Course Number & Name: ITL 101 – Elementary Italian I

Credit Hours: 3.0  Contact Hours: 3.0  Lecture: N/A  Lab: N/A  Other: N/A

Prerequisites: None

Co-requisites: None  Concurrent Courses: None

Course Outline Revision Date: Fall 2010

Course Description: This is the first half of a year’s course for students with little or no background in the Italian language. Listening comprehension, speaking, reading, and writing are developed within the limits of basic vocabulary, idioms, and grammar.

Course Goals: Upon successful completion of this course, students should be able to do the following:

1. proficiently write, read, speak and listen to beginning-level Italian; and
2. describe the various cultures of the Italian-speaking world.

Measurable Course Performance Objectives (MPOs): Upon successful completion of this course, students should specifically be able to do the following:

1. Proficiently write, read, speak and listen to beginning-level Italian:
   1.1 write simple prose;
   1.2 read and summarize simple prose;
   1.3 say short descriptions and directions;
   1.4 answer questions and ask questions on familiar topics that arise in real-life situations;
   1.5 compare and contrast the structure of the Italian language and the English language to enhance critical thinking; and
   1.6 express oneself in a culturally-acceptable and authentic way appropriate to this level course

2. Describe the various cultures of the Italian-speaking world:
   2.1 distinguish between the Italian spoken in the different countries of the Italian-speaking world;
   2.2 recognize and describe the rich, vast culture and civilization of the Italian-speaking world;
   2.3 discuss the influences of the Italian culture on the American society; and
   2.4 describe the various schedules in the Italian-speaking world

Methods of Instruction: Language use is encouraged through communicative activities including videos, compact discs (CDs), Italian language computer software, group work, role-playing, games, reading assignments from the text and other sources, current events, class lectures, and discussions.
Outcomes Assessment: Test and exam questions are blueprinted to course objectives. Rubrics are used to evaluate oral components of class activities and tests/exams and oral presentations for the presence and mastery of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

Course Requirements: All students are required to:
1. Take at least four written tests on the material presented in each chapter of the textbook.
2. Become familiar with and apply correctly the minimum of grammatical forms contained in the textbook.
3. Use and spell all words and idioms covered during the semester.
4. Read with comprehension sentences taken from or similar to and based on textbook material.
5. Actively participate in classroom activities designed to enhance conversational fluency.
6. Take the final uniform departmental written examination based on a sampling material from each chapter of the reader.
7. Complete all language laboratory requirements.

Methods of Evaluation: Final course grades will be computed as follows:

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<thead>
<tr>
<th>Grading Components</th>
<th>% of final course grade</th>
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<tbody>
<tr>
<td>Class attendance and participation</td>
<td>20%</td>
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<tr>
<td>Students must attend classes and participate in all class activities, which are designed to emphasize course objectives.</td>
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<tr>
<td>Homework/Oral Presentation</td>
<td>15%</td>
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<tr>
<td>Students complete homework, which is evaluated to ensure that they are meeting course objectives. The oral presentation (if assigned) also provides evidence of student mastery of the speech components of the course objectives.</td>
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<tr>
<td>4 or more Tests (dates specified by the instructor)</td>
<td>40%</td>
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<td>Written and oral tests contain questions that are blueprinted to course objectives. Data analysis of the blueprinting results will provide evidence of the extent to which students master course objectives.</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<td>A comprehensive final exam will provide evidence of the extent to which students have mastered course objectives and have synthesized all course material.</td>
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NOTE: Students must demonstrate 70% competency on tests, dialogue and oral presentations, homework assignments, and the final exam to pass the course. In addition, students must participate actively in all group and whole class activities.
Academic Integrity: Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

Student Code of Conduct: All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, Lifeline, for more specific information about the College’s Code of Conduct and attendance requirements.
## Course Content Outline


