

**IT 305: ADVANCED ITALIAN I**  
Fondazione IES Abroad Italy: 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:** 3

**CONTACT HOURS:** 45

**LANGUE 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.

**ADDITIONAL COST:** None

**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 field trips.

### 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%
- 1 Quiz - 5%
- Oral competence, including two oral tests - 30%
- Midterm exam - 15%
- Final exam - 20%.

### 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 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 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, 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.

#### ATTENDANCE POLICY:

Attendance is mandatory for all IES classes, including field studies. If a student misses more than one 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.

#### CONTENT:

WEEKS	CONTENT	ASSIGNMENTS	CORRESPONDING LEARNING OUTCOMES
1	(Unit 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. 2. Grammatical: Review present perfect / imperfect / past perfect. Recognition of the simple past. Past tenses agreement. 3. Vocabulary: Emotions and personalities. 4. Culture: Famous Italian historical figures; the Ghetto in Rome and its history.	<ul style="list-style-type: none"> <li>• Film clip: "La finestra di fronte"</li> <li>• The Ghetto of Rome and its history using:</li> </ul>	I.A, I. B, II.B, III.A, III.B, IV.A, IV.B, V.A
2	(Unit 2: "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: related to wishes and imagination. 4. Culture: History about <i>Rione Ripa</i>	<ul style="list-style-type: none"> <li>• Film clip "Vacanze romane"</li> <li>• "La storia della bocca della verità"</li> <li>• <b>QUIZ 1</b></li> </ul>	I.A, I.B, I.C, II.B, III.A, IV.A,V.B
3	Intensive review	<b>MIDTERM EXAM Oral Presentation 1</b>	
4	(Unit 3: "Le fate ignoranti e Ostiense") 1. Functional: Describing people, objects and places; giving orders and suggestions. 2. Grammatical: The imperative, the subjunctive and sequence of its tenses. 3. Vocabulary: Vocabulary related to the topics covered (people, objects, places). 1. Culture: Differences between Italian and American status symbol.	<ul style="list-style-type: none"> <li>• Film clip "Le fate ignoranti"</li> <li>• Field study: Il quartiere Ostiense</li> </ul>	I.A, II.B, II.A,II.B,III.A, IV.A, IV.B

5	(Unit 4: “Vicino al Colosseo c’è Monti”) 1. Functional: Describing and commenting on a short film; formulating and comparing hypotheses. 2. Grammatical: Conditional sentences. 3. Vocabulary: Vocabulary related to the description of a neighborhood and feelings. 2. 4. Culture: Monti neighborhood and the Italian director Mario Monicelli.	<ul style="list-style-type: none"> <li>• “La storia di Monti”</li> </ul>	
6	Intensive review	<b>FINAL EXAM</b> <b>Oral Presentation 2</b>	I.A, I.B, I.C, I.D, II.A, II.B,III.A, IV.B

**REQUIRED READINGS:**

- 305 IES Abroad Reader – Italian Faculty IES Roma (Registilla Aloisi Masella) “Alla scoperta della Città Eterna attraverso il cinema”
- 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.