25 – 12:25 Blue & White Room	Hazza Abu Rabia, Central Connecticut State University & Ahmad Magdi, University of Connecticut: Using the 4-Term Contingency Model for Operant Behavior to Teach About Culture The aim of this presentation is to propose a method to teach about ‘culture’ in a language classroom, including certain activities that are known to relate to a certain culture. Lawrence Mansour & Johannes Vazulik, US Military Academy-West Point: Profile of Successful Learners in Beginning Russian Courses at the US Military Academy This longitudinal study examines language learners’ pre-admission data, standardized test scores, and academic performance in general education courses during the freshman year at the United States Military Academy (USMA) at West Point in order to identify factors that may predict success in beginning Russian courses.

General Topics in English	2:20 – 3:20 Blue & White Room	Sherry Venere, Jason Garneau & Darrin Griffin, United States Military Academy: Engaging Language Learners Through Social Media (Workshop) This workshop presents how language-specific Facebook groups in the Arabic, Russian and Spanish classrooms allow instructors to post useful resources and students to interact with their instructor and peers beyond the classroom. It discusses best practices in social media and the L2 classroom, and invite participants to share their own experiences and insights.
General Topics in English	3:30 – 4:30 Blue & White Room	Pilar Munday, Sacred Heart University : Using DUOLINGO as Homework Practice I will speak about the free website DUOLINGO and how teachers can use it so their students can practice the four skills and compete against each other in an enjoyable way. It can be used for Spanish, French, Italian, Portuguese and German. Galina Bakhtiarova, Western Connecticut State University: SMART Board Technology in the Language Classroom This presentation will demonstrate practical activities best delivered through SMART Board technology. The use of SMART board in the introductory language classroom allows for an implementation of a vast array of culturally authentic video, audio and interactive communicative activities.
General Topics in English/ French	10:15 – 11:15 1849 Room	Annabelle Dolidon & Stéphanie Roulon, Portland State University: How to Improve Learning with Digital Credentials We will present our experience designing and implementing our digital badge system for French Studies at Portland State University to demonstrate how a digital badge program in foreign language teaching can improve learning and help students better identify the set of skills in demand in today's professional context. Habib Zanzana, University of Scranton: Children's Book Concepts and Covers in the French Language Classroom. A Creative Forum for Ideas, Characters, Illustrations and Tales in French Children's stories can generate interest in and excitement about learning French and help students engage in cross cultural-comparisons. Using original book concepts, covers, titles and illustrations, all done in French and by the students, this activity also strengthens community ties.
French	11:25 – 12:25 1849 Room	Silvia Bettiga, Central Connecticut State University: La Martinique, vous connaissez? Dans cet atelier je vous propose de découvrir la Martinique et la routine quotidienne d'un adolescent martiniquais. Nous pourrons aussi comparer cette routine avec celle d'un adolescent américain. Finalement, nous allons voir comment la géographie, le climat et l'histoire d'une région détermine la vie quotidienne de ses habitants. Marie-Dominique Boyce, Fairfield University: The Pedagogy of Francophone Literatures: Why to Teach Them and How to Teach Them This session presents the pedagogy of Francophone literature by focusing on texts by Chadortt Djavann and Miryam Satrapi on Iran, Amin Maalouf and Myriam Antaki on the Arab-Israeli conflict, Andree Chedid on the Lebanese Civil war, and Rachid Boudjera on the Algerian civil war.
General Topics in English/ Chinese	2:20 – 3:20 1849 Room	Lely Evans, Foote School: Making Connections – Learning Culture and Content Through 21st-Century Skills in the Language Classroom (Workshop) How do we teach 'culture' using comprehensible input? What is the role of 21st century skills in language instruction? Hear about how culture is taught through language instruction, and how critical thinking skills and creativity are fostered in a world language classroom. Participants will participate in interactive activities.
General Topics in English/ Chinese	3:30 – 4:30 1849 Room	Joanne Wu-Havemeyer, Convent of the Sacred Heart: Inquiry-Based Teaching and Backward Design (Workshop) In this session, participants are encouraged to motivate students' cognitive skills by using inquiry-based teaching

General Topics in English	10:15-11:15 Philbrick Room	Richard Bruce Stirling, Sacred Heart University: Argument Mapping: A visual Approach to Essay Writing (Workshop) Essay writing is a challenge for many native and non-native English speaking students at all levels. Many have difficulty comprehending an essay's underlying structure. The solution is the graphics-based pedagogy I call argument mapping, a visual approach to essay writing. In this workshop, I would like to demonstrate how to visualize an essay.
General Topics in English/ Spanish	11:25 – 12:25 Philbrick Room	Sarah Lindstrom, Jocelyn Tamborello-Noble, Chelsea Connery & Deanne Wallace, Glastonbury High School: Intercultural Competence (Workshop) Presentation in English with examples in Spanish on integrating intercultural competence in existing language curriculum. Teachers from Glastonbury High School are collaborating with graduate students from UConn on how to increase intercultural competency. Examples will be shared and teachers should bring units that they would like to work on.
General Topics in English/ Spanish	2:20 – 3:20 Philbrick Room	Elizabeth Lapman & Carmen Santiago-Albelda, CT COLT: Tools to Build Students' 21st Century Skills from FLES to College (Workshop) The workshop will provide participants with user-friendly tools (such as Google Docs, Edmodo, Prezi, GarageBand, etc.) and ready-to-use activities to enhance students' 21st century skills. Participants must bring their own device.
General Topics in English/ Spanish	3:30 – 4:30 Philbrick Room	Tara Smith, Canton High School: Using Schoology in the World Language Classroom (Workshop) Schoology is an online learning platform in which classroom materials can be stored and delivered. Students can find course information, submit assignments, and participate in online discussions. Quizzes and tests can be administered online and graded automatically. Feedback can be given quickly. Bringing your own device is recommended.
Italian	10:15 – 11:15 Camp Room	Gina Gallo Reinhard, Bristol High School: Teaching Grammar Through Film, Literature and Multimedia This workshop will focus on teaching grammar through authentic material such as film, literature and multimedia. The presenter will supply examples and take-home material to be used in the classroom. Nadia Gatto, Consorzio ICoN: Italian Language Online Courses for AP Italian The presentation focuses on ICoNLingua's development of language paths suited to the language needs and the profile of AP Italian students.
Italian	11:25 – 12:25 Camp Room	Maria Carmen Triola, Consulate General of Italy in London: A Gesture is Worth a Thousand Words (Video-Conference) We will examine the different ways of "talking" without a single word being spoken, by using body language. The presenter will show the experience of young learners of Italian in England, aged 5 to 12. Mirtilli Morgana & Federica Protti, Studio Arcobaleno: La poesia va a scuola: la lingua dell'emozione e della comunicazione empatica (Video-Conference) Incontro su piattaforma dedicata online. Riflessione su linguaggio denotativo e connotativo: breve analisi attraverso modelli testuali adeguati. Trasferimento delle competenze acquisite in contesto scolastico: significato e valore di una educazione al linguaggio poetico nel processo di apprendimento di una lingua straniera.
Italian	2:20 – 3:20 Camp Room	CT Italian Teachers Association Officers & Members: Tavola rotonda per insegnanti d'italiano (Round Table) Discussion on needs and trends for teachers of Italian.

