



IT 401 ITALIAN LANGUAGE & CULTURE IN CONTEXT: EMERGING COMPETENT ABROAD I

IES Abroad Rome

DESCRIPTION:

This course is designed for students with an advanced level of Italian who are entitled to take “corsi singoli” in Italian at one of the Roma Universities. The aim of the course is to reinforce both written and oral skills while introducing students to a different system and teaching style, providing them with information, skills and learning strategies to help them to function better and feel at ease with a total language and culture immersion experience. While being presented with different aspects and topics of contemporary Italian and especially Roman lifestyle and culture, including cinema, literature, history, politics, students are trained in delivering oral presentations in Italian and writing essays. The course will focus on intensive oral work, reading and writing exercises based on authentic materials. It will also include a review and tuning of advanced grammar as well as vocabulary broadening.

STUDENT PROFILE:

Students who enter this course will have mastered most of the outcomes of the Independent Abroad level as defined by the IES Abroad *MAP for Language and Intercultural Communication*. Among other characteristics, these students are able to converse at a rate of speed approaching normal conversation. They are creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although they still make errors and experience communication breakdowns, these students tend to resolve these challenges on their own. Students who enter this level can already understand a variety of colloquial expressions and slang, and are also able to understand a wider variety of native speakers from different backgrounds.

Students entering this level can succeed in a range of moderately complex university courses designed for native speakers. Before registering, they should consult with the appropriate IES Abroad academic adviser on course selection.

By the end of this course, students will have started to acquire the subtlety of expression and control of complex structures that characterize Competent Abroad learners. However, Emerging Competent Abroad learners have only partial mastery of these structures and quite often resort to simpler and more direct modes of expression, particularly when negotiating linguistically difficult or unfamiliar situations. Students at this level begin to understand some local cultural attitudes, values, beliefs, and behavior patterns. However, there will be numerous gaps and inconsistencies in their knowledge, and they lack the depth of understanding and sophistication of those who have spent more time living and working in the local context.

CREDITS: 4

CONTACT HOURS: 60

LANGUAGE OF PRESENTATION: Italian

PREREQUISITES:

Students typically will have completed 4 or 5 semesters of Italian and will have met the completion of IES Abroad's IT 351 Independent Abroad outcomes, determined by placement test.

METHOD OF PRESENTATION:

Classes are taught with a communicative approach to facilitate students' ability to use their own resources. The instructor will lead the students through the process of learning various techniques and reinforce written and spoken abilities. Working in pair or small groups will be especially emphasized. Instructors will direct tasks, individual and group oral presentations, intensive and extensive readings, listening activities, class discussion, role plays. The course will include multimedia material activities through which students will develop both cultural knowledge and language use.

The instructor will use task-based course-related 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:

Students who are placed in this level should be capable of achieving the outcomes defined by the Independent level as defined by the IES Abroad *MAP for Language and Intercultural Communication*.

By the end of the course students will be able to achieve the outcomes for Emerging Competent 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 recognize and describe 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 be able to reflect on and discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
- C) Students will demonstrate openness toward different beliefs and styles even when they do not agree with them.
- D) Students will accept responsibility for their own learning by defining their linguistic goals and demonstrating independence in their exploration of the culture.

II. Listening

- A) Students will be able to identify a range of social and cultural accents and some regional differences of the spoken language.
- B) Students will be able to understand a variety of native speakers and non-native experts and comprehend an array of moderately complex interactions.

III. Speaking

- A) Students will participate reasonably well in most academic and social interactions using when appropriate complex language including slang, colloquial expressions, double meaning, and humor with increasing confidence.
- B) Students will be able to communicate with certain effectiveness in phone conversations and other non-face-to-face interactions.
- C) Students will be able to make arguments and form opinions on almost any topic of their interest.

IV. Reading

- A) Students will be able to read and understand textbooks, literary works, and academic articles for classes taught in the host language as well as some popular texts for enjoyment.
- B) Students will be able to read and understand authentic materials including newspapers, advertisements, brochures, instruction manuals, etc. on abstract topics with some assistance at times.

V. Writing

- A) Students will be able to write for certain native audiences and express themselves somewhat clearly and effectively.
- B) Students will be able to write essays for classes incorporating aspects of appropriate academic style with some assistance at times.

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 course-related trips 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 Lesson	Developing survival skills: a brief overview of important concepts of Italian culture and useful Italian phrases	Outdoor activity: around IES Abroad Rome	I.A., I.B., III.A., III.B., V.A., V.B.
Week 1	La finestra di fronte e il Ghetto 1. Functional: Describing and talking about past events; talking about own past experiences, expectations and memories; describing and commenting on a movie. 2. Grammatical: Review of the past tenses (passato, prossimo, imperfetto, trapassato prossimo, passato, remoto). 3. Vocabulary: related to a movie (description of characters and plot); Roman neighborhoods. 4. Culture: Roman neighborhoods.	<ul style="list-style-type: none"> • Readings (about the movie and the Jewish Ghetto) • Written Essay 1 	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: Expressing emotions; correlating events in the past to the present. 2. Grammatical: Sequence of tenses in the indicative. 3. Vocabulary: idiomatic expressions with colors. 4. Culture: Italian contemporary cinema.	<ul style="list-style-type: none"> • Film screening “La finestra di fronte” • QUIZ 1 	I.A., I.B., II.A., II.B., III.A., III.C., IV.A., IV.B.
Week 3	La finestra di fronte e il Ghetto 1. Functional: Describing things and objects using the five senses. 2. Grammatical: Reinforce sequence of tenses in the indicative. 3. Vocabulary: Vocabulary related to the history of the city and the Jewish Ghetto. 4. Culture: The Jewish Ghetto in Rome.	<ul style="list-style-type: none"> • Readings (La storia by E.Morante) • YouTube clip “La cucina giudaico-romanesca” • Course-related trip to the Jewish Ghetto • Written essay 2 	I.A., I.B., II. A., II.B., III.A., III.C., IV.A., IV.B., V.A., V.B.
Week 4	San Lorenzo e Il grande sogno 1. Functional: Describing photos and videos; expressing opinions. 2. Grammatical: Review of the subjunctive. 3. Vocabulary: Vocabulary related to the history of the city and the neighborhood San Lorenzo. The expression “magari”. Words alteration. 4. Culture: The neighborhood San Lorenzo in the past and present day. Youth trends and Roman slang.	<ul style="list-style-type: none"> • Youtube clip “San Lorenzo” by F. De Gregori • Readings (La storia by E. Morante) • Readings about San Lorenzo in the past and present day 	I.A., I.B., II.B., III.A., III.B., III.C., IV.A., IV.B.

