

IT 302 - Italian Language in Context: Emerging Independent Abroad II

IES Abroad Milan

DESCRIPTION:

This course reviews and then expands upon all aspects of grammar acquired in IT301 and helps students master with greater ease and self-confidence more complex tasks, with a special focus on **speaking and listening skills**. In fact, it is based on a **communicative direct approach** to the language.

It is a challenging and highly participatory course that rewards **daily efforts** by students. The pace is quick and lively, and those who **work regularly** will be surprised by their considerable progress by the end. In general, **Italian will be the only language used in class**. Many of you will find this difficult at first, but it will seem natural soon enough. Do not despair when you feel that some of your questions are not answered during class: the answer to complex grammar questions are available in the textbooks and on Moodle, and may always be asked the instructor. In class, **concentrate on learning Italian in Italian**. Your learning process will be faster.

STUDENT PROFILE:

Students entering this level must be able to fulfill the learning outcomes of the Emerging Independent Abroad I (it 301) level, as defined by the IES Abroad MAP for Language and Intercultural Communication.

Specifically, they should already be able to express themselves on a variety of concrete, everyday topics and meet their basic needs in the language in the Present and in the Past. Students who enter this level may be more proficient in reading and writing skills than oral communication, especially if they have never traveled or studied abroad previously. Although students may have been exposed previously to certain competencies taught at this level, they need additional practice and instruction to move toward mastery of these competencies.

Students will also develop cultural awareness and skills to work through the challenges of adaptation in the local culture. As students gain more self-awareness and self-confidence, they will attempt more in the community. They will then begin to appreciate the value of these language and intercultural skills, although they may experience some miscommunications at the beginning.

Keep in mind that learning a language requires motivation and effort, and students will need to commit themselves in this regard.

CREDITS: 6

CONTACT HOURS: 90

LANGUAGE OF INSTRUCTION: Italian will be used in all instances in class, with emergency use of English for disambiguation. “Pledge for Italian-only in class”: students are invited to formally commit themselves to using Italian only in class, with classmates and when talking/writing to the teacher. Please note that **the attempt at using the target language also outside of class will be considered positively** (See Class Engagement Rubric), while the consistent use of English will have a negative impact on the Class Engagement %. Please note also that language mistakes during class activities will not affect the grade.

The teacher may at times use English or allow students to use their mother-tongue to point out a contrastive analysis between Italian and English structures. Those who feel the need for further explanations in English can attend office hours after class.

INSTRUCTOR: Dr. Silvia Francalanza. E-mail and class Google Drive: traduzionigalactus@gmail.com

Office hour: on appointment to be set at least 24 hrs in advance. Please do not hesitate to talk to the teacher in case of any difficulty with the class or if you need help to adjust to the new Italian environment.

PREREQUISITES: Satisfactory completion of IES Abroad’s IT301 Emerging Independent Abroad outcomes, determined by placement test, and to be confirmed by the teacher during the first 3 days of the intensive course. Please refer to the paragraph “Italian Level Change” at the bottom of the syllabus. But the most important prerequisite is the wish to be challenged and improve the language in order to better adjust to the local culture.

ADDITIONAL COSTS: 32.50 € for the course workbook “L’utile e il dilettevole” and the reading book “Generazione Y” billed through your MyIESAboard account.

METHOD OF PRESENTATION:

The approach to learning is direct. It is designed for an **immediate use of the Italian language**. In class, students are asked to use new communicative strategies in different situations, so that at the end of the lesson, outside of class, they can apply the basic grammar rules and language expressions they have just learned. This learning process stimulates students. They are never considered as passive recipients, but active users of the language for their immediate need.

During class activities, students will often **work in pairs or 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, while reducing anxiety; students can help each other to succeed before surrendering and asking the teacher for assistance.

