

IT 351 ITALIAN LANGUAGE IN CONTEXT: INDEPENDENT ABROAD II
IES Abroad Milan

DESCRIPTION:

This course reviews and then expands upon all aspects of grammar. It is a demanding, highly participatory course that rewards daily efforts. Students will apply and consolidate the grammar and linguistic principles covered in class through a variety of communicative activities. Each of these will be followed by oral and/or written practice and vocabulary reinforcement, focusing on words and expressions that are common to Italian every-day conversation. Students will be exposed to original Italian sources in order to gradually “fit in”, i.e.: at the Italian market, in an Italian shop, talking with locals in Milan, etc. Students will be asked to visit places of interest in Milan. Assignments and information on class activities will be posted daily on the class site on Moodle.

STUDENT PROFILE:

Students who enter this level are able to accomplish everyday needs required to live in a new culture. In this course, students will begin to develop independence and autonomy so that, when communication does break down, they have some tools at their disposal to resolve these challenges independently. Students should welcome correction and guidance from their instructors, hosts, and others in the community as they progress. By the end of this course, students will begin to converse at a rate of speed approaching normal conversation. They will start to become creative, spontaneous, and self-reliant as they solve problems, interpret texts, negotiate, and express their opinions, likes, and dislikes in the culture. Although students will still make errors and experience communication breakdowns, they are sometimes able to resolve these on their own. Students will understand some colloquial expressions and slang and are starting to understand a wider variety of native speakers from different backgrounds. By the end of this level, students will be capable of achieving the learning outcomes outlined below.

CREDITS: 6

CONTACT HOURS: 90

LANGUAGE OF INSTRUCTION:

Italian. Students of this class formally commit themselves to the use of only the Italian language when talking or writing to the teacher or classmates, especially after the first 2 weeks of the intensive course. The teacher may at times use English or allow students to use their mother tongue only to point out a contrastive analysis between Italian and English structures. The attempt at using the target language will be considered very positively, while the consistent use of English will have a negative impact on the Participation. Please note that language mistakes during class activities will not affect the grade. The effort to use Italian in class will always be rewarded in terms of credit.

PREREQUISITES: Completion of IES Abroad’s IT 301 Emerging Independent Abroad outcomes, determined by placement test but most of all the wish to be challenged and improve the language.

ADDITIONAL COST: None

METHOD OF PRESENTATION:

The approach to learning is communicative and direct, designed for an immediate use of the language. Recordings/videos/readings will provide the input for most of the class activities. They introduce the basic theme of the lesson and contain examples of new structures and much new vocabulary. In class, students are asked to observe the way the language works, and then to repeat and re-use new expressions and grammar structures in a variety of situations. Analysis of the grammar points will follow, together with stimulus-response exercises, oral and written activities.

The learning process is stimulating. Students are not considered as passive recipients, but as active users of the target language. Students will often work in pairs or small groups. They will collaborate with each other in order to find out answers and practice the language. Web resources, songs, Italian movies, and clips from Italian TV programs will be part of the material used in class.

REQUIRED WORK AND FORM OF ASSESSMENT:

Following each class students must review, memorize, and repeat aloud the material present in class, and write down / reorganize / learn new vocab / rules, before completing the assignments. **Homework is not graded, except in exceptional cases specified by the instructor, but it contributes to the assessment of students' participation grades and is key to success in the class.**

Students are always required to be up-to-date with class work. They should access homework and course content by logging in daily to the class website (Moodle) or by asking a classmate/the teacher, especially if they miss a class. In this case, it is their responsibility to obtain the information about the material covered in their absence. Unless agreed upon with the instructor in advance, assignments must be submitted on the date originally assigned even if students are absent from class.

