



## ITALIAN LANGUAGE & CULTURE IN CONTEXT: EMERGING COMPETENT ABROAD III IES Abroad Milan

### DESCRIPTION:

A 60 hours course designed for advanced students of Italian. This class adopts an integrated method focused on the acquisition of linguistic and cultural skills which allow the students to understand complex, academic and literary texts (Interpretive Mode), to present both their own and another person's ideas and thoughts about topics not necessarily related to daily activities (Presentational mode) and to interact to other people even in a formal context (Interpersonal Mode).

**CREDITS:** 4

**CONTACT HOURS:** 60

**LANGUAGE OF INSTRUCTION:** Italian will be used in all instances, with emergency use of English for disambiguation. **"Pledge for Italian-only in class":** in class students are invited to formally commit themselves to using Italian only.

**PREREQUISITES:** Completion of IES Abroad's IT 402 Emerging Competent Abroad II outcomes, determined by placement test.

**ADDITIONAL COST:** None

### METHOD OF PRESENTATION:

The course is taught with a communicative approach to make students learn by using their own resources, to let them present or discuss subjects interacting with other people and produce written texts. The course includes multimedia material activities through which students will develop both culture and language use. Working in pair or small groups is specially emphasized.

### 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– 15%
- Oral Exam 1 - 10%
- Midterm Exam - 20%
- Oral Exam 2 – 10%
- Final Essay– 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, dictation, multiple choice, fill in the blanks, logically ordering dialogue, reading comprehension, and writing.

**Oral Exam 1:** individual 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)



**Final Essay:** essay to be written in Italian on a specific topic suggested by the instructor

**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:**

IES Abroad MAP for Language and Intercultural Communication. By the end of the course, students will be able to achieve the outcomes for the Emerging 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

- Students will be able to solve some daily troublesome situations and meet needs with limited help.
- Students will be able to make some informed comparisons between the host culture and the students' home cultures.
- Students will be able to distinguish between verbal and nonverbal communication that reflects politeness, formality, or informality.
- Students will be able to recognize simple patterns of intonation and their meaning.

II. Listening



- e. Students will be able to understand some interactions (media, speeches, music, directives, conversations, etc.), especially if the speaker is used to interacting with non-native speakers.
- f. Students will be able to understand direct requests, questions, and simple conversations on familiar and concrete topics.

### III. Speaking

- a. Students will be able to talk to a limited extent with and about persons and about things in their immediate environment, and they will be able to discuss their plans, wishes, and experiences.
- b. Students will be able to address moderately complicated situations involving familiar subjects.

### IV. Reading

- a. Students will be able to read passages and short texts (notes, lyrics, uncomplicated literary passages, detailed instructions, etc.) on familiar topics and understand the general meaning.
- b. Students will actively support their understanding of texts through the use of context, visual aids, dictionaries, or with the assistance of others in order to facilitate comprehension.

### V. Writing

- a. Students will be able to communicate with some effectiveness through notes, emails, and simple online discussions and chats.
- b. Students will be able to write short essays on concrete topics of limited levels of complexity, with reliance on the communicative patterns of their native language.

### **ATTENDANCE POLICY:**

Students of IES Abroad Milan 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 teacher and the classmates and shows a lack of interest for the classwork. This kind of behavior is not tolerated and **will severely affect your participation grade**.

### **CONTENT:**

Students will be required to enter the Moodle course page on regular bases in order to access readings, exercises, and any other regular or extra material. Students are expected to go to class having studied, in detail, the assignments as indicated on the syllabus and by the teacher in class.