Course-related trips will be an integral part of the course. During the semester students will also be asked to visit places of interest on their own, and complete assignments in pairs/groups. Course-related trips are based on the interaction with native Italian speakers. Tentative schedule of trips: Italian High School, Farmers’ market, supermarket, State University, San Bernardino or San Maurizio Churches, Cinema, Art Exhibitions.

Web resources, songs, movies, and clips from Italian TV programs will be part of the material used in class.

REQUIRED WORK AND FORM OF ASSESSMENT:

Workload at home: 30 min. on average. This course rewards students that **work consistently and practice in and out of class**. In order to reach very good/excellent results, after every class or, at the latest, the day before class, students are required to:

- review, memorize, repeat aloud the material presented in class (for ex. Dialogues, Vocab)
- write down, reorganize, learn new vocab and/or grammar rules
- complete thoroughly and carefully all the assignments posted by the teacher on Moodle or assigned on Blinklearning website
- prepare questions for clarification, if the case.

Homework is not graded, except in exceptional cases specified by the instructor. Its satisfactory completion is the **key to success in the class** and contributes to the assessment of students’ Class Engagement grade (see Rubric). HW will be monitored by the teacher in class, and sometimes will be handed in. If it is unsatisfactory or denotes inaccuracy, sloppiness, lack of academic rigor or seriousness, students may be required to revise it, and turn it in again. Please consider that uncompleted or sloppy HW will hinder your ability to contribute to group work in class, and risks slowing the pace of the whole class. This is why your comments and elaboration of HW in class will be considered positively and will contribute to your Class Engagement grade (See Rubric).

In general, students’ performance regarding **Class Engagement** will be assessed on the basis of the following: use of Italian language in class with the teacher and classmates, active participation in/contribution to all activities, homework and research regularly completed as indicated by the instructor, oral and written tests and exams, attendance, punctuality and commitment.

Students are always required to be up-to-date with class work. They must access homework and course content by logging in daily to the class website (Moodle) or by asking a classmate/the teacher, especially if they miss a class. In this case, it is their responsibility to obtain the information about the material covered when they were absent. Unless agreed upon with the instructor in advance, assignments must be submitted on the date originally assigned even if students are absent from class.

Breakdown

- Final Exam Intensive: 15%
- 2 Intercultural/oral presentations: 10%
- Oral exam 1, skits: 10%

Calendar

Friday, Feb 7
F/P basis
Friday, Feb 21

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|--|------------------|
| • Midterm: 20% | Friday, Mar 14 |
| • Oral exam 2: Presentation in pairs: 15% | Mar 27-Apr 1 |
| • Final Exam: 20% | tbd |
| • Class Engagement (HW and participation): 10% | Rubric on Moodle |

Final Intensive Exam, Midterm Exam, Final Exam (55%): written exams which include sections dedicated to listening comprehension, dictation, multiple choice, fill in the blanks, logically ordering dialogue, reading comprehension, and writing.

Intercultural presentations (10%): have you seen something really weird for you in your apartment? Or a fancy behavior? Have you been to the popular San Siro Stadium for an Inter – Milan AC match? Were you invited to an Italian wedding or to a graduation session? Present your experience and make the whole class participate! Intercultural competence is one of the most relevant skills when learning a foreign language. Intercultural activities are unique opportunities to improve your language and intercultural competence using your direct experiences from real life in Italy. Hints will be provided in class or posted on the class Moodle site. Your presentation must include max 2 photos/1 video, at least 5 new words translated in English. NO written text is allowed apart from this. You will present to the whole class or a small group of class mates for 1-2 minutes.

Presentations will not be graded. They will be evaluated on a **Fail/Pass basis (10%)**. If they are unsatisfactory or denotes sloppiness, lack of academic rigor or seriousness, the teacher may ask the student to organize another presentation or write an essay. More details in class. Excellent presentations may gain extra points.

Oral Exam 1 (10%): skits performed in groups (which involve writing, memorizing, and performing a scene suggested by the instructor)

Oral Exam 2 (15%): individual presentations on a less-known Italian city/town. Please consider that it must be a city/town you have visited during the semester. A selfie is required, made at least in the surrounding area close to the chosen town/city. Detailed instructions on Moodle.

