

Date: August 31, 2007

To: Vice Provost Randy Smith

From: Subcommittee C (Calhoun, Dobos, Farr, Valco)

Subject: Proposal to revise the Italian Undergraduate Curriculum

Recommendation

Subcommittee C unanimously recommends the approval of the proposal

Purpose and Rationale for the Proposal

Revisions to both the major and minor in Italian are proposed. The proposed revisions were developed to apply changes in the pedagogy of foreign language instruction and understanding of second language acquisition that have been developed over the eighteen years since the current curriculum was put in place. An objective is to integrate learning of grammatical structure and the four language skills (reading, writing, listening, speaking) with the study of academic topics in an environment known as Content-Based Second Language Instruction.

Background Information

The proposal was reviewed by subcommittee C. Subcommittee found the rationale to be compelling. Subcommittee was also mostly pleased with the proposed changes, but had some questions, and comments on the proposal, which were forwarded to the authors. The issues raised included: the minor form that was attached to the proposal, a missing concurrence form (now received), student involvement in developing the new curriculum, enrollment in the major, re-use of course numbers, how 697 (study abroad) and 699 (UG research) fit in the curriculum, and the prohibition against taking 200 level courses after any 400 level course in the major.

The authors replied with an item-by-item response to each issue raised in the review, along with a revised proposal. The response to the question about the enrollment in the major stated that information had been requested from the College but not yet received at the time of resubmission. It has since been received and is attached to this memo.

Subcommittee C of CAA is satisfied with the responses and revised proposal and moves approval.

		Summer Quarter									
Major Abbrv	Major Sqnce #	1999-2000(SU-SP)	2000-2001(SU-SP)	2001-2002(SU-SP)	2002-2003(SU-SP)	2003-2004(SU-SP)	2004-2005(SU-SP)	2005-2006(SU-SP)	2006-2007(SU-SP)		
ITALIAN	Primary	4	7	5	4	5	5	8	5		
	2	3	5	3	2	3	4	5	3		
	3				1						
ITALIAN Total		7	12	8	7	8	9	13	8		

		Autumn Quarter									
Major Abbrv	Major Sqnce #	1999-2000(SU-SP)	2000-2001(SU-SP)	2001-2002(SU-SP)	2002-2003(SU-SP)	2003-2004(SU-SP)	2004-2005(SU-SP)	2005-2006(SU-SP)	2006-2007(SU-SP)		
ITALIAN	Primary	12	11	10	14	15	7	17	19		
	2	7	9	4	8	8	10	8	4		
	3	1	1	2							
ITALIAN Total		20	21	16	22	23	17	25	23		

		Winter Quarter									
Major Abbrv	Major Sqnce #	1999-2000(SU-SP)	2000-2001(SU-SP)	2001-2002(SU-SP)	2002-2003(SU-SP)	2003-2004(SU-SP)	2004-2005(SU-SP)	2005-2006(SU-SP)	2006-2007(SU-SP)		
ITALIAN	Primary	13	12	9	14	16	9	17	21		
	2	8	5	4	10	10	12	8	8		
	3	1	1	1							
ITALIAN Total		22	18	14	24	26	21	25	29		

		Spring Quarter									
Major Abbrv	Major Sqnce #	1999-2000(SU-SP)	2000-2001(SU-SP)	2001-2002(SU-SP)	2002-2003(SU-SP)	2003-2004(SU-SP)	2004-2005(SU-SP)	2005-2006(SU-SP)	2006-2007(SU-SP)		
ITALIAN	Primary	14	11	11	16	17	13	19	19		
	2	6	5	6	9	10	12	6	15		
	3	1	1	2							
ITALIAN Total		21	17	19	25	27	25	25	34		

From: George J Valco [valco.1@osu.edu]
Sent: Tuesday, August 28, 2007 12:25 PM
To: Dobos, Lora (.1); Farr, Marcia; Calhoun, Robert
Cc: Dutta, Lakshmi; Smith, Randy; winer@mps.ohio-state.edu
Subject: revised Italian UG program proposal received

