The Intensive Italian through Culture Program Objectives

*Intensive Italian through Culture* combines intensive language instruction with a rich immersion in Italian culture, past as well as present. The program has two components: Italian language classes and speaking opportunities; and liberal arts cultural events conducted in Italian.

*Intensive Italian through Culture* students take Italian language courses at the Umbra Institute at the level that best suits them, from beginning to advanced Italian. In addition, the Umbra Institute organizes *Tandem*, a biweekly language exchange get-together with Italians, in order for students to have the opportunity of meeting Italians with whom they can practice Italian. In previous years liberal arts events have included tours of Perugia, Assisi and Rome conducted in Italian by Italian guides; a wine-tasting in Italian; instruction in Italian on the art of making ice cream; a guided tour in Italian of the famous Ubaldo Grazia ceramics showroom and factory in the nearby town of Deruta, and guided tours in Italian of local museums and galleries.

Most of our Italian guides have also been trained in teaching languages. At beginning of each cultural tour or event our guides pass out vocabulary sheets ordered according to the sequences of the event itself, so students can follow the words as the guide is going from one building or painting or statue (or piece of pottery, type of wine or flavor of ice cream!) to another.

The Italian language classes are intense: 5 hours a day Monday through Thursday for five weeks, from the last week of May through the end of June, for a total of 100 classroom contact hours.

On occasion Umbra instructors have hosted their students at local cafes and restaurants—with the understanding that only Italian be spoken during the meal! At the end of five weeks, *Intensive Italian through Culture* students will have put in over 100 hours of class time, the equivalent of two semester’s work in the States. The Italian teachers at the Umbra Institute are excellent. They are experienced in teaching Italian in Italian at all levels, from beginning to advanced, to people of all ages from all over the world.

From an educational point of view, *Intensive Italian through Culture* brings together an oral-proficiency pedagogy of language teaching, and a liberal arts commitment to broad, interdisciplinary learning. The liberal arts tradition, our oldest education tradition, has particular relevance today in our hurried age of specialized study. The liberal arts tradition sees reality as an ordered whole ("cosmos" in Greek), the individual as part of this whole, and all the intellectual disciplines as complementary ways of experiencing this whole. It emphasizes a balance between work and leisure, public service and contemplative study. The experience of Italy can be a liberal arts experience of the highest order. Italy’s natural beauty, combined with her rich history and culture, embodies the interrelation between all the branches of learning, and between the fine arts and the liberal arts. The
Umbra Institute’s commitment to the liberal arts tradition uses the beauty of Italy to inspire students to learn the Italian language, and uses their growing command of Italian to draw them more deeply into Italian life.

Method of Evaluation:
70% Italian language classes (ITLN 111S, 211S, 311S, 411S)
30% weekly journals and participation in cultural events

Course Description of ITLN 111
ITLN 111 is an 8-credit intensive Italian language course designed for beginner students with little or no prior study in Italian. The goals of this introductory course are to give students a basic lexicon to interact with everyday life, events and activities of their new host country by teaching them the key building blocks of Italian grammar, while at the same time introducing several cultural aspects that define Italy and the lives of the Italians.

The central objectives are therefore to provide students with the necessary tools by which they can engage—little by little—with the local community in a meaningful way, and to stimulate students to observe and reflect upon the various aspects of the new culture surrounding them. Course activities will include exercises and homework assignments to develop and improve grammatical knowledge; reading and listening activities; and games, role-playing, and interviewing both within and outside the classroom. Students will be exposed to various cultural aspects such as regionalism, festivals and traditions, social and political cultures, literature, cinema, style and fashion, music, and other characteristics that define Italian culture in a manner that fosters further understanding and practice of the language.

Course Structure
ITLN 111 meets four days per week (Mon-Thur) and consists of a morning program of three hours of in-class grammar study, followed by two hours of exercises and conversation in the afternoon. In the evenings and on Fridays, cultural activities and lectures in Italian are scheduled. For details of these events, please see the accompanying description of the liberal arts cultural component to the program at the end of the syllabus.

