



IT 351 ITALIAN LANGUAGE IN CONTEXT: INDEPENDENT ABROAD I

IES Abroad Siena

DESCRIPTION: The course is designed to let students have a deeper and more detailed knowledge of spoken and written Italian. The course will introduce the students to current events and everyday situations (intercultural communication) to encourage them to use the language in a relaxed and confident way as well as to discover as much as possible about Italian culture and lifestyle. After a quick review of the fundamental contents of IT301, the course will cover complex grammatical structures and vocabulary. Intense oral work, reading and writing exercises will always be presented, analyzed and practiced in a context which is based on listening and reading materials. 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.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Italian

PREREQUISITES: 3 semesters of Italian or knowledge of the following grammar elements:
Noun/verb/adjective agreement; prepositions; pronouns; present tense of regular and irregular verbs; past tenses, simple and compound of regular and irregular verbs; conditional tenses; imperative; future; comparatives and superlatives introduction to the subjunctive.

METHOD OF PRESENTATION:

The teaching method is based on a communicative approach. This involves: accent on communication, with the objective to enable the student, from the beginning, to speak and interact in Italian. Each lesson is structured with an activity to build vocabulary and an oral or written text. The text guides the student to recognize and analyze grammatical structures. Those structures are used in oral and written exercises that the students tackle in pairs or in small groups. Free oral and/or written production exercises give students the opportunity to communicate between themselves in Italian in realistic situations. The activities are based on a communicative method aimed at building a better understanding of Italian grammatical structure, preparing students to understand the spoken language and speaking and writing in Italian.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Active participation and class discussion (10%)
- Weekly homework (10%)
- Special assignments and moodle (assignments, journal or portfolio 0,5% for every assignments) (10%)
- 2 quizzes (20%)
- Mid-term written exam (20%)
- Final written final exam and oral presentation (30%)

Grading scale: A 100-93; A- 92.9-90; B+ 89.9-87; B 86.9-83; B- 82.9-80; C+ 79.9-77; C 76.9-73; C- 72.9-70; D+ 69.9-67; D 66.9-63; F 62.9 and below

LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes in the Emerging Independent Abroad 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 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 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 non-verbal 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, and 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.

GLOBAL LEARNING OUTCOMES:

I. Global self-awareness

- a. Identifies some connections between an individual's personal decision-making and certain local and global issues.

II. Cultural diversity

- a. Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.

ATTENDANCE POLICY:

Successful progress of the program depends on the full cooperation of both students and faculty members: regular attendance and active participation in class are essential parts of the learning process. Attendance at and participation in all class meetings and field-studies are required. More than TWO unexcused absences will result in a lowering of your grade by two percentage points for every unexcused absence.

No extra lessons are foreseen for those who frequently miss class or those who are tardy.

CONTENT:

Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 1 (intensive)	Presentation of the course, syllabus, classes, books and expectations	assignment "La Pimpa e la stella cadente"	I.B, I.C

	<p>1.Functional: Talking about the past, expressing fear and anger, describing people's appearance and personality</p> <p>2.Grammatical: Review Nouns Adjectives The verb Reflexive verbs</p> <p>3.Vocabulary: Libraries and bookshop</p> <p>4.Culture: Logistic tour</p>	<p>"In biblioteca" (Biblioteca degli Intronati)</p> <p>Unità 2 pp. 1-8 Unità 2 pp.1-8 Unità 2 pp.9-18 Unità 12 pp.94-103</p> <p>Course packet on Moodle Reading</p> <p>Video on Moodle, questions on the video, on Moodle.</p> <p>In biblioteca, after visiting students have do a little reserch, using the computer of the Siena library.</p>	<p>II.A, III.A, IV.A, IV.C, V.A, V.B</p> <p>I.B, I.C, I.D</p>
Week 2 (extensive)	<p>1.Functional: Comparing facts, expressing satisfaction, describing indefinite quantities</p> <p>2.Grammatical: Review Use of past tense and imperfect tense Direct pronouns Use of determinative and Indeterminative articles</p> <p>3.Vocabulary: Clothing and food</p> <p>4.Culture: La moda italiana</p>	<p>assignment "Siena market!"</p> <p>"Interview with local people"</p> <p>Unità 4 pp. 29-38 Unità 9 pp.69-76 Unità 8 pp.60-68 On Moodle (Pdf)</p> <p>Siena market, students have to interview local people in the market, then they have to make photos of five objects in the market and describe them with 30 words for each object. Then student have to upload their work on Moodle</p> <p>Course packet, on Moodle Reading</p> <p>On Moodle Reading/video</p>	<p>I.B, I.C</p> <p>II.A, III.A, IV.A, V.A, V.B</p> <p>I.B, I.C, I.D</p> <p>I.A, IV.A, IV.C, V.C</p>
Week 3 (extensive)	<p>1.Functional: Talk about themselves, make plans for the future, make hypotheses, make comparisons</p>	<p>assignment "Mammoni d'Italia"</p> <p>"Calling an italian firiend"</p>	<p>I.B, I.C</p> <p>II.A, III.A., III.B, IV.A, V.A, V.B</p>