Attachments: Response to CAA memo - Italian UG Curriculum revision.doc;
Questions Italian UG Curriculum Revision.doc; ATT13336132.txt

Subcommittee C, Lakshmi, Randy and Brian,

I have received a response from Prof. Janice Aski to the questions and comments from subcommittee C on the proposal to revise the Italian UG curriculum. The attached file (Response to CAA memo - Italian UG Curriculum revision.doc) includes a summary of the response to the questions and comments as well as a revised proposal. I have also attached the file (Questions Italian UG Curriculum Revision.doc) with the actual questions and comments, since Prof. Aski did not repeat the questions in her response.

gJV

Questions/Comments from Subcommittee C of CAA
RE: Proposal for the new Italian Undergraduate Curriculum

- The copy of the proposal we received came with an attached College of the Arts and Science form summarizing the Italian Minor. If such a form also exists for the Italian Major we would like to see it attached to the proposal as well. For both the major and minor it would also be helpful to see the current forms and the forms as they would be modified if the proposal is approved.
- The letter from Subcommittee B of the Colleges of the Arts and Sciences committee on Curriculum and Instruction states that they sought and received concurrence from the Department of Theatre on two courses. We see the concurrence form for 450 with the attached syllabus, but did not see the concurrence form for the second course (would that be for 613?).
- In section I of the proposal you described obtaining student input via focus groups at two stages of the process for developing the proposed revisions. We commend you for this, but were wondering which populations the students were drawn from? Italian majors? Italian Minors? Other students taking Italian courses?
- The proposal (Section II.A.) quotes numbers for enrollment in courses highlighting the increased enrollments. Would you please provide numbers for students enrolled in the major and minor for a similar time period?
- In section II.A. of the proposal please clarify the use of the term “intermediate level.” The term “intermediate” appears in the titles of both 100 and 400 level courses so it is not clear what level of courses is being discussed here. Statements made in Section II.D. point to probable explanations, but it would help the proposal for this term to be unambiguously explained in Section II.A.
- Will there be any problem with re-use of course numbers? For example, the new 420 appears to be a very different course than the old 420, and is not repeatable. Will it pose any problems that students who have already taken the old 420 will not be able to obtain the content of the new 420, or with students who have already taken the old 420 more than once?
- 697 is not included in the table at the end of section II.C. of the proposal. Should it be included in this table?
- In paragraph II.D.5 please include the course number in a parenthetical note.
- Will the prohibition against students taking 200 level courses after their first 400 level course cause hardship for students who need 206 (business Italian), since 206 is only offered once every two years?
- The parenthetical note in paragraph II.D.7. refers the reader to Section V. of the proposal. But the version of the proposal we received ends with Section IV.
- The table in Section III.6. of the proposal shows 251 in winter of the third year, after 400 level courses have been taken. This is not consistent with the proposed

prohibition against taking 200-level courses after a student has moved on to 400-level courses as stated on page 6 of the proposal.

- Section IV. of the proposal is a bit confusing. Please clarify which parts of the paragraph refer to advise under the old curriculum and which parts refer to advice under the proposed curriculum.
- A new course proposal for 699, undergraduate research, was included with the packet of course changes, new requests, and withdrawals. However, the proposal is silent on how 699 fits into the major or minor. Can 699 be counted in the major? The minor? If yes, how many hours of 699 may be counted in the major? The minor?

Memo

Date: August 24, 2007

To: Prof. George J. Valco

From: Janice Aski

Subject: Proposal to Revise the Italian Undergraduate Curriculum

I have attached 1) a revised version of the proposal with the requested changes highlighted and 2) a memo in which I respond to the Subcommittees concerns and describe the changes I have made to the proposal. Many thanks for your attention to our proposal.

Questions/Comments from Subcommittee C of CAA
RE: Proposal for the new Italian Undergraduate Curriculum

- Prof. Valco made the following follow-up e-mail request: “For the minor it would be good to have both the current and proposed revised sheets. I printed off the current sheet from the web site I sent you earlier. In your earlier Email you indicated that the proposed revised sheet you saw included in the proposal package I sent you had some errors, so please have that corrected and include it as an attachment in the response you send to us.”