Main Grammar Points
In general, the following grammatical elements will be covered:
- Articles (definite and indefinite), adjectives (demonstrative, possessive and interrogative), and nouns and their agreements
- Direct and indirect pronouns, prepositions, adverbs, the comparative and superlative forms of adjectives and adverbs, and introduction to the particles CI and NE
- Cardinal numbers.
- Conjugation of the active and reflexive forms of regular verbs and the most-used irregular verbs in the following indicative tenses: presente, passato prossimo, imperfetto and futuro
- The present conditional
- Introduction to expressing the hypothetical (first type)
- Introduction to the imperative (the informal form)

Course Objectives and Outcomes
At the end of the session, students should reach the level A2+ of the Common European Framework in the four basic competencies: listening, speaking and interacting, reading, and writing. In practice, the student will be able to:
- Participate in simple everyday conversations. Interact with native speakers through a slow and relatively basic speech on familiar topics: asking about personal issues, describing places and feelings, and making choices.
• Understand simple messages related to familiar environments (school, job, family, vacation, etc.). Recognize the main points of a more structured speech.
• Read easy texts of different types, including letters, advertisements, job-offers, diary pages and short newspaper articles.
• Write simple texts on personal daily life and past experiences. Describe briefly more general cultural and social issues, using some specialized vocabulary.

Course Guidelines and Policies
• **Attendance** is essential for learning a language, and, therefore, you are strongly encouraged to attend every class session. Missing more than one day of classes will result in a lower final grade. (Please remember that a day’s worth of classes is roughly equivalent to four days of instruction during a typical semester.) A student missing more than the equivalent of two daily sessions will run the risk of failing the course.
• **Homework.** Students will be regularly assigned exercises, including short essays, and are expected to complete all assignments on time. It is important that students complete the readings assigned for each class in advance of the class meeting. Students are welcome to bring questions about the readings to class in preparing for discussion of the material. Essay assignments will include compositions, summaries, short articles, personal letters and “mock” emails, each of which will be written for a different audience. It will be important to complete a rough draft and set time aside for revising the draft before turning in the final version to the instructor for grading. Please remember that late homework cannot be accepted.
• **Exams.** There will be a midterm and final exam. All exams will include vocabulary and grammar exercises (in the form of multiple-choice and fill-in-the-blank questions and sentence transformation exercises), a reading comprehension exercise, and a short writing and/or listening comprehension activity. In addition, an exit proficiency exam will be administered at the end of the course.
• **Quizzes.** Two quizzes will be given during the five weeks and will be announced in advance by the instructor. The purpose of the quizzes is to help students maintain a steady pace in their acquisition of both written and oral skills.
• **Oral Presentation.** Each student will be asked to prepare and deliver a short presentation in Italian on a topic of their choice addressing some aspect of Italian culture, everyday life in Italy, or a subject of personal interest to the student. The presentation may be based on interviews, personal experience, and/or library research. Students are encouraged to discuss their possible topics with their instructor as early as possible but no later than the time of the second exam. Students may work on their own or in pairs for their oral presentations.
• **Co-curricular Activities.** We encourage you to participate in optional activities that help to develop your conversational skills outside the classroom and offer an opportunity to socialize with others in Italian. The language exchange, Tandem, will be offered on two different Wednesday evenings during the summer program. It is a social gathering amongst Umbra, Italian and international students, and it is a wonderful way to meet new friends and practice your Italian in exchange for tips on English.