General Topics in English	3:30 – 4:30 Camp Room	Carri-Ann Goncalves & Jessica Vargas, CREC Medical Professions and Teacher Preparation Academy: Students as Teachers in the World Language Classroom (Workshop) This workshop will target ways to foster student leadership in the classroom by empowering students in daily lessons, inside and outside the classroom.
Spanish	10:15 – 11:15 Sprague-Carlton Room	Beatriz Granda, Verónica Cruz, Eva Campos & Patricia Martínez, Universidad Nacional Autónoma de México, La evaluación de tres niveles de dominio de ELE: certificado de español como lengua adicional, niveles independiente (B1), avanzado (B2) y competente (C1) (Workshop/Video-Conference) Se hará una propuesta de enseñanza de la gramática, más allá de los límites oracionales, como generalmente se aborda en los libros de texto. Se verán los usos de las formas que expresan la “temporalidad” de las narraciones, en textos producidos por alumnos anglohablantes que estudian español en el CEPE y hablantes nativos de español.
Spanish	11:25 – 12:25 Sprague-Carlton Room	Juan José Vázquez-Caballero, Haddam Killingworth High School: De S.M.A.R.T. goal a SLO (Student Learning Objective Goals) Se verá la evolución en dos años de SMART goal (Español 2H) a SLO del nuevo sistema evaluativo. Se compartirá el análisis de datos, planes de trabajo, grabaciones y crecimiento de destreza de presentación oral. Se verá el cambio a presentación cultural (AP Exam) en Español3H. Se utilizará “Google Voice” y smartphones con dos prácticas de presentación. Paloma Lapuerta, Central Connecticut State University: El modelo Flip aplicado a la enseñanza de las lenguas En esta ponencia se discutirá la oportunidad que ofrece el modelo Flip (o de inversión) aplicado a la enseñanza de las lenguas y se compartirán ideas y materiales sobre la organización de un curso de este tipo. A medida que los materiales en línea se diversifican y se vuelven más accesibles para todos, los estudiantes adquieren mayor autonomía.
Spanish	2:20 – 3:20 Sprague-Carlton Room	Soledad DePastino, Central Connecticut State University Alumna: Learn how you can bring presentations back to life with Prezi (Workshop) The advance of technology is changing the world around us and also the way of teaching and learning. By integrating technology into your classroom, students will become more engaged and interested in what you are teaching. Prezi is a virtual whiteboard that transforms presentations where images and words work together to present an idea or lesson.
Spanish	3:30 – 4:30 Sprague-Carlton Room	Lourdes Casas, Central Connecticut State University, & Oscar Martin, Lehman College: Estrategias de escritura y lectura en clases de cultura y literatura Esta sesión presentará estrategias de escritura. Estas pueden ser concebidas como tarea o proyectos externos y tienen como fin dinamizar la discusión en la clase, haciéndola más productiva y crítica. Sandra Mannino, East Hampton Middle School and High School: Colombia: su literatura, arte y música This presentation will focus on Colombia’s culture with an emphasis on Fernando Botero’s art, Gabriel García Márquez’s literature and the rhythms of cumbia and vallenato. It will provide resources and techniques on how to incorporate language and culture.



Scene dal plenario della conferenza

Scene dall'iscrizione alla conferenza



Scene dalla sezione d'italiano



The Modern Language Department at CCSU announces
ML 550 SITI
GRADUATE COURSE IN ITALIAN
OFFERED EXCLUSIVELY ONLINE THIS SUMMER

FOR CURRENT AND PROSPECTIVE TEACHERS OF ITALIAN



ML 550-C06
INTENSIVE STUDIES
IN MODERN LANGUAGES:

ITALIAN CULTURE AND SOCIETY

SUMMER INSTITUTE
FOR TEACHERS OF ITALIAN (SITI)
2ND SUMMER SESSION
JUNE 30TH - AUGUST 1ST, 2014

Taught online by
Profs. Carmela Pesca and Gustavo Mejía,
Modern Language Department,
in collaboration with CCSU's Instructional Design
and Technology Resource Center

Information and application form at www.modlang.ccsu.edu/html/siti.htm
Contact pescac@ccsu.edu (860)832-2882, or mejia@ccsu.edu (860-832-2893)



**CREATE YOUR LESSONS USING THE CONTENT AND
TECHNOLOGY YOU LEARN**

Instruction integrates language knowledge, understanding of
Italian culture & society, and technology skills to help
participants develop teaching materials for their own classes

<p>Online Summer Course Summer 2014 Second Summer Session June 30th – August 1st ML 550 -- Modern Language 550 Intensive Studies in Modern Languages Summer Institute for Teachers of Italian (SITI)</p>	
<p><u>Topic</u> Italian Culture and Society</p>	<p><u>Level</u> Graduate</p>

