IT 351 ITALIAN LANGUAGE IN CONTEXT: INDEPENDENT ABROAD I
IES Abroad Rome

DESCRIPTION:
The aim of this course is to provide students with a deeper and more detailed knowledge of spoken and written Italian. The course will focus on intensive oral work, reading and writing exercises based on literary prose texts, newspaper articles, authentic listening and reading materials. Literary texts and readings will widen vocabulary, reinforce grammatical topics and introduce topics for conversation. The course will introduce advanced grammatical structures and more complex vocabulary, through activities on word derivation.

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: 4

CONTACT HOURS: 60

LANGUAGE OF PRESENTATION: Italian

PREREQUISITES: Students typically will have completed 3-4 semesters of Italian and will have met the completion of IES Abroad's Emerging Independent outcomes, determined by placement test.

METHOD OF PRESENTATION:
Classes are taught with a communicative approach to facilitate students' ability to use their own resources, to let them present or discuss subjects while interacting with other people and producing written texts. The instructor will lead the students through the process of learning using various techniques and reinforce written and spoken abilities. Working in pairs or small groups is especially emphasized. The instructor will design activities that help the students to become more socio-linguistically independent. For this aim the instructor will use the city as the extension of the classroom in order to help students consciously develop some strategies to use when facing more complex social interactions. 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 course-related 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. <u>Intercultural Communication</u>

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 every day 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.

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 activities: walking around IES Abroad neighborhood, Italian cafes and Campo dei fiori Market	I.A, I. B, II.B, III.A, III.B, IV.A, IV.B, V.A
Week 1	La finestra di fronte e il Ghetto 1. Functional: Describing and narrating facts and actions in the past; remembering a special moment through music; creating a mental map. 2. Grammatical: Review present perfect / imperfect / past perfect. Recognition of the simple past. Past tenses agreement. 3. Vocabulary: E motions, vocabulary related to the Jewish Ghetto. 4. Cultural: Famous Italian historical figures; the Ghetto in Rome and its history.	• Film clip: "La finestra di fronte" • The Ghetto of Rome and its history using You tube imagines: • "La gatta" di Gino Paoli e "La compagnia" Vasco Rossi • Course-Related Trip: The Ghetto	I.A, I. B, II.B, III.A, III.B, IV.A, IV.B, V.A
Week 2	La finestra di fronte e il Ghetto 1. Functional: Describing and narrating a picture; talking about food; expressing emotions. 2. Grammatical: Past tense agreement; textual connectors for the past. 3. Vocabulary: Idioms about food. 4. Cultural: Differences between grocery shopping in Italy and in the United States.	• Film clip about the Roman Jewish cuisine. • Outdoor worksheet: 'we are what we eat' • QUIZ 1	I.A, I.B, I.C, II.B, III.A, IV.A,V.B
Week 3	Vacanze romane e la bocca della verità 1. Functional: Talking about values and dreams; explaining a passage from a book; reflecting on idiomatic expressions. 2. Grammatical: Present and past conditional. 3. Vocabulary: Positive and negative feelings; idioms related to feelings.	• Film clip: "Vacanze romane" • You tube video: " il mondo che vorrei" by Vasco Rossi	I.A, I.B,I.C,I.D,II.A, III.A, IV.A,IV.B
Week 4	Vacanze romane e la bocca della verità 1. Functional: Describing images of the grotesque architectural style; expressing opinions on the topics discussed. 2. Grammatical: Past conditional (expressing past conditional and future in the past and giving uncertain news). 3. Vocabulary: Vocabulary related to the history of the grotesque in Rome. 4. Cultural: The grotesque in Rome	• Film clip: "Vacanze Romane"" • Field study: Bocca della Verità	I.A, II.B, II.A,II.B,III.A, IV.A, IV.B

Week 5	Intensive review MIDTERM EXAM	Oral presentation 1	
Week 6	Film	• Course-Related Trip: Villa Borghese	
Week 7	Le fate ignoranti e Ostiense 1. Functional: Describing people, objects and places; giving orders and suggestions. 2. Grammatical: The imperative. 3. Vocabulary: Vocabulary related to the topics covered (people, objects, places). 4. Cultural: Differences between Italian and American status symbols	• Film clip: "Le fate ignoranti"	I.A, I.B, I.C, I.D, II.A, II.B,III.A, IV.B
Week 8	Le fate ignoranti e Ostiense 1. Functional: Giving orders and making suggestions; 'student-professor' for one hour: transforming 2. Grammatical: Formal/Informal imperative with pronouns. 3. Vocabulary: Vocabulary related to the Ostiense neighborhood. 4. Cultural: The 'Ostiense' neighborhood seen through the eyes of the director Ozpeteck; the history of Ostiense.	• Film clip: "Le fate ignoranti • YouTube: "Baciami ancora "Jovanotti. • Reading a newspaper article • QUIZ 2	I. A,I.C, III.A,III.B, IV.B
Week 9	Le fate ignoranti e Ostiense 1. Functional: Writing a script in groups.	• Outdoor activity: Ostiense	I.C, I.B, I.D, II.A, III.A,III.B, IV.B, V.B,V.C
Week 10	Vicino al Colosseo c'è Monti 1. Functional: Describing and commenting on a short film; analyzing a text through the identification of similarly-categorized words (i.e., different semantic fields) 2. Grammatical: The subjunctive and sequence of its tenses. 3. Vocabulary: Vocabulary about emotions: the expansions, derivations and antonyms.		I.C,I.D, III.B, IV.A, IV.B, V.C
Week 11	Vicino al Colosseo c'è Monti 1. Functional: Representing emotions through the use of non-verbal language. 2. Grammatical: Conditional sentences. Formulating and comparing hypotheses. 3. Cultural: A Roman director: Mario Monicelli; the history of Monti.	• Quiz 3	I.C, I.D, II.A, III.B, IV.C, V.B
Week 12	Vicino al Colosseo c'è Monti 1. Cultural: The history of Monti.	• Course-Related Trip: Monti	I.B, I.C,II.A, III.A, IV.B
Week 13	General review		
Week 14	FINAL EXAM	Oral presentation 2	

ATTENDANCE POLICY:
Attendance is mandatory for all IES classes, including field studies. If a student misses more than two 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:

- 351 IES Abroad Reader – Italian Faculty IES Roma (Registilla Aloisi Masella)
- IES Abroad course pack designed for the course and supplementary materials (readings, videos and films scenes, song lyrics, games, etc.) provided by the teacher or available on the Moodle course page.