

**IT 102 ITALIAN LANGUAGE & CULTURE IN CONTEXT: NOVICE ABROAD II**  
**IES Abroad Milan**

**DESCRIPTION:**

This course reviews and expands the very basic structures of Italian language. It is focused for the main part on speaking and listening skills, and its pace is quick and lively. It is based on a communicative and direct approach to the language, which makes it challenging and highly participatory. In general, Italian will be the only language used in class. Students will be exposed to different communicative situations, they will be encouraged to use the language and thanks to the context and practice outside of class it will seem natural soon enough. Do not despair when you feel that some of your questions are not answered during class: the answers to complex grammar questions are available in your native language in the textbooks, and may always be asked to the instructor outside of class during her office hours. In class, concentrate on learning Italian in Italian with passion. Your learning process will be faster.

**STUDENT PROFILE:**

This course builds upon skills as they are introduced in Novice Abroad I and on the wish to learn at a lively pace for students who are willing to get a quick grasp of the language despite not having previously studied any Italian. As students gain more self-awareness and confidence, they will also develop intercultural competence and skills to work through the challenges of adaptation in the local culture and increasingly, they will appreciate the value of the language in daily use and will relate to people and feel at ease in the new culture.

**CREDITS: 6**

**CONTACT HOURS: 90**

**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 especially after the first 2 weeks of the intensive course. The instructor may at times use English or allow students to use their mother tongue only to point out a contrastive analysis between Italian and English structures. Attempted target language use will be considered very positively, while the consistent use of English will have a negative impact on the participation grade. Please note that mistakes made in the target language during class activities will not affect the grade. The effort to use Italian in class will always be rewarded in terms of credit.

**PREREQUISITES: None**

**ADDITIONAL COST: None**

**METHOD OF PRESENTATION:**

The approach to learning is communicative and direct, designed for an immediate use of the Italian language. In class, students are asked to repeat and reuse new language expressions in different situations so that at the end of the lesson they can observe the way the language works and then find out the basic grammar rule on their own. This way, the learning process is stimulating for students who are never considered as passive recipients, but as active users of the language for their immediate needs. The instructor will always help during the process and will give you time to find the right answer. During class activities, students will often work in pairs or in small groups. They will collaborate with each other in order to find out answers and solve problems, this way they also have an opportunity to socialize and learn from classmates in an informal and relaxed atmosphere. This is meant to encourage participation and enthusiasm toward learning the language while reducing anxiety; students can help each other to succeed before surrendering.

and asking the teacher for assistance.

#### REQUIRED WORK AND FORM OF ASSESSMENT:

After each class students must review, memorise, practice with the material presented in class, and write down/reorganise/learn new vocabs/rules, before completing the assignments. Homework/assignments play a significant part in your learning process. Practice in and out of the class represents a guarantee of success in the course. Furthermore, uncompleted homework would hinder group work with your classmates, and slow the pace of the whole class. Homework is not graded, unless differently specified, but it contributes to determine the participation grade.

Students are always required to be up-to-date with class work. They must read about homework and material assigned or covered in class by linking daily to the class web site (Moodle) or asking a classmate/the teacher, especially if they miss class. In this case, it is their precise responsibility to obtain all 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%
- Video Assignment – 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:** skits performed in groups (which involve writing, memorizing, and performing a scene suggested by the instructor)

**Oral Exam 2:** individual presentations on a topic introduced in class by the instructor

**Video Assignment:** vlog in Italian that reflects the student's experience in Milan.

**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	Failing grade
F	0-64.9	

## LEARNING OUTCOMES:

By the end of the course, students will be able to achieve several of the outcomes for the Novice Abroad II 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 (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 basic representations of formality and informality in the language
  - d. Students will understand that there are differences between cultural stereotypes and generalizations between the culture and the culture of the host country.
  - e. Students will start to make informed comparisons between the host culture and the home culture.
- II. Listening
  - a. Students will be able to understand basic statements, requests, descriptions, and questions in specific cultural contexts 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 simple 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 (home, the IES Abroad Center, the community).
  - b. Students will be able to express many 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 many simple sentences and deduce some meaning from context if it is relevant to their studies.
  - b. Students will be able to interpret main ideas in short passages and in news headlines if they are relevant to them.
- V. Writing
  - a. Students will be able to write short texts about simple and concrete topics they have studied, such as themselves, their families, their friends, their likes and dislikes, their plans, experiences, and their daily routines.
  - b. Students will be able to send simple emails, text messages, online posts, and postcards and fill out simple forms.