<p><u>Description</u></p> <p>Intensive Studies in Modern Languages is a course offered exclusively as part of the Summer Institute for Teachers of Italian (SITI), an intensive study program specifically designed for current and prospective teachers of Italian. Instruction integrates language knowledge, cultural understanding, and technology for the language classroom.</p> <p>Held during the month of July at Central Connecticut State University, the Institute gives teachers the opportunity to re-energize their classes with new ideas while earning graduate credits. It also provides graduate and advanced students of Italian with intensive language practice and in-depth study of aspects of the Italian culture and society. In addition to language and culture, instruction includes a technology component to help participants develop their computer and internet skills.</p> <p>In July 2014, this course is offered entirely online, with the support of CCSU's Instructional Design and Technology Resource Center.</p> <p>Three graduate credits may be applied towards the M.A. in Modern Languages with specialization in Italian at Central Connecticut State University. They may be transferred to other graduate programs. Participants will have to inquire with the institutions transferring or accepting the credits.</p> <p>Participants are expected to have at least an intermediate-high/advanced-low command of Italian. They should be able to use the language for sustained periods of time on a variety of topics. All sessions having linguistic and cultural contents are conducted in Italian. All readings and authentic materials used are in Italian. The technology component of the program is conducted in English.</p>



*Workshop
AP Italian Language & Culture
Course/Exam*

at

Central Connecticut State University

Saturday, March 29, 2014

9:00am to 3:00pm

Marcus White Living Room

*Strategies & Techniques
that will help students
become successful
Italian AP students*

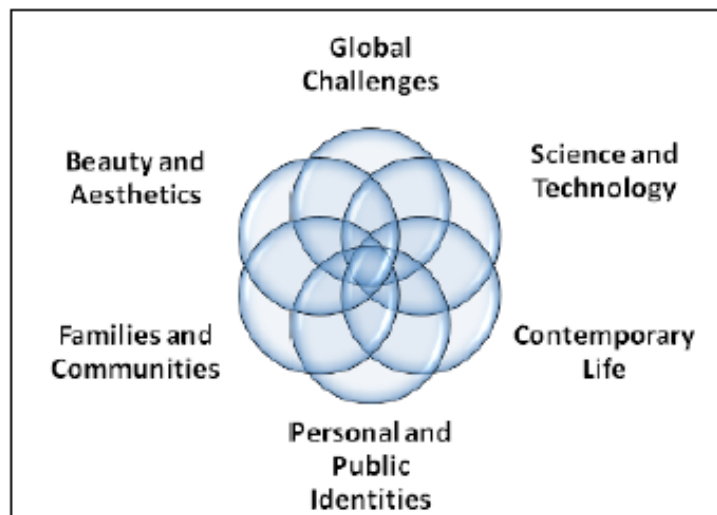
Presenters:

*Bruna P. Boyle
University of Rhode Island
Kingston, R.I. 02881
tennisadict@cox.net*

*Lucrezia G. Lindia
Eastchester High School
Eastchester, NY 10709
lglindia@hotmail.com*

Program

9:00 - 9:15	Opening remarks Carmela Pesca, CCSU
9:15 - 10:15	Interpersonal, Interpretive, and Presentational Modes Bruna P. Boyle/Lucrezia G. Lindia
10:15 - 10:30	Break
10:30 - 12:00	Thematic Approach through a film Bruna P. Boyle
12:00 - 12:45	Working Lunch
12:45 - 2:00	Families and Communities/Thematic Approach Lucrezia G. Lindia
2:00 - 2:40	Group work
2:40 - 3:00	Questions & Answers



(from College Board)

AP Italian Language and Culture Course & Exam Description

The AP Italian Language and Culture course is comparable to fourth semester (or the equivalent) college/university courses in Italian. It is designed to promote proficiency in Italian and to enable students to explore culture in contemporary and historical contexts.

The three modes of communication (interpersonal, interpretive and presentational) defined in the *Standards for Foreign Language Learning: Preparing for the 21st Century* are foundational to the AP Italian Language and Culture course; six learning objectives of the course are built on them.

The course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies and cultural awareness. It strives to promote both fluency and accuracy. Students learn language structures in context and use them to convey meaning.

The course is designed around six required themes to provide meaningful contexts through which to explore a variety of language concepts. The themes may be explored independently or may overlap during instruction. Within each theme there are several suggested contexts to help focus exploration. Student inquiry and curiosity are sparked through overarching essential questions to motivate learning and to engage students in real-life problem-solving tasks. In order to best facilitate the study of language and culture, the course is taught in Italian. This course:

- **Focuses on communication:** Students will demonstrate skills and abilities in the Interpersonal, Interpretive and Presentational modes of communication.
 - In **Interpersonal Communication**, students engage in conversations, express ideas, and exchange opinions using both spoken and written Italian
 - In **Interpretive Communication**, students understand and interpret written and spoken Italian on a variety of topics
 - In **Presentational Communication**, student present information and ideas using spoken and written Italian to an audience
- **Encourages cultural awareness:** Students will develop an understanding and appreciation of various aspects of the cultures of the Italian-speaking world including:
 - **Cultural Products** such as television and film, books, newspapers, music, laws, and institutions
 - **Cultural Practices** such as customs, traditions, and patterns of interactions
 - **Cultural Perspectives** such as values, attitudes, and beliefs
- **Incorporates themes:** Students will study a variety of topics in interesting, meaningful and engaging contexts.
 - **Global Challenges**
 - **Science and Technology**
 - **Contemporary Life**
 - **Personal and Public Identities**
 - **Families and Communities**
 - **Beauty and Aesthetics**

ITALIAN, AN AMERICAN PASSION!

Italian language and culture courses continue to grow in schools throughout the United States. Every year tens of thousands of students of all ages and backgrounds choose to study Italian.

Why?

In a recent survey made by ACTFL 38% of the people interviewed chose Italian as a possible language to study.

