
IT 351 Italian Language in Context: Independent Abroad II
IES Abroad Milan

DESCRIPTION: This course reviews and then expands upon all aspects of grammar. It is a demanding, highly participatory course that rewards daily efforts. Students will apply and consolidate the grammar and linguistic principles covered in class through a variety of communicative activities. Each of these will be followed by oral and/or written practice and vocabulary reinforcement, focusing on words and expressions that are common to Italian every-day conversation.

Students will be exposed to original Italian sources in order to gradually "fit in", i.e.: train schedule, announcements from the newspaper, medical and pharmacy terminology, travelling, etc. Students will be asked to visit places of interest in Milan. Assignments and information on class activities will be posted daily on the class site on Moodle.

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.

CREDIT HOURS: 6

PREREQUISITES: Completion of IES Abroad's IT 301 Emerging Independent Abroad outcomes, determined by placement test but most of all the wish to be challenged and improve the language.

METHOD OF PRESENTATION: the approach to learning is communicative and direct, designed for an immediate use of the language.

Recordings/videos/readings will provide the input for most of the class activities. They introduce the basic theme of the lesson and contain examples of new structures and much new vocabulary. In class, students are asked to observe the way the language works, and then to repeat and re-use new expressions and grammar structures in a variety of situations. Analysis of the grammar points will follow, together with stimulus-response exercises, oral and written activities.

The learning process is stimulating. Students are not considered as passive recipients, but as active users of the target language. Students will often work in pairs or small groups. They will collaborate with each other in order to find out answers and practice the language.

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

Field trips are 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. Field studies are based on the

interaction with native Italian speakers. Following field studies, students will be asked to write and/or discuss the activity in class.

LANGUAGE OF PRESENTATION: Italian. Students are required not to speak any English in class (with the teacher or class mates). **The use of the target language (Italian) will be considered part of the participation grade;** the teacher 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.

LEARNING OUTCOMES: 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.

FORM OF ASSESSMENT:

Final Test Intensive: 10%
Oral Exam 1: 10%
Essay: 5%
Midterm Exam:

Oral Exam 2: 10%
Video Assignment: 10%
Final Exam: 20%
Active participation*: 15%

*** Active participation to class activities through attendance, in class discussions, reading and writing and satisfactory completion of homework assignments: 15%**

Students must attend regularly, be on time, participate lively to all activities, be attentive in class and **well-prepared (with homework completed)** for in-class work/discussion. Students are also required to use Italian language during all activities. The attempt at speaking/practicing the target language will be considered positively, while the consistent use of English will have a negative impact on the participation %. Language mistakes during class activities will not affect the grade.

Following each class students must review/memorize the material presented in class and complete the assignments. Homework is not graded, unless differently specified. If it is unsatisfactory, students will be required to revise it. **Uncompleted homework will result in the loss of 2 points/100 per assignment.**

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 or asking a class-mate/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 case of an absence, assignments due must be submitted anyway on the following class.**

On request, after completion of the Midterm exam, students will receive information on their grade breakdown, and they'll discuss it with the teacher.

- A** 100-93: excellent performance
- A-** 92-90: very good performance
- B+** 89-88: good performance
- B** 87-83: nearly good performance
- B-** 82-80: more than adequate performance

- C+** 79-78: adequate performance
- C** 77-73: adequate performance
- C-** 72-70: not completely adequate performance
- D** 69-60: inadequate performance
- F** 59 and below: really unsatisfactory performance

CONTENT: Schedule may vary and/or be adjusted according to students' response to teaching. Students will be required to enter the Moodle course page on regular bases in order to access readings, exercises, and any other regular or extra material.

Students are expected to go to class having studied in detail the Assignments as indicated on the syllabus and by the teacher in class.

INTENSIVE COURSE (January 17th – February 5th)			
CLASSES FROM MONDAY TO FRIDAY FROM 11.45 TO 14:15			
Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 1 REVIEW AND EXPANSION	1. Functional: presentarsi, esprimere gusti e preferenze, descrivere una persona fisicamente e caratterialmente 2. Grammatical: revisione di articoli (determinativo e indeterminativo); concordanza genere e numero di nomi e aggettivi; uso delle preposizioni; passato	Online material from course Moodle page/handouts	Ia, Ic, IIa, IIIa, IIIb, IVa, Va