I have reread the current minor form and, in fact, it is correct. I have attached the revised form at the end of this memo. Only the highlighted area has been revised.

The following is a description of the Italian major for your convenience:

1. The major consists of a minimum of 50 hours of course work beyond 104.
2. Majors must take at least two 600-level (or above) courses.
3. Students may count 221 and 251 (courses in English) toward the major if they are not also counted as a GEC. (Courses in English outside the department no longer count toward the major.)
4. Majors must take 202.
5. Once students have moved beyond the 200-level, they are not permitted to move backwards in the sequence, i.e. 206 must be taken before moving to the 400-level. This only applies to courses taught in Italian. Courses taught in English can be taken at any time during the major course of study.
6. All majors will have an on-line portfolio into which they will deposit one composition from their Italian 202 course, two compositions from any two 400-level courses, and two compositions from any 600-level courses.
7. Up to 15 credits of Italian 697 (Study at a foreign institution) may be counted toward the major. However, all majors must take at least two 600-level courses on campus.
8. Up to 15 credits of Italian 699 may be counted toward the major.
 - I spoke with Prof. Valco and informed him that the College asked for the concurrence form. I was aware that we needed on concurrence for Italian 450. I am not aware of any other forms. Prof. Valco said that he would follow up to find out what concurrences were obtained.

- The students involved in the focus groups were majors and minors. They were volunteers. The students heard a description of the new program and the course offerings. They provided great feedback that helped shape the proposal.
- A record of the numbers of Majors in our program is kept in the College. We have contacted Eric Skrobot, who has agreed to provide the numbers from 1999 to the present as soon as she can. Since I do not know when she will be able to provide the numbers and when the subcommittee will meet next, I decided to send this memo now and forward the information from Ms. Skrobot as soon as I receive it.
- In our program, ‘intermediate’ refers to Italian 103, 104, 202 and all 400-level courses. In Section II A, I have clarified that we are referring to courses beyond 104.
- No. Students who have taken 420 before will have no problem taking the new 420. They will still be allowed to count it as a 420 course to satisfy the old major requirements.
- I have included Italian 697. No changes have been made to the course.
- Italian 450 has been inserted in parentheses.
- Italian 206 is not a required course, so students will never ‘need’ to take this course. In the quarters in which 206 is offered, the students who will be eligible to take the course are those who have completed 104 or 202. If they take 206 before 202, they will still need to take 202 before moving into the 400-level. This will not alter the time to degree for majors or minors.
- Section V has been changed to Section IV.
- The rule regarding moving backward in the curriculum only applies to courses taught in Italian. Courses taught in English can be taken at any time during the major course of study. This has been revised in the proposal.
- I have inserted a phrase that should clarify any confusion: Although we expect to continue to advise GTAs to take courses beyond 615 once the new undergraduate curriculum takes effect, it is possible that, given the change in content in the 600-level courses and changing faculty/student interests, graduate students may occasionally be expected to take one or more of these courses in preparation for their Masters exam.
- I have added the following statement to Section III of the proposal: 9. Up to 15 credits of Italian 699 may be counted toward the major.



Curriculum Office
105 Brown Hall
190 West 17th Avenue
Columbus, OH 43210

Phone (614) 292-7226
Fax (614) 688-5678

January 17, 2007

JAN 17 2007

OFFICE OF ACADEMIC AFFAIRS

Council on Academic Affairs
W. Randy Smith, Vice Provost
Office of Academic Affairs
203 Bricker Hall, 190 N. Oval Mall

Dear members of the Council on Academic Affairs:

In October of 2006, the Humanities Curriculum Committee reviewed a proposal to revise the Italian Major curriculum. The revisions stem from a lengthy study of the Italian Major. Faculty worked to incorporate new pedagogy and collaborated with students to revise the major.

The proposal was presented to Subcommittee B of the Arts and Sciences Committee on Curriculum and Instruction, and was approved. The proposal was then presented at the January 12, 2007 ASC CCI meeting; the CCI recommended that the proposal move forward with its support. We respectfully recommend that the Council on Academic Affairs approve this proposal.

