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LSC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_

UWUCC USE Only  
Number: 98-316  
Submission Date: \_\_\_\_\_  
Action-Date: App 1/19/99

Senate App 5/4/99

**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 Basic Italian I  
Suggested 20 character title

New Course\* IT 101 Basic Italian I  
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)

[Signature]  
Department Curriculum Committee

[Signature] (FOR RENÉE LISINSKY)  
Department Chair

[Signature] 9/15/98  
College Curriculum Committee

[Signature] 7/15/98  
College Dean

+Director of Liberal Studies (where applicable)

\*Provost (where applicable)

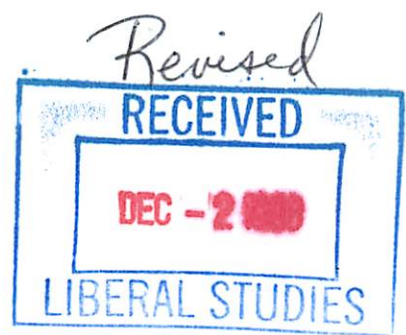
## Syllabus of Record Format

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.**



### Catalog Description

IT 101 Basic Italian I

3 credits  
3 lecture hours  
0 lab hours  
(3c-0l-3sh)

Prerequisites: none

This course introduces students to the Italian language, with emphasis on the four basic skills: reading, writing, speaking and listening. Students will also gain knowledge of Italian culture. Primary emphasis is on the mastery of oral communication and basic writing skills. Attendance and language lab practice is required.

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revised 11.98  
Ital I

## Course Syllabus

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    3 lecture hours  
    0 lab hours  
    (3c-0l-3sh)

Prerequisites: none

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### II. Course Objectives

Students will gain a beginning level of proficiency in the four skills areas of reading, writing, speaking and listening.

Students will be able to:

1. understand spoken Italian drawn from familiar material, and identify key words and ideas in authentic listening texts.
2. speak in Italian on specific topics using simple statements, memorized vocabulary and simple questions and answer formats.
3. read and demonstrate understanding of short authentic texts and dialogs in Italian by identifying key words and ideas.
4. write short declarative sentences and simple paragraphs using memorized material; list, label and identify from verbal cues, and transcribe oral Italian in familiar contexts.
5. demonstrate and explain knowledge of the geography of Italy by identifying cities, provinces and historic sites.
6. demonstrate knowledge of the cultural aspects of communication by using correct gestures and vocabulary to accomplish such linguistic tasks as greeting, leave-taking, making introductions, and using correct polite forms in the appropriate situations.

### III. Course Outline

#### A. Preliminary Unit (6 lectures)

**Communicative goals:**

Greeting people and saying good-bye. Introducing yourself. Asking people their name and where they are from. Asking people how they are. Giving and asking for phone numbers.

**Grammar and vocabulary topics:**

Numbers 0-100

The alphabet

Introductions and Greetings

#### B. Unit One (12 lectures)

**Communicative goals:**

Addressing different people. Asking what and where things are. Telling someone your age. Describing states of being (ie, hot/ cold, late/early . Negating.

**Grammar and vocabulary topics:**

Geographical terms and geography of Rome and Italy (provinces)

Subject pronouns, the verb to be, There is and there are

Simple negations

Single definite articles

The verb to have and idiomatic expressions

Simple prepositions

Present tense of first conjugation verbs

#### C. Unit Two (12 lectures)

**Communicative goals:**

Talking about school. Using the plural. Expressing possession. Expressing likes and dislikes. Telling time.

**Grammar and vocabulary topics:**

Classroom, grade school, university course vocabulary

Present tense of second and third conjugation verbs

Time, conversational and 24 hour clock

Pluralization of nouns

Plural definite articles

Adjectives of description

Possessive adjectives

Present tense of the irregular verbs to go, come, go out, give, stay and to be pleasing to

Geography of Bologna and Emilia Romagna

**D. Unit Three (12 lectures)**

**Communicative goals:**

Talking about the family. Asking questions. Describing people and things. Describing a home. Indicating people and things. Talking about the weather. Talking about what you have to, want to and can do. Doing errands.

**Grammar and vocabulary topics:**

Family, wedding, home and household goods, vacation, shopping/errands vocabulary

Interrogative pronouns

Irregular adjective forms for bello, buono, questo, quello (beautiful, good, this, that)

Present tense of irregular verbs to want to, to have to, to be able to, to make or do, to say, to drink

Articulated prepositions (forms combining the definite article with *to, in, at, from, of, for*)

Geography of Sicily

**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 four 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**

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.

## 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.

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.

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. This is a preparatory course in Italian language. It is open to any student who has not previously studied Italian. This course is not intended for inclusion in the Liberal Studies program.

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 been offered at IUP on a trial basis. It was offered in fall 97-98, spring 97-98 and summer session I 98. In fall 97 the enrollment was 23 students. In spring 98, the enrollment was 27 students. In student evaluations for the Italian I courses offered in fall and spring students rated it consistently high; indicating an overall high level of satisfaction with the course.
- A5 This course is not intended to be dual level.
- A6 This course is not to be taken for variable credit.
- A7 Basic and Intermediate Italian language courses are offered at many major universities in North America. Italian is currently taught at three SSHE schools: Bloomsburg, Slippery Rock, and West Chester. In Pennsylvania institutions of IUP's size or larger, Italian I is taught at the University of Pittsburgh, Duquesne University, Temple 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 CL107, 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 and summer session I as needed.
- C4 One to two sections 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. This number takes into account for attrition.
- 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 curriculum requirement. It will not affect the number of free electives available to majors in the department, nor will it necessitate an increase in the 124 credit program of students in the French department.

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.

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