



## IT 302 EMERGING INDEPENDENT ABROAD II

IES Abroad Milan

### DESCRIPTION:

This course reviews and then expands upon all aspects of grammar acquired in Emerging Independent Abroad I 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 be asked the instructor outside of class. In class, concentrate on learning Italian in Italian. Your learning process will be faster.

**CREDITS:** 6 credits

**CONTACT HOURS:** 90 hours (45 hours during the three-week intensive + 45 for the remainder of the semester)

**LANGUAGE OF INSTRUCTION:** Italian

**PREREQUISITES:** Completion of IES Abroad's IT 301 Emerging Independent Abroad I outcomes, determined by placement test

### STUDENT PROFILE:

Students entering this level must be able to fulfill the learning outcomes of the Novice Abroad 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. 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.

As students gain more self-awareness and self-confidence, they will attempt more in the community. Paradoxically, this means they may also experience more miscommunications and frustration. Reading and writing require effort, and many students will need to commit themselves in this regard. Students will also develop cultural awareness and skills to work through the challenges of adaptation in the local culture and learn to celebrate their successes. They will begin to appreciate the value of these language and intercultural skills.

**ADDITIONAL COST:** None

### 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.

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

Course-related 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. Course-related trips are based on the interaction with native Italian speakers. Following these, students will be asked to write and / or discuss the activity in class.

#### **REQUIRED WORK AND FORM OF ASSESSMENT:**

- Course Participation - 15%
- Midterm Exam - 20%
- Final Exam - 20%
- Final Test Intensive - 15%
- 2 Oral Exams (10% each) - 20%
- Video Assignment - 10%

Following each class students must review, memorize, repeat aloud the material presented in class, and write down/reorganize/learn new vocab/rules, before completing the assignments emailed by the teacher after each 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 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 through e-mail.

#### **Course Participation**

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

- Attend regularly,
- Be on time,
- Participate actively in all activities,
- Be attentive, proactive and well-prepared (with homework completed),
- Speak Italian during all activities,
- Show consistent 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 and will make student lose all participation points gained.

#### **Final Test Intensive, Midterm Exam, and Final Exam**

Each exam will consist of:

- Listening
- Grammar and vocabulary
- Reading
- Writing

#### **Oral Exams**

These exams require students to demonstrate their fluency, pronunciation, and speaking abilities. The exam may be conducted individually as a one-on-one with the instructor or in small groups asked to act out a dialogue.

#### **Video Assignment**

The video assignment is designed to showcase students' ability to use the language creatively and for self-expression. Students are required to speak Italian on camera for a minimum of 4 minutes. They are evaluated for linguistic accuracy, fluency, pronunciation, use of grammar studied, and creativity/engagement.

**LEARNING OUTCOMES:**

Students who are placed in this level should be capable of achieving the outcomes in the Novice 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 the outcomes for the Emerging 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
  1. Students will be able to solve most daily troublesome situations and meet needs with limited help.
  2. Students will be able to make informed comparisons between the host culture and the students' home cultures.
  3. Students will be able to distinguish and to imitate verbal and nonverbal communication that reflects politeness, formality, or informality.
  4. Students will be able to recognize patterns of intonation, their meaning, and cultural implications.
- II. Listening
  5. 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.
  6. Students will be able to understand direct requests, questions, and basic conversations on familiar and concrete topics.
  7. Students sometimes will understand commonly-used slang expressions and popular phrases.
- III. Speaking
  8. 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.
  9. Students will be able to resolve moderately complicated situations involving familiar subjects.
  10. Students will respond to some questions that ask for an opinion or a belief on a topic with assistance and practice.
- IV. Reading
  11. Students will be able to read passages and short texts (newspapers, lyrics, letters, short stories, etc.) and understand overall meaning.
  12. 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.
  13. Students will be able to read and understand most text messages on everyday topics.
- V. Writing
  14. Students will be able to communicate with increasing effectiveness through notes, emails, and simple online discussions and chats.
  15. 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.
  16. Students will be able to describe things, relate ideas, and express simple opinions in concrete language.

**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.

**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

Week	Content	Assignments	Corresponding Learning Outcome(s)
<b>Week 1</b>	<p><b>1. Functional</b></p> <ul style="list-style-type: none"> <li>fare analogie, invitare qualcuno, chiedere un parere, esprimere emozioni – opinioni – accordo/disaccordo</li> </ul> <p><b>2. Grammatical</b></p> <ul style="list-style-type: none"> <li>trapassato prossimo, prima di + infinito, verbo dovere per esprimere un’ipotesi, pronomi combinati, prefisso negativo in-</li> </ul> <p><b>3. Vocabulary</b></p> <ul style="list-style-type: none"> <li>sinonimi e contrari; cibo, utensili e lessico della cucina; espressioni idiomatiche legate al cibo</li> </ul> <p><b>4. Culture</b></p> <ul style="list-style-type: none"> <li>Do you speak Italian?</li> </ul>	<ul style="list-style-type: none"> <li>Online material from course Moodle page/handouts</li> <li>N.E.3 Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>Ia, Ic, Ila, IIIa, IIIb, IVa, Va</li> </ul>
<b>Week 2</b>	<p><b>1. Functional</b></p> <ul style="list-style-type: none"> <li>chiedere aiuto, lamentarsi, esprimere altre emozioni – divieti – preferenze, chiedere la causa, motivare, insistere, fare progetti</li> </ul> <p><b>2. Grammatical</b></p> <ul style="list-style-type: none"> <li>CI e NE, verbi pronominali, condizionale, pronomi possessivi</li> </ul> <p><b>3. Vocabulary</b></p> <ul style="list-style-type: none"> <li>geografia</li> </ul> <p><b>4. Culture</b></p> <ul style="list-style-type: none"> <li>Vivere in città</li> </ul>	<ul style="list-style-type: none"> <li>Online material from course Moodle page/handouts</li> <li>N.E.3 Unit 2</li> </ul>	<ul style="list-style-type: none"> <li>Ia, Ib, Id, Ila, IIIa, IIIb, IVa, Va</li> </ul>