Course Evaluation
The final grade in the course will be calculated based on the following exercises and weights:

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Exit Proficiency Exam</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
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</tbody>
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Grading Scale
Letter grades for student work are based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 93</td>
</tr>
<tr>
<td>A–</td>
<td>92 – 90</td>
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<tr>
<td>B</td>
<td>86 – 83</td>
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<tr>
<td>B–</td>
<td>82 – 80</td>
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<td>C</td>
<td>76 – 73</td>
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<tr>
<td>C–</td>
<td>72 – 70</td>
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<td>D</td>
<td>66 – 63</td>
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<tr>
<td>D–</td>
<td>62 – 60</td>
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<td>F</td>
<td>59 - 0</td>
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Course Materials
Supplementary Text: selected exercises and readings from various textbooks and workbooks will be handed out periodically.
Dictionary: students are strongly recommended to purchase an English/Italian, Italian/English dictionary. The library in via Mazzini has a number of dictionaries available for consultation.

Course Outline

<table>
<thead>
<tr>
<th>Course material (weekly activities &amp; assignments)</th>
<th>Grammar Objectives</th>
<th>Conversational Themes and Cultural Topics</th>
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</thead>
<tbody>
<tr>
<td><strong>Textbook:</strong> Unità 1</td>
<td>I pronomi personali soggetto; L’uso di “tu” e “Lei”</td>
<td>LUN: Italian ways of introducing oneself; games and exercise to practice these forms.</td>
</tr>
<tr>
<td><strong>Introducing</strong> yourself (talking about your age, background, nationality, home town)</td>
<td>Il presente indicativo dei verbi della prima coniugazione: -are;</td>
<td>MART: exercises + game: Memory</td>
</tr>
<tr>
<td><strong>Greeting</strong> others and responding to greetings (in both formal and informal settings)</td>
<td>Il presente indicativo dei verbi essere, avere, abitare, chiamarsi</td>
<td>MERC: Introducing the city of <em>Perugia</em> to students (specific cultural aspects, brief history, and contemporary events and activities in the city); GAME: Identità fittizia: be someone else for one day.</td>
</tr>
<tr>
<td><strong>Asking</strong> general questions and answering in both the affirmative and negative</td>
<td>I numeri cardinali</td>
<td></td>
</tr>
<tr>
<td><strong>Homework:</strong> Ex. on pages 8/19, 22+ additional handouts</td>
<td>Gli aggettivi di nazionalità</td>
<td></td>
</tr>
<tr>
<td><strong>Composizione 1 : “Mi presento”</strong></td>
<td>La frase affermativa, interrogativa e negativa; Gli interrogativi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Le preposizioni: da, a, in con città, regioni, nazioni</td>
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<tr>
<td></td>
<td>I nomi: maschili e femminili</td>
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WEEK I
Tuesday Evening Cultural Event:
Historical Walking Tour of Perugia

Quiz 1: giov. Ore 9.00-10.00

• LUN: how to order, asking the price; offering and accepting/rejecting something. At the bar. Textbook: Unità 2, ex. and homework on pages 24-29 + add. handouts.

• MART: how to order, asking the price; offering and accepting/rejecting smth. Understanding a menu: At the restaurant. Textbook: Unità 2, ex. and homework on pages 30 n.ro 16-19, page 34 n. 4 e 5 + add. handouts.

• MERC.: reading a recipe; fare la spesa; expressing quantities; buying, paying, etc. The EURO. Textbook: Unità 2, ex. and homework on pages 31-32 n. 20-23 + add. handout

• GIOV.: describe your family, your friends, etc. Textbook: Unità 3, ex. and homework on pages 40-42 n. 10, 12, 14, 15, 19; pag. 46 n. 3, 4, 5 + add. handout

• Il presente indicativo regolare: -ere e –ire + verbi in –isco. Il verbo irregolare bere e alcuni irregolari.
• Genere e numero di aggettivi, nomi, e articoli (determinativi e indeterminativi). Concordanza.
• Un po’ di- ; le preposizioni di e da
• Aggettivi possessivi e dimostrativi

• LUN: Cultura e civiltà: lettura: “Il caffè; gli italiani e il bar”. Differenze di abitudini tra italiani e americani. Preparare il questionario per l’intervista.