Because this language and culture has so enriched the world with its...

/art /music /fashion /food /literary masterpieces /outstanding scientists



- Italy is a founding member of the EU, the G8 and the G20
- Italy is a key ally to the U.S.; it harbors one of the highest number of NATO and U.S. bases in the world
- Italy is the top non English speaking country destination for American students

STUDYING ITALIAN IS MEANINGFUL, USEFUL, TASTEFUL, HELPFUL... WONDERFUL!

Spread the word about the AP Italian Language and Culture course and exam, and promote the teaching of Italian and AP Italian in schools in your community!



PARENTS

Speak to your children about selecting Italian as their foreign language of choice and encourage schools in your community to offer courses in Italian studies, given Italy's rich historical culture.

Encourage your children to study Italian in school. As spoken and understood, Italian is widely considered the oldest national language in Europe. It has always been and continues to be a door to European culture.

Remember: Studying Italian is useful both in acquiring a new language and in enhancing a curriculum vitae or resumé for college. Italian is a natural choice for speakers of Spanish, French and Portuguese because of their common roots in Latin. AP Italian Language and Culture allows a high school student to demonstrate the mastery of a rigorous course, and possibly earn college credit or advanced placement in college. AP Italian Language and Culture might allow you to save money! If your child earns a high score on the AP Exam, he or she could receive credit for the equivalent course in college, saving you the cost of the course. College credits earned through successful scores on the AP Italian Language and Culture Exam can provide students with the opportunity to enroll in an upper-level college course in an Italian University.

TEACHERS

Enrich and challenge yourselves professionally. By welcoming the AP Italian Language and Culture course into your school, you can teach at an even higher level. Speak to your department chair, principal and together you can organize and develop an AP Italian Language and Culture course for your district and school.

STUDENTS

Speak to your principal about adding Italian. Italian language education will enhance a student's understanding and appreciation of the vast contributions of Italians and Italian-Americans to American history, government, philosophy, art, architecture, science, medicine, and much more.

The College Board's AP Italian Language and Culture program can help you to earn college credit and advanced placement in college. AP is accepted by most two and four-year colleges and universities worldwide for college credit, advanced placement, or both based on successful exam scores. This includes colleges and universities in more than 60 countries around the world.

AP Italian Language and Culture will allow you to demonstrate to college admissions officers that you have the study skills and dedication to succeed in college.

If you are a senior this fall and are enrolled in an advanced Italian course, please contact your principal and your Italian teacher and ask them to offer the AP Italian Language and Culture course in its place. If you are a native or heritage speaker and wish to take the AP Italian Language and Culture Exam, please contact the Education Office of the Italian Consulate nearest your school district for information. You should also discuss this with your guidance counselor and the AP Coordinator for your school district.

Every year there are several scholarships or prizes offered for travel and study in Italy, some of them available to students who score 4 or 5 on the AP Italian Language and Culture exam.

Why take the AP Italian Exam?



FOR MANY REASONS:

1. To save time and money*
2. To show colleges that you are already investing in a global cultural model for your future**
3. To strengthen your transcript
4. To save money by qualifying to enroll in an Italian university with your American high school diploma and three AP exams, one of which must be the AP Italian Language and Culture exam.

*Thanks to AP courses, you have the opportunity to possibly earn many college/university credits by the time you graduate from high school. Credits earned through AP courses and exams are accepted at many colleges and universities in the USA and around the world.

**Your transcript speaks for itself. When admissions officers see that you have successfully completed AP courses, they know that you will have a smooth transition to college level courses.

"According to UNESCO estimates, Italy possesses between 60% to 70% of the world's cultural heritage"
Eurispes report 2006



WWW.USSPEAKSITALIAN.ORG

AP ITALIAN

ARE YOU READY?

To take the Advanced Placement Italian Language and Culture Course?

We are growing!!!

We are very close to our goal of 2,500 students taking that AP Italian Language and Culture Exam by 2016.



FOR FURTHER INFORMATION

Call the Education Office of the Italian Consulate serving the State in which you reside, or visit the Italian Embassy website www.ambwashingtondc.esteri.it for a list of organizations offering Italian classes.

For information on Consular Education Offices and Organizations:
http://www.ambwashingtondc.esteri.it/Ambasciata_Washington/Menu/Informazioni_e_servizi/Promozione_lingua_cultura_italiana/ATTIVITA_LIVELLO_FEDERALE.htm

The Italian Consulates are eager to support all educational programs that promote Italian and the AP Italian Language and Culture course.

FOR INFORMATION ABOUT THE AP PROGRAM

College Board: www.collegeboard.org
www.apcentral.collegeboard.com/home
<https://apstudent.collegeboard.org/apcourse/ap-italian-language-and-culture>

Each of you can help in making this vision of AP Italian a reality!

DESIGN BY WWW.HACH-NYCCOM



Online application for 2014-2015 is now open! Deadline: March 15, 2014

The **SITE Program** (Study, Intercultural Training and Experience) is a **paid internship** program for **English Teaching Assistants** in the schools of the **Region of Lombardy, Italy**. It is an excellent opportunity for students or new graduates who wish to get a better understanding of the Italian language and culture while assisting the Italian teachers in their work. The program, established in 2005, promotes linguistic and intercultural exchange within Europe and across the globe. The program is open to **B.A. students** who are currently completing or have recently completed (within the last 18 months) college level Italian language and culture. **M.A. or Ph.D. students** program of Italian language and culture in a North-American university are also encouraged to apply.

The program is the result of the cooperation between **Dickinson College, PA** – which acts as the liaison for a network of more than 40 US universities – and the **Istituto Tecnico Luca Pacioli, in Crema** – which coordinates a network of about 40 schools in **Lombardy**. This cooperation is strongly supported by the **Italian Embassy in Washington DC, the Consulates of Italy in the US** and is made possible thanks to the active role of the authorities of the **Region of Lombardy** and the **Education Office of Lombardy** -foreign languages and culture.

