IT201i ITALIAN LANGUAGE IN CONTEXT: NOVICE ABROAD III INTENSIVE
IES Abroad Rome

DESCRIPTION:
This course is designed to meet the needs of highly motivated beginner students who want to enhance their experience abroad through a full immersion language course. The course will introduce the students to the most frequent everyday situations to facilitate their ability to communicate and function in a new environment. Grammar and vocabulary will always be presented, analyzed and practiced in a context which is meaningful to the students. Oral skills will be emphasized while a grounding in grammar will consolidate the understanding and use of the language structures. Vocabulary is based on everyday situations. It is a demanding, challenging and participatory course, with a quick pace: by the end of the course students will realize they are better assimilated into everyday Italian life and culture.

This course corresponds to two semesters of Italian, thus fulfilling the language requirements.

STUDENT PROFILE:
This course is designed for students with little or no prior knowledge of Italian, but with an interest in an intensive language development experience. Students who have studied another Romance language may be interested in entering this level.

By the end of the course, the successful student will have built a solid foundation in the five skills: intercultural communication, reading, writing, listening, and speaking to accomplish a variety of everyday needs in the host culture as described in the learning outcomes below and should be capable of entering the Emerging Independent Abroad level.

CREDITS: 8

CONTACT HOURS: 120

LANGUAGE OF PRESENTATION: Italian

PREREQUISITES: None

METHOD OF PRESENTATION:
Classes are taught with a communicative approach to facilitate students' ability to use their own resources and to develop confidence and familiarity with the target language.

The instructor will lead the students through the process of learning using various techniques. Working in pairs or small groups is especially emphasized.

Starting from the first week and throughout the rest of the course students will be assigned various "on site" interactive activities, to encourage them to use the language in practical situations, to interact with locals and with their Italian student companions in order to find out about Italian lifestyle and culture.

The instructor will use task-based field trips and class activities to make the students aware of the strong relationship between language and culture. For this purpose, the instructor will reinforce students' independence by providing them historic and cultural background before they go on field trips.

LEARNING OUTCOMES:
By the end of the course, students will be able to achieve some of the outcomes for the Novice 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 be able to meet simple everyday needs using verbal and nonverbal communication, and they will be able to use compensatory strategies when they do not know the word or expression (paraphrasing, repetition, talking around the point, body language, etc.).

B) Students can recognize some appropriate and inappropriate expressions and behaviors in the host language.

C) Students will be able to distinguish between simple representations of formality and informality in the language

D) Students will identify some differences between cultural stereotypes and generalizations between the home culture and the host culture

E) Students will start to make informed comparisons between their host culture and the home culture

II. Listening

A) Students will be able to understand simple statements, requests, descriptions, and questions in specific cultural context relevant to them (interactions with hosts, Center interactions, studying, shopping, transportation, meals).

B) Students will be able to use context to understand the gist of some spoken language they overhear, including the media, conversations between others, and announcements

III. Speaking

A) Students will be able to use simple phrases appropriately in everyday situations with increasing accuracy (home, the IES Abroad Center, the community, etc.).

B) Students will be able to express simple needs by asking questions, and get what they need in uncomplicated, everyday situations.

IV. Reading

A) Students will be able to identify and understand simple sentences and deduce meaning from context if it is relevant to their studies

B) Students will be able to interpret main ideas in short passages and news headlines if they are relevant to them

V. Writing

A) Students will be able to write short texts about concrete topics, such as themselves, their families, their friends, their likes, their dislikes, plans, experiences, and their daily routines

B) Students will be able to send simple emails, text messages, online posts, and postcards, and fill out some simple forms

C) Students will be able to write with increased accuracy, although using some native language structures

REQUIRED WORK AND FORM OF ASSESSMENT:
Exclusive use of Italian language in class, active participation in all class activities, homework, research regularly completed as indicated by the instructor, oral and written tests and exams, attendance and punctuality. Students will be required to enter the Moodle course page on a regular basis in order to access readings, exercises, and any other regular and extra material.

- Class participation, engagement and homework (including field studies and use of the online Moodle page) – 30%
- 3 Quizzes - 15%
- Oral competence, including two oral tests - 20%
- Midterm Exam – 15%
- Final Exam – 20%

CONTENT:

Week	Content	Assignments	Corresponding Learning Outcome(s)
Survival Session	Developing survival skills: a brief overview of important concepts of Italian culture and useful Italian phrases	• Outdoor activity: Life around IES Abroad Rome	
Week 1	Primi contatti Presentation of course, syllabus, and schedule 1. Functional: greeting people, introducing yourself, interacting in class, asking questions 2. Grammatical: alphabet, phonetics, subject pronouns, present tense of some regular verbs, negation *non,* prepositions *di* and *in* related to city and country names, adjectives of nationality 3. Vocabulary: greetings, nationalities, numbers from 0 to 20 and euros, in the classroom 4. Culture: getting to know "the Italians" and the way they interact with each other	• Worksheet: My identity card • Outdoor activity: Life around IES Abroad Rome • Course-Related Trip Assignment: Mapping my Roman neighborhood	I.A, I.B, I.C, II.A, III.A, III.B, IV.A, IV.B
Week 2	Buon appetito 1. Functional: getting someone's attention, making polite requests, asking for prices and the bill, ordering food and beverages 2. Grammatical: gender and numbers of nouns, *questo* and *quello*, definite and indefinite articles 3. Vocabulary: food and beverages, meals and courses, numbers from 20 to 100 and euros 4. Culture: Italian eating habits	• Worksheet: The biggest mistakes about Italian food • Field Assignment: My bar in Rome • Quiz 1	I.A, I.B, I.C, I.D, I.E, II.A, III. A, III. B, IV.A, IV. B, V.A, V.B
Week 3	Io e gli altri 1. Functional: asking and giving personal information (how often you do something, expressing likes and dislikes, etc.), describing people, speaking formally 2. Grammatical: present tense of regular and irregular verbs (*avere, essere, fare, andare, stare*), asking questions, simple prepositions,	• Worksheet: My typical week • Field Assignment: Interviewing an Italian person about work and free time	I.A, I.E, II.A, III.A, III.B, IV.B, V.A