• MART. : interviste di gruppo: “Gli italiani, il caffè e il bar”. Scrivere una piccola relazione dopo l’intervista, sempre in gruppi o a coppie.

• MERC. : ricerca di gruppo; una ricetta italiana (ingrediente e loro prezzi + procedimento), poi spiegarla in breve agli altri gruppi.

• GIOV. : descrivi ad altri compagni la tua famiglia, usando anche foto o disegni. Ricerca e composizione per il weekend: “La famiglia italiana: Differente da come la immagini?? Simile o differente da quella americana?”

Tuesday Evening Cultural Event:
“San Francesco e la bellezza del mondo: il Cantico delle creature”
### WEEK 3

**Mid-term Exam: lun. 9.00-10.30**

- **LUN.** Describing one’s home and where one lives. Vocabulary of objects in a house/apartment.
  - Textbook: *Unità 5*, ex. and homework on pages 60-62 n. 1-5, 7, 8 + additional handouts

- **MART.** Everyday habits and routines.
  - Textbook: *Unità 4*, ex. and homework on pages 48-49 n. 1, 2, 3.
  - The time: reading a clock. The days of the week, the months, the parts of the day, etc.

- **MERC.** Frequency of everyday actions; duration of daily actions and routines.
  - Textbook: *Unità 4*, ex. and homework on pages 50-51 n. 5-10, pag. 53 n. 12.

- **GIOV.** Asking and giving information on timetables and prices; how to read timetables; making reservations; listening to announcements or indications.
  - Textbook: *Unità 6*, ex. and homework on pages 72-79 n. 2-5, 7-9, 11, 14, 19.
  - Page 76 n.14-15 (ascolto)

**Composizione 3: “La mia giornata tipica in Italia e in U.S.A.”**

- **Altre preposizioni:** semplici (*di, tra/fra, su, ecc.*), articolate (*dello, alla, sul, ecc.*) e improprie (*dietro a, di fronte a, davanti a, ecc.*)
- **C’è / ci sono**
- **Verbi in –care /-gare**
- **I colori**
- **Numeri cardinali e ordinali**
  - Il presente indicativo dei Verbi Riflessivi;
  - Il presente indicativo dei Verbi Irregolari *fare*, *andare*, *uscire*, *ecc.*
  - Alcuni avverbi di tempo (*prima, dopo, poi, nel frattempo*), e di frequenza (*sempre, spesso, mai, etc.*)
  - Cenni sul verbo *piacere* (*mi piace/ mi piacciono*)
  - Presente indicativo dei verbi Modali (*potere*, *dovere*, *volere*) e loro usi (anche: chiedere permessi, informazioni, formulare offerte/inviti, etc.)

- **LUN.: Activity:** draw and describe your apartment in Perugia to other students.
- **MART.:** Lettura pag. 52 n. 11; esercizi pag. 54 n. 14-15. Poi oral activity in pairs or groups: “*My typical day in the U.S.A. and in Italy*”
- **MERC.:** Lettura: “*Il tempo libero di italiani e americani*” (fotocopia).
  - Poi preparazione del questionario per l’*intervista* per il giorno dopo: “*Il tempo libero dei giovani italiani e di quelli americani*”
- **GIOV.:** *intervista:* “*Il tempo libero dei giovani italiani e di quelli americani*”. Discussione sui risultati.
  - Homework: scrivere una piccola relazione a gruppi sui risultati dell’intervista.

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**Tuesday Evening Cultural Event:**

“La Fontana Maggiore di Perugia: un’opera come riflesso della cultura medievale a Perugia”
**WEEK 4**

<table>
<thead>
<tr>
<th>LUN.</th>
<th>Quiz 2 - ORE 9.00- 10.30</th>
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- LUN.: fare shopping: l’abbigliamento, i colori, le taglie. Descrivere e indicare oggetti, chiedere informazioni

**Textbook: Unità 7**, ex. and homework on pages 84-87 n. 1-8 e pag. 90 n.17 + handouts.

- MART. e MERC.: Telling facts in past; placing actions in past tense form. Photocopies & extra material to introduce the past tense.

