



**El Camino College**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Italian 2  
**Descriptive Title:** Elementary Italian II  
**Course Disciplines:** Foreign Languages  
**Division:** Humanities

**Catalog Description:**

This course, taught within the context of Italian culture, is a continuation of the study of elementary Italian with an emphasis on listening, speaking, reading, and writing. Students improve their pronunciation and speaking skills along with their understanding of spoken Italian. Technological support to reinforce the language skills acquired in the classroom may be offered in the form of videos, audio tapes, and internet resources.

*Note: The prerequisite for this course is comparable to two years of high school Italian.*

**Conditions of Enrollment:**

**Prerequisite:** Italian 1 with a minimum grade of C or equivalent

<b>Course Length:</b>	<b>X Full Term</b>	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	<b>5.00 hours per week</b>	<b>TBA</b>
<b>Hours Laboratory:</b>	<b>0 hours per week</b>	<b>TBA</b>
<b>Course Units:</b>	<b>5.00</b>	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: Prior to July 1992  
**Transfer UC:** X Effective Date: Prior to July 1992

**General Education:**

**El Camino College:**

3 – Humanities

Term: Other:

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CSU GE:

C2 - Humanities

Term: Other:

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IGETC:

3B - Humanities

Term: Other:

6A - Languages other than English (UC Requirement Only)

Term: Other:

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## **II. OUTCOMES AND OBJECTIVES**

### **A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

#### **SLO #1**

Converse in a culturally appropriate manner with native speakers about topics such as discussing their future plans or relating something that happened to them in the past.

#### **SLO #2**

Read and demonstrate comprehension of short articles in Italian.

#### **SLO #3**

Write related paragraphs about topics such as discussing their daily routine or describing a past event with the passato prossimo and/or the imperfetto.

### **B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below)**

1. Compose and respond to elementary questions and statements in Italian.
2. Identify proper Italian language usage in elementary questions and statements.
3. Identify proper Italian grammar usage in simple and complex sentences.
4. Analyze information presented in paragraphs and short newspaper articles written in Italian.
5. Compose, paraphrase, and/or restate lengthy paragraphs in Italian.
6. Compare and contrast Italian cultural situations, such as greetings, leave-takings, purchasing items, asking directions, telling time, and introducing people, with other cultures.
7. Use elementary Italian language to discuss and write about topics such as school activities, work activities, hobbies, and biographical information.
8. Pronounce elementary Italian language well enough to be understood by native speakers.
9. Use the proper patterns and structures to communicate in Italian at an elementary level.

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

<b>Lecture or Lab</b>	<b>Approximate Hours</b>	<b>Topic Number</b>	<b>Major Topic</b>
Lecture	15	I	Italian pronunciation <ul style="list-style-type: none"> <li>A. The sound of gl and i</li> <li>B. The sounds of z</li> <li>C. Double consonants</li> <li>D. Review of the consonant r</li> </ul>
Lecture	20	II	Vocabulary and grammar in conversational context <ul style="list-style-type: none"> <li>A. Greeting, introductions, and leavetaking vocabulary</li> <li>B. Time and date vocabulary</li> <li>C. Asking directions and shopping vocabulary</li> <li>D. School and work vocabulary</li> <li>E. Biographical information and descriptive vocabulary</li> <li>F. The house and the city</li> <li>G. Art and culture of Italy</li> </ul>
Lecture	15	III	Everyday sentences and statements in writing <ul style="list-style-type: none"> <li>A. Use of the simple past tense</li> <li>B. Use of the past imperfect tense</li> <li>C. Use of the simple future tense</li> <li>D. Use of the conditional</li> </ul>
Lecture	15	IV	Everyday questions and responding to questions in a conversational context <ul style="list-style-type: none"> <li>A. Use of the interrogative</li> <li>B. Use of the indicative</li> <li>C. use of reflexive verbs</li> </ul>
Lecture	15	V	Writing well-developed paragraphs about everyday topics <ul style="list-style-type: none"> <li>A. Written use of the comparative</li> <li>B. Written use of the superlative</li> <li>C. Written use of the negative</li> </ul>
Lecture	10	VI	Discussion and analysis of written paragraphs about cultural topics <ul style="list-style-type: none"> <li>A. Italian holy days and traditions</li> <li>B. Italian history <ul style="list-style-type: none"> <li>1. Italian unification (1860)</li> <li>2. Italy as a republic (1946)</li> </ul> </li> <li>C. Italian society <ul style="list-style-type: none"> <li>1. City and countryside</li> <li>2. Urban planning</li> <li>3. Architecture and the arts</li> </ul> </li> </ul>