## ATTENDANCE POLICY:

Students 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 instructor and classmates. This kind of behavior is not tolerated and will severely affect your participation grade.

## CONTENT:

Students are expected to enter the Moodle course page on regular bases in order to access readings, exercises, and other materials. They are also expected to come to class having studied/completed the assignments indicated on the syllabus and by the instructor in class.

Class	Content	Assignments
<b>Week 1</b> <i>Session 1</i>	<b>Intercultural communication: welcome to Milan!</b> <ul style="list-style-type: none"> <li>Introducing yourself, greetings, classroom vocabs</li> <li>Listening: alphabet, peculiar sounds and their spelling</li> <li>Pronunciation exercises, tongue-twisters</li> </ul>	N.I.E. UNIT 1 Practice introductory questions and answers getting to know each other and extra material <b>Field study: BAR</b>
<i>Session 2</i>	<b>Intercultural communication: introduce yourself</b> <ul style="list-style-type: none"> <li>Formulating basic questions</li> <li>Formal vs. informal</li> <li>Speaking: asking introductory questions</li> <li>Numbers</li> </ul>	N.I.E. UNIT 1 Practice question words, gender and number of nouns
<i>Session 3</i>	<b>Intercultural communication: communicate effectively in Italy</b> <p>The date, days of the week, months, seasons</p> <ul style="list-style-type: none"> <li>Using and understanding gestures and body language</li> <li>Speaking: asking polite questions</li> <li>Essere and adjectives - Nationalities, names of countries, Italian geography</li> </ul>	N.I.E. UNIT 2 Practice agreement with adjectives Basic survival Italian
<i>Session 4</i>	<b>Intercultural communication: at the Italian café</b> <ul style="list-style-type: none"> <li>Speaking: ordering at a bar/restaurant/gelateria</li> <li>Reading: the menu, the check</li> <li>Vocabs: food, beverages, typical Italian dishes, traditions</li> </ul>	N.I.E. UNIT 2 Practice definite & indefinite articles
<i>Session 5</i>	<b>Intercultural communication: living in Milan</b> <ul style="list-style-type: none"> <li>Writing: short presentation / my identity card</li> <li>Speaking: pair works on Italy - first impressions and stereotypes</li> <li>COURSE-RELATED TRIP: Getting to know the city</li> </ul>	N.I.E. UNIT 2-3 Practice present tense of to be & to have + expressions
<b>Week 2</b> <i>Session 6</i>	<b>Intercultural communication: my routine</b> <ul style="list-style-type: none"> <li>Talking about daily activities</li> <li>Adverbs of frequency</li> <li>Writing: short paragraph about your daily routine</li> </ul>	N.I.E. UNIT 3 Practice present tense of regular verbs
<i>Session 7</i>	<b>Intercultural communication: your routine</b> <ul style="list-style-type: none"> <li>Ask someone about their day</li> <li>Speaking: interview Italian students about their life routine</li> <li>Listening: small talk about daily routine</li> </ul>	N.I.E. UNIT 3 Practice present tense of regular verbs Reflexive verbs - Unit 8
<i>Session 8</i>	<b>Intercultural communication: a day in the life of an Italian student</b> <ul style="list-style-type: none"> <li>Reading: universities' bulletin board</li> <li>Basic prepositions</li> <li>Writing: ads for the bulletin board</li> <li>Listening: everyday life situations</li> </ul>	N.I.E. UNIT 3 Practice present tense of main irregular verbs

