

ITAL A185: ELEMENTARY ITALIAN 2

Item	Value
Curriculum Committee Approval Date	02/26/2025
Top Code	110400 - Italian
Units	5 Total Units
Hours	90 Total Hours (Lecture Hours 90)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	Yes
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	• Area 3 Arts and Humanities 3A Theory (OC1)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 3B Humanities (3B) • Cal-GETC 6A Language Other Than English (6A)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B) • IGETC 6A Lang other than Engl (6A)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2)

Course Description

Continuation of ITAL A180, with further development of listening, speaking, reading, and writing proficiency, and additional exploration of cultures related to the Italian language. This course is equivalent to three years of high school Italian. PREREQUISITE: ITAL A180 or completion of two years of high school Italian with a grade of 'C' or better. Transfer Credit: CSU; UC.

Course Level Student Learning Outcome(s)

1. Demonstrate listening comprehension in the Italian language at the beginning level.
2. Express themselves orally in the Italian language at the beginning level.
3. Demonstrate reading comprehension in the Italian language at the beginning level.
4. Express themselves in writing in the Italian language at the beginning level.
5. Demonstrate a better understanding and appreciation of the cultures related to the Italian language by comparing and contrasting them with the students' own culture(s).

Course Objectives

- 1. Comprehend high-beginning-level spoken Italian.
- 2. Produce high-beginning-level spoken Italian.
- 3. Read and understand high-beginning-level Italian.
- 4. Express basic ideas and opinions in high-beginning-level written Italian.
- 5. Acquire high-beginning-level Italian vocabulary.
- 6. Understand and use high-beginning-level Italian grammatical structures.
- 7. Recognize the more important cultural aspects of living in the Italian-speaking worlds.
- 8. Use technologies such as the Internet, online workbooks and multimedia to enhance learning.
- 9. Value the process of language learning.

Lecture Content

Further development of language competency begun in the first stage including content areas: settings involving shopping, restaurants, lodgings, asking directions and getting information about travel, transportation, etc., to express personal meaning and interact successfully in informal situations of daily life. The language functions speakers acquire include the ability to understand simple statements and questions and to participate in informal conversation by asking and answering questions. They can supply personal information and simple description both orally and in writing, and fulfill routine needs. Topic 1 Presentations Simple prepositions Present tense "potere," "dovere," "bere" Present tense third conjugation verbs Topic 2 Readings: Il Traffico Cittadino, La Patente e i Mezzi Pubblici Topic 3 Present tense "sapere," "conoscere" Direct object pronouns "lo," "la," "li," "le" Reading: La Maestra Autoritaria Topic 4 Informal imperative second and third conjugations Reading: Occupazioni e Passatempo Nouns ending in "ista" Numbers from 1000 on... Topic 5 Readings: Musica Maestro! Prego!, L'Amante Latino, Una Serata All'opera Topic 6 p; Present indicative "vincere," "venire," "dire" The verbs "lasciare," "vincere," "partire," and "andare via," "dire," "parlare" Topic 7 Passato Prossimo with Avere Irregular past participles of verbs conjugated with "avere" Topic 8 Readings: Vecchi e Nuovi Passatempo, Dove Andiamo Stasera? Topic 9 Passato Prossimo with Essere The adverb "ci" Una Giornata Qualunque Topic 10 Reflexive verbs The reciprocal construction Topic 11 Readings: Matrimonio All'Italiana, La Lista Nozze Topic 12 Direct and indirect object pronouns: "mi," "ti," "ci," "vi" Direct and indirect object pronouns summary The verb "piacere" Topic 13 Una Ricetta-Mezze Penne Ai Funghi Informal imperative with pronouns COURSE CONTENT AND SCOPE/TOPIC OUTLINE continued Topic 14 Readings: A Tavola, Un Pranzo Elegante Topic 15 Informal imperative of "dare," "fare," "dire," "andare," and "stare" plus object pronouns "Ecco" and object pronouns Possessive adjectives and pronouns Possessive adjectives with family members Topic 16 Review possessive adjectives The particle "ne" Topic 17 Readings: La Famiglia Italiana, Ieri e Oggi, Una Famiglia Perfetta

Method(s) of Instruction

- Lecture (02)

Instructional Techniques

Emphasis on creating interactional language activities based on thematically organized exercises that allow/prepare students to progress through stages of language acquisition. Listening comprehension and pronunciation skills are reinforced through language laboratory activities.

Grammar learning is emphasized to the extent needed to support the language skills at this level of usage.

Reading Assignments

Reading assignments are used at every step through the semester to reinforce the vocabulary, grammatical structures, and communicative-oriented language skills being studied. In addition to helping the students develop linguistic proficiency, many of the reading selections provide practical insights into the culture(s) in which the language is used. Students will spend approximately two (2) hours weekly reading: Preparatory material in the textbook and their class notes; Literary and cultural reading selections from the textbook, online components of the textbook, and other materials, such as books, websites, and (physical and/or online) magazines and newspapers.

Writing Assignments

Writing assignments are used at every step through the semester to further develop structural, vocabulary, and communicative-oriented language skills. The textbook and other online or offline supplementary materials contain numerous writing activities in both short response and essay formats. Students will spend approximately two (2) hours weekly writing: Homework assignments in the textbook and their class notes; Compositions of appropriate length on topics related to themselves and/or the world around them; Other formats, such as: skits; poems; stories; advertisements; emails; letters; recipes; etc.

Out-of-class Assignments

In order to develop linguistic proficiency, students must spend time outside of the classroom with the material, completing speaking, listening, reading, and writing assignments in the textbook, workbook, and other online or offline supplementary materials. Students will spend approximately seven and a quarter (7.25) hours weekly completing work outside of the classroom such as: short response type exercises; reading comprehension; essay writing; story and/or skit creation; online language laboratory activities; oral presentation preparation; various culture-related exercises; listening to music or podcasts in the target language or related to the culture(s) in which the language is used; watching cultural videos and/or shows or movies in the target language or related to the culture(s) in which the language is used; etc.

Demonstration of Critical Thinking

Short compositions; final exam

Required Writing, Problem Solving, Skills Demonstration

Tests, skill demonstrations, problem solving exercises, essays, etc. Short quizzes on listening comprehension, vocabulary, grammar, and cultural and literary content.

Eligible Disciplines

Foreign languages: Master's degree in the language being taught OR bachelor's degree in the language being taught AND master's degree in another language or linguistics OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Cozzarelli, Julia M.. Sentieri, latest ed. Vista higher learning, 2024 Rationale: .

Other Resources

1. - Plus corresponding electronic workbook/lab manual.