	<p>prossimo; imperfetto</p> <p>3. Vocabulary: descrizione fisica e caratteriale; espressioni idiomatiche relative alla personalità e alle emozioni; segni zodiacali e oroscopo</p> <p>4. Culture: I gesti italiani</p>		
<p>Week 2</p> <p>REVIEW AND EXPANSION</p>	<p>1. Functional: parlare della salute, descrivere un problema/dolore fisico; parlare di viaggi/vacanze, descrivere luoghi; fare una proposta, dare consigli, fare supposizioni</p> <p>2. Grammatical: nomi irregolari; imperativo, imperativo e pronomi (diretti e indiretti); condizionale presente; uso delle preposizioni</p> <p>3. Vocabulary: parti del corpo, medicina e salute; descrizioni di luoghi, ambienti geografici e condizioni climatiche</p> <p>4. Culture: geografia dell'Italia</p>	<p>Online material from course Moodle page/handouts</p> <p>N.E.3 Unit 9: pp.114, 115, 118, 119, 122, 123, 124</p>	<p>Ia, Ib, Id, IIa, IIIa, IIIb, IVa, Va</p>
<p>Week 3</p>	<p>1. Functional: fare delle analogie, invitare qualcuno a fare qualcosa insieme, raccontare eventi passati, esprimere un dubbio</p> <p>2. Grammatical: trapassato prossimo; il verbo "dovere" per fare delle ipotesi; "prima di" + infinito; uso delle preposizioni; prefisso negativo <i>in-</i></p> <p>3. Vocabulary: sinonimi e contrari; cibo, utensili e lessico della cucina; espressioni idiomatiche legate al cibo</p> <p>4. Culture: cucina italiana</p>	<p>Online material from course Moodle page/handouts</p> <p>N.E.3 Unit 1: pp.6, 7, 8, 9, 10, 11</p>	<p>Ia, Iib, IIIa, IVa, IVb, Va</p>
<p>Week 4</p>	<p>FINAL TEST INTENSIVE REVIEW</p> <p>COOKING CLASS @ EATALY:</p>	<p>FINAL TEST INTENSIVE:</p>	
<p>GENERAL COURSE</p>			
<p>Week 4</p>	<p>1. Functional: chiedere un parere, esprimere accordo e disaccordo</p> <p>2. Grammatical: pronomi combinati; uso delle preposizioni</p> <p>3. Vocabulary: parole italiane internazionali</p> <p>4. Culture: l'italiano nel mondo</p>	<p>Online material from course Moodle page/handouts</p> <p>N.E.3 Unit 1: pp.12, 13, 14</p>	<p>Ia, Iib, IIIa, IVa, IVb, Va</p>
<p>Week 5</p>	<p>1. Functional: esprimere speranze, desideri, preferenze; chiedere aiuto; fare progetti</p> <p>2. Grammatical: condizionale passato; uso delle preposizioni; particelle pronominali "CI" e "NE"; pronomi possessivi</p> <p>3. Vocabulary: alcuni verbi pronominali</p> <p>4. Culture: città italiane</p>	<p>Online material from course Moodle page/handouts</p> <p>N.E.3 Unit 2</p>	<p>Ia, Iib, IIIa, IVa, IVb, Va</p>

Week 6	<p>1. Functional: raccontare la trama di un libro; dare un giudizio</p> <p>2. Grammatical: passato remoto; uso delle preposizioni</p> <p>3. Vocabulary: generi letterari; aggettivi per descrivere un libro</p> <p>4. Culture: itinerario letterario del '900 italiano</p>	<p>Online material from course Moodle page/handouts</p> <p>N.E.3 Unit 5: pp. 64, 65, 66, 71, 72, 73, 74, 75</p>	Ia, Id, IIa, IIIa, IVa, Va
Week 7	<p>1. Functional: riportare fatti storici, raccontare la vita di un personaggio</p> <p>2. Grammatical: passato remoto; uso dei tempi passato (passato prossimo, imperfetto, passato remoto, trapassato prossimo); uso delle preposizioni</p> <p>3. Vocabulary: aggettivi in -bile; sinonimi e contrary; la parola "storia" nei modi di dire</p> <p>4. Culture: pillole di storia italiana; italiani che hanno fatto la storia</p>	<p>Online material from course Moodle page/handouts</p> <p>N.E.3 Unit 8</p> <p>Intercultural activity 1: Essay</p>	Ia, Id, IIa, IIIa, IIIb, IVa, Va
Week 8	MIDTERM REVIEW		
Week 9	<p>1. Functional: descrivere un prodotto o oggetto (materiale, caratteristiche, utilità); fare una supposizione, esprimere un dubbio</p> <p>2. Grammatical: congiuntivo presente; uso delle preposizioni</p> <p>3. Vocabulary: congiunzioni subordinative con il congiuntivo</p> <p>4. Culture: Vintage che passione!</p>	<p>Online material from course Moodle page/handouts</p> <p>N.E.3 Unit 3</p>	Ia, Ic, IIa, IIIa, IIIb, IVa, IVb, Vb
Week 10	<p>1. Functional: descrivere un prodotto o oggetto (materiale, caratteristiche, utilità); fare una supposizione, esprimere un dubbio</p> <p>2. Grammatical: congiuntivo passato; rinforzo dell'uso del congiuntivo presente e passato; uso delle preposizioni</p> <p>3. Vocabulary: suffisso -accio; avverbi in -mente</p> <p>4. Culture: Made in Italy</p>	<p>Online material from course Moodle page/handouts</p> <p>N.E.3 Unit 3</p>	Ia, Ic, IIa, IIIa, IIIb, IVa, IVb, Vb
Week 11	<p>1. Functional: fare paragoni; dare una spiegazione; iniziare una conversazione telefonica</p> <p>2. Grammatical: congiuntivo imperfetto; discorso indiretto; uso delle preposizioni</p> <p>3. Vocabulary: "come se" + congiuntivo; "a patto che, a condizione che, purché" + congiuntivo</p> <p>4. Culture: Italian movie</p>	<p>Online material from course Moodle page/handouts</p> <p>N.E.3 Unit 4</p>	Ia, Ib, Id, IIa, IIIa, IIIb, IVa, IVb, Vb
Week 12	<p>1. Functional: riferire le parole di una terza persona; trascrivere un messaggio lasciato da</p>	<p>Online material from course</p>	Ia, Ib, Id, IIa, IIIa,

