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Number: 98-31d
Submission Date: 1/11/99
Action-Date: Senate App 5/14/99

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Foster Jones Phone 357-7965
Department French

II. PROPOSAL TYPE (Check All Appropriate Lines)

- COURSE** IT 201 Italian III
Suggested 20 character title
- New Course*** IT 201 Intermediate Italian III
Course Number and Full Title
- Course Revision** _____
Course Number and Full Title
- Liberal Studies Approval +** _____
for new or existing course
Course Number and Full Title
- Course Deletion** _____
Course Number and Full Title
- Number and/or Title Change** _____
Old Number and/or Full Old Title

New Number and/or Full New Title
- Course or Catalog Description Change** _____
Course Number and Full Title
- PROGRAM:** _____ Major _____ Minor _____ Track
- New Program*** _____
Program Name
- Program Revision*** _____
Program Name
- Program Deletion*** _____
Program Name
- Title Change** _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

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|--|--|
| <u>[Signature]</u> Department Curriculum Committee | <u>[Signature] (FOR R. LISINSKI)</u> Department Chair |
| <u>[Signature]</u> 7/15/98 College Curriculum Committee | <u>[Signature]</u> 7/15/98 College Dean |
| + Director of Liberal Studies (where applicable) | *Provost (where applicable) <u>[Signature]</u> 9/1d/99 |

Syllabus of Record Format

The course syllabus is present to describe the course in some detail to those interested in the course and to provide guidance to faculty in the department who may wish to teach the course. While each faculty member has the academic freedom to deliver a course in his/her own style, this freedom does not extend to changing the purpose, nature or objectives of the course. A copy of the Senate-approved syllabus for each course is to be maintained in the office of the department offering the course.

A well-written syllabus will contain the following elements:

- I. Catalog Description. This includes the course title, number of credits, prerequisites and an appropriately written course description.
- II. Course Objectives. What is that students will achieve as a result of taking this course?
- III. Detailed Course Outline. This should give the reader an outline of the topics examined in the course as well as an indication of the amount of time spent on each topic. This is either done by indicating the number of lecture hours spent on each topic or by indicating the percentage of time spent on each topic.
- IV. Evaluation Methods. Indicate the type(s) of evaluation used (quizzes, exams, projects, papers, etc.) and detail the requirements on evaluations particular to this course. Indicate the weight of each type of evaluation being used and how the final grade will be determined.
- V. Required Textbook(s), Supplemental Books and Readings. The UWUCC recognizes that, in some fields, textbooks change rapidly and that the textbook indicated in the syllabus may be outdated by the time the course is offered. However, please indicate your judgement of the best textbook available at the time the course is proposed.
- VI. Special Resource Requirements. List any materials or equipment that the student is expected to supply for this course. Is there a lab fee associated with the course?
- VII. Bibliography. A current list of resource materials used to prepare for, and teach the course.

See the Appendix for an example of a syllabus of record.

Course Syllabus

I. Catalog Description

IT 201 Intermediate Italian III 3 credits
3 lecture hours
0 lab hours
(3c-0l-3sh)

Prerequisites: IT 101 and IT102 Basic Italian I and II or equivalent

This is an intermediate level course for students who have previously studied Italian. It is a continuation of mastery of the four skills: reading, writing, speaking and listening. Students will also increase their knowledge of Italian history, culture and literature. Attendance and language lab practice is required.

II. Course Objectives

Students will increase their proficiency in the four skills areas of reading, writing, speaking and listening.

Students will be able to:

1. understand spoken Italian drawn from a variety of material, and identify key words and ideas in graded listening texts developed for the intermediate classroom. These commercially produced programs will be used to meet the goal of furthering students' understanding of spoken Italian at increasingly more complex linguistic levels.
2. speak in Italian on a variety of topics using simple memorized vocabulary and progress to the use of more linguistically complex creative statements including the use of the past and future tenses to make statements, support opinions, and hypothesize.
3. read and demonstrate understanding of prepared, graded texts and dialogs including adapted short stories, and edited magazine and newspaper articles at an appropriate level in Italian. Students will demonstrate understanding by identifying key words, ideas and topics in the selections through classroom discussion and written testing.
4. write simple paragraphs using learned material and use increasingly complex and more creative recombination of memorized elements to express opinions, support statements and hypothesize. Students will be able to list, label and identify from verbal cues, and transcribe oral Italian in many contexts.