**Textbook: Unità 9**, ex. and homework on pages 110-114 n. 9, 10, 12-19 + additional handouts.

- GIOV.: Describe facts, habitual actions, places and people in past.

**Textbook: Unità 10**, ex. and homework on page 121 n.4 e 5, page 124 n. 12 page 126 n. 19

**Composizione 4**: “My childhood: quando ero bambino/a….”

- I Pronomi Diretti (lo, la li, le)

- Il Passato Prossimo: forme ed usi.
  - Il **Participio Passato**: regolare e irregolare.
  - **Essere o Avere?** Differenze principali nell’uso di entrambi.
  - **Accordo del** Participio Passato
  - **Il passato prossimo** dei verbi Riflessivi e Modali

- **Espressioni di tempo.**

- L’imperfetto: forme ed usi principali (cenni) e differenze principali con il Passato Prossimo.

- **I Pronomi Indiretti**

- **Il Passato Prossimo**

- **Il Participio Passato**
  - **Esercizi di tempo**

- **L'imperfetto**: forme ed usi principali (cenni) e differenze principali con il Passato Prossimo.

- **LUN.** : Fare shopping: esercizi guidati per simulare acquisti in un negozio, pag. 88 n.11.

- **MART.** : esercitazioni sul Passato prossimo.

- **MERC.** : ancora esercitazioni sul passato prossimo, scritte (esercizi) e orali (racconta cosa hai fatto ieri, lo scorso finesettimana, ecc.)

- **GIOV.** : Esercitazioni sull’imperfetto.

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**Tuesday Evening Cultural Event:**

“Gli affreschi del Perugino nel Collegio del Cambio: la rinascita della cultura greco-romana nel mondo cristiano”
### WEEK 5

- **LUN.:** esercizi sull’uso di Passato Prossimo vs Imperfetto: Esercizi in fotocopia
- **MART.:** **Textbook:** *Unità 14*: parlare del tempo atmosferico ex. and homework page 168 n. 1 e 2, 170 n. 6, 171 n. 8. Fare programmi, progetti, ecc. eserc. e homework on page 172-174 n. 15/22 + handout.
- **MERC.:** Ancora Futuro: Ipotesi di I tipo: ex. page 176 n.27 e 28.
- **GIOV.:** review prima del Final Exam

**Exit Proficiency Exam**  
**Final Exam**

- **LUN.:** esercitazioni: ricostruisci una storia con immagini e/o foto.
- **MART.:** Canzone: Lünapop: “*Se ci sarai...*” Parla dei tuoi progetti dopo il corso in Italia con i tuoi compagni.
- **MERC.:** L’oroscopo: gioco “Vedo e prevedo...” : fai un “oroscopo” a un tuo compagno di classe.

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**Tuesday Evening Cultural Event:** Test on memorization of *Cantico delle creature*

**Cultural Events**

> Nescire autem quid antequam natus sis acciderit, id est semper esse puerum. Quid enim est aetas hominis, nisi ea memoria rerum veterum cum superiorum aetate contextur?

Not to know what happened before you were born is always to remain a child. For what is a human being’s life if through the memory of things past it is not woven into the lives of those who came before?