For more information on this proposal, you can view the record on our website:

<http://artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=530>

The contact person for this proposal is Janice Aski, Associate Professor and Director of the Italian Language Program. She can be reached at aski.1@osu.edu.

Please let me know if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Jessica Mercerhill".

Jessica Mercerhill
Director

CC: Janice Aski

Attachments:

Correspondence from Subcommittee B
Proposal for Revisions to the Italian Major
Course Proposals



December 7, 2006

Ed Adelson, Associate Executive Dean
Colleges of the Arts and Sciences
University Hall
N. Oval Mall

Dear Ed:

The Subcommittee B of the Colleges of the Arts and Sciences Committee on Curriculum and Instruction has reviewed the changes for the Italian Undergraduate Curriculum and unanimously approved them on November 20, 2006. The changes in curriculum reflect the evolving pedagogy of the discipline that recognizes "grammatical structures as well as the four languages skills (reading, writing, listening, speaking) are acquired if they are embedded in meaningful contexts that foster interaction and communication, the negotiation of meaning, and cognitive engagement." The Summary on pages 4 and 5 of the document address the innovations and salient aspects of the new curriculum that support this holistic thinking.

During our discussions, we had three questions of which the department has thoroughly answered. Italian explained that courses which have not been offered in the past two years (e.g. 202) will be offered on a consistent basis because of a new tenure-track faculty hire in 2007-2008. They also educated us on what is termed a "native speaker" (individuals born, raised, and educated in Italy) and why they are not able to participate in the program. We suggested that "permission of instructor" be added to their courses, and they concurred. As well, we sought and received concurrence from the Department of Theatre on two courses that dealt with Italian theatre and cinema.

In summary, Subcommittee B strongly recommends that the program proposal go forward. Please do not hesitate to contact me if you have further questions.

Thank you,

Valarie Mockabee
Chair, Subcommittee B

cc: Jessica Mercerhill, ASC Curriculum Director
Janice M. Aski, Associate Professor, Department of French and Italian

Italian Minor (Italian, 245)

Department of French and Italian, 248 Cunz Hall, 1841
Millikin Road, Columbus, OH 43210-1229; 614-292-4938;
<http://frit.ohio-state.edu/>

The minor in Italian consists of 20 credit hours of prerequisite course work, Italian 202, and an additional 15 hours chosen from the courses listed below. With the exception of 101-102-103-104, courses used on the minor may not be used on the GEC.

Once students have moved beyond the 200-level, they are not permitted to move backwards in the sequence, i.e. 206 must be taken before moving to the 400-level.

Up to 15 credits of Italian 697 (Study at a foreign institution) may be counted toward the major or minor. However, all minors must take at least one 400-level course on campus

If you complete the minor following these guidelines, you need only file your Minor Program Form with your college or school counselor. Any variation from the program described here needs the approval of the appropriate adviser in the Department of French and Italian.

Prerequisite courses (20 credit hours)
Italian 101-102-103-104

Required course
Italian 202

Course options:
Italian 206, 401, 402, 420, 421, 423, 450, 613, 614, 615

Arts and Sciences minor program guidelines

The following guidelines govern minors.

Required for graduation No

Credit hours required A minimum of 20 (some minors require more)

Transfer credit hours allowed A maximum of 10

Overlap with the GEC Permitted, unless specifically disallowed by an individual minor program.

Overlap with the major Not allowed and

- The minor must be in a different subject than the major.
- The same courses cannot count on the minor and on the major.

Overlap between minors Each minor completed must contain 20 unique hours.

Grades required

- Minimum C- for a course to be listed on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.

Approval required The minor program description sheet indicates if the minor course work must be approved by:

- The academic unit offering the minor, or
- A college/school counselor.

Filing the minor program form The minor program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

Changing the minor Once the minor program is filed in the college office, any changes must be approved by:

- The academic unit offering the minor, or
- A college/school counselor (depending on the minor).