|                                   | Content                                                                                                                                                                                                                                                                                                                            | Assignments                                                                                                     |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Week 1</b><br><i>Section 1</i> | <b>Intercultural communication: School</b> <ul style="list-style-type: none"> <li>Raccontare un evento, parlare di abitudini legate ai ricordi, descrivere un docente, un compagno di scuola, un corso, una scuola</li> <li>Esprimere il proprio accordo o disaccordo</li> <li>Mostrare stupore e incredulità</li> </ul>           | N. E. UNIT 4 Uso dell'ausiliare al passato prossimo                                                             |
| <i>Section 2</i>                  | <b>Intercultural communication: Exploring Milan</b> <ul style="list-style-type: none"> <li>COURSE-RELATED TRIP: Bus Tour</li> </ul>                                                                                                                                                                                                | N. E. UNIT 4 Verbi con doppio ausiliare al passato prossimo                                                     |
| <i>Section 3</i>                  | <b>Intercultural communication: School (II)</b> <ul style="list-style-type: none"> <li>Esprimere rammarico</li> <li>Ammettere qualcosa</li> <li>Criticare un'opinione o un'affermazione</li> <li><u>Approfondimenti</u>: I diversi approcci nella didattica (Metodo Montessori, Scuole Steineriane e altre alternative)</li> </ul> | N.E. UNIT 4 I verbi pronominali <i>Cavarsela e Entrarci</i>                                                     |
| <i>Section 4</i>                  | <b>Intercultural communication: Talking about food</b> <ul style="list-style-type: none"> <li>Parlare del proprio rapporto con il cibo</li> <li>Descrivere una pietanza</li> <li>COURSE-RELATED TRIP: Al Bar</li> </ul>                                                                                                            | N.E. UNIT 4 I pronomi relativi doppi <i>Chi, Ciò che</i>                                                        |
| <b>Week 2</b><br><i>Section 5</i> | <b>Intercultural communication: Street food in Italy vs. USA</b> <ul style="list-style-type: none"> <li><u>Approfondimenti</u>: Il cibo come elemento di identità culturale</li> </ul>                                                                                                                                             | N. E. UNIT 4 Il congiuntivo con gli indefiniti; La dislocazione a sinistra; Il futuro anteriore; Gli indefiniti |
| <i>Section 6</i>                  | <b>COURSE RELATED TRIP: DISCOVERING CHINA TOWN IN MILAN (Paolo Sarpi)</b>                                                                                                                                                                                                                                                          | N. E. UNIT 4 Ripresa e ampliamento del passivo: il <i>Si</i> passivante                                         |
| <i>Section 7</i>                  | <b>Intercultural communication: Talking about food (II)</b> <ul style="list-style-type: none"> <li>Parlare dei gusti legati alla cucina</li> <li>Esprimere una preferenza</li> </ul>                                                                                                                                               | N. E. UNIT 4 Il futuro anteriore; Gli indefiniti; N. E. UNIT 4 Facciamo il punto 1                              |
| <i>Section 8</i>                  | <b>FINAL INTENSIVE EXAM, Thursday Feb 2<sup>nd</sup></b>                                                                                                                                                                                                                                                                           |                                                                                                                 |
| <b>Week 3</b><br><i>Section 9</i> | <b>Intercultural communication: Describing an event of the past (I)</b> <ul style="list-style-type: none"> <li>Inquadrare un fatto in un secolo passato</li> </ul>                                                                                                                                                                 | N. E. UNIT 4 Verbi con preposizioni                                                                             |

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| Section 10           | <b>Intercultural communication: Describing an event of the past (II)</b> <ul style="list-style-type: none"> <li>Riportare un evento o un fatto storico</li> <li><u>Approfondimenti</u>: Come è cambiato il Mondo dell'Informazione. Social Media vs Quotidiani</li> </ul> | N. E. UNIT 4 Uso del condizionale per esprimere una notizia incerta; L'espressione <i>Non perché</i> + congiuntivo |
| Week 4<br>Section 11 | <b>Intercultural communication: The job market</b> <ul style="list-style-type: none"> <li>Parlare del proprio lavoro</li> <li>Scambiare informazioni e consigli complessi sul proprio lavoro</li> </ul>                                                                   | N. E. UNIT 4 La differenza tra <i>Finalmente</i> e <i>Alla fine</i>                                                |
| Section 12           | <b>Intercultural communication: The job market (II)</b> <ul style="list-style-type: none"> <li>Fare una richiesta ed esprimersi in un registro formale</li> </ul>                                                                                                         | N. E. UNIT 4 La concordanza dei tempi: il condizionale con il congiuntivo                                          |
| Week 5<br>Section 13 | <b>Intercultural communication: The job market (III)</b> <ul style="list-style-type: none"> <li><u>Approfondimenti</u>: Il mondo del lavoro in ottica comparatistica: Italia - USA</li> </ul>                                                                             | N. E. UNIT 4 Uso del congiuntivo con il superlativo relativo                                                       |
| Section 14           | <b>ORAL EXAM 1</b>                                                                                                                                                                                                                                                        | N. E. UNIT 4 I nomi delle professioni al maschile e al femminile                                                   |
| Week 6<br>Section 15 | <b>Intercultural communication: Emotions</b> <ul style="list-style-type: none"> <li>Esprimere emozioni a seconda del registro adottato</li> <li>Parlare di sé</li> <li><u>Approfondimenti</u>: Emozioni: Si va in scena! (prima parte)</li> </ul>                         | N. E. UNIT 4 Il verbo pronominale <i>Uscirsene</i>                                                                 |
| Section 16           | <b>Intercultural communication: Emotions (II)</b> <ul style="list-style-type: none"> <li>Parlare di sé (II)</li> <li><u>Approfondimenti</u>: Emozioni: Si va in scena! (prima parte)</li> </ul>                                                                           | N. E. UNIT 4 Uso del possessivo <i>Proprio</i>                                                                     |
| Week 7<br>Section 17 | <b>Midterm review</b>                                                                                                                                                                                                                                                     | N. E. UNIT 4 Facciamo il punto 2                                                                                   |
| Section 18           | <b>MIDTERM EXAM, Thursday March 9<sup>th</sup></b>                                                                                                                                                                                                                        |                                                                                                                    |
| Week 8<br>Section 19 | <b>Intercultural communication: Emotions (III)</b> <ul style="list-style-type: none"> <li>Descrivere qualcuno caratterialmente e fisicamente</li> <li>Lamentarsi</li> <li><u>Approfondimenti</u>: Emozioni: Si va in scena! (seconda parte)</li> </ul>                    | N. E. UNIT 4 Ripresa e ampliamento del periodo ipotetico (irrealtà)                                                |