Week	Content	Assignments	Corresponding Learning Outcome(s)
<b>Week 3</b>	<p><b>1. Functional</b></p> <ul style="list-style-type: none"> <li>• descrivere, chiedere/dare conferma di un'intenzione, dire la causa, fare una supposizione, esprimere stati d'animo, fare un reclamo, scusare/giustificarsi, dare la colpa</li> </ul> <p><b>2. Grammatical</b></p> <ul style="list-style-type: none"> <li>• congiuntivo passato, concordanza tempi e modi (I), a patto che/a condizione che/purchè</li> </ul> <p><b>3. Vocabulary</b></p> <ul style="list-style-type: none"> <li>• il suffisso -accio, gli avverbi in -mente</li> </ul> <p><b>4. Culture</b></p> <ul style="list-style-type: none"> <li>• Made in Italy</li> </ul>	<ul style="list-style-type: none"> <li>• Online material from course Moodle page/handouts</li> <li>• N.E.3 Unit 3</li> </ul>	<ul style="list-style-type: none"> <li>• Ia, IIb, IIIa, IVa, IVb, Va</li> </ul>
<b>Week 4</b>	<b>FINAL TEST INTENSIVE REVIEW</b>	<b>FINAL TEST INTENSIVE</b>	

**REGULAR COURSE**

Week	Content	Assignments	Corresponding Learning Outcome(s)
<b>Week 5</b>	<p><b>1. Functional</b></p> <ul style="list-style-type: none"> <li>fare paragoni, dare spiegazioni, offrire aiuto, conversare al telefono, segnalare un errore, riferire un discorso, trascrivere un messaggio, chiedere di qualcuno</li> </ul> <p><b>2. Grammatical</b></p> <ul style="list-style-type: none"> <li>congiuntivo imperfetto, come se + congiuntivo, discorso indiretto</li> </ul> <p><b>3. Vocabulary</b></p> <ul style="list-style-type: none"> <li>parole italiane internazionali</li> </ul> <p><b>4. Culture</b></p> <ul style="list-style-type: none"> <li>Parole, parole, parole...</li> </ul>	<ul style="list-style-type: none"> <li>Online material from course Moodle page/handouts</li> <li>N.E.3 Unit 4</li> </ul> <p><b>ORAL EXAM 1</b></p>	<ul style="list-style-type: none"> <li>Ia, IIb, IIIa, IVa, IVb, Va</li> </ul>
<b>Week 6</b>	<p><b>1. Functional</b></p> <ul style="list-style-type: none"> <li>raccontare la trama, esprimere interesse/disinteresse, dare un suggerimento, chiedere la ragione, spiegare, dare un giudizio</li> </ul> <p><b>2. Grammatical</b></p> <ul style="list-style-type: none"> <li>che io sappia, concordanza tempi e modi (II), forma passiva, passato remoto, presente storico</li> </ul> <p><b>3. Vocabulary</b></p> <ul style="list-style-type: none"> <li>generi letterari; aggettivi per descrivere un libro</li> </ul> <p><b>4. Culture</b></p> <ul style="list-style-type: none"> <li>Invito alla lettura</li> </ul>	<ul style="list-style-type: none"> <li>Online material from course Moodle page/handouts</li> <li>N.E.3 Unit 5</li> </ul>	<ul style="list-style-type: none"> <li>Ia, Id, IIa, IIIa, IVa, Va</li> </ul>

