

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for ITLN 1A

BEGINNING ITALIAN

Effective: Fall 2003

I. CATALOG DESCRIPTION:

ITLN 1A — BEGINNING ITALIAN — 5.00 units

This introductory level course will enable students to begin speaking, reading and writing elementary level Italian, as well as understanding the spoken language. Students are introduced to concepts of grammar, vocabulary and verb tenses in a variety of auditory, visual and written contexts.

5.00 Units Lecture

Strongly Recommended

ENG 1A - Critical Reading and Composition

Grading Methods:

Discipline:

	MIN
Lecture Hours:	90.00
Total Hours:	90.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering this course, it is strongly recommended that the student should be able to:

A. ENG1A

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. identify basic parts of a sentence in Italian;
- B. use nouns and accompanying adjectives in correct form;
- C. use regular and key irregular verbs in the present tense;
- D. recognize passato prossimo; use regular and basic irregular verbs in this tense;
- E. replace nouns with correct direct object pronouns, indirect object pronouns, or both;
- F. use singular and plural possessive adjectives appropriately;
- G. speak in short sentences using simple vocabulary on topics such as clothing, food, family, quantities, time, weather;
- H. summarize a video episode in simple Italian sentences;
- I. understand native speakers engaged in simple conversation speaking at a slower than normal pace;
- J. use knowledge of English to recognize Italian cognates as an aid to comprehension;
- K. recognize, discuss and compare several aspects of the culture and society of Italy.

V. CONTENT:

- A. Review of basic grammatical terminology, parts of speech
- B. Gender and number agreement of nouns and adjectives
- C. Subject pronouns
- D. Basic prepositions
- E. Present tense of regular and irregular verbs
- F. Passato prossimo of regular verbs
- G. Direct and indirect object pronouns used separately and together
- H. Possessive adjectives
 - I. Basic vocabulary on topics such as numbers, foods, colors, physical description, time, weather, days of week and dates
- J. Introduction to the use of English cognates to recognize Italian vocabulary
- K. Introduction of reading strategies to deduce meaning if it is not apparent, including comparison of English and Italian syntax
- L. Using context for clues to meaning
- M. Introduction to translating by word groups rather than word for word
- N. Introduction to Italian culture, history and society through simple readings, videos, and computer software, daily life, tourist attractions, geography, social and political structure, educational system, etc.

VI. METHODS OF INSTRUCTION:

- A. Reviewing difficult text or workbook assignments such as true/false, fill-in-the-blank, changing subject and making any other

- necessary changes in the sentence
- B. Creating sentences and dialogues in pairs or groups
- C. Responding in complete Italian sentences to questions posed by instructor or other students using the structures and vocabulary under study
- D. Summarizing the content of a video episode or cultural reading
- E. Viewing video tapes in Italian or occasionally in English to introduce cultural materials or stories which promote discussion
- F. Playing games in Italian (such as guessing games)
- G. Interviewing another student and reporting information to the class
- H. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in Italian

VII. TYPICAL ASSIGNMENTS:

The goal is communication in Italian; students work extensively outside of class. Students study assigned pages with cassette tapes to learn and practice new vocabulary and grammar. Then they complete exercises such as: A. recognition tasks, matching, true/false, fill-in-the-blank; B. changing the subject of a sentence and making any other necessary changes; C. changing the tense of a sentence; D. reacting about pictures or situations involving comprehension and use of new structures; E. creating personal responses using new vocabulary and structures; F. creating who, what, where, why, when questions; G. reading comprehension questions which call for evaluation, comparison, contrast; H. instructional software exercises for review of selected topics of grammar as well as to practice vocabulary and comprehension; I. taking self-tests in preparation for classroom tests.

VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**

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IX. TYPICAL TEXTS:

1. Lazzarino, Aski and Dini *Prego! An Invitation to Italian (with Listening Comprehension Audio CD and Workbook)*,. 5th ed., McGraw-Hill, 2000.
2. Federici and Riga *Ciao (with Audio CD and Workbook/Lab Manual)*. 5th ed., Heinle and Heinle, 2003.
3. 90-minute blank audio cassettes

X. OTHER MATERIALS REQUIRED OF STUDENTS: