Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course (ITAL 202) is a second-semester intermediate class in Italian language and culture. Foreign language courses in the department follow the standards of foreign language learning outlined by the American Council on the Teaching of Foreign Languages (ACTFL). These standards encompass five key areas:

- **Communication**: Students communicate in languages other than English.
- **Cultures**: Students gain knowledge and understanding of other cultures.
- **Connections**: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- **Comparisons**: Students demonstrate understanding of the nature of language and the concept of culture through comparisons of the language studied and their own.
- **Communities**: Students participate in multilingual communities at home and around the world.

Materials in the course include a variety of written texts, audio samples, videos, and other works, all of which enhance students’ appreciation of aristic works, cultural and historical traditions, and social and political values and beliefs. Studying these materials in the original language not only helps students to gain a deep appreciation of foreign cultures, but also leads them to reflect on their own cultural experience and to be attentive to communication in their primary language.

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Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

**Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):**

The course enhances critical thinking by having students engage with material (texts and films) in the foreign language. Materials include: whole film/s, poems, songs, interviews, reports, fiction excerpts, and fiction and non-fiction video. Students must understand and interpret written and spoken language on a wide variety of topics, including: customs, gender, and generational relationships, history, dialectic of center and province, migration from and to Italy, art history and the urban environment, labor, and education. Class discussion and small group work offer opportunities for students to demonstrate their synthesis of information. In written assignments, students demonstrate mastery of the foreign language as they employ it to analyze video and class materials. Students’ cultural knowledge is reflected in their language use of Italian. Evaluation of critical thinking skills takes place orally in group/class discussion, through written work and through testing. Students demonstrate creative and innovative use of language through the production of skits on key topics from the film/s.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The format of the course is geared to producing effective communicators in Italian. These skills include writing and speaking, as well as listening and reading. Students not only read written texts (from the accompanying booklet/s that accompany the film/s in question), listen to audio samples, and watch videos (of the film/s in question), they also must produce written material (which they regularly revise after instructor's indications) and oral and visual materials (midterm and final presentations of skits, in small groups) which are assessed to gauge students' development in these areas.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course enhances students' intercultural competence through their mastery of Italian. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Through the screening of (varying) films and the use of the accompanying textual material students gain an understanding of the relationship between the practices and the perspectives of the culture studied. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (oral skits integrated in film/s’ topics) are used to assess students' development in these areas.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course materials provide opportunity for reflection on personal responsibility through topics such as: contemporary Italian history, cultural traditions, and family habits, the relationships of men and women, relationship between the South and the North, Mediterranean and Continental identities, work-life balance, and other contemporary social issues. Students demonstrate their thoughtfulness on these topics through group discussion, writing assignments, and the production of a series of skits.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.