Week	Content	Assignments	Corresponding Learning Outcome(s)
<b>Week 7</b>	<p><b>1. Functional</b></p> <ul style="list-style-type: none"> <li>• argomentare, confermare, commentare, indicare le conseguenze di un fatto, motivare, indicare vantaggi e svantaggi</li> </ul> <p><b>2. Grammatical</b></p> <ul style="list-style-type: none"> <li>• sebbene/nonostante/malgrado/benchè + congiuntivo, anche se + indicativo, comparativi e superlativi irregolari, fare + infinito, ci si</li> </ul> <p><b>3. Vocabulary</b></p> <ul style="list-style-type: none"> <li>• famiglia</li> </ul> <p><b>4. Culture</b></p> <ul style="list-style-type: none"> <li>• La famiglia cambia faccia</li> </ul>	<ul style="list-style-type: none"> <li>• Online material from course Moodle page/handouts</li> <li>• N.E.3 Unit 6</li> </ul>	<ul style="list-style-type: none"> <li>• Ia, Id, Ila, IIIa, IIIb, IVa, Va</li> </ul>
<b>Week 8</b>	<b>MIDTERM REVIEW + EXAM</b>	<b>MIDTERM EXAM</b>	
<b>Week 9</b>	<p><b>1. Functional</b></p> <ul style="list-style-type: none"> <li>• indicare mancanza di voglia, ammettere la ragione dell'interlocutore, esplicitare dissenso, prendere in giro, ricordare una promessa, dare consigli, fare ipotesi, parlare del proprio comportamento</li> </ul> <p><b>2. Grammatical</b></p> <ul style="list-style-type: none"> <li>• avverbio mica, condizionale passato come futuro nel passato, periodo ipotetico del II tipo</li> </ul> <p><b>3. Vocabulary</b></p> <ul style="list-style-type: none"> <li>• festività, auguri, frasi di circostanza</li> </ul> <p><b>4. Culture</b></p> <ul style="list-style-type: none"> <li>• Feste e regali</li> </ul>	<ul style="list-style-type: none"> <li>• Online material from course Moodle page/handouts</li> <li>• N.E.3 Unit 7</li> </ul>	<ul style="list-style-type: none"> <li>• Ia, Ic, Ila, IIIa, IIIb, IVa, IVb, Vb</li> </ul>

Week	Content	Assignments	Corresponding Learning Outcome(s)
<b>Week 10</b>	<p><b>1. Functional</b></p> <ul style="list-style-type: none"> <li>raccontare, esprimere incredulità, interrompere</li> </ul> <p><b>2. Grammatical</b></p> <ul style="list-style-type: none"> <li>gerundio, “loro” impersonale, posizione dei pronomi con gerundio</li> </ul> <p><b>3. Vocabulary</b></p> <ul style="list-style-type: none"> <li>aggettivi in – bile; sinonimi e contrary; la parola “storia” nei modi di dire</li> </ul> <p><b>4. Culture</b></p> <ul style="list-style-type: none"> <li>Italiani nella storia</li> </ul>	<ul style="list-style-type: none"> <li>Online material from course Moodle page/handouts</li> <li>N.E.3 Unit 8</li> </ul>	<ul style="list-style-type: none"> <li>Ia, Ic, Ila, IIIa, IIIb, IVa, IVb, Vb</li> </ul>
<b>Week 11</b>	<p><b>1. Functional</b></p> <ul style="list-style-type: none"> <li>fare domande indirette, chiedere e fornire informazioni, chiedere conferma, esprimere disappunto, riportare domande e affermazioni passate</li> </ul> <p><b>2. Grammatical</b></p> <ul style="list-style-type: none"> <li>frase interrogativa indiretta, discorso indiretto al passato, prima che/prima di</li> </ul> <p><b>3. Vocabulary</b></p> <ul style="list-style-type: none"> <li>parti del corpo, medicina e salute; descrizioni di luoghi, ambienti geografici e condizioni climatiche</li> </ul> <p><b>4. Culture</b></p> <ul style="list-style-type: none"> <li>Italia da scoprire</li> </ul>	<ul style="list-style-type: none"> <li>Online material from course Moodle page/handouts</li> <li>N.E.3 Unit 9</li> </ul>	<ul style="list-style-type: none"> <li>Ia, Ib, Id, Ila, IIIa, IIIb, IVa, IVb, Vb</li> </ul>

Week	Content	Assignments	Corresponding Learning Outcome(s)
<b>Week 12</b>	<p><b>1. Functional</b></p> <ul style="list-style-type: none"> <li>ironizzare, attenuare il tono, esprimere netto disaccordo, fare ipotesi al passato</li> </ul> <p><b>2. Grammatical</b></p> <ul style="list-style-type: none"> <li>passivo, congiuntivo trapassato, periodo ipotetico del III tipo, gerundio passato, infinito passato, dopo + infinito passato</li> </ul> <p><b>3. Vocabulary</b></p> <ul style="list-style-type: none"> <li>espressioni avverbiali</li> </ul> <p><b>4. Culture</b></p> <ul style="list-style-type: none"> <li>L'italiano oggi</li> </ul>	<ul style="list-style-type: none"> <li>Online material from course Moodle page/handouts</li> <li>N.E.3 Unit 10</li> </ul> <p><b>ORAL EXAM 2</b></p>	<ul style="list-style-type: none"> <li>Ia, Ib, Id, IIa, IIIa, IIIb, IVa, IVb, Vb</li> </ul>
<b>Week 13</b>	<b>FINAL EXAM GENERAL REVIEW</b>	<b>VIDEO ASSIGNMENT DUE</b>	

\*N.E. Nuovo Espresso

**REQUIRED READINGS:**

- Maria Balì and 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: exercises, games, readings, song lyrics, Italian movies, etc.