# COURSE OUTLINE

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<th>Course Number</th>
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<td>ITA 102</td>
<td>Beginning Italian II</td>
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**Hours:**
- 3 lecture

**Co- or Pre-requisite:**
- ITA 101, Placement by exam, or Permission of Instructor

**Implementation:**
- Spring/2017

**Catalog description (2018-2019 Catalog):**
Prerequisite: ITA 101 with a minimum C grade, placement by exam, or permission of instructor. The second of a sequence of courses designed for students with little or no prior knowledge of Italian. Spoken communication in Italian is both the end goal and the means of instruction. The course emphasizes the four communicative skills in a culturally authentic context. Reading and writing are assigned out of class to facilitate effective listening and speaking practice in class. Basic grammar skills are also introduced.

**Is course New, Revised, or Modified?** Revised.

**Required texts/other materials:**

**Revision date:**
- Spring 2019

**Course coordinator:**
- Daniel D'Arpa, (609) 570-3318, darpad@mccc.edu

**Information resources:**
- Access code to vhlcenral.com
  - (The passcode gives students access to a web-based instructional system that supports the textbook and includes learning and assessment tools.)

**Other learning resources:**
- Students are encouraged to purchase an Italian-English dictionary or gain access to such online dictionaries. Italian tutoring is available in the Learning Center.
- Italian language learning software is available on the MCCC library website.

**Course Competencies/Goals:**

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

1. Demonstrate reading comprehension of written Italian on basic level. (ILG 6, 10) [Methods of assessment: small and large group discussion; individual written assignments; written test]
2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6, 10) [Methods of assessment: small and large group discussion; guided dialogue]
3. Write Italian on a basic level. (ILG 6, 10) [Methods of assessment: short essay; written test]
4. Identify basic grammatical elements of Italian sentence structure. (ILG 4, 6, 10) [Methods of assessment: completion of written tasks; tests]
5. Demonstrate knowledge of the daily lives of the Italian-speaking peoples of the world; and current and past contributions made by Italian-speaking peoples to world literature, art, music, science, and commerce. (ILG 8, 10) [Methods of assessment: small and large group discussion; tests; completion of homework assignments].

**ILGs: The course meets the following Institutional Learning Goals (ILG):**
- Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to
achieve educational and personal goals.

Goal 6. Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Units of study in detail.

Unit 6: Shopping [SLO 1-5; ILG 4,6,8,10]

*Students will demonstrate in Italian how to:*

1. Discuss and describe clothing
2. Express preferences in a store; negotiate and pay for items to buy
3. Recognize and pronounce the similarities and differences between the Italian consonant sounds of ‘d’ and ‘t’, conjugate the present tense verbs, use indirect object pronouns to replace nouns, conjugate the present tense, conjugate the preterite tense of regular verbs, and list and use demonstrative adjectives in context.
4. Discuss retail sales in Italian-Speaking countries
5. Compare and contrast cultural constructions in the practice of retail commerce.

Unit 7: Daily Routine [SLO 1-5; ILG 4,6,8,10]

*Students will demonstrate in Italian how to:*

1. Describe their daily routine activities.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Discuss personal hygiene habits and products.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Distinguish and pronounce the Italian sounds, conjugate reflexive verbs, recognize and use indefinite and negative words in utterances, conjugate the preterite forms of verbs,
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Compare and contrast social behaviors in the daily routines of North American and Italian-Speaking cultures.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 8: Food [SLO 1-5; ILG 4,6,8,10]

*Students will demonstrate in Italian how to:*

1. Order food in a restaurant.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Describe foods and discuss meals.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Describe the location of people and things.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
4. Recognize, list and pronounce the Italian consonant sounds, conjugate the preterite tense of stem changing verbs, use double object pronouns, and use comparisons and superlatives to express degrees of quality.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
5. Identify fruits and vegetables native to Italian-Speaking countries.
   (Course Goal 6, 7; General Education Goals 4, 6, 8; Core Skills E, G)
6. Compare and contrast differences in the cuisines between the U.S. and Italian-Speaking countries.
Unit 9: Celebrations and Parties [SLO 1-5; ILG 4,6,8,10]
Students will demonstrate in Italian how to:
1. Express congratulations and gratitude
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Discuss stages and milestones in life
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Ask for and pay the bill at a restaurant
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
4. Recognize, list and pronounce the Italian sounds of consonants, conjugate the preterite tense of irregular verbs, use verbs that change meaning in the preterite, review the meanings of interrogative words, and identify and use pronouns after prepositions.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
5. Identify some traditional celebrations and holidays in Italian-Speaking countries and compare and contrast these with those of North Americans.
   (Course Goal 6, 7; General Education Goals 4, 6, 8; Core Skills E, G)
6. Identify contributions of Chileans to anthropology, sports, science and economy
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 10: A visit to the doctor’s office [SLO 1-5; ILG 4,6,8,10]
Students will demonstrate in Italian how to:
1. Describe parts of the body and how they feel physically
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Discuss health, symptoms, medical conditions and treatments
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Distinguish and pronounce word stress and written accent marks in Italian, conjugate and use the imperfect tense, distinguish differences between the preterite and the imperfect tenses, use the passive voice, and identify, form, and use adverbs.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Discuss aspects of place, economy and society in Italy.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
5. Compare and contrast cultural differences in health services between Italian-Speaking countries and those practiced in the U.S.
   (Course Goal 6; General Education Goals 4, 6, 7, 8; Core Skills E, G)

Evaluation of student learning:
- Students will complete a written test after each unit studied including a Midterm and a Final examination. The Midterm will be comprehensive of units 1-3 and the Final will be comprehensive of units 4-6. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.
- Further assessment of writing skills will be evaluated by at least three in-class short essay writing.
- Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of spontaneous dialogue.
- Required work in preparation for each class includes the study of vocabulary lists and grammar explanations. Activities that contextualize these points will be completed on a daily basis. These assignments can be done individually by students and are not necessarily communicative in nature.
- Daily in-class course work will be comprised of communicative activities which develop precisely those skills that the student cannot perform alone at home: that is, speaking with others in Italian. The language of instruction and classroom business is Italian.

Academic Integrity Statement: Academic Integrity Policy:
The Academic Integrity Policies of Mercer County Community College are based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate academic dishonesty in the college community, and (3) to foster a high sense of integrity and social responsibility on the part of the college community. Students should become familiar with and strictly adhere to MCCC’s Academic Integrity policies. Refer to http://www.mccc.edu/admissions_policies_integrity.shtml.