

CATALOG INFORMATION

Dept and Nbr: ITAL 1

Title: ELEM ITAL-PT 1

Full Title: Elementary Italian-Part I

Last Reviewed: 4/13/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	2.00		Contact DHR	35.00
		Contact Total	6.00		Contact Total	105.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 245.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**  
Intensive instruction in understanding, speaking, reading, and writing elementary Italian. Basic grammar, regular and some irregular verbs in indicative mood. Daily practice in speaking and writing. 2-hour lab. Basic Italian culture.

**Prerequisites/Corequisites:**  
Not open to students with 2 years HS Italian or 1 semester college Italian with "A" or "B" or equivalent within past 3 years.

**Recommended Preparation:**  
Memorization of grammatical patterns, vocab., idioms. 2 hrs aural/oral exercises in lab weekly for class performance. Eligibility for ENGL 100B or ENGL 100.

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Intensive instruction in understanding, speaking, reading & writing elementary Italian. (Grade or P/NP)  
Prerequisites/Corequisites: Not open to students with 2 years HS Italian or 1 semester college Italian with "A" or "B" or equivalent within past 3 years.

Recommended: Memorization of grammatical patterns, vocab., idioms. 2 hrs aural/oral exercises in lab weekly for class performance. Eligibility for ENGL 100B or ENGL 100.

Limits on Enrollment:

Transfer Credit: CSU;UC. (CAN ITAL2)(ITAL 1+ITAL 2=ITAL SEQ A)

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		Effective:	Inactive:
	E	Humanities	Spring 1990	
<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	C2	Humanities	Fall 1990	
<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	6A	Language Other Than English	Fall 1981	
<b>CSU Transfer:</b>	Transferable	Effective:	Spring 1990	Inactive:
<b>UC Transfer:</b>	Transferable	Effective:	Spring 1990	Inactive:

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

**Outcomes and Objectives:**

**VOCABULARY:**

The student should memorize, express, translate, relate, construct, and value both active and passive abilities with such vocabulary as greetings, the alphabet, school related items and activities, the family members, clothes, days, months, weather, clock times, numbers (1-100), basic foods, colors, and cognates.

**COMPREHENSION:**

Student should be able to recognize and understand basic classroom instructions and simple declarative sentences which host the vocabulary listed above, and which are limited in their verbal usages to the present tense. Short, coherent paragraphs or anecdotes using high frequency or cognate vocabulary, or brief stories should also be understandable. Items for aural comprehension should be presented at deliberate speed with clear (but not distortedly so) pronunciation.

**SPEAKING:**

Student should be able to answer, identify, and interpret simple, direct yes/no and content questions in a simple way, but will show less skill in formulating such questions. Student may have difficulty producing compound sentences or sentences which require subordination, but should be able to express such practical items as where he/she lives, how old he/she is, his/her name, the date, his/her date of birth, and describe, say, a family member or a familiar place. In other words, students ability to speak will be

to a large degree a function of the questions asked of him/her.

Student can answer questions on readings.

#### READING:

Student should be able to read with full comprehension short passages which deal with everyday topics or dialogues concerning daily life. Items selected for reading could be heavily laden with cognates and not involve heavily subordinated or lengthy sentences. Literary passages or readings in which the element of personal style are involved should not be used. Readings which are heavily culture laden should also be avoided. Depending upon their difficulty, newspaper items, or editorials might be used. Readings should confine themselves essentially to the present indicative tense.

#### WRITING:

Of all the skills, this one will probably end up being the least well developed. Student should be able to write, with minimum errors in spelling and accentuation, whatever he is able to say. Brief declarative paragraphs may also be within the grasp of the student, as long as they are confined to the present tense, deal with a highly familiar topic, use only the vocabulary the student controls actively, and do not involve subordination. Student might practice such writing by attempting short letters or descriptions of persons, places, or things.

#### PRONUNCIATION:

Student should have been grounded in the basics of Italian pronunciation, in letter/sound correspondences, but will be lacking in the "fine tuning" of pronunciation which will come only with more study, exposure, and practice. Student will realize that some sounds of Italian e.g., do not exist in English, and that other, e.g., are somewhat differently pronounced in Italian and English. Pronunciation will not be stressed to the point to which it "cows" the student into thinking that he pronounces badly and is, therefore, afraid to say anything. Student will always be understandable to a native, but may still have an American accent much of the time. Student will stress words correctly the majority of the time.

#### GRAMMAR:

Students should control the following grammatical items in a more or less active fashion;

1. Gender and number of adjectives and nouns, and correct position of adjectives.
2. Subject pronouns.
3. Present tense of all verbs (reg., irreg., and rad.).
4. Yes/no and content question form.
5. Ser vs Estar (in its entirety).
6. Contradictions.
7. Telling time.
8. Weather expression.
9. Indef. subject.
10. Idioms.
11. Present progressive.
12. Possessive and demons. adjs.