Candidates of Institutions part of the SITE Network: For a full description of the position, applicants qualifications, and how to apply please visit the dedicated pages on the SITE Internship Program website: <http://siteprogram.pacioli.net/home/documents-to-submit>. The application process must be completed entirely online through the Dickinson College application link provided on the SITE website. After completing the online application process, you must go through an internal ranking selection at your institution. Please ask your Italian Instructors for details.

SITE Network Universities and Colleges: Your institution will do an **internal selection** and will nominate the finalist as well as one or more alternates. Please feel free to organize the internal selection as you wish. In the candidates' interest, however, please keep in mind that the SITE Program is an intercultural experience and can be challenging. The candidates must have excellent flexibility, independence, self-training and self-study skills, and willingness and ability to step out of her/his comfort zone. It is also recommended that your internal selection process include a **demo class** on a topic of your candidates' choice. A demo class will provide valuable information on their performance as Teaching Assistants. Your institution must then inform the Program Search Committee of the **internal ranking** by email at: siteinternshipprogram@dickinson.edu.

Other Universities and Colleges: Since 2012, **only** candidates from universities that have signed the Memorandum of Understanding (MoU) have absolute priority in the selection of candidates for the SITE Internship Program. External candidates are also encouraged to apply, but will be initially placed on a waiting list. If your institution is interested in joining the SITE network, please read this page: <http://siteprogram.pacioli.net/per-le-universita-usa>.

Disclaimer: although the assistants' and schools' cross-cultural experience is the SITE's highest priority, it is very difficult to fulfill all the parts' desiderata. The SITE is not a for-profit undertaking and the coordinators and tutors offer their collaboration on a voluntary basis. For this reason, the network of schools, the Italian coordinators and Dickinson College decline any responsibility regarding the assistants' accommodation, well-being and satisfaction on any aspects of the SITE program.



CCSU Summer 2014 Course Abroad Program

Italian Language and Culture in Marche and Umbria, Italy



Travel Dates: June 14 - 29, 2014

Courses: Modern Languages 200: Topics in Modern Language studies, 3 credits
Modern Languages 400: Topics in Modern Language Cultural Study, 3 credits

Faculty Director: Prof. Carmela Pesca, Modern Language Department
(860) 832-2882, pescac@mail.ccsu.edu

Website: www.ccsu.edu/Italy3

Prerequisite: Permission of Instructor

Cost: \$2,995 per person, exclusive of tuition and fees

Scholarships: A limited number of \$500 scholarships will be available on a competitive basis to matriculated CCSU students with a GPA of at least 2.50 who are registered for at least one of the academic courses associated with this program.

Registration Information and Program Costs: The cost of the travel program includes round-trip airport transfers in the U.S. and abroad, economy-class international airfare, double- or triple-occupancy accommodations, some meals, and ground transportation and entrance fees to all required site visits. All personal expenses (i.e., medical, souvenirs, laundry, telephone, etc.) are not included. Course tuition is not included in the Course Abroad program fee.

Fulfillment of the University's International Requirement: All credits earned overseas on a CCSU-sponsored study abroad program, including courses offered in conjunction with Course Abroad programs, automatically receive "I Designation" and count toward fulfillment of the University's General Education International Requirement.

The regions of Marche and Umbria, in Central Italy, offer numerous historical treasures surrounded by an enchanting landscape. Participants have a unique occasion for cultural and language immersion, as they experience social life of modern Italy, as well as the friendly environment of small communities in peaceful villages. The proximity of Etruscan, Roman, Medieval and Renaissance points of interest makes it possible to take afternoon trips after class, in order to explore hill towns, beautiful lakes, castles and fortresses, from the Umbrian countryside to Marche's sandy beaches.

This program is designed to build language knowledge and to introduce students to the cultural richness of Italy. It is held in the ideal setting and with the intensity that only Courses Abroad can provide. Italian language studies will be integrated with aspects of Medieval and Renaissance literature, art and architecture. Participants will also be introduced to Italian lifestyle, industry, handicrafts, agriculture, and to the geography and history of the sites they are going to visit.

In the Marche region, students will visit Urbino, birthplace of prominent artist Raphael, and home of the Montefeltro Palazzo Ducale, one of the most beautiful Renaissance palaces. They will participate in tours to different locations, such as: the coastal city of Pesaro, with its Archaeological Museum and Gioacchino Rossini's house; Fano, with important 16th century monuments; Frasassi's Grotte, an impressive system of accessible caves; the old Republic of San Marino, dramatically situated on breathtaking slopes, and the picturesque beaches of cliff-edged Cornero peninsula.

In the Umbria region, students will visit Orvieto, renowned for its magnificent Romanesque-Gothic Cathedral, and neighboring locations: medieval Gubbio, with its historical Duomo and Civic Palace; the celebrated National Art Gallery and Archaeological Museum of Perugia; hilly Spello and Norcia, and the quiet lakes of Bolsena and Trasimeno, located in the so-called green hearth of Italy. Course offerings cover two levels of language ability and focus on enhancing communicative skills in Italian. Students will be placed according to their proficiency and previous studies of Italian. ML 200 is designed for students with limited knowledge of the language, while ML 400 is open to those at upper levels. As a course outcome, students will be required to prepare a portfolio including information on the sites visited, interviews to local people, journal entries, personal reflections, etc., according to individual level. All participants are required to register for at least 3 credits and to meet with the course leader before enrolling in the program.

Umbria: Luoghi da visitare

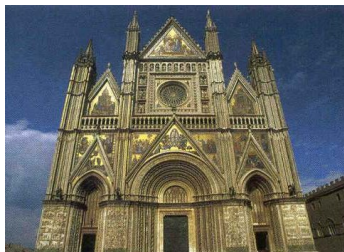


Orvieto: Il duomo

Il Duomo di Orvieto, una delle massime realizzazioni artistiche del tardo Medioevo italiano, costituisce un unicum che sfugge ad ogni semplicistica classificazione di stile, in cui il sentimento animatore delle grandi cattedrali del due-trecento, le soluzioni architettoniche degli ordini mendicanti ed i motivi figurativi del gotico francese trovano una perfetta armonia di volumi e di linee nell'originale superamento della tradizione basilicale romana.