Class Engagement (10%): (See Rubric on Moodle for details): In order to receive an excellent grade in *Class Engagement*, students are required to:

- speak/try to speak Italian during all activities, unless differently specified by the teacher
- attend regularly
- be on time for class, 3 times significantly late (more than 10 min.) will effect your Participation grade.
- participate lively and proactively to all activities
- help other students whenever possible (not during exams, tks 😊)
- be attentive, proactive and well-prepared with homework fully completed for each class
- show consistent effort and commitment to improve and use the language
- ask questions for clarification
- come to class with enthusiasm. If you smile 😊, you'll adjust to the new culture and language faster!

Extra credit opportunity: Have you completed all assignments, attended office hours but are still struggling and need to improve your grade? You can go the cinema, watch a film in Italian (the ticket and a selfie at the movie theater must be turned in) and complete the extra credit activity. Please discuss this opportunity with your teacher after the Mid Term Exam.

Please note: mobile phones and/or laptops and/or Ipads can be used in class **ONLY** for consulting online dictionaries (www.wordreference.com) or as suggested by the teacher for web search. The use of these devices for personal reasons is **NOT** allowed in class.

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	60-69.9	Failing grade
F	0-59.9	

LEARNING OUTCOMES:

By the end of the course students will be able to achieve the outcomes for the Emerging Independent Abroad II level as defined by the IES Abroad 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 solve most daily troublesome situations and meet needs with limited help.
 - b. Students will be able to make informed comparisons between the host culture and the students' home cultures.
 - c. Students will be able to distinguish and to imitate verbal and nonverbal communication that reflects politeness, formality, or informality.
 - d. Students will be able to recognize patterns of intonation, their meaning, and cultural implications.
- II. Listening
 - a. Students will be able to understand some interactions of moderate complexity (media, speeches, music, conversations, etc.), especially if the speaker is used to interacting with non-native speakers.
 - b. Students will be able to understand direct requests, questions, and basic conversations on familiar and concrete topics. C. Students sometimes will understand commonly-used slang expressions and popular phrases.
- III. Speaking
 - a. Students will be able to talk about persons and things in their immediate environment, as well as their plans, wishes, and experiences, and they can provide a limited amount of supporting details.
 - b. Students will be able to resolve moderately complicated situations involving familiar subjects.
 - c. Students will respond to some questions that ask for an opinion or a belief on a topic with assistance and practice.
- IV. Reading
 - a. Students will be able to read passages and short texts (newspapers, lyrics, letters, short stories, etc.) and understand overall meaning.
 - b. Students will be able to support their understanding of texts through the use of context or with the use of dictionaries or the assistance of others at times.
 - c. Students will be able to read and understand most text messages on everyday topics.
- V. Writing

- Students will be able to communicate with increasing effectiveness through notes, emails, and simple online discussions and chats.
- Students will be able to write short essays on concrete topics of limited levels of complexity and with less reliance on the communicative patterns of their native language.
- Students will be able to describe things, relate ideas, and express simple opinions in concrete language.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be **present and on time every day**. Attending class has an impact on your learning and academic success. For the reason, the IES Abroad Milan attendance policy allows for the following number of absences, which are intended to be used for physical and mental health reasons:

- THREE (3) absences in each Italian language course,**
- TWO (2) absences in each Area Studies course,
- ONE (1) absence in each seminar course or course meeting 1 day a week,
- ZERO (0) absences in each course of individual music instruction.

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 or 1-day-a-week courses. Failure to attend a scheduled exam, test, quiz, or presentation will automatically result in an F grade on that assessment.

Please 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 as per the related Rubric.

Students are expected to abide by the **IES Abroad Code of Academic Integrity**. All work submitted by a student for academic credit should constitute the student's own original work. Any work submitted for academic credit may be subject to review by a textual similarity detection service for the detection of plagiarism and AI usage.