- Final Intensive Exam (*Review and Expansion*)– 15%
- Oral Exam 1 - 10%
- Midterm Exam - 20%
- Oral Exam 2 – 10%
- Video Assignment – 10%
- Final Exam – 20%
- Active Participation through discussion, reading, and writing – 15%

Final Intensive Exam, Midterm Exam, Final Exam: written exams which include sections dedicated to listening comprehension, multiple choice, fill in the blanks, logically ordering dialogue, reading comprehension, and writing

Oral Exam 1: group presentations on a topic introduced in class by the instructor

Oral Exam 2: skits performed in groups (which involve writing, memorizing, and performing a scene suggested by the instructor)

Video Assignment: vlog in Italian that reflects the student's experience in Milan

Participation: Active and thoughtful participation in class that demonstrates the student's preparedness for class and engagement with the language and culture. Effort to use Italian in all instances is key for successful participation in the course

On request, after completion of the Midterm exam, students can receive information about their grade breakdown and discuss it with the teacher.

GRADE SCALE:

Letter Grade	Percentage	Notes
A	93-100	Passing grade
A-	90-92.9	
B+	87-89.9	
B	83-86.9	
B-	80-82.9	
C+	77-79.9	
C	73-76.9	
C-	70-72.9	
D	65-69.9	
F	0-64.9	Failing grade

LEARNING OUTCOMES:

By the end of the course, students will be able to achieve some of the outcomes for the Independent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

- I. Intercultural Communication
 - a. Students will begin to identify at a basic level key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
 - b. Students will start to identify their own cultural beliefs, behaviors, and values by contrasting and comparing them with those of the host cultures.
 - c. Students will be able to identify some gestures and body language, and they may be able to integrate some of those nonverbal actions into their interactions with native speakers.
 - d. Students will be able to establish relationships with locals and explore communities and places beyond their comfort zone.
- II. Listening
 - a. Students will be able to understand some spoken communications of moderate complexity (media, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
 - b. Students will begin to understand native speakers from a variety of backgrounds and limited experience with non-native speakers, and they will comprehend common colloquial expressions and slang.
- III. Speaking
 - a. Students will be able to speak on and discuss concrete everyday and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
 - b. Students will be able to participate and respond actively in a variety of interactions.
- IV. Reading
 - a. Students will be able to read and understand articles, online texts, short stories and other non complicated literary texts using background knowledge to aid their comprehension.
 - b. Students will begin to read and understand the main ideas of academic texts with assistance.
 - c. Students will begin to read independently and support their comprehension through a variety of reading strategies.
- V. Writing
 - a. Students will be able to meet many everyday writing needs (notes, text messages, letters, emails, chats, online forums).
 - b. Students will be able to write short essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics with developing degrees of grammatical and lexical accuracy.
 - c. Students will be able to edit their own and their peers' writing for common errors covered in class.

ATTENDANCE POLICY:

Students are expected to be responsible for their own class attendance and to give academic responsibilities priority over other activities. Regular class attendance is mandatory. For physical and mental health reasons, IES Abroad Milano allows a maximum of **THREE (3) absences in each Italian language course**, **TWO (2) absences in each Area Studies course**, and **ONE (1) absence in each Seminar course**. Every absence beyond this allowance will automatically result in a penalty of 2 percentage points off the final grade. **SEVEN (7) absences will result in a failing grade in Italian language and Area Studies courses. FOUR (4) absences will result in a failing grade in Seminar courses. Failure to attend a scheduled exam, test, quiz, or presentation will automatically result in an F grade on that assessment.**

Please also note that **being repeatedly late** to class is considered a sign of disrespect towards the instructor and classmates. This kind of behavior is not tolerated and will severely affect your participation grade.

CONTENT:

Students are expected to enter the Moodle course page on regular bases in order to access readings, exercises, and other materials. They are also expected to come to class having studied/completed the assignments indicated on the syllabus and by the instructor in class.