			a. Traveling in Italy 1. Vacations 2. Business trips
Total Lecture Hours	90		
Total Laboratory Hours	0		
Total Hours	90		

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read the short text provided about the Italian student Stefano, and his daily routine when he was ten years old. Respond to the questions below about activities he used to do every day. Report back on these, and compare what daily activities you used to do in your real life when you were ten years old.

- 1.) A che ora si svegliava?
- 2.) Che cosa mangiava per colazione?
- 3.) Come si vestiva?
- 4.) Come andava a scuola?
- 5.) Che cosa faceva in classe?

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a one- to two-page essay written in Italian, compare your typical elementary school day to that of an Italian elementary school student. Which one do you prefer? Why?
2. Write a one- to two-page letter in Italian to a friend who is going to spend a year abroad in Italy. Give him/her some advice to guide him/her through daily school life and make sure you justify why you are giving such tips. Use your knowledge of Italian life to give useful hints.

##### D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams  
 Written homework  
 Class Performance  
 Multiple Choice  
 Completion  
 Matching Items  
 True/False

## **V. INSTRUCTIONAL METHODS**

Discussion  
Group Activities  
Lecture  
Multimedia presentations  
Role Play  
Other (please specify)  
    oral question/answer

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

## **VI. WORK OUTSIDE OF CLASS**

Study  
Answer questions  
Skill practice  
Problem solving activities  
Written work

**Estimated Independent Study Hours per Week: 10**

## **VII. TEXTS AND MATERIALS**

### **A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Aski, Janice, and Diane Musumeci. Avanti!, 4th ed. McGraw-Hill Education, 2017.  
Aski, Janice, and Diane Musumeci. Workbook/Laboratory Manual to accompany Avanti. 4th ed. McGraw-Hill Education, 2017.

### **B. ALTERNATIVE TEXTBOOKS**

### **C. REQUIRED SUPPLEMENTARY READINGS**

T. Anna Pellegrino. Amici D'Italia 2. Eli, 2013

### **D. OTHER REQUIRED MATERIALS**

Workbook for assigned textbooks

**VIII. CONDITIONS OF ENROLLMENT**

**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
Course Prerequisite Italian-1 or	Sequential
Non-Course Prerequisite	The prerequisite for this course is Italian 1. However, students may have gained language skills outside the college classroom that fulfill the prerequisite. Italian 2 is a course demanding Italian vocabulary, sentence structure, and conversation in context at a more advanced elementary level, and students who have not taken Italian 1, or do not have the equivalent skills gained outside the college classroom, are highly unlikely to succeed.

**B. Requisite Skills**

Requisite Skills
The student must be able to compose, paraphrase and/or restate brief passages written in Italian. ITAL 1 - Develop simple oral and written sentences in Italian. ITAL 1 - Comprehend and converse in simple Italian about everyday topics.
The student must be familiar with Italian cultural situations and be able to compare/contrast them with other cultures. ITAL 1 - Apply Italian social structure and manners to correspondence and spoken Italian. ITAL 1 - Identify, examine, and discuss connections between socially appropriate behavioral patterns and diverse perspectives within the Italian cultural context.
The student must be able to use the Italian language to discuss daily activities. ITAL 1 - Comprehend and converse in simple Italian about everyday topics.

**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
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**D. Recommended Skills**

Recommended Skills
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**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Jeannette Campiglia on 03/22/1974.

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 10/19/2020**

**Last Reviewed and/or Revised by Chris Glover**

**Date: 08/27/2020**

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