	<p>qualcuno</p> <p>2. Grammatical: congiuntivo imperfetto; discorso indiretto; uso delle preposizioni</p> <p>3. Vocabulary: i verbi "andare" e "venire" nel discorso indiretto</p> <p>4. Culture: gli italiani e i "social media"</p>	<p>Moodle page/handouts</p> <p>N.E.3 Unit 4</p>	<p>IIIb, IVa, IVb, Vb</p>
Week 13	<p>1. Functional: argomentare, chiedere conferma e confermare; indicare vantaggi e svantaggi di una condizione</p> <p>2. Grammatical: comparativi e superlativi particolari; la forma impersonale di un verbo riflessivo</p> <p>3. Vocabulary: "sebbene, nonostante, benché, malgrado" + congiuntivo</p> <p>4. Culture: la famiglia italiana</p>	<p>Online material from course Moodle page/handouts</p> <p>N.E.3 Unit 6</p>	<p>Ic, IIb, IIIa/b, IVa, Va</p>
Week 14	<p>1. Functional: parlare di feste, ricorrenze e relative tradizioni; esplicitare il proprio dissenso; prendere in giro, fare dell'ironia; fare delle ipotesi</p> <p>2. Grammatical: il periodo ipotetico del II e del III tipo</p> <p>3. Vocabulary: l'avverbio "mica"; vocabolario legato alle feste/ricorrenze</p> <p>4. Culture: Feste e regali, le abitudini degli italiani</p>	<p>Online material from course Moodle page/handouts</p> <p>N.E.3 Unit 7</p>	<p>Ib, IIa, IIIa/b, IVc, Va/c</p>
Week 15	SPRING BREAK		
Week 16	FINAL EXAM GENERAL REVIEW	Video Assignment	

*N.E. *New Italian Espresso*

PARTICIPATION POLICY (15%):

In order to achieve satisfactory results in the class, students are required to:

- attend regularly and be punctual
- participate lively to all activities, collaborate with class mates and help each others
- be attentive, which means: pay attention to the professor and try to give a well-structured and meaningful answer when he/she calls them
- ready with their task and homework and bring their book
- show consistent engagement and efforts to improve.

Please note: mobile phones and/or laptops can be used in class ONLY if specified by the teacher. The use of these devices for personal reasons is NOT allowed in class.

ATTENDANCE POLICY:

IES Abroad Milan Attendance Policy: Regular class attendance is mandatory. IES Abroad Milano allows a maximum of **THREE (3)** excused absences per course before the final course grade is penalized. This margin is specifically intended to cover any absences arising from unavoidable and unexpected events or emergencies related to health, family, and religion. Each absence beyond the three excused ones will automatically result in a penalty of 2 points off (2/100) the final grade. **SEVEN (7)** absences per course will result in a failing grade (the three excused absences included).

Please note that **this rule does not apply to exams: failure to attend your midterm and/or final exam will automatically result in an F grade on that exam.** Absence on the date of other scheduled tests, presentations or quizzes does not entitle a student to recover/reschedule such tests. If using

absences for travel, students must be aware that they may find themselves in a situation in which they have no excusable absences left in case of illness.

REQUIRED COURSE MATERIALS:

* Maria Balì – Luciana Ziglio: "Nuovo Espresso 3" libro dello studente ed esercizi (con videocorso) – Alma Edizioni

Supplementary material will be provided by the teacher or available on the Moodle course page. This may include: games, readings, songs' lyrics, Italian movies, extra exercises, etc.