	adverbs of frequency, the verb *piacere,* formal and informal register 3. Vocabulary: food and beverages, meals and course, numbers from 20 to 100 and euros 4. Culture: Italian eating habits		
Week 4	In giro per L'Italia 1. Functional: Describing places, asking for and giving directions, asking for and telling the time 2. Grammatical: adjectives, present tense of irregular verbs, c'è/ci sono, prepositions of place. 3. Vocabulary: the city, the street, the piazza. 4. Culture: everyday life around the Italian piazza, Roman arts and monuments.	• Course-Related Trip: Treasure hunt in the Villa Borghese Park • Field Assignment and Composition: My favorite place in Rome	I.B, II.B, III.A, III.B, IV.A, IV.B, V.A, V.C
Week 5	Intensive Review MIDTERM EXAM	• Oral Presentation 1	
Week 6	In albergo & Un fine settimana 1. Functional: expressing what one can, must or wants to do, talking about travelling. 2. Grammatical: modal verbs, compound prepositions. 3. Vocabulary: time expressions, seasons and months, traveling. 4. Culture: Italian regions and their unique features.	• Course-Related trip: Plan a trip to an Italian region	I.A, I.B, I.C, I.E, II.A, II.B, III.A, III.B, IV.A, IV.B, V.A, V.B
Week 7	Un fine settimana 1. Functional: talking about a past event or experience. 2. Grammatical: *passato prossimo*, most common irregular past participles, adverbs of time. 3. Vocabulary: travelling, weather, past time expressions. 4. Culture: holidays in Italy.	• Composition: "My travel journal"	I.A, I.B, I.C, I.D, I.E, II.A, II.B, III.A, III.B, IV.A, V.A, V.C
Week 8	Vita quotidiana & La famiglia 1. Functional: describing your daily routine, talking about family and relationships. 2. Grammatical: reflexive verbs, possessive adjectives, *passato prossimo* of reflexive verbs. 3. Vocabulary: daily activities, family relationships. 4. Culture: student life in Italy, the Italian family.	• Composition: "My family tree" • Quiz 2	I.A, I.B, I.D, II.A, II.B, III. A. III.B, IV.A, V.B, V.C
Week 9	Sapori d'Italia 1. Functional: expressing quantities, talking about food and cooking. 2. Grammatical: direct object pronouns. 3. Vocabulary: grocery shopping, recipes, in the kitchen.	• Course-Related Trip: A visit to the University of Rome. Interviewing Italian students	I.B, I.D, I.E, II.A, II.B, III.A, III.B, IV.A, IV.B, V.A

	4. Culture: Why is food so important in Italy?		
Week 10	Fare acquisti 1. Functional: making a polite request, talking about future events, expressing tastes and preferences, shopping for clothes and shoes. 2. Grammatical: direct and indirect object pronouns, future tense, present conditional. 3. Vocabulary: clothing, clothing and shoe sizes. 4. Culture: Italian fashion and style.	• Course-Related Trip: Eataly • Outdoor Activity: Shopping Rome	I.A, I.B, IC. D, I.E, II.A, II.B, III.A, III.B, IV.B, V.A, V.B
Week 11	Noi e gli animali 1. Functional: telling stories, describing past situations and habitual activities in the past, talking about childhood. 2. Grammatical: *imperfetto*, the use of *imperfetto* and *passato prossimo*. 3. Vocabulary: time expressions. 4. Culture: the role of the past in Italy.	• Composition: "When I was a child…" • Quiz 3	I.A, II.A, II.B, III.A, III.B, IV.A, V.A, V.C
Week 12	Non è bello ciò che è bello & Casa dolce casa 1. Functional: giving a physical description, describing one's personality, expressing wishes, making comparisons. 2. Grammatical: present progressive with stare, comparatives and superlatives. 3. Vocabulary: items for physical and personality description. 4. Culture: looking like Italians.	• Composition:"My Classmate…"	I.A, I.B, I.D, II.A, III.A, III.B, V.A, V.C
Week 13	Vivere in Italia 1. Functional: understanding and giving recommendations and instructions. 2. Grammatical: *imperativo*. 3. Vocabulary: vocabulary related to living in Rome. 4. Culture: Young people in Rome.	• Field assignment in groups: A Roman's guide for American students	I.A, I.B, I.D, II.A, III.A, III.B, IV.A, IV.B, V.A, V.B
Week 14	General Review FINAL EXAM	Oral Presentation 2	

ATTENDANCE POLICY:
Attendance is mandatory for all IES classes, including field studies. If a student misses more than three classes in this course, 2 percentage points will be deducted from the final grade for every additional absence. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies. IES will only consider extreme emergency cases and will strictly adhere to this policy.

REQUIRED COURSE MATERIALS:
- Gruppo Italiaidea, New Italian Espresso I. Textbook, Firenze, Alma Edizioni, 2014.
- Gruppo Italiaidea, New Italian Espresso I. Workbook, Firenze, Alma Edizioni, 2014.
- Supplementary materials (handouts, pictures, readings, videos and films scenes, song lyrics, games, etc.) will be provided by the teacher or available on the Moodle course page