BROWARD COLLEGE
COURSE OUTLINE

LAST REVIEW: 2010-2011 **NEXT REVIEW: 2015-2016** **STATUS: A**

COURSE TITLE: Beginning Italian II

COMMON COURSE NUMBER: ITA 1121

CREDIT HOURS: 4

CONTACT HOUR BREAKDOWN

CLOCK HOURS:

Lecture: 64 Lab:
Clinic: Other:

PREREQUISITE(S): A grade of C or better in ITA 1120 or equivalent and/or instructor's approval.

COREQUISITE(S): None

PRE/COREQUISITE(S): None

COURSE DESCRIPTION: Continuation of ITA1120. Further development of the basic skills in speaking, listening-comprehension, reading, writing, selected readings, and appreciation of culture. Classroom practice and exercises supplemented by laboratory and multi-media activities done on-line weekly.

General Education Requirements – Associate of Arts Degree (AA),, meets Area(s):	Area 2B and 8
General Education Requirements – Associate in Science Degree, (AS), meets Area(s):	Area 2 and 5
General Education Requirements – Associate in Applied Science Degree, (AAS), meets Area(s):	Area 2

UNIT TITLES:

1. The Imperfect and Past Perfect Tenses, Suffixes
2. Uses of the Simple and Perfect Future, Dates
3. Direct and Indirect Object Pronouns, Sapere/Conoscere, Piacere
4. Comparisons and Superlatives, Disjunctive Pronouns
5. Agreement of Past Participles in the Preterit, Cardinal Numbers Above 1000
6. Reflexive Pronouns, Reflexive Verbs, Reciprocal Action
7. Contractions of Prepositions with Definite Articles
8. Formation and Location of Adverbs
9. Cultural Readings and Viewing of Classical Italian Films

***** Complete the following only if course is seeking general education status *****

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include all of the following:	
1. Read with critical comprehension**	5.4, 9.1, 9.2, 9.3, 9.4
2. Write clearly and coherently**	2.3, 2.4, 4.4, 5.1, 5.2, 7.3, 8.1, 8.2, 8.3, 8.4
3. Demonstrate literacy as appropriate within a given discipline**	2.5[d], 5.4[d], 9.1[a, d], 9.2[d], 9.3[d], 9.4[d]
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	2.4, 4.2, 5.3, 6.4, 9.2, 9.3, 9.4
Course must include at least one of the following:	
5. Differentiate between ethical and unethical behavior	
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	2.5, 3.5, 5.4, 6.4, 9.1, 9.2, 9.3, 9.4
8. Speak and listen effectively.	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 5.1, 5.4, 6.1, 6.2, 6.4, 8.1, 8.4, 9.2, 9.3

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) **Read with critical comprehension.**
The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) **Write clearly and coherently.**
The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) **Demonstrate and apply literacy across all the disciplines (indicate which ones apply).**
   a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
   b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
   c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
   d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
   e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
   f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) Environmental literacy is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.
The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	
3. Research Papers	
4. Group projects	
5. Discussions (In class and online)	9.3
6. Multiple Choice tests	
7. Presentations	9.1, 9.2, 9.3, 9.4
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.1, 2.2, 2.4, 3.1, 3.4, 4.1, 6.1, 7.1
10. Take-home tests	
11. Summaries, critiques, and analyses	
12. Reaction papers	
13. Surveys	
14. Performance	9.1, 9.2, 9.3
15. Short answer tests	1.1, 2.2, 2.3, 3.1, 4.1, 5.0, 6.0, 7.1, 8.0, 9.1, 9.3
16. Classroom debates and colloquia	9.1, 9.2, 9.3
17. Online lab and internet assignments	1.0, 2.1, 2.2, 3.0, 4.1, 4.2, 4.3, 4.4, 5.0, 6.0, 7.1, 8.0
18. Short Compositions	2.5, 3.5, 5.4, 6.4, 9.1, 9.2

I. UNITS

Unit 1. The Imperfect and the Past Perfect Tenses, Suffixes

General Outcome:

1.0 The students shall be able to use the imperfect in simple conversation and understand its significance; understand and use the past perfect; and know their applications in complex sentences.

Specific Measurable Learning Outcomes:
Upon successful completion of this unit, the student shall be able to:

1.1 Form the imperfect and the past perfect tenses.

1.2 Understand the uses of the imperfect and past perfect.

1.3 Learn the various suffixes and their uses in Italian.

Unit 2 Uses of the Simple and Perfect Future, Dates

General Outcome:

2.0 The students shall be able to use the simple and perfect future in conversation and in writing.

Specific Measurable Learning Outcomes:
Upon successful completion of this unit, the student shall be able to:

2.1 Form the simple and perfect future tenses.

2.2 Understand the uses of the simple and perfect future tenses.

2.3 Demonstrate when to use the simple and perfect future in complex sentences.

2.4 Learn how to write dates in Italian.

2.5 Apply the knowledge of both tenses in discussion of historical, religious and cultural events in Italian culture.

Unit 3 Direct and Indirect Object Pronouns, Sapere/Conoscere, Piacere

General Outcome:
3.0 The students shall be able to use and distinguish direct and indirect object pronouns.