Session 9	<b>Final Exam Intensive Review</b>	N.I.E. UNIT 1, 2, 3 General review of all the grammar topics presented  Final Intensive Mock Exam
Session 10	<b>FINAL INTENSIVE EXAM</b>	<b>FINAL INTENSIVE EXAM</b>
<b>Week 3</b> Session 11	<b>Intercultural communication: free time</b> <ul style="list-style-type: none"> <li>Talking about free time and leisure activities</li> <li>Listening: small talk about free time</li> <li>Speaking: asking/answering questions about free time and preferences</li> </ul>	N.I.E. UNIT 4 Practice present tense of irregular verbs + Conoscere vs sapere
Session 12	<b>Intercultural communication: likes and dislikes</b> <ul style="list-style-type: none"> <li>Expressing likes and dislikes</li> <li>PIACERE - anche, neanche, invece</li> <li>Reading: Italians and free time activities</li> <li>Indirect pronouns</li> </ul>	N.I.E. UNIT 4 Practice verb to like, agreeing and disagreeing
<b>Week 4</b> Session 13	<b>Intercultural communication: making plans</b> <ul style="list-style-type: none"> <li>Talking, agreeing or disagreeing about likes and dislikes</li> <li>Speaking: asking and telling the time, make plans with friends</li> <li>Molto, tanto, moltissimo, un sacco, abbastanza</li> <li>Writing: famous resorts</li> </ul>	N.I.E. UNIT 5/6 Practice present tense of irregular verbs - dovere, potere, volere
Session 14	<b>Intercultural communication: texting and making reservations</b> <ul style="list-style-type: none"> <li>Arranging activities</li> <li>Listening: Making reservations</li> <li>Reading &amp; Writing: instant messages</li> </ul>	N.I.E. UNIT 5/6 Practice expressions and vocabs
<b>Week 5</b> Session 15	<b>Intercultural communication: Milan and its neighborhoods</b> <ul style="list-style-type: none"> <li>Describing your neighborhood in Milan, comparing Milan to your hometown, what's special about Italian cities</li> <li>Passato prossimo and adverbs used with it - <i>non/ancora, appena, già</i></li> <li>Listening: information about interesting landmarks in Milan</li> </ul>	N.I.E. UNIT 7 Practice using Passato Prossimo
Session 16	<b>Intercultural communication: Milan and its neighborhoods</b> <ul style="list-style-type: none"> <li>Speaking: talking about a city (Milan, hometown, a city you have just visited)</li> <li>Reading: tourism flyer</li> <li>Writing: brief description of a city</li> <li>Talking about famous Italians</li> </ul>	N.I.E. UNIT 7 Practice using there is / there are, Passato prossimo and time indicators
Session 17	<b>ORAL EXAM 1: SKITS</b> <ul style="list-style-type: none"> <li>COURSE-RELATED TRIP: EXPLORING MILANO</li> </ul>	<b>ORAL EXAM 1</b>
<b>Week 6</b> Session 18	<b>Intercultural communication: holidays in Italy</b> <ul style="list-style-type: none"> <li>Talking and comparing lifestyles</li> <li>Listening: small talk about a typical day vs. a special occasion/holiday</li> </ul>	N.I.E. UNIT 8 Practice reflexive verbs in the past