"Blocco compatto e allungato" che si erge a caratterizzare lo spazio avvolgente della piazza, la cattedrale, intitolata alla Vergine Assunta, è stata edificata nel corso di più secoli, dal XIII al XVII. Vari sono i motivi della sua costruzione: politici, urbanistici, sociali, artistici e non solo religiosi, come vorrebbe la tradizione, che lega il Duomo al miracolo dell'Eucarestia avvenuto a Bolsena nel 1263.

<http://www.opsm.it/duomo/001.html>



Spello



Norcia



Gubbio:

Museo Civico di Palazzo dei Consoli

Le sale di Palazzo dei Consoli ospitano dal 1909 le collezioni del Museo Civico. Irrinunciabile meta negli itinerari regionali, l'edificio è considerato il principale polo museale della città di Gubbio. La raccolta museale allestita su diversi piani, illustra la storia e la cultura locale dalla preistoria al XX sec. Di assoluto rilievo e fama internazionale sono le Tavole iguvine, sette lastre di bronzo su cui è iscritto il più importante testo in lingua umbra e la più estesa descrizione di riti religiosi che il mondo occidentale antico abbia mai restituito. Allestita nella sala della loggetta e lungo il corridoio segreto, la raccolta di ceramica spazia dalle maioliche arcaiche (XIV sec.) ai manufatti del XIX sec. Di particolare rilievo è la produzione eugubina rinascimentale a lustro rosso e dorato della bottega di Mastro Giorgio Andreoli (XVI sec.) Le sale del piano nobile ospitano la pinacoteca ricca di dipinti su tavola e tela principalmente di scuola umbra, databili dal tardo Duecento all'Ottocento. Degni di nota sono il Reliquiario miniato (XIV sec.), il Crocifisso ligneo di scuola giottesca opera del Maestro della Croce di Gubbio (inizio XIV sec.), il Gonfalone (inizio XVI sec.) realizzato da Sinibaldo Ibi, artista seguace del Perugino e l'Immacolata Concezione di Francesco Signorelli (1527).

<http://www.comune.gubbio.pg.it/>

Perugia: Museo Archeologico Nazionale dell'Umbria

Il Museo Archeologico Nazionale dell'Umbria si trova nel complesso conventuale domenicano con ingresso a sinistra della chiesa di S. Domenico in Piazza Giordano Bruno a Perugia.

All'interno del museo archeologico sono sistemate da circa cinquant'anni importanti collezioni archeologiche della città, organizzate in due sezioni: etrusco-romana e preistorica. Nel 1921 il patrimonio archeologico di Perugia si ampliò con l'acquisizione della raccolta Bellucci che comprende materiali preistorici e paleontologici e amuleti. All'interno del museo vi è anche un Archivio di Stato che custodisce preziosi documenti. Sotto al bellissimo Chiostro del convento in un ambiente sotterraneo accanto all'ingresso, è stata ricostruita la tomba dei Cai Cutu (III-I sec.a.C.), con la collocazione dei corredi funerari.

http://www.umbriaearte.it/museo_archeologico_nazionale_umbria.htm

Alle fonti del Clitunno Giosuè Carducci

Ancor dal monte, che di foschi ondeggia
frassini al vento mormoranti e lunge
per l'aure odora fresco di silvestri
salvie e di timi,
scendon nel vespero umido, o Clitumno,
a te le greggi: a te l'umbro fanciullo
la riluttante pecora ne l'onda
immerge, mentre
ver' lui dal seno del madre adusta,
che scalza siede al casolare e canta,
una poppante volgesi e dal viso
tondo sorride:
pensoso il padre, di caprine pelli
l'anche ravvolto come i fauni antichi,
regge il dipinto plaustro e la forza
de' bei giovenchi,
de' bei giovenchi dal quadrato petto,
erti su 'l capo le lunate corna,
dolci ne gli occhi, nivei, che il mite
Virgilio amava.
Oscure intanto fumano le nubi
su l'Appennino: grande, austera, verde
da le montagne digradanti in cerchio
L'Umbria guarda.
Salve, Umbria verde, e tu del puro fonte
nume Clitumno! Sento in cuor l'antica
patria e aleggiarmi su l'accesa fronte
gl'itali iddii.
Chi l'ombre indusse del piangente salcio
su' rivi sacri? ti rapisca il vento
de l'Appennino, o molle pianta, amore
d'umili tempi!
Qui pugni a' verni e arcane istorie fremo
co 'l palpitante maggio ilice nera,
a cui d'allegra giovinezza il tronco
l'edera veste:
qui folti a torno l'emergente nume
stieno, giganti vigili, i cipressi;
e tu fra l'ombre, tu fatali canta
carmi o Clitumno.
testimone di tre imperi, dinne
come il grave umbro ne' duelli atroce
cesse a l'astato velite e la forte
Etruria crebbe:
di' come sovra le congiunte ville
dal superato Cimino a gran passi
calò Gradivo poi, piantando i segni
fieri di Roma.
Ma tu placavi, indigete comune
italo nume, i vincitori a i vinti,
e, quando tonò il punico furore
dal Trasimeno,
per gli antri tuoi salì grido, e la torta
lo ripercosse buccina da i monti:
tu che pasci i buoi presso Mevania
caliginosa,
e tu che i proni colli ari a la sponda
del Nar sinistra, e tu che i boschi abbatti
sovra Spoleto verdi o ne la marzia
Todi fai nozze,



