



## ITAL 1020

**Division:** Humanities

**Department:** Foreign Language

**Course:** ITAL 1020

**Title:** Elementary Italian II

**Catalog Description:**

ITAL 1020 continues the introduction to Italian language and culture begun in ITAL 1010. In this course students continue to develop and improve their communication skills by participating in activities that require them to use Italian in a variety of situations. Students learn to communicate about topics that are familiar to them (e.g., home, travel, work, health, and leisure activities) in past, present, and future time frames. This course is interactive with a focus on learner participation. Successful completion of this course fulfills the foreign language requirement for the A.A. degree at Snow College.

**General Education Requirements:** Foreign Language

**Semesters Offered:** TBA

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

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** ITAL 1010 or equivalent

**Justification:**

This course satisfies the foreign language requirement for the A.A. degree at Snow College. 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, which have contributed greatly to Western 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:**

Upon successful completion of this course students will be able to perform in the following areas according to the criteria listed:

- Interpretive Listening: Students will understand some ideas on familiar topics containing phrases, simple sentences, and frequently used expressions. They will understand the main point in short conversations, messages, and announcements.

- Interpretive Reading: Students will understand some ideas in simple texts that contain familiar vocabulary.
- Interpersonal Spoken: Students will exchange information on familiar tasks, topics, and activities. They can handle short social interactions using phrases and simple sentences, but they may need help or visuals to keep the conversation going.
- Presentational Spoken: Students will provide basic information on familiar topics using phrases and simple sentences.
- Presentational Written: Students will write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
- Interpersonal Satisfaction: Students will express satisfaction with their achieved level of communication skill.
- Cultural Opportunities: Students will seek opportunities to learn about and experience new cultures outside of class.
- Cultural Understanding: Students will demonstrate a basic knowledge of cultural traditions, customs, and values in Italy.
- Preparation for further study: Students will be prepared to enroll in Italian 210 or any third-semester French course at another college or university.

### **Content:**

The topics covered in Italian 1020 include but are not limited to:

- Formal and informal interactions like describing symptoms to a doctor or pharmacist, reserving a hotel room, making purchases, making requests, physical descriptions of people and places, giving advice, making phone calls.
- Interpretation of basic texts (e.g., biographical information, menus, recipes, cultural information, maps, advertisements, instructions, schedules, websites, surveys, poems, literary excerpts, public announcements).
- Vocabulary (body parts, sicknesses and symptoms, stores, the home, locations in the city, music and theatre, art and literature, the European Union, social problems, work, travel, leisure activities.)
- Infinitive vs. subjunctive verb forms
- Conditional form of verbs
- Pronouns (tonic, impersonal *si*, *ne*, *ci*, indefinite, double, possessive, relative)
- The future tense of verbs
- Comparative and superlative forms
- Negative forms
- Ordinal numbers
- *Volerci* vs. *metterci*
- Vacations, shopping, art and music, home ownership, women and work, and the political system in Italy
- Poems and literary excerpts
- Regional identities
- Daily life in Italy

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.

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.

**Key Performance Indicators:**

At least 5 of the following assessments will be used:

- Class participation
- Homework assignments
- Quizzes (written and oral) (at least one per chapter)
- Written Exams (at least 3)
- Oral Exams (at least 3)
- Final Exam
- Final Project

**Representative Text and/or Supplies:**

First-year Italian textbook packet chosen by department that covers course content listed above, such as Riga's *Salve!*, Heinle Cengage Learning.

**Optimum Class Size:** 18

**Maximum Class Size:** 25

**Signatures:**

I hereby submit this course syllabus:

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Sheryl James Bodrero, PhD, Associate Professor

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

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Travis Schiffman, MA<sup>2</sup>, Assistant Professor, Chair

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

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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:

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

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)