

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course:	ITAL 401: Elementary Italian
Outline Status:	Catalog
Last Full Review:	Oct 26, 2017
Last Curriculum Action:	Dec 05, 2018
Catalog Date:	Jun 01, 2019
Official:	Yes

Section 2: Basic Course Information

Identifier:	ITAL 401
Title:	Elementary Italian
Units:	4.00
Prerequisite:	None.
Hours:	72 hours lecture, 144 hours out-of-class work, for a total of 216 student learning hours.
Description:	This course is an introduction to the Italian language and culture of Italy. It includes the development of listening, speaking, reading, and writing Italian with emphasis on the communicative skills, as well as the fundamentals of Italian pronunciation and grammar.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- communicate basic information, concepts, and ideas in written and spoken Italian.
 - respond appropriately to written and spoken Italian on a variety of topics, such as personal data; likes and dislikes; classes, schedules, and plans for the future; and activities and emotions.
 - compare various aspects of the Italian-speaking culture to his/her own culture.
 - analyze and apply the grammatical rules of Italian and compare them with his/her native language.
 - describe some everyday aspects of the Italian-speaking culture.
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Section 4: Course Topics

The topics for this course are typically allocated as follows:

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- 4 General orientation to course; introduction to the Italian alphabet and pronunciation; greetings; introductions; expressions of politeness, such as the formal "Scusi!" versus the informal "Scusa!", or the formal "Come sta Lei" versus the informal "Come stai tu"; classroom expressions; origin of the word "ciao"; tongue-twisters for pronunciation.
- 2 Present tense of the verb "stare" (to be, to stay) and formal and informal address; interrogative expressions with "stare"; dialogs and interaction; greetings and leave-taking, such as "Ciao" to a friend or family member and "Buongiorno" to a professional/stranger.
- 4 Numbers from 1 to 100; Italian phone numbers and area codes; days of the week, months and seasons; date and physical address; the "Euro": Italian and European currency; name and date of holidays in Italy and the US; contrast the use of a comma instead of a period in decimals, and the opposite use in large numbers to separate thousands.
- 2 The Italian city and its "centro storico" (historical center); describing location; gender and number of nouns; regular and irregular plurals; capitalization of nouns; "c'e" and "ci sono" (there is, there are); asking and giving directions; simple prepositions; interrogative words; in giving directions Italians do not use north, south, east and west, but rather more specific directions.
- 6 Present of "avere" (to have); describing possession; subject pronouns; capitalization of pronouns; idiomatic expressions with "avere" + how to tell age;

interrogative expressions with "avere"; change of intonation in affirmative and interrogative sentences; negation; subject placement.

- 2 "C'e" and "ci sono"; asking directions and giving directions; determining location; simple prepositions; other adverbs.
- 6 Describing people and places; adjectives (position and form, regular and irregular); giving detailed description using pictures/photographs; exclamatory sentences with adjectives; peculiarity of the adjectives "buono" (good) and "bello" (beautiful).
- 4 The Italian school system; indefinite and definite articles; more question words; comparison with the wide use of the definite article in Italian versus English, for example we say "the California", "the Italy", "the America", etc.; the twenty regions of Italy and their cultural differences.
- 8 Verbs in - are; irregular verbs: "andare" (to go), "fare" (to do, to make), "dare" (to give), "stare" (to be, to stay); contrast idioms with "fare" and "stare", such as "I make a picture" versus "I take a picture", or "Stay quiet!" versus "Keep quiet!"
- 6 Descriptions of hobbies and daily routines, such as buying freshly-baked bread daily; prepositions with the verb "andare" (to go) and "essere" (to be); comparison and contrast with English in the use and meaning of prepositions according to context; for example, the preposition "in" is used to indicate going to places such as the bank, the church, the library, downtown, etc.; adverbs of time; asking and answering questions.
- 4 Possessive adjectives; possessive adjectives referred to family members; comparison and contrast with the object of possession in English and Italian, which is respectively the possessor in English versus the possessed object in Italian, for example: "His brothers" vs. "I suoi fratelli."
- 4 "Questo," "Bello," and "Quello"; use of "Bello" with nouns and with the verb "to be"; use of "Quello" as a demonstrative adjective and pronoun.
- 6 Pastimes and the culture of soccer and bicycling in Italy; verbs in -ere and -ire; stem-changing verbs in -ere and -ire; cultural readings.
- 4 Modal verbs: "volere" (to want), "dovere," (must), "potere" (can); other irregular verbs in -ere and -ire: "dire" (to say), "uscire" (to leave/to exit), "venire" (to come), "rimanere" (to stay/to remain); use of modals with infinitives.
- 5 Telling time and the 24-hour clock; direct object pronouns; Historical note on the birth of Italy as a country: born a kingdom in 1861, became a Republic in 1946.
- 5 The culture of the Italian "coffee shop"; contrast of the meaning of "bar" in English with the corresponding meaning in Italian "coffee shop"; contraction of prepositions and articles; present perfect tense with the auxiliary verbs "avere" and "essere";

the verbs "conoscere" and "sapere" and their contrasting meaning between Italian and English; compare and contrast the use of "to know" with "conoscere" (to be acquainted with) and "sapere" (to know how or to know a fact.)