<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
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</table>
| 1    | Introduction and explanation of class syllabus  
Per cominciare Strategie di comunicazione: Ciao/Buon giorno/Buona sera – Greeting someone; Come ti chiami?/Come si chiami? Di dove sei? – Finding out where someone is from  
Lessico: A come amore B come buon giorno; Alphabet and pronunciation  
Strutture: Maschile o femminile; Un cappuccino, per favore; Due cappuccino, per favore  
**Unit 1, Capitolo 1**  
Cultura: Ascoltiamo! I gesti italiani: How to speak Italian without saying a word; Leggiamo! Italian famous Scibiiamo! Mi piacciano puzzle |
| 2    | Per cominciare Strategie di comunicazione: Ciao/Arrivederci – Saying goodbye; Ti piaci…? Le piaci…? – Expressing likes and dislikes; Sei italiano/a? E italiano/a? – Asking someone’s nationality  
Lessico: I mesi e le stagioni: months and seasons; I numerida 0 a 9.999: numbers from 0 to 9,999  
Strutture: L’università è fantastica; Definite articles; Mi piacie l’italiano! The verb placer  
**Unit 1, Capitolo 1**  
Cultura: Parliamo! Bla, bla, bla; Guardiamo! Mimi metallurgico ferito nell’onore |
| 3    | Come è? Strategie di comunicazione: Come stai?/Come sta?/Come va? – Asking how someone is  
Lessico: Sono allegro! Describing people, places and things  
Strutture: L’italiano è divertente! Adjectives; Cuanti anni hai? The verbs essere (to be) and avere (to have)  
**Unit 2, Capitolo 2**  
Cultura: Ascoltiamo! I cognomi degli italiani; Leggiamo: Siamo europei! Scriviamo! Cerco compagno/a di casa; Parliamo! Amnesia totale! Guardiamo! Nuovo Cinema Paradiso |
| 4    | Strategie di comunicazione: Sei italiano/a? E italiano/a? – Asking someone’s nationality  
Lessico: Describing people, places and things  
Strutture: Cosa c’è nello zaino? There is, there are  
**Unit 2, Capitolo 2B**  
Review and Test 1 |
| 5    | Cosa ti piace fare? Strategie di comunicazione: Sente, scusa/ Senta, che hora è?  
Lessico: Che fai di bello?  
Strutture: Mi piace studiare l’italiano; the infinitive of the verb  
**Unit 3, Capitolo 3A**  
Cultura: Ascoltiamo! L’orario degli italiani; Leggiamo: Avere una doppi vita; Scriviamo! Che fa? |
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| 6    | Strategie di comunicazione: Getting someone’s attention, asking and telling time  
Lessico: Talking about your daily activities  
Strutture: Studio l’italiano; the present indicative and regular verbs; Dove vai? Irregular verbs  
**Unit 3, Capitolo 3B**  
Cultura: Parliamo! Il telefonino (il cellulare), che passione! Guardiamo! Nuovo Cinema Paradiso  
Review of Test I |
| 7    | Che bella famiglia Strategie di comunicazione: Chi sei? Chi è? Cosa fai? Cosa fa?  
Lessico: Che bella famiglia! Talking about your family  
Strutture: Porto I miel amici alta festa; Possessive adjectives; Com’è tua madre? Possessives with family members; Dove vai? Interrogatives; Cuanti anni hai? the present indicative  
**Unit 4, Capitolo 4A**  
Cultura: Ascoltiamo! La famiglia Italiana oggi Leggiamo: a famiglia Gonzaga nella Camera degli Sposi; Scriviamo! Una famiglia famosa  
Review and Test II |
| 8    | Strategie di comunicazione: Meeting people and finding out what they do for a living; Che bello! – Commenting on things and complimenting people  
Lessico: Che bella famiglia! Talking about your family  
Strutture: quanto (how much) and quale (which); Che fai nel tempo libero? the interrogatives; Sai sciare? More irregular verbs; Com’ è la tua famiglia? Adjectives; L’italiano è più bello di ...; The comparative  
**Unit 4, Capitolo 4B**  
Cultura: Parliamo! Mamma! Guardiamo! Ricordati di me Il blog di Emiliano – Roma |
| 9    | A tavola! Strategie di comunicazione: Ti piacerebbe...? Le piacerebbe...? – Inviting someone to do something  
Lessico: Tutti a ravola; Restaurant terms and items on an Italian menu  
Strutture: Il piu buono; the superlative; Vuoi mangiare qualcosa? Verb + infinitive  
**Unit 5, Capitolo 5A**  
Cultura: Ascoltiamo! Il galateo a tavola; Leggiamo: Associazione Slow Food; Scriviamo! L buon hospite |
| 10   | Strategie di comunicazione: Grazie, ma non posso – Declining an invitation  
Strutture: Andiamo al ristorante; Prepositions; Compro del pane; the partitive  
**Unit 5, Capitolo 5B**  
Cultura: Parliamo! Che maleducati! Guardiamo! Big Night  
Review and Test III |
<table>
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<tr>
<th>Week</th>
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</table>
| 11   | Il Vestiti e la moda Strategie di comunicazione: Mi puoi../ Mi puo? – Making polite requests  
Lessico: Cosa porti? – Describing your clothes  
Strutture: A stilista dà il vestito alla modela; Direct and indirect objects; Che stai facendo;  
**Unit 6, Capitolo 6A**  
Cultura: Ascoltiamo! La moda italiana; Leggiamo: Maschere italiane; Scriviamo! L’indumento magico |
| 12   | Strategie di comunicazione: Grazie, ma non posso – Declining an invitation  
Strutture: Cosa mi metto oggi? Reflexive verbs; Parlo bene l’italiano! Adverbs  
**Unit 6, Capitolo 6B**  
Cultura: Parliamo! Cosa portiamo in America? Guardiamo! Il posto  
Review and **Test IV** |
| 13   | Cosa hai fatto questo weekend? Strategie di comunicazione: Dai! – Expressing surprise, pain and so on  
Lessico: Il mio weekend – Talking about your weekend activities  
Strutture: Che hai fatto questo weekend? The present perfect regular verb  
**Unit 7, Capitolo 7**  
Cultura: Ascoltiamo! La musica in Italia; Leggiamo: Una serenata misteriosa; Scriviamo! Cos’è successo?  
**Oral Presentations** |
| 14   | Strategie di comunicazione: Cos è successo? – Asking what happened  
Strutture: Ieri abbiamo vinto la partita The present perfect of irregular verbs; Non studio mai dopo mezzanotte! Negative expressions  
**Unit 7, Capitolo 7B**  
Cultura: Parliamo! Le tre amiche; Guardiamo! Ciao, profesore! Il blog di Luca – Bologna |
| 15   | Review and Comprehensive **Final Exam** |