CONTENT:

Students are expected to enter the Moodle course page daily, in order to be informed about homework, readings, exercises, and specific instructions for class activities. They are also expected to come to class having studied/completed the assignments indicated by the instructor on Moodle.

PLEASE NOTE: for detailed information about the content covered and the assignments, refer to the posts that the teacher writes on Moodle after each lesson. **What follows is a tentative schedule that will be adjusted to the pace and needs of the class.** All the topics will be covered, but dates of class activities may vary.

Class	Content – Intensive Course	Assignments (ALWAYS refer to the class Moodle page for details.)
Orientation Session 0 11:30-2:00 pm Jan 24	Intercultural communication: nice to meet you! <ul style="list-style-type: none"> Ice breaker activity Getting to know each other Becoming a group ENGAGE MODULE 1: Obtaining My Goals Abroad 	
Week 1 - Intensive 9:00-11:30 Session 1	Introducing oneself <ul style="list-style-type: none"> Course introduction: advice, general info (ex. class Google Drive), team building. 	Grammar Book PDF/PPTX/Quiz on Moodle

Review and expansion of basic grammar: Present Jan 27	<ul style="list-style-type: none"> Introducing myself: Who I am, Where I come from, What I like/don't like, My plans, Who are my classmates, A standard day in my life Introducing my country, city, university: 2 photos Do you remember these rules? <ul style="list-style-type: none"> Article - Noun- Adjective agreement, most frequently used regular and reflexive verbs in the Present. <i>Venire</i>: irregular. Frequency adverbs Prepositions: <i>Sono di-Vengo da-Abito a/in</i> + cities/countries Vocab: parts/buildings of a town (1). Nationalities. <i>C'è/ci sono. Mi piace/piacciono.</i> Review of possessive adj. <i>Culture</i>: the Italian approach to life. Video clip and music, 	
Session 2 Jan 28 9:00-11:30 Present and prepositions	My daily routine <ul style="list-style-type: none"> Recap of previous lesson. Correction of exercises. Q&A Review of most common verbs in the present (2). Modal verbs/ISC verbs in the present tense. Present with a future meaning. Adverbs for future tense. <i>Andare</i> + prepositions and articles combined Vocab: parts of the city (2) 	PDF/PPTX/quiz on Moodle. Handouts. Grammar activities in the book.
Session 3 Jan 29 9:00-11:30 Field Trip	I'm going to the supermarket <ul style="list-style-type: none"> Recap of previous lesson. Correction of exercises. Q&A Expressing on going actions in the present Present Continuous vs Simple Present. <i>Culture</i>: Let's go to the supermarket close to IES 	PDF/PPTX on Moodle. Handouts. Grammar activities in the book. Prepare your 1st intercultural presentation . Select an area of Milan from the list given (see Moodle) and present it to the class or group of class mates tomorrow. Work with a classmate. Selfie required.
Session 4 Jan 30 9:00-11:30 Review Past Tense.	Discovering Milan <ul style="list-style-type: none"> Presentation of an area of Milan with a classmate. Correction of the activity at the supermarket Grocery shopping and expressing quantities: DI + articles, Pronoun NE. Review of regular past tense. Passato prossimo. Voc: in-season fruit and vegetable. <i>Culture</i>: a coffee at an Italian bar. Do's and don'ts 	2 slides on your presentation must be uploaded on the class Google Drive (share it with traduzionigalactus@gmail.com). More details in class/on Moodle PDF/PPTX on Moodle. Handouts.