	<p>2.Grammatical: Review Indirect pronouns, Piacere and similar verbs Combined pronouns</p> <p>3.Vocabulary: Pronominal verbs</p> <p>4.Culture: Italians, all “mammoni”</p>	<p>“Journal”</p> <p>Journal, students have to write in their journal their experiences about the first two week in Siena</p> <p>Unità 10 pp.77-85 On Moodle Unità 11 pp. 86-93</p> <p>Calling an Italian friend. In class students have to call each other speaking Italian.</p> <p>Course packet, on Moodle Reading</p> <p>Reading: “Mammoni d'Italia” Course packet pp. 17-19, on Moodle. After reading students have to write a summary on Moodle</p>	<p>I.D, III.B, IV.A</p> <p>I.A, IV.A, IV.C</p>
Week 4 (extensive)	<p>1.Functional: Expressing commands and giving instructions, report events, compare facts.</p> <p>2.Grammatical: Present and past conditional Comparative and superlative</p> <p>3.Vocabulary: Mostly frequently used expression</p> <p>4.Culture: Italian geografia</p> <p>5. Global learning outcomes:</p>	<p>assignment “Describe your city”</p> <p>“Working on interactive map”</p> <p>Students have to describe (20 words) a specific place in the interactive map. Then the have to indicate in the interactive map similar places.</p> <p>Unità 24 pp. 207-216 Unità 15 pp. 125-134</p> <p>On Moodle Reading</p> <p>Course packet, on Moodle Reading</p> <p>Class activity</p>	<p>I.B, I.C</p> <p>II.A, III.A., III.B, IV.A, V.A, V.B</p> <p>I.A, I.B, I.C</p> <p>I.A, IV.A, IV.B, IV.C</p> <p>I.A</p>
Week 5 (extensive)	<p>1.Functional: General review</p> <p>2.Grammatical: General review</p>	<p>assignment “Mediterraneo”</p> <p>I° Quiz</p> <p>Movie vision</p>	<p>I.B, II.A, III.A</p>

	<p>3.Vocabulary: General review</p> <p>4.Culture: Study in Italy</p>	<p>After the vision, students have to respond to a quiz on the movie on Moodle.</p> <p>Video on Moodle Questions on Moodle</p>	
Week 6 (extensive)	<p>1.Functional: Talking about literature; presenting the characters and the plot of a novel; analyzing an author's style</p> <p>2.Grammatical Possessive Imperative</p> <p>3.Vocabulary: The weather, the time, the family.</p> <p>4.Culture: presentation of the novel "Novecento", by Alessandro Baricco</p> <p>5. Global learning outcomes:</p>	<p>assignment "La pizza"</p> <p>Friday on "Scavenger hunt"</p> <p>Scavenger hunt Students have to answer questions about the city of Siena . Students divided into two or more teams have not only answer the questions but also to photograph the places indicated . The winner is who makes fewer mistakes in a less time</p> <p>Unità 7 pp.53-59 Unità 24 pp. 207-216</p> <p>On Moodle Reading</p> <p>Reading: « Gli italiani ? Tutti pappagalli ! » Course packet pp. 20-22, on moodle. After reading students have to write a summary on Moodle</p> <p>Discussion</p>	<p>IV.A, IV.B, IV.C</p> <p>II.A, III.A., III.B, IV.A, V.A, V.B IV.A</p> <p>IV.A, V.B, V.C</p> <p>I.A, I.B, I.C</p> <p>II.A</p>
Week 7 (extensive)	<p>1.Functional: Asking permission, asking for help, expressing opinions and desires, taking notes</p> <p>2.Grammatical: Subjunctive basic and advanced use. Present tense Relative pronouns</p> <p>3.Vocabulary: Italian music Video "50 mila" Nina Zilli</p> <p>4.Culture:</p>	<p>assignment "Italian song" Nina Zilli</p> <p>"Journal"</p> <p>Journal, students have to write in their journal their experiences about the last three week in Siena</p> <p>Unità 21 pp.180-181 Unità 14 pp.114-124</p>	<p>I.A, I.B, I.C, V.A, V.B</p> <p>II.A, III.A., III.B, IV.A, V.A, V.B</p> <p>I.A, I.B, I.C</p> <p>I.A, I.B, I.C, II.B, IV.A, IV.C</p>

