

ITAL-1010: BEGINNING ITALIAN LANGUAGE AND CULTURE I

Cuyahoga Community College

Viewing: ITAL-1010 : Beginning Italian Language and Culture I

Board of Trustees:

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Academic Term:

Fall 2025

Subject Code

ITAL - Italian

Course Number:

1010

Title:

Beginning Italian Language and Culture I

Catalog Description:

Introduction to Italian through multiple approaches with emphasis in interpersonal communication, interpretive listening and viewing, interpretive reading, presentational speaking, presentational writing, and culture. Practice in conversational Italian, aural comprehension, and basic oral presentations on topics of daily interest. Practice in writing basic sentences and short simple paragraphs on relevant topics, and reading short paragraphs.

Credit Hour(s):

4

Lecture Hour(s):

3

Lab Hour(s):

2

Other Hour(s):

0

Requisites

Prerequisite and Corequisite

None.

Outcomes

Course Outcome(s):

Interpersonal communication: Students initiate and maintain meaningful face to face spoken communication, or written communication, by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language. Students actively negotiate meaning across languages using the target language in a culturally appropriate manner to ensure that their messages are understood and that they can also understand their interlocutor.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Recognize and produce automatically the sounds and basic patterns of Italian.
2. Satisfy immediate needs using learned utterances.
3. Initiate and compose questions and statements using memorized short utterances or formulae.
4. Demonstrate an active vocabulary, spoken and written, for survival needs in everyday situations.

5. Ask basic questions to obtain information, and be able to answer them in a comprehensible manner. Also, ask and answer questions concerning daily life, activities, nationality, origin, and if the person speaks Italian or English.
6. Use *essere* and *stare* accurately in asking and answering questions.
7. Describe oneself, one's family, and one's life in oral or written interactions in a manner that is comprehensible to the primary (native) listener or recipient of a written communication.
8. Apply learned materials, i.e. vocabulary, grammatical concepts, structures and cultural nuances in oral and written interactions.
9. Articulate questions and responses using the present perfect of verbs to talk about actions in the past.
10. Use the present perfect tense with accuracy when narrating in oral or written conversations.
11. Use the imperfect form of verbs in oral and written interactions to talk about or describe habitual, recurring and ongoing actions in the past.

Course Outcome(s):

Interpretive Listening/Viewing: Students demonstrate comprehension of the main idea and relevant details in a variety of live and recorded texts, and information from other media sources. By using a variety of listening/viewing strategies, students are able to glean meaning beyond the literal one, and understand the cultural mindset of text creators at home and abroad. Students reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive points of view from a variety of media.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

1. Recognize the basic Italian sounds as spoken by a primary (native) speaker.
2. Write what has been heard (i.e. dictation, information provided in a spoken format and more).
3. Recognize oral commands, polite and informal (if covered in the text), when given by primary (native) speakers.
4. Comprehend oral information dealing with greetings and introductions, exchanging personal information, dates, time, seasons and weather, discussing classes, describing people and objects, talking about family, describing a place of residence, activities and daily routines, memories and events, talking about likes and dislikes, job applications and basic documents.
5. Identify and comprehend learned vocabulary, grammar, structures, and cultural nuances.

Course Outcome(s):

Interpretive Reading: Students demonstrate comprehension of the main idea and relevant details in a variety of written texts, ranging from messages, personal anecdotes, and narratives in contemporary magazines, and Internet sources. By using a variety of reading strategies, students are able to glean meaning beyond the literal one and understand the cultural mindset of text creators at home and abroad. The students reinforce and expand their knowledge across disciplines and cultures as they acquire information.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Comprehend written information dealing with weather, family, greetings and introductions, job applications, activities and pastimes, sports, music, theater and cinema, and basic documents.
2. Read a train, bus schedule in 24-hour clock.
3. Understand basic texts dealing with some aspects of cultural information, Italian history and civilization.
4. Apply learned vocabulary, grammar, structures, and cultural nuances to interpret and/or understand the main idea and a few details of written texts.

Course Outcome(s):

Presentational Speaking: Students demonstrate basic beginning linguistic and cultural

competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into presentations in a manner that facilitates comprehension where no direct opportunity for interaction between the presenter and the audience exist.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

1. Tell time in Italian in 24-hour clock.
2. Use *essere* and *stare* accurately when describing in oral presentations.
3. Speak using short sentences in Italian.
4. Apply learned materials, vocabulary, grammar and structures, when describing in oral presentations.
5. Appropriately use direct and indirect object pronouns and subject pronouns when describing.
6. Use the verb *piacere* and verbs like *piacere* with accuracy to express likes and dislikes when describing someone, somewhere or something.
7. Correctly form the present perfect of verbs in oral descriptions.
8. Use the imperfect form with accuracy in descriptions of past activities.
9. Produce a short presentation incorporating vocabulary, grammar, structures, cultural nuances and topics targeted in this course.