5. demonstrate knowledge of the geography and history of Italy by identifying cities, provinces, historic sites and events and their cultural significance.
6. demonstrate knowledge of the cultural aspects of communication by using correct gestures and vocabulary to accomplish such tasks as making requests politely, giving commands, expressing doubts and speaking in the workplace using correct polite forms.

III. Course Outline

A. Unit One (15 lectures)

Communicative goals:

Talking about routine daily activities, discussing visits to the doctor, comparing people, places and things. Buying clothing and talking about fashion. Expressing wishes and requests politely. Talking about what may happen. Giving commands.

Grammar and vocabulary topics:

Body, health, clothing, stores, fashion vocabulary

Reflexive and reciprocal verbs

The comparative and superlative of adjectives and adverbs

Irregular forms of the comparative and superlative

The conditional tense (*il condizionale*)

The imperative (*l'imperativo*) and use of object pronouns with the imperative

Geography of Milano and Lombardia

Reading component: Play

Ti ho sposato per allegria by Natalia Ginzburg

B. Unit Two (12 lectures)

Communicative goals:

Expressing desires, opinions, emotions and doubts.

Talking about professions and the workplace. Discussing means of transportation.

Grammar and vocabulary topics:

Career, transportation, and workplace vocabulary

Impersonal expressions

Formation of the regular present subjunctive (*il congiuntivo*)

Formation of irregular present subjunctive

Use of the subjunctive after conjunctions

Relative pronouns (*che, cui, quale, quello che*)

Geography of Torino and Piemonte

Reading component: Sette racconti by Alberto Moravia
Short story selections: "La parola mamma" and "Quant'è caro"

C. Unit Three (15 lectures)

Communicative goals:

Describing past actions and emotions and doubts about past events.
Making negative statements. Making travel plans.

Grammar and vocabulary topics:

Travel, train, airplane vocabulary
The past perfect (*il trapassato prossimo*)
The imperfect subjunctive (*il congiuntivo imperfetto*)
The past subjunctive (*il congiuntivo passato*)
The past perfect subjunctive (*il congiuntivo trapassato*)
Negative expressions
Geography of Sardegna

Reading component: Sette racconti by Alberto Moravia
Short story selections: "La ciociara" and "La paura"

IV. Evaluation Methods

The final grade for the course will be determined as follows using the standard department grading scale of 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F:

40% Tests. Two tests (mid-term and final) consisting of written and spoken components including: completion, true-false, oral question and answer and role play, short essay, and listening comprehension. 150 points each.

40% Quizzes. Three quizzes, each covering one or more units of material, consisting of oral and written exercises. 100 points each.

20% Homework Assignments. Written and tape recorded assignments including three lab assignments. 15 assignments will be collected unannounced during the course. 10 points each written assignment, 20 points each lab assignment.

Attendance policy: Attendance is required. Students will be allowed three unexcused absences. A grade penalty will be assessed against the student's final grade as follows: 4-6 absences, -5%, 7-9 absences, -10%, 10 or more unexcused absences results in a failing grade. Absences due to illness with a doctor's note and prearranged absences for university approved activities will be excused and will not result in a grade penalty.

V. Required textbooks and materials

Textbooks: Branciforte, S., Parliamo italiano!, Houghton Mifflin Company, New York, NY, 1998.

Branciforte, S., Parliamo italiano! Workbook/Laboratory Manual, Houghton Mifflin Company, New York, NY, 1998.

Branciforte, S., Parliamo italiano! Audiotape Cassettes, Houghton Mifflin Company, New York, NY, 1998.

Ginzburg, N., Ti ho sposato per allegria, EMC Corp., St.Paul, MN, 1974

Moravia, A., Sette racconti, EMC Corp., St.Paul, MN, 1972

VI. Special Resource Requirements

Each student will be expected to purchase 3 high quality blank audiotapes for use in class. Students will be required to use audiotapes, videotapes and CD-ROMs available for them in the Eicher Foreign Language Learning Laboratory.

VII. Bibliography

ACTFL Provisional Proficiency Guidelines. American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, NY, 1982.

Altman, R., The Video Connection: Integrating Video into Language Teaching, Houghton Mifflin Company, Boston, MA, 1989.

Branciforte, S., Parliamo italiano! Instructor's Annotated Edition, Houghton Mifflin Company, New York, NY, 1998.

Branciforte, S., Parliamo italiano! Instructor's Resource Manual, Houghton Mifflin Company, New York, NY, 1998.