Class	Content	Assignments
Week 1 <u>Review and Expansion</u> <i>Session 1</i>	Benvenuti e benvenute! - presentarsi e presentare altre persone - descrivere una persona fisicamente e caratterialmente - ripasso uso delle preposizioni (Sono di, Vengo da...) - ripasso concordanza genere e numero di nomi e aggettivi - ripasso presente indicativo	Pagina Moodle (preposizioni, genere e numero, presente indicativo)
<i>Session 2</i>	Esprimere gusti e preferenze - ripasso verbo piacere al presente - ripasso possessivi - cultura: i gesti italiani	Pagina Moodle (verbo piacere al presente e possessivi)
<i>Session 3</i>	Parliamo al passato - ripasso passato prossimo e imperfetto - COURSE-RELATED TRIP: esplorare Milano	Pagina Moodle (passato prossimo e imperfetto)
<i>Session 4</i>	Parliamo al passato - ripasso verbo piacere e verbi riflessivi al passato - cultura: principali differenze Italia/USA	Pagina Moodle (verbo piacere e verbi riflessivi al passato)
<i>Session 5</i>	La personalità in italiano - ripasso pronomi combinati - espressioni idiomatiche relative alla personalità e alle emozioni	N.E.3 Unit 1 (pronomi combinati)
Week 2 <u>Review and Expansion</u> <i>Session 6</i>	Il mercato italiano - ripasso pronomi combinati - cultura: il mercato italiano - COURSE-RELATED TRIP: AL BAR	N.E.3 Unit 1 (pronomi combinati)
<i>Session 7</i>	Andiamo al mercato italiano! - COURSE-RELATED TRIP: IL MERCATO DI VIALE PAPINIANO - intro: trapassato prossimo	N.E.3 Unit 1 (trapassato prossimo)
<i>Session 8</i>	Lettura e analisi testo autentico in italiano - ripasso trapassato prossimo - cultura: "La Traversata", presente in <i>In altre Parole</i> di Jhumpa Lahiri	N.E.3 Unit 1 (trapassato prossimo)
<i>Session 9</i>	Final Exam Intensive Review	Materiali su Moodle e N.E.3 Unit 1
<i>Session 10</i>	FINAL INTENSIVE EXAM	FINAL INTENSIVE EXAM
Week 3 <i>Session 11</i>	Vivere in città - descrivere una città o una regione - esprimere un desiderio irrealizzato	N.E.3 Unit 2 (condizionale passato)
<i>Session 12</i>	Città o campagna? - valutare le problematiche della città - cultura: città "emblematiche" italiane, p. 31	N.E.3 Unit 2 (alcuni verbi pronominali, alcuni significati di <i>ci</i> e <i>ne</i>)

Week 4 <i>Session 13</i>	Il made in Italy • descrivere un prodotto o oggetto (materiale, caratteristiche, utilità) • introduzione congiuntivo presente	N.E.3 Unit 3 (introduzione congiuntivo presente)
<i>Session 14</i>	I prodotti del Made in Italy • fare una supposizione, esprimere un dubbio, emozioni e stati d'animo • rinforzo congiuntivo presente	N.E.3 Unit 3 (congiuntivo presente)
Week 5 <i>Session 15</i>	La moda a Milano • introduzione congiuntivo passato	N.E.3 Unit 3 (congiuntivo presente e passato)
<i>Session 16</i>	Buoni motivi per essere italiani/e • congiunzioni subordinate con il congiuntivo (a patto che, purché, a condizione che...) • il suffisso -accio • rinforzo congiuntivo passato	N.E.3 Unit 3 (congiuntivo presente e passato)
<i>Session 17</i>	ORAL EXAM 1: STUDENTS' PRESENTATIONS and DISCUSSION • COURSE-RELATED TRIP: ALLA RINASCENTE	ORAL EXAM 1
Week 6 <i>Session 18</i>	I mezzi di comunicazione • esprimersi in modo adeguato al mezzo di comunicazione • introduzione congiuntivo imperfetto	N.E.3 Unit 4 (congiuntivo imperfetto)
<i>Session 19</i>	Telefonare in italiano • fare una conversazione telefonica in italiano • rinforzo congiuntivo imperfetto	N.E.3 Unit 4 ("come se" + congiuntivo imperfetto)
Week 7 <i>Session 20</i>	Midterm Review	
<i>Session 21</i>	Midterm Review	Midterm mock exam
<i>Session 22</i>	MIDTERM EXAM	MIDTERM EXAM
Week 8 <i>Session 23</i>	Parliamo di libri e letteratura • abitudini di lettura • espressioni con la parola "LIBRO"	N.E.3 Unit 5
<i>Session 24</i>	I generi letterari • la struttura "che io sappia" • la concordanza dei tempi verbali	N.E.3 Unit 5 (concordanza dei tempi verbali)
Week 9 <i>Session 25</i>	Dare e chiedere pareri su un libro • dare un giudizio, chiedere un consiglio e dare un suggerimento • rinforzo la concordanza dei tempi verbali	N.E.3 Unit 5 (concordanza dei tempi verbali)
<i>Session 26</i>	La biblioteca globale • la forma passiva con essere e venire	N.E.3 Unit 5 (forma passiva)

