

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ITAL 102
Course Title: Italian II

Year: 2021-2022
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

Building on the skills and knowledge acquired in Italian I, students continue developing listening comprehension, speaking, reading, and writing skills in Italian. By the end of the course students will be able to express themselves in Italian using past, conditional, future, and subjunctive tenses, both orally and in writing. Outside language lab work required. ITAL 102 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: ITAL 101; prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Spring semester.

Course Context/Audience

This course can be used to satisfy a Tompkins Cortland Liberal Arts or Humanities Elective requirement. Along with ITAL 101, the course should be accepted for transfer to baccalaureate degree programs.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R3 If required, the student must be concurrently enrolled in RDNG 116. The course requires reading of mostly beginning college-level materials or has assessment indicating that no reading course was required.

Course Goals

Upon successful completion of this course, students will be able to:

1. Converse in the present indicative and the in the past, conditional, future and subjunctive tenses.
2. Comprehend more advanced spoken and written Italian dealing with everyday situations.
3. Talk and write about everyday situations.
4. Understand and use vocabulary associated with everyday situations such as cooking, hobbies, sports, vacation, illness, fashion, professions, transportation, travels, theater, cinema, and music.
5. Write short compositions in simple Italian.
6. Demonstrate familiarity with the Italian geography and culture.

Course Objectives/Topics

Objective/Topic	% Course
The course covers the second half of Lesson 5 through Lesson 10 of <i>Parliamo Italiano!</i> by Suzanne Branciforte and Anna Grassi.	
Lesson 5 – In the kitchen; si impersonale e passivante; Italian cooking.	15%
Lesson 6 – Talking about hobbies, sports and vacation; describing the past using imperfetto / passato prossimo; talking about the future; the use of stressed pronouns.	15%
Lesson 7 – Talking about routine daily activities, illness, fashion; reflexive verbs; comparisons; relative and absolute superlatives; conditional.	15%
Lesson 8 – Talking about professions, the workplace, and means of transportation; expressing desires, opinions, emotions, and doubts with the subjunctive; relative pronouns.	15%
Lesson 9 – Making travel plans, taking a train or plane; talking about the past with trapassato prossimo; the use of congiuntivo imperfetto, passato and trapassato; the negatives.	15%
Lesson 10 – Talking about theater, cinema, and music; talking about hypothetical situations; the use of suffixes.	10%
Lab Work During the lab session, students will complete activities in order to practice the sounds of Italian and to develop listening comprehension skills.	15%
Throughout the semester, students will learn about Italian culture and geography. Each chapter of the textbook focuses on an aspect of Italian life and a different region of Italy. Additional readings will be provided by the teacher.	

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students will be asked to prepare short presentations on aspects of Italian culture, geography, history, etc. They will be required to evaluate information, obtained from various sources in terms of its content, relevance, authority and scope. Consultation of the Internet and other resources available at the library.</p> <p>Students will compare and contrast their own cultural values and belief systems with those of Italy. As students will also be asked to interact with their peers and their teacher as much as possible, they will be encouraged to be respectful of other people's ideas. Research on various aspects of Italian culture; pair and group work.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)

<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Learning more about the Italian language and culture will help students understand the influence that the USA and Italy have on each other and on the world. This understanding will be developed through class discussion, the required readings and research projects.</p>
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Instructional Methods

Meaningful and authentic communication should be the goal of this course. Every effort should be made to provide authentic language use to the students. Classroom directions should be given in Italian, and Italian should be used in class as much as possible. Instruction of grammar, vocabulary, and pronunciation should be integrated with communicative activities. The use of Italian language sites on the Internet including email pen pals, videos, Italian radio programs, music, guest speakers, and readings from newspapers and magazines enriches the language learning experience and is therefore encouraged. While grammar, vocabulary and pronunciation may be explicitly taught and tested, great emphasis in assessment should also be placed on being able to communicate successfully in Italian.

Class activities and homework assignments should include a balanced mix of reading, writing, listening and speaking. Students should be encouraged to participate in class as much as possible. They should interact with their teacher and with their peers by working often in pairs and in small groups.

Students will need to spend a significant amount of time on assignments outside of class to be successful in the course. They will be required to complete assignments in the Workbook/Lab Manual that accompany the textbook, and make use of the computer programs and the videos available at the language center.

Methods of Assessment/Evaluation

Method	% Course Grade
Attendance and class participation	15-20%
Quizzes (5)	30-40%
Compositions / Presentations (2)	10-20%
Workbook (WB)/Lab Manual (LM)/ Exercises from the textbook assigned as homework	15-20%
Final exam	15-20%

Texts/Required Materials

Suzanne Branciforte and Anna Grassi, *Parliamo italiano! A Communicative Approach*, 3rd ed. Boston: Houghton Mifflin, 2006. (required)

Brian Rea O'Connor and Suzanne Branciforte, *Parliamo italiano! Student Activities Manual*, 3rd ed. Boston: Houghton Mifflin, 2006. (required)

Harper Collins Concise Italian Dictionary (optional)

Bibliography

Instructional materials to accompany the textbook (from Houghton Mifflin)

Paula Twomey, Riflessioni – 35 Guided Essays in Italian, Target Language, 2008.

Carla Larese Riga, Ciao!, 7th edition, Cengage Learning, 2009. (textbook and instructional materials that accompany it).

Merlonghi, Tursi, O'Connor, Oggi in Italia, 8 edition, Cengage Learning, 2007. (textbook and CL ClassPrep)

Brauer, Gerd, editor, Pedagogy of Language Learning in Higher Education: An Introduction, Ablex, © 2001.

Other Learning Resources

Audiovisual

Available from Instructional Media Services

Electronic

A page with an extensive list of links to sites about Italian language, culture and more can be found at:
http://www.brown.edu/Departments/Italian_Studies/links.html

Free Italian tutorials and exercises online:

<http://www.oneworlditaliano.com/english/italian/italian-exercises-free-online.htm>

<http://web.uvic.ca/hispanital/italian/italian100/>

<http://www.locuta.com/eclass.html>

<http://www.leeds.ac.uk/languages/resource/italian/Italian%20web%20learning%20materials/revise/italian.htm>

Other

No additional resources specified