Specific Measurable Learning Outcomes:
Upon successful completion of this unit, the student shall be able to:

3.1 Know and distinguish direct object pronouns from indirect object pronouns.

3.2 Apply direct and indirect object pronouns and use them in simple conversations.

3.3 Distinguish the verb sapere from the verb conoscere (to know).

3.4 Demonstrate the construction and the use of the verb piacere (to like).

3.5. Compare how preferences are expressed differently in English and in Italian.

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Unit 4 Comparsions and Superlatives, Disjunctive Pronouns

General Outcome:

4.0 The students shall be able to form comparatives and superlatives, distinguish comparatives from superlatives and use them in writing and in simple conversations.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

4.1 Learn how to form comparatives.

4.2 Distinguish comparatives of superiority from comparatives of inferiority and equality.

4.3 Learn how to form absolute and relative superlatives.

4.4 Distinguish absolute form relative comparatives and demonstrate their usage.

4.5 Learn the disjunctive pronouns and demonstrate their correct usage.

Unit 5 The Agreement of the Past Participle in the Preterit, Cardinal Numbers Above 1000

General Outcome:

5.0 The students shall be able to make the agreement of the past participle with direct object pronouns in both conversation and in writing.

Specific Measurable Learning Outcomes:
Upon successful completion of this unit, the student shall be able to:

5.1 Demonstrate the correct agreement of the past participle with object pronouns when using the passato prossimo (preterit).

5.2 Learn when the agreement is necessary in the preterit.

5.3 Learn the cardinal numbers above 1000.

5.4 Demonstrate an ability to read and interpret select cultural readings in Italian

Unit 6 Reflexive Pronouns, Reflexive Verbs, Reciprocal Action

General Outcome:

6.0 The students shall be able to use the reflexive pronouns with reflexive verbs in the tenses already mastered; and distinguish the meaning of particular verbs in their reflexive and non-reflexive forms.

Specific Measurable Learning Outcomes:
Upon successful completion of this unit, the student shall be able to:

6.1 Learn the reflexive pronouns and apply them to the various persons of reflexive verbs.

6.2 Understand semantical changes of verbs in their reflexive and non-reflexive forms.

6.3 Demonstrate how to express reciprocal action.
6.4 Use reflexive verbs in a cultural context including the social and medical environment.

Unit 7 Contractions of Prepositions with Definite Articles

General Outcome:

7.0 The students shall be able to identify the five prepositions that always contract with the definite article and be able to use those contractions in conversation and in writing.

Specific Measurable Learning Outcomes:
Upon successful completion of this unit, the student shall be able to:

7.1 Contract prepositions with definite articles.

7.2 Learn which prepositions change in the contractions.

7.3 Learn when to use the apostrophe before nouns beginning with a vowel.

Unit 8 Formation and Location of Adverbs

General Outcome:

8.0 The students shall be able to correctly form adverbs and use them in conversation and writing.

Specific Measurable Learning Outcomes:
Upon successful completion of this unit, the student shall be able to:

8.1 Correctly form adverbs from adjectives.

8.2 Demonstrate when adverbs are used in Italian.

8.3 Demonstrate where to place the adverb in compound tenses.

8.4 Demonstrate where to place an adverb in the Italian syntax.

Unit 9. Cultural Readings and Viewing of classical Italian films

General Outcome:

9.0 The students shall demonstrate a better understanding of the world at large and recognize its great diversity as well as commonalities through readings, writings, viewing of classical Italian films and class discussions.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

9.1 Read comprehend short selections from Italian newspapers and Italian literature. Demonstrate cultural literacy and a greater understanding of others and self in terms of linguistic and cultural differences. These cultural readings will touch on geography, history, college life, family, shopping, entertainment, and food.

9.2 Analyze grammatical and cultural aspects of the readings and argue their universal value.

9.3 Through readings and viewing of classical Italian Films such as La Strada, Il Postino, Cinema Paradiso, La Stanza del Figlio, acquire vocabulary and idiomatic expressions, improve pronunciation, discuss the readings and films, write short composition, expand their linguistic and cultural topics beyond the textbook by researching other related cultural topics.

9.4 Relate and value the natural and social settings that inform our planet across the experience of different civilizations that makes up the Italian cultural, world: the Greco-Roman, the Medieval, the Renaissance, the modern. Examine the natural phenomena which derive from these civilizations: art, ecotourism, modern living and its consequences on the environment, social relations and institutions.