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| Section 20                   | <b>Intercultural communication: Taste (in movies)</b> <ul style="list-style-type: none"> <li>Riconoscere i generi cinematografici</li> <li>Esprimere i propri gusti e le proprie preferenze</li> <li>Intervistare qualcuno</li> </ul>                                                                  | N. E. UNIT 4 Ripresa e ampliamento del periodo ipotetico (irrealità)                                              |
| <b>Week 9</b><br>Section 21  | <b>COURSE-RELATED TRIP: La Kasa dei Libri</b>                                                                                                                                                                                                                                                          | N. E. UNIT 4 La posizione dell'aggettivo                                                                          |
| Section 22                   | <b>Intercultural communication: Taste (in movies)</b> <ul style="list-style-type: none"> <li>Intervistare qualcuno</li> <li>Raccontare la trama di un film</li> </ul>                                                                                                                                  | N. E. UNIT 4 Uso del congiuntivo con frase principale negativa                                                    |
| <b>Week 10</b><br>Section 23 | <b>Intercultural communication: Taste (in movies)</b> <ul style="list-style-type: none"> <li>Esprimersi in modo ironico</li> <li>Recensire un film</li> </ul>                                                                                                                                          | N. E. UNIT 4 Uso del congiuntivo con <i>Purchè</i>                                                                |
| Section 24                   | <b>Intercultural communication: Taste (in movies)</b> <ul style="list-style-type: none"> <li>Recensire un film (II)</li> <li><u>Approfondimenti</u>: FILM</li> </ul>                                                                                                                                   | N. E. UNIT 4 La struttura <i>Fare + infinito</i>                                                                  |
| <b>Week 11</b><br>Section 25 | <b>Intercultural communication: Museum tours</b> <ul style="list-style-type: none"> <li>Iniziare e concludere un'esposizione</li> <li>Raccontare precisando particolari</li> <li>Descrivere un'immagine</li> <li><u>Approfondimenti</u>: L'Arte italiana (il patrimonio artistico italiano)</li> </ul> | N. E. UNIT 4 La concordanza dei tempi al congiuntivo: ripresa e approfondimento; L'infinito usato come sostantivo |
| <b>Week 12</b><br>Section 26 | <b>Intercultural communication: Museum tours</b> <ul style="list-style-type: none"> <li>Descrivere un'immagine</li> <li><u>Approfondimenti</u>: L'Arte italiana (il patrimonio artistico italiano)</li> </ul>                                                                                          | N. E. UNIT 4 L'infinito usato come sostantivo                                                                     |
| Section 27                   | <b>Intercultural communication: Sustainable Italy</b> <ul style="list-style-type: none"> <li>Parlare di temi ambientali, fare proposte, esprimere desideri</li> <li>Esprimere un giudizio</li> </ul>                                                                                                   | N. E. UNIT 4 La posizione dei pronomi con gerundio, participio, infinito e imperativo                             |
| <b>Week 13</b><br>Section 28 | <b>ORAL EXAM 2</b>                                                                                                                                                                                                                                                                                     | N. E. UNIT 4 Ripresa e ampliamento della posizione dell'aggettivo                                                 |

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| <b>Week 14</b><br><i>Section 29</i> | <b>Intercultural communication: Sustainable Italy</b> <ul style="list-style-type: none"> <li>Fare una valutazione</li> <li><u>Approfondimenti</u>: Comportamenti ecosostenibili</li> </ul> | N. E. UNIT 4 I diversi<br>usi del futuro; La<br>posizione<br>dell'avverbio |
| <i>Section 30</i>                   | Final review<br><br><b>FINAL ESSAY DUE</b>                                                                                                                                                 | N. E. UNIT 4 Facciamo<br>il punto 3                                        |

**COURSE MATERIALS:** Nuovo Espresso Italiano 4 (libro dello studente e esercizi) and everything posted on Moodle by the instructor.

**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.**