

# ITAL A285: INTERMEDIATE ITALIAN 2

Item	Value
Curriculum Committee Approval Date	03/11/2020
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	No
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 A280, with further refinement of language skills at the intermediate level and investigation of cultures related to the Italian language in preparation for higher level specialized work. PREREQUISITE: ITAL A280 or completion of four years of high school Italian with a grade of 'C' or better. Transfer Credit: CSU; UC.

## Course Level Student Learning Outcome(s)

1. Recognize and produce the Italian language at the high-intermediate level in the four primary areas of communication: listening, speaking, reading and writing.
2. Demonstrate an understanding and appreciation of the cultures related to the Italian language by comparing and contrasting them with the students' own culture(s).
3. Use current technologies to further develop their language and cultural competencies.

## Course Objectives

- 1. Comprehend high-intermediate-level spoken Italian.
- 2. Produce high-intermediate-level spoken Italian.
- 3. Read and understand high-intermediate-level Italian.
- 4. Express more advanced ideas and opinions in high-intermediate-level written Italian.

- 5. Acquire high-intermediate-level Italian vocabulary.
- 6. Understand and use high-intermediate-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

THEMATIC AREA FUNCTIONS CORRESPONDING VOCABULARY CORRESPONDING GRAMMAR LITERARY WORKS Holidays Regional Traditions Popular Culture Describing Differences and Similarities of the Italian Regions Discussing Regional Beliefs Superstitions Exploring the Various Regional National Holidays Listening to a popular fairytale Expressing Likes Dislikes Discussing Events that Occurred a Long Time ago Creating Sentences with the Infinitive, Gerund and Past Participle Popular Regional Songs Regional Holidays National Holidays Superstitions Fairytales Sequence of Tenses with the Subjunctive Past Absolute: All Forms and Usage The Verb to like and Similar Verbs: all Forms and Usage Sentence Formation with the Infinitive, Gerund Past Participle Usage of the Infinitive, Gerund Past Participle Selections from *La giornata nera* by Alberto Moravia Selection from *I come italiani* by Enzo Biagi Fairytale: *La macchina ammazzaerrori* by Gianni Rodari *Marzo e il pastore* by Italo Calvino THEMATIC AREA FUNCTIONS CORRESPONDING VOCABULARY CORRESPONDING GRAMMAR LITERARY WORKS Italian Food Regional Culinary Traditions Slow Food vs. Fast Food Discussing Typical Italian Dishes Exploring Regional Dishes Describing Italian Meals and Eating Traditions Discussing Slow Food vs. Fast Food Exploring the Origins of Certain Typical Italian Foods Giving Instructions Commands Pointing out People Objects Italian Foods Drinks Italian Spices Kitchen Tools Appliances Genuine Italian Food Products Recipes Formal and Informal Imperative: All Forms and Usage To do - Fare - + infinitive Demonstrative Adjectives Pronouns Selection from *La buona tavola* by Aurelio Magist *Le Merendanze* by Clara Sereni THEMATIC AREA FUNCTIONS CORRESPONDING VOCABULARY CORRESPONDING GRAMMAR LITERARY WORKS Fascism Neorealism Futurism

## Lab Content

> Exploring History of Fascism Describing Benito Mussolini Discussing the Way of Life during the Fascist Era in Italy Defining Neorealism its Impact on the Cinema Literature Discussing Futurism and its Impact Connecting Dependent Clauses to Antecedents Creating Indirect Discourse from Direct Discourse Fascist Expressions Fascist Myths Mussolini's Mannerism Language Neorealism Terms Futurism Terms Sequences of Tenses: Indicative Subjunctive Relative Pronouns Indirect Discourse Pronouns after Prepositions Selection from *Il Sentiero dei nidi di ragno* by Italo Calvino *Romolo Remo* by Alberto Moravia Selection from *Proclamazione dell'Impero* by Benito Mussolini THEMATIC AREA FUNCTIONS CORRESPONDING VOCABULARY CORRESPONDING GRAMMAR LITERARY WORKS The Italian Economic System New Challenges Discussing the Products Made in Italy Analyzing the Italian Economic System Discussing Euro's Impact on Italy's Economy Discussing the Italian Economic Challenges Describing Impersonal Events and Occurrences Expressing Admiration, Disgust or Astonishment The Economy Italian Products Italian Economic Challenges Business Etiquette Impersonal Construction The Impersonal Si: The Si Passive The Passive Voice Exclamatory Sentences Interrogative Words Alessia

Antinori: Vino nobile by Paola Ciana Creativit : L Italia fuori corso by Francesco Briglia La ragazza di Sermede by Gianni Celati THEMATIC AREA FUNCTIONS CORRESPONDING VOCABULARY CORRESPONDING GRAMMAR LITERARY WORKS Art, Literature Music Discussing the Different Historical Artistic Periods Discussing the Artists within the Periods Discussing Italian Literary Periods Exploring the Literary Figures of the Periods Comparing Contrasting the Italian and American Musical Tradition Identifying Musical Instruments Discussing the Different Musical Genres Musical Artist s Exploring the Important Museums in Italy Periods in Art Literature Genres in Music Musical Instruments Songs Artists Musical Artists Adverbs Regular Irregular Comparative Superlatives The Relative Absolute Superlative Indefinite Adjectives Pronouns Il sabato del villaggio by Giacomo Leopardi

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- Directed/Independent Study (40)

## Reading Assignments

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 stressed to the extent needed to support the language skills at the level of usage.

## Writing 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.

## Out-of-class 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.

## Demonstration of Critical Thinking

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.) Essay Examinations Final Exam Oral Presentations Problem Solving Exercises Short Quizzes Skills Demonstration Written Assignments

## Required Writing, Problem Solving, Skills Demonstration

Tests, skill demonstrations, problem solving exercises, essays, etc. Short quizzes, short essays describing character development and critique of literary works, oral presentations. Final exam.

## 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.

## Manuals Resources

1. Required Italiano, F. Marchegiani, I. . Crescendo!: An Intermediate Italian Program, latest ed. Thomson/Heinle, 2015 Rationale: - 2. Required Italiano, F. Marchegiani, I. . Crescendo!: An Intermediate Italian Program Workbook/Lab Manual, latest ed. Thomson/Heinle, 2015