Session 19	<b>Intercultural communication: greeting cards</b> <ul style="list-style-type: none"> <li>• Congratulating someone on special occasions and public holidays</li> <li>• Speaking: saying the date, using the appropriate expression in the appropriate occasion</li> <li>• Reading &amp; Writing: greeting cards &amp; public holidays</li> </ul>	N.I.E. UNIT 8 Practice prepositions
Week 7 Session 20	<b>Midterm Review</b>	N.I.E. UNIT 4, 5, 7, 8 general review of all the grammar topics presented
Session 21	<b>Midterm Review</b>	Midterm mock exam
Session 22	<b>MIDTERM EXAM</b>	<b>MIDTERM EXAM</b>
Week 8 Session 23	<b>Intercultural communication: Urban life</b> <ul style="list-style-type: none"> <li>• Talking about the city</li> <li>• Speaking: urban environment, stores, shops places</li> <li>• Vocabs: street, urban environment, shops, stores</li> </ul>	N.I.E. UNIT 8-9 Practice on describing the city and neighbourhood
Session 24	<b>Intercultural communication: Family</b> <ul style="list-style-type: none"> <li>• Listening: small talk about the Italian family</li> <li>• Speaking: describing people in the family</li> <li>• Writing: short paragraph about a relevant past experience</li> <li>• Vocabs: family tree</li> </ul>	N.I.E. UNIT 8-9 Practice on the use of possessives and describing family
Week 9 Session 25	<b>Intercultural communication: cooking &amp; eating habits</b> <ul style="list-style-type: none"> <li>• Speaking: one's eating habits, shopping list, Italian recipes</li> <li>• Reading: recipe instructions, traditions</li> </ul>	N.I.E. UNIT 10 Practice use of direct pronouns, ci and ne
Session 26	<b>Intercultural communication: vacations</b> <ul style="list-style-type: none"> <li>• Speaking: describing a holiday, asking about holidays, asking for advice on where to go/what to do on holiday</li> <li>• Reading: blog posts about holidays, reviews</li> <li>• Writing: postcards</li> </ul>	N.I.E. UNIT 9 Practice past tense with direct pronouns
Week 10 Session 27	<b>Intercultural communication: recommendations, instructions, commands</b> <ul style="list-style-type: none"> <li>• Listening: giving instructions and recommendations</li> <li>• Reading: basic instructions / directions</li> <li>• Writing: suggest places to visit, dos and don'ts and more</li> </ul>	N.I.E. UNIT 15 Practice talking using commands
Session 28	<b>Intercultural communication: describing</b> <ul style="list-style-type: none"> <li>• Speaking: physical description and personality</li> <li>• Reading: short newspaper articles</li> <li>• Writing: short article about an interesting event / particular occurrence (factual or fictional)</li> </ul>	N.I.E. UNIT 13 Practice talking about people and reporting news
Session 29	<b>Intercultural communication: the news</b> <ul style="list-style-type: none"> <li>• Speaking: retelling a news event</li> <li>• Direct/indirect pronouns -</li> <li>• COURSE-RELATED TRIP: EXPLORING MILANO</li> </ul>	N.I.E. UNIT 11 Drills on pronouns
Week 11 Session 30	<b>ORAL EXAM 2: STUDENTS' PRESENTATIONS</b>	<b>ORAL EXAM 2</b>

<b>Week 12</b> <i>Session 31</i>	<b>Intercultural communication: Italian experience</b> <ul style="list-style-type: none"> <li>Talking about cultural differences &amp; similarities</li> <li>Reading: short article(s) about Italian lifestyle</li> <li>Listening: comparing experiences</li> </ul>	N.I.E. UNIT 14 Practice what you've learned about the Bel Paese - Mi manca, non mi manca
<i>Session 32</i>	<b>Intercultural communication: Music</b> <ul style="list-style-type: none"> <li>Describing short clips and videos</li> <li>Listening: famous Italian arias</li> <li>Speaking: talking about plots, stories, songs</li> </ul>	N.I.E. UNIT 9 Practice learning Italian popular songs and video clips
<i>Session 33</i>	<b>Intercultural communication: going shopping</b> <ul style="list-style-type: none"> <li>Listening: interaction in a clothing shop</li> <li>Speaking: how to ask for help in a clothing shop</li> <li>COURSE-RELATED TRIP: EXPLORING MILANO</li> </ul>	N.I.E. UNIT 11 Practice vocabulary on clothes and fashion
<b>Week 13</b> <i>Session 34</i>	<b>Intercultural communication: fashion in Milan</b> <ul style="list-style-type: none"> <li>Describing holidays, festivities and traditions</li> <li>Reading: short readings on history, traditions, legends</li> <li>Writing: blog post about favourite landmarks in Italy</li> </ul>	N.I.E. UNIT 15 Talking about holidays and legends
<b>Week 14</b> <i>Session 35</i>	<b>Final Exam Review</b>	N.I.E. UNIT 7, 9, 11 general review of all the grammar topics presented
<i>Session 36</i>	<b>Final Exam Review</b>	<b>Final Mock Exam</b>

**REQUIRED COURSE MATERIALS:** *New Italian Espresso* TextBook and Ebook (on BlinkLearning) & *New Italian Espresso* Ebook Workbook (on BlinkLearning). The book and the codes to access the BlinkLearning platform will be handed out in class by the teacher.

**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.**



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