	Italian gesture	<p>Reading “Fermi con le mani” Course packet pp. 23-24, on Moodle After reading students have to write a summary on Moodle</p> <p>Course packet, on moodle Listening</p> <p>On Moodle- Adapted by Wikipedia/you tube Vision</p>	
Week 8 (extensive)	<p>1.Functional: Expressing opinions, uncertainty, advices, conditions</p> <p>2.Grammatical: Subjunctive basic and advanced use: past tense</p> <p>3.Vocabulary: Leisure time with friends</p> <p>4.Culture: Italian holidays</p> <p>5. Global learning outcomes:</p>	<p>assignment “Pinocchio” Video</p> <p>“Describing an italian holiday!”</p> <p>Students have to describe in 100 words the last italian holidays, using pictures, nd then the have toupload on Moodle.</p> <p>Unità 21 pp.180-181</p> <p>On Moodle Reading</p> <p>Course packet on Moodle Reading</p> <p>Reading: “Collodi chi era costui?” Course packet pp. 25-27 on Moodle After reading students have to write a summary on Moodle</p> <p>Discussion</p>	<p>I.A, I.B, I.C</p> <p>II.A, III.A., III.B, IV.A, V.A, V.B</p> <p>I.A, I.B, I.C</p> <p>I.A, I.B, I.C II.A, II.B, IV.A</p> <p>I.A</p>
Week 9 (extensive)	<p>1.Functional: Telling and commenting a book, writing a book review</p> <p>2.Grammatical General review</p> <p>3.Vocabulary: Describing people</p> <p>4.Culture: Global pollution</p>	<p>assignment “Venezia da salvare”</p> <p>Friday on “L’Accademia Chigiana”</p> <p>Discussion in class about the first part of “Novecento ”</p> <p>The Chigiana Students before visiting, they have to do a brief reserch about the history</p>	<p>I.A, I.B, I.C, V.A, V.B</p> <p>II.A, III.A., III.B, IV.A, V.A, V.B</p> <p>I.B, I.C, I.D</p> <p>I.A, I.B, I.C, II.B</p>

		<p>of Chigiana and about the Conte Guido Chigi Saracini</p> <p>Reading at home of the first part of the novel</p> <p>On Moodle Reading</p> <p>Course packet, on Moodle Quiz on Moodle</p> <p>Reading: “Venezia da salvare” Course packet pp. 12-16, on Moodle After reading students have to write a summary on Moodle</p>	
Week 10 (extensive)	<p>1.Functional: Midterm exam</p> <p>2.Grammatical: Midterm exam</p> <p>3.Vocabulary: Midterm exam</p> <p>4.Culture: Midterm exam</p>	Midterm exam	
Week 11 (extensive)	Spring Break		
Week 12 (extensive)	<p>1.Functional: Talking about literature; presenting the characters and the plot of a novel; analyzing an author’s style</p> <p>2.Grammatical: Subjunctive basic and advanced use: imperfetto e trapassato tense</p> <p>3.Vocabulary: General review Le cose di cui ho paura</p> <p>4.Culture: “Novecento”, by Alessandro Baricco</p>	<p>assignment “Le cose di cui ho paura” “Working on interactive map”</p> <p>Students have to describe (20 words) two specific place in the interactive map. Then the have to indicate in the interactive map similar places.</p> <p>Unità 22 pp.189-192</p> <p>Reading: “Quanta paura!”. Course packet pp.28-30, on Moddle After reading students have to write a summary on Moodle</p> <p>Lecture</p>	<p>I.A, I.B, I.C</p> <p>II.A, III.A., III.B, IV.A, V.A, V.B</p> <p>I.B, I.C, I.D</p> <p>I.A, I.B, I.C II.A, II.B, IV.A</p>