Week 10 <i>Session 27</i>	La famiglia • parlare della famiglia • “sebbene, nonostante, benché, malgrado” + congiuntivo	N.E.3 Unit 6 (usi particolari del congiuntivo)
<i>Session 28</i>	I membri della famiglia • comparativi e superlativi particolari	N.E.3 Unit 6 (maggiore, minore...)
<i>Session 29</i>	Incontriamo gli studenti italiani • COURSE-RELATED TRIP: IN UN LICEO ITALIANO (T.B.C.) • Discussione di un film italiano che sceglierete voi	Italian movie due
Week 11 <i>Session 30</i>	ORAL EXAM 2: SKITS	ORAL EXAM 2
Week 12 <i>Session 31</i>	Indicare vantaggi e svantaggi di una condizione • vivere in una famiglia numerosa • ripasso comparativi e superlativi particolari	N.E.3 Unit 6 (maggiore, minore...)
<i>Session 32</i>	Feste e tradizioni italiane • parlare di feste, ricorrenze e relative tradizioni italiane • “si” impersonale e “ci si”, forma impersonale di un verbo riflessivo	N.E.3 Unit 7 (“ci si”)
<i>Session 33</i>	Feste e regali • fare delle ipotesi possibili nel presente • introduzione periodo ipotetico del II tipo	N.E.3 Unit 7 (il periodo ipotetico del II tipo)
Week 13 <i>Session 34</i>	Feste e regali • fare delle ipotesi possibili nel presente e nel futuro • rinforzo periodo ipotetico del II tipo	N.E.3 Unit 7 (il periodo ipotetico del II tipo)
Week 14 <i>Session 35</i>	Final Exam Review	VIDEO ASSIGNMENT DUE
<i>Session 36</i>	Final Exam Review	Final Mock Exam

REQUIRED COURSE MATERIALS:

- Maria Balì - Luciana Ziglio: “Nuovo Espresso 3” libro dello studente ed esercizi (con videocorso) - Alma Edizioni
The book and the codes to access the BlinkLearning platform will be handed out in class by the teacher.
- Supplementary material will be provided by the teacher or available on the Moodle course page. This may include: games, readings, songs’ lyrics, Italian movies, extra exercises, etc.
- Handbook for notes, folder or binder for storing extra material

ITALIAN LEVEL CHANGE:

If you feel you have been placed in the wrong language level/your home school requires you to take a specific level for credit, you need to:

1-Talk to your instructor during the break or after class within the first 3 days of class; 2-Book an appointment with the Italian Faculty Coordinator via Moodle; 3-Go to the appointment and discuss your situation.

Please keep in mind: Your home school **MUST** approve your language level change. If you intend to proceed with the change, you will have to provide a written confirmation. **ALL CHANGES MUST be requested within the first 3 days of class.**