Departmental contact: Janice M. Aski (aski.1@osu.edu)

Date submitted: June 26, 2006

Revised: August 24, 2007

Proposal for the new Italian Undergraduate Curriculum

I. Introduction

The Italian program in the Department of French and Italian is submitting this proposal along with 12 new course and course change requests and two course withdrawal requests in order to revise the undergraduate curriculum. The goal of our faculty is to offer stimulating courses that attract undergraduates and fulfill their expectations to acquire Italian and learn about Italian culture, society, history, literature, film, etc. However, over the years we have found that our current courses and requirements fall short of serving these needs. After 2 years of research, meetings, and consultations, we feel that we have put together a package of courses and major/minor requirements that will provide students with proficiency in Italian and a solid background in Italian studies.

The research for our new curriculum followed the following course:

1. **Research of other institutions.** We began by investigating the Italian programs at the following institutions: University of Wisconsin-Madison, Stanford, University of Michigan, University of Minnesota, University of Indiana, Florida State University, University of Arizona, Yale, Middlebury, University of Virginia, Montclair State University, University of California Los Angeles, University of Texas at Austin, Brigham Young, University of Illinois Champaign Urbana.
2. **Faculty/Student input.** After putting together a draft of the courses desired in the new curriculum, the revised program was presented to the chair and the faculty. This was followed by consultation with undergraduate students in a focus group. The comments and suggestions of both groups were incorporated into the planned program.
3. **Revised drafts.** It took approximately three quarters to write drafts of the syllabi for the proposed courses. As we did so, the participating faculty met regularly to discuss issues and to continue revising the program.
4. **Student input.** At the end of the revision process, undergraduates were consulted once again in a focus group. Their response to the program was overwhelmingly positive.
5. **Professional consultation.** Professor Diane Musumeci (University of Illinois Champaign-Urbana) was invited to campus in Spring, 2006 to give a presentation on Content-Based Language Teaching, the approach underlying the new

curriculum (See Section II C below), and to examine the new program. Her comments and suggestions were incorporated into the courses and requirements.

This proposal for the new Italian undergraduate curriculum begins with a rationale for the change and a comparison of the old and new systems. This is followed by a comparison of the old and new major/minor requirements and the rationale for this change as well. Finally, the impact that the changes to the 600-level courses may have on the graduate curriculum is discussed.

II. Rationale for the new curriculum

A. Enrollments

We have seen steady increases in Italian enrollments at the intermediate level. Since 1995, enrollments at the intermediate level have increased by about 10 - 20 students per year, but from 2004/2005 to 2005/2006, there was a much larger increase: from 121 students to 164 students (43 students). Our courses in English have gone from enrolling 50 students in 2004/2005 to enrolling 311 in 2005/2006. The interest in these courses reflects the national trend of increasing enthusiasm for the study of Italian culture among undergraduates. As we are able to fill more classes on the intermediate level beyond Italian 104, we have found that our course offerings on that level are inadequate. Students are often forced to take upper-level (600-level) courses before they are linguistically or cognitively ready, or to keep taking our repeatable course (Italian 420). We'd like to build upon this burgeoning interest in Italian Studies by offering more choices to students at this crucial intermediate level. By doing so, we hope that students will be more likely to minor or major in Italian. Furthermore, by diversifying our offerings, we hope that students will see how an Italian major or minor fits into their overall program of study.

B. The effects of study abroad

We also have a thriving, growing study abroad program. Many of our minors and majors choose to go abroad and come back in search of new challenges from the Italian department on campus. Roughly 50 students study at our study abroad program in Lecce each summer, and we are currently working on putting together another program that will accommodate students who wish to study abroad during the academic year. As more and more students benefit from the study abroad experience, we find ourselves with more sophisticated students in the classroom. A varied, expanded and diversified program on the intermediate and advanced levels would be desirable in order to maintain the interest of these students.