		Grammar activities in the book.
<i>Session 5</i> <i>Jan 31</i> 9:00-11:30 Let's have a coffee at the BAR at 10:45	Travelling (1) to be continued <ul style="list-style-type: none"> Recap of previous lesson. Correction of exercises. Q&A Making travelling plans, listening to announcements at the station, making a hotel reservation. Spelling using cities. Review of Past Tense. Some irregular verbs. Expressing time. Preposition <i>a</i> + art. Review. Prepositions of place/position. <i>Davanti a</i> + art. Vocab: an Italian train station. School. Culture: Introduction to the Field Trip at an Italian High School. Reading. Italy vs US. 	Grammar Book PDF/PPTX/quiz on Moodle Grammar activities in the book
Week 2 <i>Session 6</i> <i>Feb 3</i> 9:00-12:00	FIELD STUDY AT THE "Ettore Conti" HIGH SCHOOL	Answer sheet
<i>Session 7</i> <i>Feb 4</i> 9:00-11:30	Back to school <ul style="list-style-type: none"> Feedback on the visit at the High School. Conversation on your week-end: <i>Com'era?</i> Imperfetto tense for description. Habitual actions in the past: Imperfetto tense and adverbs of frequency Culture: Us High Schools vs Italian High Schools Video clip from the movie: "Notte prima degli esami" ENGAGE 2 : Everybody belongs here 	
<i>Session 8</i> <i>Feb 5</i> 9:00-10:45	<ul style="list-style-type: none"> Recap: activities on the basic use of Imperfetto Book reading. 	Grammar Book PDF/PPTX on Moodle Grammar activities in the book
<i>Session 9</i> <i>Feb 6</i> 9:00-11:30	Students will have the opportunity to ask questions in Italian/English on the content covered so far. Review activities. Mock Exam and Correction.	Final Intensive Mock Exam
<i>Session 10</i> <i>FRIDAY, Feb 7.</i> 9:00-11:30	FINAL INTENSIVE EXAM – 60 MIN 40 min > online 20 min > on paper	FINAL INTENSIVE EXAM
<p style="text-align: center;">GENERAL COURSE</p> <p>Tuesdays/Thursdays > 9:00-10:40 am</p> <p>4 Fridays: Feb 21, Mar 7, Mar 14 (MIDTERM EXAM), Apr 11 > 9:00-11:30 am</p>		
Week 3 9:00-10:40	What we used to do: past habitual actions <ul style="list-style-type: none"> Recap of preceding lesson. Correction of HW 	Grammar Book

<p>Session 11 Feb 11. Student Council Election</p>	<ul style="list-style-type: none"> Listening to/Telling a story about your childhood. Vocab: clothing and physical description in the past. Idioms with animals Silvia's life: presentation Book reading 	<p>PDF/PPTX/quiz on Moodle</p> <p>Prepare 3 slides on your childhood and present it tomorrow to a group of classmates on your laptop.</p>
<p>Session 12 9:00-10:40 Feb 13</p>	<p>Describing emotions</p> <ul style="list-style-type: none"> Recap. Correction of HW Imperfetto Tense for describing emotions Vocab: emotions. Idioms. Culture: the Last Supper by Leonardo 	<p>Grammar Book PDF/PPTX/quiz on Moodle</p>
<p>Week 4 9:00-10:40 Session 13 Feb 18</p>	<p>I could have...I wanted to ...</p> <ul style="list-style-type: none"> Recap. Correction of HW Intercultural presentation on Imperfetto: my life when I was a teen. You are going to present to a small group of classmates. Use of Imperfetto with modal verbs: volevo, dovevo, potevo Book reading and related activities 	<p>PDF/PPTX/quiz on Moodle.</p> <p>Grammar activities in the book</p>
<p>Session 14 9:00-10:40 Feb 20</p>	<p>Shopping</p> <ul style="list-style-type: none"> Expressions & Vocab to be used in a store Other uses of Imperfetto in everyday language with modal verbs. Use of <i>Volevo...</i> Vocab and expressions to go shopping 	<p>Grammar Book PDF/PPTX /quiz on Moodle</p>
<p>Week 5 Session 15 Feb 21, FRIDAY 9:00-11:30</p>	<p>ORAL EXAM 1: SKITS</p>	<p>Grammar Book PDF/PPTX, quiz on Moodle</p>
<p>Session 16 Feb 25 9-10:40</p>	<ul style="list-style-type: none"> Recap of previous lessons and extra activities. Correction of HW <i>Book reading</i> 	<p>Grammar Book PDF/PPTX/quiz on Moodle</p>
<p>Session 17 Feb 27 9:00-10:40</p>	<p>ENGAGE MODULE 3: Understanding Cultures Abroad</p> <p>Intercultural Presentation: something weird I have seen in Milan or in Italy. Upload a photo and present to the class, Minimum 5 new words. Details in class. You can't read a prepared text.</p>	
<p>Week 6 March 4 Session 18 9:10.40</p>	<p>I like my country. I miss Chipotle (1)</p> <ul style="list-style-type: none"> <i>Piacere</i> and similar verbs in the present and past; the use of indirect pronouns or preposition A (1) Culture: superstition. What I fear. 	<p>Grammar Book PDF/PPTX/Quiz on Moodle</p>