13. Prepositional obj. pronoun.
14. Comparisons of equality and inequity.
15. Affirmative words and their negative counterparts.
16. The personal.
17. Direct object pronouns.
  - a. actively with a simple conjugated verb.
  - b. passively with dependent infinitives and -ndo.
18. Contrast.

## **Topics and Scope:**

### **SCOPE:**

Scope of what is covered in Italian 1 is at a significantly accelerated pace to a course teaching the same materials as in high school (This course covers in a semester what is covered in two semesters at the high school level). This range also corresponds to about half of our college level representative text.

### **CONTENT (Speaking):**

Self-identification, personal information; Nationalities, occupations; Money denominations, banking; Basic classroom objects; Colors; Numbers 1-100; Clothing and shopping; Telling time; Calendar, holidays, celebrations; Weather, seasons; Family members; Simple greetings and courtesy expressions; Giving directions; Expressing feelings and emotions; Health and body; House and home; Food and drink; Travel and transportation; Job search; Alphabet; Cognates; Pronunciation; Interrogatives.

### **CONTENT (Listening):**

Self-identification, personal information; Nationalities, occupations; Basic classroom objects, structures and classes; Colors; Numbers 1-1,000,000; Money denominations, buying; Clothing, shopping; Telling time; Calendar, dates, holidays, celebrations, seasons, weather; Family members; Simple greetings and courtesy expressions; Understanding directions; Interpreting feelings, emotions, and body language; House, home, and society; Food and drink; Travel, transportation; Health, body; Job search, alphabet; Cognates; Pronunciation; Interrogatives.

### **CONTENT (Reading):**

Introductory material on general topics such as: Basic classroom objects; Colors; Numbers 1-100, Telling time, Clothing; Dates and money denominations; Weather and seasons; Family members; Self identification; Simple greetings and courtesy expressions; Personal and place names, street signs, office and shop designations; Simple labels; Simple geographical information; Travel and registration forms; Adapted readings (1000 word vocabulary level); Unadapted readings of an appropriate nature, such as bus or movie schedules; Dialogues; Job search; Alphabet; Cognates; Pronunciation; Interrogatives.

### **CONTENT (Composition):**

House and home; Basic classroom objects; Colors; Numbers; Clothing; Names; Family members; Dates; Nationality and biography; Weather and seasons; Money; Parts of the body; Holidays and celebrations; Customs; Feelings and emotions; Cross-cultural communication;

Job search; Alphabet; Cognates; Pronunciation; Interrogatives.

CONTENT (Grammar):

Students will be expected to recognize and use: Various simple tense of the most frequent regular and irregular verbs: present, future, progressive, and verb compliment; Various types of questions (yes/no and why), long and short answers, and simple commands; Pronouns: personal, indefinite, possessive, direct, indirect; Simple subordinators and coordinators; Auxiliaries BE/DO and their negatives; Simple modals; Nouns: common, proper, count, non-count, singular, plural, gender, and gerunds; Direct and indirect objects; Negation; Simple clause markers and noun clauses; Articles; Indefinite and possessive determiners; Demonstratives; Frequency adverbs and time expressions; Prepositions of time and place; Contractions; Has to, needs to, wants to; Comparatives.

### Assignment:

In preparation for 50 minute lecture class, student is expected to have:

1. intensively studied from 5-10 pages from class text.
2. completed from 5-10 pages from workbook, and prepared 5-10 pages of written tasks from class text, and reviewed 5-20 pages of class text for projected exams.
3. listened and completed 30-50 minutes of language lab material.
4. spent 25-50 minutes practicing and memorizing vocabulary and phrases.

In preparation for lecture class, students are recommended to have:

1. worked 10-15 minutes cooperatively with a fellow Italian student or a speaking friend.
2. worked 10-15 minutes with a Italian tutor or other Italian language specialist.
3. listened or viewed 10-50 minutes of Italian language media (videos, radio, T.V., slides, magazines, newspaper, dictionaries, etc.).

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Lab reports, Essay exams

Writing  
10 - 20%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Performance exams

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion

Exams  
30 - 50%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

1. DAILY ORAL RESPONSES TO QUESTIONS IN ITALIAN. 2. ROUTINE SHORT WRITTEN TESTS ON GRAMMATICAL PATTERNS, VOCAB., AND IDIOMATIC EXPRESSIONS.

Other Category  
20 - 30%

**Representative Textbooks and Materials:**

BEGINNING ITALIAN by Vincenzo Cioffari. 3rd Ed.  
PAROLA E PENSIERO by Vincenzo Traversa. 3rd Ed.  
BASIC ITALIAN by Charles Speroni & Carlo L. Golino.