Week 13 (extensive)	<p>1.Functional: Explaining choices and preferences, expressing past facts, expressing others' thoughts</p> <p>2.Grammatical: Simple past</p> <p>3.Vocabulary: Italian slangs</p> <p>4.Culture: Italian dialects</p> <p>5. Global learning outcomes:</p>	<p>assignment Forum</p> <p>"Journal"</p> <p>Journal, students have to write in their journal their experiences about the first two week in Siena</p> <p>Discussion in class about the second part of "Novecento" Reading at home of the second part of the novel</p> <p>Unità 16 pp.135-136</p> <p>Course packet, on Moodle</p> <p>Reading</p> <p>On Moodle Reading</p> <p>Reading/forum</p>	<p>I.A, I.B, I.C V.A, IV.B, IV.C</p> <p>II.A, III.A., III.B, IV.A, V.A, V.B, V.C</p> <p>I.B, I.C</p> <p>I.A, I.B, I.C, II.B, III.A. IV.A, IV.C II.A</p>
Week 14 (extensive)	<p>1.Functional: Telling and commenting some past experience, writing a report about a specific topic.</p> <p>2.Grammatical: Hypotetical period (if clauses)</p> <p>3.Vocabulary: Feelings and moods</p> <p>4.Culture: Music for children</p>	<p>assignment "Il coccodrillo sapiente"</p> <p>II° Quiz</p> <p>Unità 25 pp.217-221</p> <p>Reading: "Il coccodrillo sapiente" Course packet pp. 2-6 Course packet on Moodle After reading students have to write a summary on Moodle</p> <p>On Moodle Reading</p> <p>Course packet, on Moodle Listening</p>	<p>I.A, I.B, I.C, V.A, V.B, V.C</p> <p>II.A, III.A., III.B, IV.A, V.A, V.B</p> <p>I.A, I.B, I.C</p> <p>I.A, I.B, I.C, II.B, IV.A, IV.C</p>
Week 15 (extensive)	<p>1.Functional: Expressing desires and preferences, telling and commenting a film, writing a book review</p>	<p>assignment "Il palio" Video</p> <p>Friday on</p>	<p>I.A, I.B, I.C, V.A, V.B</p> <p>I.A, I.B, I.C</p> <p>I.A, I.B, I.C, II.B, III.A. IV.A, IV.C</p>

	2. Grammatical: General review 3. Vocabulary: Expressing an opinion 4. Culture: The Palio	"Dal Corsini" "Journal" Discussion in class about "Novecento" Writing a book review In Pasticceria Dal Corsini Make a picture of three Italian specialties, describe each of them in 30 words, then upload on Moodle. Journal, students have to write in their journal their experiences about the last two weeks in Siena On Moodle Reading Course packet, on Moodle Forum	
Week 16 (extensive)	1. Functional: Final Exam 2. Grammatical: Final Exam 3. Vocabulary: Final Exam 4. Culture: Final Exam	Final Exam (Written and oral)	

The schedule is flexible and can change during the semester, according to the situation of the class or to particular needs. New field-studies and activities (as visits to museums, exhibitions, watching of a movie or assigned interviews to local people) can be introduced at any time, according to the students' interests and commitments.

REQUIRED READINGS:

1. A textbook: "Nuove Espresso 2" by Maria Balì. Giovanna Rizzo, ed. Alma Edizioni Firenze, January 2007 (available at " Libreria Feltrinelli International via Banchi di Sopra n° 64)
2. Alessandro Baricco "Novecento" Un monologo, Feltrinelli, 1994. (available at " Libreria Feltrinelli via Banchi di Sopra n° 54)
3. Supplementary material will be provided by the teacher during the course: ex. Games, readings, songs, Italian movies and videos from TV.
4. Course-packet.
5. Strongly recommended a good pocket dictionary Italian/Italian. (medium size)
6. Online dictionary of the Italian language D.O.P. (on moodle)

RECOMMENDED READINGS:

- Alessandro Baricco “Oceano mare” Rizzoli, 1993, Feltrinelli 2007, “Novecento” Un monologo, Feltrinelli, 1994, “Seta” Rizzoli 1996 (available at IES library).
- Carlo Collodi “Le avventure di Pinocchio”(available at IES library).
- Niccolò Ammaniti “Io non ho paura” Edizioni Einaudi (available at IES library).
- Andrea Camilleri “Ancora tre indagini per il Commissario Montalbano”, Sellerio Editore Palermo, 2009.
- Le favole di Fedro.