<p>Session 19 March 6 9:00-10:40</p>	<p>What I like. What I miss. (2)</p> <ul style="list-style-type: none"> Recap of previous lesson. Correction of HW <i>Piacere</i>: present and past; the use of indirect pronouns or preposition A (2) Book reading 	<p>Grammar Book PDF/PPTX/quiz on Moodle</p>
<p>Session 20 FRIDAY, March 7 9:00-11:30</p>	<p>Field study: State University and eerie church</p>	<p>PDF/PPTX/quiz on Moodle</p>
<p>WEEK 7 Session 21 March 11 9:00-10:40</p>	<p>Culture: feedback and conversation on the field study. In-class activities to review. Students will have the opportunity to ask questions in Italian/English on the content covered so far.</p>	
<p>Session 22 March 13 9:00-10:40</p>	<p>Review. Mid Term Mock Exam and correction</p>	<p>MIDTERM EXAM</p>
<p>Session 23 March 14 FRIDAY, 9:00-11:30</p>	<p>MIDTERM – 75 min 50 min > online 25 min > on paper</p>	
<p>Week 8 – MID TERM WEEK March 18 Session 24 9:00-10:40</p>	<p>Field study at the open market via Fauché</p> <p>The city you are going to present for your Oral Exam must be communicated to the teacher</p>	<p>PDF/PPTX on Moodle Grammar activities in the book</p>
<p>Session 25 March 20 9:00-10:40 The Congiuntivo Mode</p>	<p>In my opinion</p> <ul style="list-style-type: none"> How I can express my opinions: <i>A mio parere, Secondo me,</i> Introducing Present and past Subjunctive with verbs expressing opinions. <i>Io penso che...?</i> Culture: the “politically correct” in Italy vs US 	<p>PDF/PPTX/quiz on Moodle Grammar activities in the book</p>
<p>Week 9 Session 26 March 25 9:00-10:40</p>	<p>I think that...</p> <ul style="list-style-type: none"> Present and past Subjunctive: new expressions and conjunctions followed by Subjunctive Mode: <i>Nonostante, A meno che...</i> <ul style="list-style-type: none"> Vocab: conjunctions using Subjunctive Culture: Italian contemporary <i>society and religion</i> 	<p>PDF/PPTX on Moodle Grammar activities in the book PDF/PPTX/Quiz on Moodle</p>