lascia il bue grasso tra le canne, lascia
il torel fulvo a mezzo solco, lascia
ne l'inclinata quercia il cuneo, lasci
la sposa e l'ara;
e corri, corri, corri! Con la scure
e co' dardi, con la clava e l'asta!
Corri! Minaccia gl'itali penati
Annibal diro.-
Deh come rise d'alma luce il sole
per questa chiostra di bei monti, quando
urlanti vide e ruinanti in fuga
l'alta Spoleto
i Mauri immani e i numidi cavalli
con mischia oscena, e, sovra loro, nemi
di ferro, flutti d'olio ardente, e i canti
de la vittoria!
Tutto ora tace. Nel sereno gorgo
la tenue miro saliente vena:
trema, e d'un lieve pullular lo specchio
segna de l'acque.
Ride sepolta a l'imo una foresta
breve, e rameggia immobile: il diaspro
par che si mischi in flessuosi amori
con l'ametista.
E di zaffiro i fior paiono, ed hanno
dell'adamante rigido i riflessi,
e splendon freddi e chiamano a i silenzi
del verde fondo.
Ai pié de i monti e de le querce a l'ombra
co' fiumi, o Italia, è dei tuoi carmi il
fonte.
Visser le ninfe, vissero: e un divino
talamo è questo.
Emergean lunghe ne' fluenti veli
naiadi azzurre, e per la cheta sera
chiamavan alto le sorelle brune
da le montagne,
e danze sotto l'imminente luna
guidavan, liete ricantando in coro
di Giano eterno e quando amor lo vinse
di Camesena.

Egli dal cielo, autoctona virago
ella: fu letto l'Appennin fumante:
velaro i nemi il grande amplesso, e nacque
l'itala gente.

Tutto ora tace, o vedovo Clitunno,
tutto: de' vaghi tuoi delubri un solo
t'avanza, e dentro pretestato nume
tu non vi siedì.

Non più perfusi del tuo fiume sacro
menano i tori, vittime orgogliose
trofei romani a i templi aviti: Roma
più non trionfa.

Più non trionfa, poi che un galileo
di rosse chiome il Campidoglio ascese,
gittolle in braccio una sua croce, e disse
Portala, e servi -.

Fuggir le ninfe a piangere ne' fiumi
occulte e dentro i cortici materni,
od ululando dileguaron come
nuvole a monti,

quando una strana compagnia, tra i bianchi
templi spogliati e i colonnati infranti,
procede lenta, in neri sacchi avvolta,
litanando,
e sovra i campi del lavoro umano
sonanti e i clivi memori d'impero
fece deserto, et il deserto disse
regno di Dio.

Strappàr le turbe a i santi aratri, a i vecchi
padri aspettanti, a le fiorenti mogli;
ovunque il divo sol benedicea,
maledicenti.

Maledicenti a l'opre de la vita
e de l'amore, ei deliraro atroci
congiungimenti di dolor con Dio
su rupi e in grotte;

discesero ebbri di dissolvimento
a le cittadi, e in ridde paurose
al crocefisso supplicarono, empi,
d'essere abietti.

Salve, o serena de l'Ilisso in riva,
intera e dritta ai lidi almi del Tebro
anima umana! I foschi di passaro,
risorgi e regna.

E tu, pia madre di giovenchi invitti
a franger glebe e rintegrar maggesi
e d'annitrenti in guerra aspri polledri
Italia madre,
madre di biade e viti e leggi eterne
ed inclite arti a raddolcir la vita,
salve! A te i canti de l'antica lode
io rinnovello.

Plaudono i monti al carne e i boschi e l'acque
de l'Umbria verde: in faccia a noi fumando
ed anelando nuove industrie in corsa
fischia il vapore.

Borse di studio:

NIAF

The National Italian American Foundation (NIAF) annually awards scholarships to outstanding students in the summer for use during the following academic year. The awards will be made on the basis of academic merit and divided between two groups of students.

General Category I:

Italian American students who demonstrate outstanding potential and high academic achievements. Area of study: open.

General Category II:

Those students from any ethnic background majoring or minoring in Italian language, Italian studies, Italian American studies or a related field, who demonstrate outstanding potential and high academic achievements. Scholarship awards range from \$2,000-\$12,000 and are awarded to undergraduate, graduate, post-graduate, medical, dental, and legal students. Students must either be members of NIAF or have a parent or guardian who is a member of NIAF.

Each scholarship award can only cover tuition and university-provided room and board. Scholarship recipients are eligible for one year of scholarship support. Scholarship monies not used during one academic year are not transferable to the following academic year. Scholarship applicants and winners can and are encouraged to reapply in subsequent years.

Applications for scholarships for the 2014-2015 academic year will be available starting on **November 1, 2014**.

<http://www.niaf.org/scholarships/>

The National Organization of Italian American Women: 2014 Scholarship Program

The National Organization of Italian American Women is happy to announce the opening of our 2014 Scholarship Program. It is an important part of the mission of the National Organization of Italian American Women to help with the educational advancement of Italian American Women. Since its inception in 1980, NOIAW has awarded over 100 scholarships to deserving candidates.

Our scholarship recipients have diverse interests and pursue degrees in a wide range of fields. The common denominator shared by all recipients is that they are highly qualified Italian American women in need of additional support to pursue the education of their choice.

Scholarships are awarded every year to matriculating undergraduate and graduate students pursuing a degree. We encourage students from each of our regions (Greater New York, Greater Washington D.C., Connecticut and Rhode Island) to apply. Preferential consideration is given to applicants who have demonstrated excellence in fields of study of Italian language and/or culture. NOIAW also encourages CUNY students to apply in view of our historic relationship with CUNY.

Please disseminate this e-mail to interested students and departments.

Deadline: Friday, March 21, 2014

<http://www.noiaaw.org/ct/html/ta/me/scholarships/ti/scholarships>

Notizie, eventi:

Italian Club (CCSU)

The Italian Club meets every

Wed. 1:00 pm– 1:30 pm in Davidson 206.

