

# Syllabus

## 1. Course Description

a. **Title of a Course: “Introduction to Italian”**

b. **Pre-requisites:** In order to complete this course, the students will need to work through each unit and all of its assigned materials. Each student is required to have ready access throughout the module to computer and Internet. Students should be able to use:

- Windows operating system
- PowerPoint™,
- Microsoft Word,
- A Web browser and conduct research through library databases.

They also need to have an intermediate level of English.

c. **Course Type: elective**

d. **Abstract:** The course is for people who have little or no prior knowledge of Italian and who are interested in discovering Italian language and culture.

## 2. Learning Objectives:

- to become familiar with the language
- to learn expressions to communicate in specific situations, for example “how to ask for a cup of coffee or for the bill in a coffee shop”
- to learn the vocabulary that is useful to interact in the same situation
- to learn a few grammar structures used in the dialogue

3. **Learning Outcomes:** After completing this course successfully, students should be able to:

- introduce themselves and/ or oneself;
- say your age, job and nationality;
- say information about your family;
- ask for/give directions and to indicate something;
- contact someone in different situations;
- ask whether something else is needed;
- apologise and to answer;
- describe your habits and the place where you live;
- propose a social activity;
- discuss prices.

## 4. Course Plan:

**Section 1.** Introduction. Talking about yourself

**Section 2.** Talking about yourself and your family

**Section 3.** Physical appearance, directions and time

**Section 4.** Food, clothes, daily life

**Section 5.** Buying food, having lunch and talking about the weather

**Section 6.** My house, plans for the weekend, and studying Italian

## 5. Reading List

#### **a. Required:**

1. Петрова Л.А. (2001). Итальянский для начинающих, издательство: Высш. шк.
2. Майзель Б.Н. Большой русско-итальянский словарь: Ок. 200000 слов и словосочетаний, издательство: Русский язык.
3. Ковалев В.Ф. (2001). Итальянско-русский и русско-итальянский словарь, издательство: Изд-во ин-та общ. сред. образования РАО

#### **b. Optional:**

1. Proudfoot A. (2013). Modern Italian grammar: a practical guide. Routledge.
2. Lazzarino G. (2008). Prego!: an invitation to Italian. McGraw-Hill Higher Education.

### **6. Grading system**

**A (“excellent mark” (8-10 credits))** Exceeds course requirements. Exceptionally well-prepared and executed completion of assigned work, indicating significant effort, individualized creative style, and demonstrating a thorough grasp and mastery of the related material. For written assignments: writing is insightful and error-free; message is communicated clearly and directly.

**B (“good mark” (6-7 credits))** Meets, and at times, exceeds course requirements. Student demonstrates fundamental mastery of the material. Work is creative, well-prepared, and demonstrates considerable effort. Is distinctly superior to an average or “C” effort. For written assignments: writing is generally effective with respect to clarity, directness, and conciseness; some uneven or awkward passages are apparent, as are a few errors in grammar or punctuation.

**C (“satisfactory mark” (4-5 credits))** Meets course requirements. Satisfactory completion of assigned work at a level of effort and competency normally expected of the majority of students (i.e., basic completion, average performance, reasonable effort and preparedness). Student demonstrates minimum mastery of the material. This is average work that fails to stand out in any way. For written assignments: writing is reasonably clear, concise, and direct; uneven or awkward passages are apparent, as are multiple errors in grammar or punctuation.

**D-F (“unsatisfactory mark” (1-3 credits))** Basic course requirements are only partially met. Student does not demonstrate minimum mastery of the material. Receiving this grade indicates the unsatisfactory completion of assigned work, either through misperceived objectives or the failure to grasp key concepts. Work is below the minimum level of acceptance. For written assignments: Writing lacks style, content, and format associated with a college-educated individual.

### **7. Guidelines for Knowledge Assessment**

The expected from students level of knowledge and competence should be assessed according to the description given in the section “Grading System”. The credits should be counted during the whole module which should result in equidistributed estimate of students’ knowledge and competence.

### **8. Methods of Instruction**

Instructional strategies, or teaching methods, depend on a number of factors such as the developmental level of students, goals, intent and objectives of the teacher, content, and environment including time, physical setting and resources.

In the most general terms, there are four or five different models of instructional strategies or teaching methods.

- Didactic-Direct teaching; Verbal and typically in the form of a lecture or presentation.
- Modeling-Direct teaching; Visual and typically in the form of demonstration and practice.
- Managerial-Indirect or Interactive teaching; Facilitation, individualization and group management.
- Dialogic-Indirect Interactive teaching; Socratic Technique of dialogue, questions and thought provocations.

In the Direct Instruction models, the teacher imparts knowledge or demonstrates a skill. In the Indirect Instruction models, the teacher sets up strategies, but does not teach directly; the students make meaning for themselves. In the Interactive Instruction models, the students interact with each other and with the information and materials; the teacher is organizer and facilitator. Experiential Learning models mean that the students experience and feel; they are actively involved. In Independent Study models, the students interact with the content more or less exclusive of external control of the teacher. Some theorists prefer to reduce these to three general methods: Transmissive, transactive and transformative teaching. Transmissive teaching, or direct instruction, means that the teacher delivers status quo content via some method such as lecturing or demonstrating. Transactive teaching, or indirect instruction, means that the teacher and students arrive at status quo content to be learned through transactions and dialogue. Transformative teaching, or a combination of direct and indirect instruction, means that the teacher and students reject status quo content and focus on a transformation of themselves or their world. (adopted from «Instructional Methods and Learning Styles»:  
<http://people.uwplatt.edu/~steck/Petrina%20Text/Chapter%204.pdf>)

### **9. Special Equipment and Software Support (if required):**

Computer (notebook), Internet, Computer Software.