		ALL PRESENTATIONS MUST BE TURNED IN
<i>Session 27</i> March 27 9:00-10:40 ORAL EXAM 2	ORAL PRESENTATIONS – A less known Italian City I visited Q&A: students in class will answer some questions about the presentation (not graded, part of the Class Engagement %) <ul style="list-style-type: none"> Cultural insights based on the presentations (it will be part of the Culture Section of the Final Exam) Vocab presented your glossaries 	the names of the presenting students will be drawn
<i>Session 28</i> FRIDAY ON March 28 9:00-11:30 ORAL EXAM 2	ORAL PRESENTATIONS – A less known Italian City I visited Q&A: students in class will answer some questions about the presentation (not graded, part of the Class Engagement %) <ul style="list-style-type: none"> Cultural insights based on the presentations (it will be part of the Culture Section of the Final Exam) Vocab presented your glossaries 	the names of the presenting students will be drawn
WEEK 10 <i>Session 29</i> Apr 1 9:00-10:40 ORAL EXAM 2	ORAL PRESENTATIONS – A less known Italian City I visited Q&A: students in class will answer some questions about the presentation (not graded, part of the Class Engagement %) <ul style="list-style-type: none"> Cultural insights based on the presentations (it will be part of the Culture Section of the Final Exam) Vocab presented your glossaries 	
	SPRING BREAK	Book-reading 2 significant moments of my Spring Break > upload 2 photos on Padlet
Week 11 <i>Session 30</i> 9:00-10:40 Apr 8	Presenting my break <ul style="list-style-type: none"> Conversation: What I did during my break. Present your break to a small group of classmates. 2 volunteers will present to the whole class. Activities to review Book reading/listening 	PDF/PPTX/quiz on Moodle
<i>Session 31</i> Apr 10 9:00-10:40	Art, food & religion Art and religion in Italian society today. Introducing the Field Study. Practice of subjunctive mode.	PDF/PPTX(quiz on Moodle
<i>Session 32</i> Apr 11 FRIDAY 9:00-11:30	Field study: marvelous and little-known frescos in Milan.	Answer sheet

Week 12 <i>Session 33</i> Apr 15 9:00-10:40	My health Discussion on the field study: saints and religion in Italian art and society <ul style="list-style-type: none"> Expressing symptoms Vocab: The body Giving/receiving commands with the LEI (formal) IMPERATIVO mode, formal Book reading 	Grammar activities in the book PDF/PPTX on Moodle
WEEK 13 <i>Session 34</i> Apr 17 9:00-10:40	At the Pharmacy <ul style="list-style-type: none"> Buying medicine Forms of drugs (tablets, drops, sachets), dosing Giving/receiving commands with the LEI (formal) IMPERATIVO mode, formal and pronouns if time allows 	Grammar activities in the book PDF/PPTX on Moodle
WEEK 14 9:00-10:40 <i>Session 35</i> Apr 22	ENGAGE MODULE 4: Telling My Study Abroad Story Book reading	
<i>Session 36</i> Apr 24 9:00-10:40	Time for reading the study guide and ask questions	
<i>Session 37</i> Apr 29 9:00-10:40	Final Mock Exam correction. Q&A's	
Final Exam Date TBD	FINAL EXAM – 90 min 60 min > online 30 min > on paper	

REQUIRED COURSE MATERIALS:

1) *Il nuovo utile e dilettevole*, Ed. Loescher; 2) *Generazione Y*, ed. Hoepli 3) activities on Moodle

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 Faculty Coordinator, Michela Fontana (mfontana@fondazioneies.it), 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.**

INSTRUCTOR BRIEF BIOGRAPHY:

Dr. Silvia Francalanza [LinkedIn Profile](#)

Graduated in 1994 from IULM University, Milan. Major: Foreign Languages and Literature (English, French and Russian).

In 1995-1996 worked as a Teacher Assistant (It 100 to It 350) at the Italian Department of F&M College, Lancaster, PA.

Started teaching permanently at IES Milan in 1997 as an Italian Language Instructor. Also taught Italian to foreign graduate students at the "L. Bocconi" Commercial University, "ENI" Master Courses for Engineers, and to students in Economics coming from Developing Countries at the now "Il Collegio di Milano".

She took post-graduate courses both in USA (CARLA, Minneapolis, MA), and in Italy (Università di Bergamo) in Teaching Techniques and Methodology.

She also manages an international translation business (www.galactus.eu) based in Milan, and works as a professional translator specializing in Insurance and Medicine for Milan Law Court.