Course Outcome(s):

Presentation Writing: Students demonstrate basic/beginning linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into texts in a manner that facilitates interpretation where no direct opportunity for interaction between the author and the reader exist.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Demonstrate an active vocabulary in writing for survival needs in everyday situations.
2. Write from dictation what has been spoken or read.
3. Write short paragraphs in Italian.
4. Apply learned materials, vocabulary, grammar, structures, and cultural nuances.
5. Use direct and indirect object pronouns and subject pronouns appropriately in writing.
6. Use the verb *piacere* and verbs like *piacere* correctly in written sentences or paragraphs when expressing likes and dislikes.
7. Form the present perfect of verbs correctly when expressing past activities in paragraphs.
8. Narrate using the present perfect tense.
9. Use the imperfect tense in sentences or paragraphs to describe what he or she used to do or ongoing activities in the past.

Methods of Evaluation:

1. Performance: Attendance and active participation in class communicative activities, listening comprehension, speaking, and interpersonal communication assessments. (20%)
2. Assignments, quizzes. (10%)
3. Oral presentations and compositions. (10%)
4. Exams (2 regular exams, 10% each). Include a writing segment, a reading comprehension segment, and interpersonal communication segment, as well as vocabulary, grammar/structural and cultural items. (20%)
5. Midterm comprehensive exam. Includes a writing segment, a reading comprehension segment, and interpersonal communication segment, as well as vocabulary, grammar/structural and cultural items. (20%)
6. Final comprehensive exam. Includes a writing segment, a reading comprehension segment, and interpersonal communication segment, as well as vocabulary, grammar/structural and cultural items. (20%)

Course Content Outline:

1. Conversational topics and vocabulary
 - a. Getting acquainted, greetings and salutations
 - b. Exchange personal information
 - c. Months and dates
 - d. Classes and school day
 - e. Purchasing supplies
 - f. Describe people and objects
 - g. Wants, needs, and physical states
 - h. Family and family relationships
 - i. Place of residence and furnishings; places inside and outside of the residence
 - j. Describe activities in place or residence
 - k. Seasons and weather
 - l. Shopping for clothing items
 - m. Sports
 - n. Daily routines, obligations, and leisure-time activities
 - o. Music, theater and cinema
 - p. Past events, recounting childhood and adolescence experiences
 - q. Holiday, traditions and celebrations
 - r. Social and cultural events
2. Basic structural topics
 - a. Articles
 - b. Nouns (gender and number)
 - c. Adjectives
 - d. Personal pronouns
 - e. Present tense of verbs *essere* and *stare*
 - f. Present tense of *avere* and idiomatic uses
 - g. Verb *piacere*
 - h. Possessive adjectives and pronouns
 - i. Present tense of regular and irregular *-are* verbs
 - j. Reflexive and reciprocal *-are* verbs
 - k. Simple and compound prepositions
 - l. Present tense of regular and irregular *-ere* verbs
 - m. Modal verbs
 - n. Present tense of regular and irregular *-ire* verbs
 - o. Direct object pronouns
 - p. Simple past with *avere* and *essere*
 - q. Imperfect tense of regular and irregular verbs
 - r. Simple past vs. imperfect
 - s. Imperfect with modal verbs
 - t. Adverbs
 - u. Indirect object pronoun
3. Cultural topics
 - a. Readings on the geography of Italy and examples of famous piazzas
 - b. Regions Campania and Puglia, specific examples of famous piazzas
 - c. Veneto region, St Mark and Bra squares
 - d. Piedmont and Valle d'Aosta regions, Piazza Castello and Piazza Emile Chanaux
 - e. Tuscany region, Piazza Santa Croce and Piazza dell'Anfiteatro

Resources

ACTFL American Council on the Teaching of Foreign Languages. *Performance Descriptors for Language Learners*. ACTFL American Council on the Teaching of Foreign Languages, 2015. https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors.pdf

ACTFL American Council on the Teaching of Foreign Languages. *World Readiness Standards for Learning Languages*. ACTFL American Council on the Teaching of Foreign Languages, 2015. <https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Foreign Language Annals. ACTFL American Council on the Teaching of Foreign Languages, 2020.

Henshaw, Hawkins. *Common Ground: Second Language Acquisition Theory Goes to the Classroom*. Hackett Publishing Company, Inc., 2022.

Melucci, Donatella and Tognozzi, Elisa. *Piazza*. Heinle Cengage Learning, 2020.

Ohio Department of Higher Education. *Foreign Language Initiative Documents*. 2013. <https://transfercredit.ohio.gov/educational-partners/educational-initiatives/foreign-language-initiative/foreign-language-initiative-documents>

Resources Other

Adorni, Primorac. *English Grammar for Students of Italian*. 2nd. Edition. The Olivia and Hill Press, 2011

Bantam New College. *Italian/English Dictionary*. Bantam Books, 1989

Lightbown, Spada. *How Languages are Learned*. 5th. Edition. Oxford University Press, 2021

Instructional Services

OAN Number:

Transfer Assurance Guide OFL013 and OFL017 (1 of 2 courses, both must be taken)

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