*Cicero, Orator* 120

**Overview**

The highest goal of the liberal arts tradition is to guide human beings in their life-long search for truth and beauty. The phrase *artes liberales* appears for the first time in the writings of Marcus Tullius Cicero (106 – 43 B.C.), Rome’s greatest statesman and philosopher, and a much admired writer and thinker during the Renaissance and the Founding of the United States of America (Cicero was John Adams’‘s personal model). Cicero, following Greek thinkers such as Plato and Aristotle, believed that human beings have an insatiable desire to learn; their reason propels them to search for
the meaning of their lives and their place in the universe. Cicero also wrote that only human beings can perceive beauty. The desire to learn, and to find beauty in one’s life, are closely related. In the liberal arts tradition, meaning and truth are synonymous with beauty, because beauty is order, harmony, and symmetry. Modern science agrees. As the Noble Prize-winning physicist Richard Feynman put it, “You can recognize truth by its beauty and simplicity.” Beauty, furthermore, enraptures the mind and makes us feel, if only for a brief moment, that we are part of a much greater whole. The Greeks called this whole “cosmos”, the universe understood as a beautiful and ordered whole which can be grasped by human reason. Our word “cosmetic” comes from the original Greek meaning of κόσμος, “order,” “ornament,” in the sense of beauty made by order.

In addition to the universe, another whole in which we participate is our human community. Cicero, as a good Roman, believed that we serve our fellow citizens better when we recognize that we are part of a community of citizens across time. The Romans venerated their ancestors, especially those who helped to found Rome and preserve her republic. You’ll actually meet some of them in works of art in Perugia, especially in the Collegio del Cambio.

One of the goals of Intensive Italian through Culture is to encourage you to think about beauty, and, since much of the beauty you will experience here was created by human beings centuries ago, to perceive your life, in Cicero’s words, as “woven into the lives of those who came before through the memory of things past.” We hope that you can leave Perugia with some new life-long friends, both from the present and from the past!

In order to help you think about beauty, we will discuss three different works from Umbria’s rich artistic past. It will be helpful for you to approach these works as little “sermons,” so that you can ask yourself, “What is this work of art trying to say about human existence, and man’s place in the universe, and in time?” These three works are Francis of Assisi’s Cantico delle creature, a sermon in words about the sun, moon, stars, air, earth, fire and water; the Fontana Maggiore’s sermon in stone on the history of Perugia and the meaning of life in the Middle Ages, including a depiction of the months of the year and the seven liberal arts; and the Collegio del Cambio’s sermon in fresco on the Renaissance’s understanding of itself as a synthesis of the moral truths of classical antiquity and the revelations of the Judeo-Christian tradition. These three works of art address questions of beauty and truth still relevant today. As all great works of art, they not only attract; they are also inexhaustible. You can revisit them during all the seasons of your life.

On Tuesday evenings you will attend a series of lectures delivered in simple Italian by the professor of the course on aspects of the cultural heritage of Western Civilization present in Perugia and Assisi: Sguardo sulla cultura occidentale in Umbria nel Medioevo e Rinascimento: Francesco d’Assisi, la Fontana Maggiore di Perugia, e gli affreschi del Perugino del Collegio del Cambio di Perugia. Italian – English vocabulary sheets of key terms will be distributed at the beginning of each lecture.

You will memorize Francesco d’Assisi’s beautiful poem Il cantico delle creature, one of the first works of Italian literature, and visit the Fontana Maggiore and the Collegio del Cambio, either on your own, or with Professor Proctor or an Italian guide, during the week following his lecture. Depending on your level of written proficiency in Italian, you will submit to Professor Proctor one – two page journal entries containing you reflections on each lecture and your personal experience of the work of art it discusses. The goal for you is to try to express a big idea in grammatically correct Italian at the novice, intermediate, or advanced level.
Lecture Topics and Journal Assignments

1. “San Francesco e la bellezza del mondo: il Cantico delle creature”

2. “La Fontana Maggiore di Perugia: un’opera come riflesso della cultura medievale a Perugia.”
   Journal entry due on Saint Francis (lecture and trip to Assisi)

   Journal entry due on the Fontana Maggiore

4. Test on memorization of Cantico delle creature
   Journal entry due on the Collegio del Cambio

All cultural trips, events, and lectures are conducted in Italian. These events include historical walking tours of Perugia and of Assisi.