Week 5	Intensive Review MIDTERM EXAM	<ul style="list-style-type: none"> • YouTube clip “La Sapienza città aperta” • Readings about the Italian academic life • Oral Presentation 1 	I.A., I.B., I.C., I.D., II.A., II.B., II.A., III.C., IV.A.
Week 6	San Lorenzo e Il grande sogno 1. Functional: Describing the academic life in the USA and in Italy; talking about own academic experiences; expressing opinions on academic life; describing and commenting on a movie. 2. Grammatical: Review of the sequence of tenses in the subjunctive. 3. Vocabulary: Vocabulary related to the academic life. 4. Culture: University “La Sapienza”. Comparing two academic systems.	<ul style="list-style-type: none"> • Course-related trip at San Lorenzo • Film screening “Il grande sogno” • Written essay 3 	I.A., I.B., I.C., I.D., III.A., V.A., V.B.
Week 7	Mignon è partita e il Flaminio 1. Functional: Discussing, debating. 2. Grammatical: If clause with future tense. Review of some pronouns. 3. Vocabulary: Vocabulary related to the family. 4. Culture: Italian family in the past and present day; “Italiani mammoni?": Italy vs USA.	<ul style="list-style-type: none"> • YouTube clip about Italian family • Readings from newspapers • Interview with an Italian 	I.A., I.B., I.C., I.D., II.A., II.B., III.A., III.C., IV.B., V.A., V.B.
Week 8	Mignon è partita e il Flaminio 1. Functional: Discussing, debating; using hand gestures to communicate; describing and commenting on a movie. 2. Grammatical: Forms and use of pronominal verbs. 3. Vocabulary: Vocabulary related to a movie 4. Culture: Italian hand gestures.	<ul style="list-style-type: none"> • Film screening “Mignon è partita” • Field assignment on Italian hand gestures • QUIZ 2 	I.A., I.B., I.C., I.D., II.A., II.B., III.A., III.B., III.C., IV.B.
Week 9	Mignon è partita e il Flaminio 1. Functional: Describing places of a neighborhood; expressing opinions; making hypotheses. 2. Grammatical: Conditional sentences with subjunctive/conditional or imperfetto. 3. Vocabulary: Vocabulary related to the history of the city and the neighborhood Flaminio. Idiomatic expressions with parts of the body. 4. Culture: Il quartiere Flaminio.	<ul style="list-style-type: none"> • Readings (Isole by M. Lodoli) • Course-Related Trip to Flaminio • Written essay 4 	I.A., I.B., I.C., I.D., II.A., II.B., III.A., III.B., III.C., IV.A.,
Week 10	Vicino al Colosseo c'è Monti 1. Functional: Describing and commenting on a short film; expressing opinions, assessing events. 2. Grammatical: Non conjugated verb forms (present and past gerund). 3. Vocabulary: Vocabulary related to the history of the city and the neighborhood Monti and his handicraft. Words derivation.	<ul style="list-style-type: none"> • Short film screening “Vicino al Colosseo c'è Monti” • Readings from newspapers • Writing a poem about Rome 	I.A., I.B., I.C., I.D., II.A., II.B., III.A., III.C., IV.B., V.A.

	4. Culture: The “rione” Monti between tradition and innovation.		
Week 11	Vicino al Colosseo c'è Monti 1. Functional: Describing and commenting on places of a neighborhood; talking about food, expressing likes and dislikes about culinary traditions. 2. Grammatical: non conjugated verb forms (present and past infinitive; present and past participle). 3. Vocabulary: vocabulary related to the culinary tradition of Rome; idiomatic expressions with food. 4. Culture: Monti and Roman food.	<ul style="list-style-type: none"> • YouTube clip “Cook and roll Circus” by Don Pasta • QUIZ 3 	I.A., I.B., I.C., I.D., II.A., II.B., III.A., III.C., V.A., V.B.
Week 12	Vicino al Colosseo c'è Monti 1. General Review	<ul style="list-style-type: none"> • Written essay 5 	I.A., I.B., I.C., I.D., III.A., III.C.
Week 13	General Review	<ul style="list-style-type: none"> • Scavenger hunt at Monti 	
Week 14	FINAL EXAM	Oral presentation 2	

ATTENDANCE POLICY:

Attendance is mandatory for all IES classes, including course-related trips. 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.

FILMOGRAPHY:

- “La finestra di fronte” by F. Ozpetek
- “Il grande sogno” by M. Placido
- “Mignon è partita” by F. Archibugi
- “Vicino al Colosseo c'è Monti” by M. Monicelli

REQUIRED COURSE MATERIALS:

- 401 IES Abroad Reader – Italian Faculty IES Roma (Regisitlla 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.