72 Total Hours

Section 5: Methods of Instruction

Lectures, discussions, cooperative learning groups, participatory reinforcement activities, and media presentations.

Section 6: Typical Student Assignments

Example #1:

Create a visual diagram of a family tree showing three generations. It can represent your own family, a famous family, or an imaginary family. Label each person's relationship to one another in Italian. Write ten sentences in Italian in which you describe their physical appearance and personality.

Example #2:

Write a paragraph in Italian describing your favorite place. Include answers to the following questions: Where is it? What does it look like? How often do you go there? Do you go there alone or with company? What activities do you like to do there? Prepare to share your paragraph with the class.

Section 7: Evaluation and Assessment Methods

Exams, quizzes, writing samples, oral/aural skills demonstration, discussions.

Section 8: Distance Education

Percentage Up to 100% of this course may be offered via distance education.

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The same standards of course quality shall be applied to any portion of this course conducted through distance education as are applied to in-person classes. All components of this course outline, including student learning outcomes, course topics, methods of instruction and evaluation, and student assignments, have been reviewed to ensure that learning outcomes for this course can be met when it is delivered through distance education to the extent indicated above by the percentage and additional limitations if applicable.

The distance education portion of this course shall include regular effective contact between instructor and students, and among students, either synchronously or asynchronously. The activities conducted to meet this requirement will be determined by the instructor teaching the class and will be clearly communicated to students. These interactions can take place through various activities that may include, but are not limited to: email, instant messaging, discussion boards, group assignments, video conferencing, and audio conferencing.

The distance education portion of this course shall maintain compliance with the Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d). Examples of how the accessibility of course materials will be ensured may include (but are not limited to): the use of accessible documents (.doc, .pdf, etc.), alt-text for images, captioned videos, text transcripts for audio files, etc.

Section 9: Emergency Closure Distance Education

During a college/facility emergency closure, this course may be offered via distance education. When taught online during a college/facility emergency closure, the course shall include regular and effective contact as required by Title 5 and adhere to the Americans with Disabilities Act (ADA) and section 508 of the Rehabilitation Act. Course outcomes will be met by providing synchronous or asynchronous instruction using the learning management system. Assessments, assignments, and projects may be collected and evaluated via the learning management system.

In order to offer this course via distance education outside of a college/facilities emergency closure, regular distance education curriculum approval must be granted separately from this college/facility emergency closure addendum.

Approved: Jan 01, 2021

Section 10: Representative List of Textbooks

- Cozzarelli Julia M. (2016). *Sentieri* (2nd ed.). Vista Higher Learning. [ISBN: 978-1-62680-762-4]
 - Lazzarino, G. (2012). *Prego!* (8th ed.). McGraw-Hill. [ISBN: 978-0-07-338625-6]
 - Marchegiani, I. and Italiano, F. (2014). *Percorsi* (3rd ed.). Pearson Education. [ISBN: 978-0-205-99895-1]
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Section 11: Additional Course Information

Faculty Discipline(s):	Foreign Languages
Short Title for Transcripts:	Elementary Italian
Type of Grading:	Letter Grade (Students may petition individually for Pass/No Pass grading.)
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	1104.00 (<i>Italian</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 12: Relationship to College Programs

Need/Purpose for the Course: The Italian language and its cultures have strong historical and present-day connections worldwide in many important fields of study, such as art, art history, architecture, and music. Moreover, the Italian language and its cultures have been a strong historical influence in our geographic area since many people are of Italian descent in the state of California and its capital, Sacramento. This is the first course in a series of three Italian courses which offers an introduction to developing proficiency in speaking, listening, reading, and writing Italian. It also explores the Italian culture and affords opportunities for students to make cross-linguistic and cross-cultural comparisons. In addition, it meets

ARC general education as well as CSU and UC transfer requirements.

Associate Degree GE Pattern: I. Humanities (*Approved: Jun 01, 1997*)

Degrees and Certificates: International Studies (A.A. Degree); Language Studies (A.A. Degree)

Prerequisite To: ITAL 402

Corequisite To: None.

Advisory To: None.

Embedded In Descriptions:

Section 13: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1983*

CSU General Education: Area C2: Humanities (*Approved: Aug 01, 2019*)

IGETC: Area 3B: Humanities (*Denied: May 16, 2019*) (Reviewer Comments: This elementary language other than English course does not encourage students to analyze and appreciate works of philosophical, historical, literary, and cultural importance, as required by the IGETC Standards for Humanities 3B courses.)

IGETC: Area 6: Languages Other Than English (*Approved: Aug 01, 1991*)

Section 14: Digital Signatures

Faculty Initiator: Corinne Arrieta Katzorke

Department/Subject: ITAL

Department Vote:

Yes: 5
No: 0
Abstain: 0

Total: 5

**Department Chair/
Designated Contact:** Corinne Arrieta Katzorke (**Signed:** Nov 01,
2018)

Librarian:

Division Dean: Diana Hicks (**Signed:** Nov 01, 2018)

CRC Contact: Brian Noel (**Unsigned**) *Requested: Nov 01,
2018*

FLC Contact: Juan Moraga (**Unsigned**) *Requested: Nov 01,
2018*

SCC Contact: Mari Garcia (**Signed:** Nov 12, 2018)