For more information, contact Josie

Cusano at **je.cusano@my.ccsu.edu**

Italian Programs at CCSU

B.A. Major in Italian, a 30 credit-program consisting of 10 courses as follows:

1. ITAL 125 - Intermediate Italian I
2. ITAL 126 - Intermediate Italian II
3. ITAL 225 - Italian Composition and Diction (Intermediate Italian III)
4. ITAL 226 - Italian Structure and Idiom (Intermediate Italian IV)
5. ITAL 304 - Literary Masterpieces to 1700
6. ITAL 305 - Literary Masterpieces since 1700
7. ITAL 315 - Italian Civilization to 1861
8. ITAL 316 - Italian Civilization from 1861 to the Present

9-10. and 6 credits of directed electives in Italian studies, such as ITAL 190, 260, 335, 336 or more advanced courses (see below)

For students coming with previous intermediate or advanced preparation in Italian, appropriate substitutions will be made with more advanced courses in Italian language, literature and culture, such as ITAL 335, 336, 441, 460, 476 or 488.

B.S. Major in Italian, a program leading to teaching certification, consisting of 36 credits (12 courses) in Italian, plus professional courses as follows:

1. ITAL 125 - Intermediate Italian I
2. ITAL 126 - Intermediate Italian II
3. ITAL 225 - Italian Composition and Diction (Intermediate Italian III)
4. ITAL 226 - Italian Structure and Idiom (Intermediate Italian IV)
5. ITAL 304 - Literary Masterpieces to 1700
6. ITAL 305 - Literary Masterpieces since 1700
7. ITAL 315 - Italian Civilization to 1861
8. ITAL 316 - Italian Civilization from 1861 to the Present
9. ITAL 335 - Advanced Composition and Diction

10. ITAL 336 - Advanced Structure and Idiom

11-12. and 6 credits of directed electives in Italian studies, such as ITAL 190, 260, or more advanced courses (see below)

13-21. Professional program requirements: EDTE 315, EDF 415, SPED 315, EDSC 425, EDSC 435, ML 429, ML 440, EDT 315 and RDG 440.

For students coming with previous intermediate or advanced preparation in Italian, appropriate substitutions will be made with more advanced courses in Italian language, literature and culture, such as 441, 460, 476 or 488.

Minor in Italian, a 18 credit-minor consisting of 6 courses as follows:

1. ITAL 125 - Intermediate Italian I
2. ITAL 126 - Intermediate Italian II
3. ITAL 225 - Italian Composition and Diction (Intermediate Italian III)
4. ITAL 226 - Italian Structure and Idiom (Intermediate Italian IV)

5-6. . and 6 credits of directed electives in Italian studies, such as ITAL 190, 260, 304, 305 or more advanced courses (see below).

For students coming with previous intermediate or advanced preparation in Italian, appropriate substitutions will be made with more advanced courses in Italian language, literature and culture, such as 315, 316, 335, 336, 441, 460, 470, 476 or 488.

Master of Arts in Modern Languages with Specialization in Italian at CCSU

30 credits as follows:

Core (6 credits):

ML 598 Research in Modern Languages
ITAL 560 Advanced Written Italian

Directed Electives (15 credits):

Option 1:

4 Literature courses as approved by adviser. Select from:

ITAL 470 14th Century Italian Literature

ITAL 476 16th Century Italian Literature

ITAL 561 Topics in Italian Literature (may be repeated up to 3 times with different topics)

ITAL 571 20th Century Italian Literature

1 Culture and Civilization

ITAL 588 Topics in Italian Cultural Studies (may be repeated up to 3 times with different topics)

Option 2:

ML 550: Intensive Studies in Modern Languages (may be repeated up to 3 times with different topics) 6 or 9 credits

6-9 credits selected from Option 1

Electives (6-9 cr.):

Courses as approved by adviser, including but not restricted to:

ITAL 488, ITAL 561, ITAL 588, IS 590, IS 596

Capstone (0-3 cr.):

Plan A (3 cr.): Thesis (ITAL 599)

Plan B: Comprehensive Examination

Note: A maximum of 9 credits at the 400 level is allowed

Contact Drs. Glynis Fitzgerald (FitzgeraldG@mail.ccsu.edu), Maria Passaro (Passaro@ccsu.edu) or Carmela Pesca (PescaC@ccsu.edu)

Graduate Admission procedures: <http://www.ccsu.edu/grad/admissions.htm>

Durante **il semestre primaverile 2014**, l'IRC è aperto al pubblico secondo il seguente orario:

lunedì, dalle 16.30 alle 20.00

martedì, dalle 15.30 alle 20.30

e giovedì, dalle 15.30 alle 19.00



L'Italian Resource Center è un centro di documentazione per l'insegnamento e l'apprendimento dell'italiano, la cui funzione fondamentale consiste nel promuovere la diffusione della lingua e cultura italiana nello stato del Connecticut.

Il Centro è dotato di libri, materiale didattico multimediale, film, e di una varietà di risorse informative sull'Italia, la sua cultura, letteratura, arte, geografia e storia, utili a coloro che insegnano l'italiano, lo studiano o se ne interessano per motivi turistici, personali o di lavoro. L'IRC organizza corsi di aggiornamento per insegnanti d'italiano, conferenze di lingue straniere, incontri di conversazione, ed altri eventi pedagogici, culturali e sociali relativi all'Italia e all'italiano.

Visitando il Centro, è possibile prendere in prestito il materiale disponibile e ricevere assistenza. Il Centro è aperto a ricercatori, studenti, istituzioni scolastiche, appassionati della lingua e cultura italiana, e principalmente ad insegnanti d'italiano impegnati in qualsiasi livello di istruzione, dalla scuola materna agli studi universitari.

La gestione è curata dal personale del Dipartimento di Lingue moderne di Central Connecticut State University, in collaborazione con l'Italian American Committee on Education e la Direzione didattica del Consolato Generale d'Italia di New York. La professoressa Carmela Pesca dirige il Centro, assistita dalla studentessa di Master Simona Caruso.

L'Italian Resource Center è situato al terzo piano della Biblioteca Elihu Burritt di Central Connecticut State University, 1615 Stanley Street, New Britain, CT 06050, tel. 860-832-0103

Per appuntamenti in altri orari da concordare individualmente, contattare la prof.ssa Carmela Pesca telefonando all' 860-832-2882 o inviando un'e-mail a pescac@ccsu.edu.