Branciforte, S., Parliamo italiano! NOW An Introductory Italian CD-ROM, Houghton Mifflin Company, New York, NY, 1998.

DUNE Produzioni Cinematografiche e Televisive, Parliamo italiano! An Introductory Italian Video, Houghton Mifflin Company, New York, NY, 1998.

Ginzburg, N., Ti ho sposato per allegria, EMC Corp., St.Paul, MN, 1974

Hadley, A., Teaching Language in Context, Heinle and Heinle, Boston, 1993.

Insolera, M., Italiano Grammatica: Grammatica Essenziale della Lingua Italiana, Zanichelli, Bologna, 1995.

Krashen, S. , Principles and Practice in Second Language Acquisition, Pergamon Press, New York, 1982.

Moravia, A., Sette racconti, EMC Corp., St.Paul, MN, 1972

Oxford, R. L., Language Learning Strategies: What Every Teacher Should Know, Newbury House, Rowley, MA, 1990.

Course Analysis Questionnaire

A. Details of the Course

- A1 This course will be an elective available to all students at the appropriate level. This is the first semester of the intermediate sequence in Italian language. It is open to any student who has taken IT101 and IT102 Basic Italian I and II or their equivalent. This course is intended for inclusion in the Liberal Studies program and may be included as a Liberal Studies elective similar to French, German, Spanish, Latin and Greek.

Many foreign language departments in the United States are called either the Department of Foreign Languages or the Department of Modern Languages. In larger institutions individual languages have their own departments: e.g. Department of German, Department of Spanish, etc. A very common way of "housing" Italian in American universities is in the Department of French and Italian. It is our intention to change our title to Department of French and Italian upon course approval.

Students who have previously studied Italian will be required to take the Italian placement exam in order to determine appropriate placement in a course.

- A2 This course does not require change in any other courses or programs in the department.
- A3 This course follows a traditional approach.
- A4 This course has not been offered at IUP on a trial basis.
- A5 This course is not intended to be dual level.
- A6 This course is not to be taken for variable credit.
- A7 Intermediate Italian language courses are offered at many major universities in North America. Italian III is taught at two SSHE schools: Slippery Rock and West Chester. Elsewhere in the state, Italian III is taught at the University of Pittsburgh, Duquesne University, Temple University and Penn State University.
- A8 This course is not required by an accrediting authority.

B. Interdisciplinary Implications

- B1 This course will be taught by one instructor.
- B2 Additional or corollary courses are not needed.
- B3 This course does not duplicate any other courses offered at the University. It would replace the offering of CL207, a tutor-led course previously offered by the Department of Critical Languages. The director of the Critical Languages Program, Dr. Victor Drescher, is in favor of transferring the teaching of Italian from his program (tutor-led self instructional course format) to the Department of French (traditional classroom instructor taught course format). Please see attached letter of support.
- B4 Seats in this course will be made available to students in the School of Continuing Education.

C. Implementation

- C1 No new resources are needed to teach this course.
- C2 This course is not funded by a grant.
- C3 This course will be offered every fall semester.
- C4 One section will be offered every fall semester as dictated by enrollment.
- C5 The enrollment for this course will be limited to 25. This figure is not limited by available resources.
- C6 The Association of the Departments of Foreign Languages makes the following enrollment limit recommendation: "As professionals of foreign language instruction, we deem the optimum class size to be 12 for adequate results in classes where the four skills are equally stressed. In any case, maximum class size should not exceed 20." 1987. We recognize that the optimum class size is not economically feasible at this time and we consider the maximum enrollment of 25 to be acceptable, given our desire to meet the needs of as many students as possible while retaining a pedagogically appropriate class size.

C7 This course will not be a curricular requirement for any major. It will not affect the number of free electives available to majors in the department nor will it necessitate an increase in the 124/5 credit major programs in the French department. This course will fulfill the College or departmental language requirement, or may be chosen as a Liberal Studies elective.

D. **Miscellaneous**

D1 Progression of course objectives

It is our goal to provide a continuous sequence of learning to foster language acquisition. By its very nature language learning is repetitive and cyclical. Mastery of a language is not a product, but a process. In choosing the above course objectives we intend for the progression from levels one to four to be steady and significant. Skills acquired in level one must be retained and reinforced in the three subsequent courses. It is our goal to build upon the skills of each previous course at a pace which is appropriate for mastery.

revised: 11/98