



ITAL 1010

Division: Humanities

Department: Foreign Language

Course: ITAL 1010

Title: Elementary Italian I

Catalog Description:

This is a first-semester course introducing students to the language and cultures of Italy. The focus is on developing basic communication skills (listening comprehension, speaking, reading comprehension, and writing) through participation in a variety of individual, paired, and group activities that reflect the normal use of Italian in various situations. Students learn to communicate about topics that are most familiar to them (e.g., self, family, home, school, daily and recent activities). This course is not lecture-based, but interactive with a focus on learner participation.

General Education Requirements: Foreign Language

Semesters Offered: TBA

Credit/Time Requirement: Credit: 4; Lecture: 5; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: None

Justification:

This course helps satisfy the language requirement for the A.A. degree. It is a prerequisite for intermediate and advanced study of the language. It may be credited towards the General Education requirements of most schools to which Snow College students transfer.

Students are introduced to the language, cultures, and values of the Italian people, one of the major contributors to Western art, thought, and culture. Learning Italian, particularly in combination with studies in other fields, such as art, music, philosophy, business, medicine, political science, social science, and technology can provide a valuable and employable life resource.

Student Learning Outcomes:

Students will have a grasp of basic Italian grammar, pronunciation and vocabulary. They will acquire speaking/listening skills at the approximate novice-high/intermediate-low level, and reading/writing skills at the approximate novice-mid level of the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). They will have a basic knowledge of cultural traditions, customs, and values.

Students will be able to perform basic, yet meaningful communicative tasks in Italian. They will be comfortable

working with either the written or spoken language. Students will be prepared to enroll in Italian 1020 or another second-semester Italian course.

As a result of learning about Italian cultures, students will increase their appreciation and understanding of their own culture and language as well as increase their appreciation and understanding of Italian culture and language. Students will also feel a desire to continue educating themselves, formally or informally, in areas such as history, geography, languages, and literature.

Content:

The topics covered in Italian 1010 include but are not limited to:

- Basic interactions like greetings, asking and answering questions, describing people and possessions, expressing preferences, offering suggestions, making refusals, making purchases, giving directions, requesting information, telling time
- Interpretation of basic texts (e.g., calendars, biographical information, menus, cultural information, poems, maps, advertisements, film reviews, instructions, schedules, websites, surveys)
- Basic vocabulary
- Present and past (*passato prossimo* and *imperfetto*) verb tenses
- Regular and irregular verb forms
- Reflexive verbs
- Agreement between adjectives and nouns
- Demonstrative adjectives
- Possessive adjectives
- Idiomatic expressions with *avere*
- Food, music, school, transportation, fashion, film, media in Italy
- Regional identities
- Daily life in Italy

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students are required to read and interpret various formats and levels of text on a basic level, thus acquiring and implementing reading skills that will allow them to be effective and efficient readers in Italian. Questions are designed not only to verify text comprehension, but to elicit more critical thinking (e.g., What similarities do you see between the concept of family in Italy and in the U.S.? What differences? How might you account for both the similarities and the differences?)

2) Write clearly, informatively, and persuasively.

Students are required to write various formats of text (e.g., short letters, descriptions of people and activities, schedules) on a basic level, thus acquiring and implementing writing skills that will allow them to be effective and efficient writers in Italian.

3) Speak effectively in a variety of contexts.

Students are required to produce and interpret various formats of oral language (e.g., informal conversation, announcements, descriptions, songs) on a basic level, thus acquiring and implementing speaking skills that will allow them to be effective and efficient in both their production and comprehension of spoken Italian.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students utilize various traditional and electronic media in the course of their Italian acquisition process, including the Internet, email, videos, CDs, DVD, and classroom text materials. Students communicate with native speakers and/or near-native speakers through the medium of email, and utilize assigned web sites to enhance their acquisition of Italian in specific areas.

5) Apply a cultural and historical awareness to a variety of phenomena.

Students are assigned readings, discussions, and other assignments that require reflection on multiple cultures and analysis of underlying similarities between cultures. They are required to explore the basis for cultural traditions, customs, music, and art. They are able to appreciate similarities and differences across cultures. Such study can also lead to more informed and less ethnocentric discussions about current events and/or seasonal topics.

9) Respond with informed sensitivity to an artistic work or experience.

Students study of Italian and its culture allows them to recognize and appreciate a wide range of Italian influences across many genres and media of art thus enabling much broader interpretations of works of art and/or experiences.

Key Performance Indicators:

All category percentages listed below are approximate.

Class participation:	25% of final grade
Homework assignments:	20% of final grade
Quizzes (written and oral):	10% of final grade
Written Exams (2 per semester):	20% of final grade
Oral Exam:	10% of final grade
Final Exam:	15% of final grade

Representative Text and/or Supplies:

First-year Italian textbook packet chosen by department that covers course content listed above.

Optimum Class Size: 18
Maximum Class Size: 24

Signatures:

I hereby submit this course syllabus:

Sheryl James Bodrero, PhD, Associate Professor

I hereby find this course consistent with the goals and resources of the Foreign Language Department:

Travis Schiffman, MA², Assistant Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)