C. Methodology

The current curriculum has been in place since 1989 and, thus, follows the tradition that was typical of Italian curricula approximately 20 years ago. A key feature of

this type of curriculum is that grammar is taught separately from content (such as culture, history, literature, phonetics/phonology, syntax, etc.). Most programs around the country still function in this way, however, the separation of language skills from content learning creates a rather jarring effect. Students take a grammar and composition class, then take a literature class that does not necessarily allow them to practice the grammar that they have acquired, then perhaps they take a conversation class and so on. In short, the assumption always has been that in a literature class, the students already have learned everything that they needed to know in order to do the work, and that the literature class is only “about literature.” In the same way, grammar classes are only “about grammar.”

This curriculum is in need of revision in order to reflect the changes that have occurred in foreign language (FL) pedagogy in the last 20 years. Research in FL pedagogy and second language acquisition (SLA) have found that learners do not learn or acquire language by studying grammatical structures in isolation, but rather grammatical structures as well as the four language skills (reading, writing, listening, speaking) are acquired if they are embedded in meaningful contexts that foster interaction and communication, the negotiation of meaning, and cognitive engagement. The approach that has been developed in the last 15 years that creates this acquisition environment is Content-Based Second Language Instruction (CBI), in which the goal is to integrate the study of academic topics, the study of the structures of the language, and the development of the four language skills. (See <http://www.carla.umn.edu/cobaltt/cbi.html> for a more elaborate definition and a summary of the supporting research from SLA.) In our new curriculum, language does not exist in a cultural void, and cultural products, such as literature or film, are not taught without attention to language issues. We have devised a program that creates continuity among all of our courses. (For short descriptions of the new courses, see Appendix 1.) The following table compares the course offerings in our current curriculum and the offerings in the proposed curriculum.

<u>Current Undergraduate Curriculum</u> (not including Individual Studies)	<u>Proposed Undergraduate Curriculum</u> (not including Individual Studies)
101: Elementary Italian I 102: Elementary Italian II 103: Intermediate Italian I 104: Intermediate Italian II	101: Elementary Italian I 102: Elementary Italian II 103: Intermediate Italian I 104: Intermediate Italian II
202: Italian conversation and composition 206: Business Italian	<i>Italian 202: Contemporary Italian society</i> Italian 206: Business Italian
401: Review grammar and composition 402: Intermediate Italian conversation and composition 420: Thematic approaches to modern Italian literature and culture (repeatable to 15 cr.)	<i>Italian 401: Modern Italian media (repeatable up to 10 cr.)</i> <i>Italian 402: The sounds of Italian</i> <i>Italian 420: Italian culture through the ages</i> <i>Italian 421: Reading Italy: Italian</i>

<p>601: Modern Italian syntax 602: Italian translating 603: Advanced Italian conversation and composition 604: Italian phonology</p> <p>621: Dante 622: Petrarch and Boccaccio 625: Italian literature of the Renaissance 626: Italian literature of the 17th and 18th centuries 627: Modern Italian fiction 628: Modern Italian poetry 697: Study at a foreign institution (1-15 credits)</p> <p>Courses taught in English: 151: Italian literature in cultural context from the Middle Ages to the Renaissance (GEC) 152: Italian literature in cultural context from the Renaissance to the present (GEC) 221: Masterpieces of the Italian cinema (GEC) 251: Dante in translation (GEC)</p>	<p><i>literature and culture (repeatable up to 10 cr.)</i> <i>Italian 423: The Italian language yesterday and today</i> <i>Italian 450: Italian theater workshop</i></p> <p><i>Italian 601: Structures of the Italian language</i> Italian 602: Italian translating</p> <p><i>Italian 613: Italian cinema</i> <i>Italian 614: Survey of Italian literature</i> <i>Italian 615: Italian identities</i></p> <p>621: Dante 622: Petrarch and Boccaccio 625: Italian literature of the Renaissance 626: Italian literature of the 17th and 18th centuries 627: Modern Italian fiction 628: Modern Italian poetry 697: Study at a foreign institution (1-15 credits)</p> <p><i>Italian 699: UG Research (1-5 credits)</i></p> <p>Courses taught in English: 151: Italian literature in cultural context from the Middle Ages to the Renaissance (GEC) 152: Italian literature in cultural context from the Renaissance to the present (GEC) 221: Masterpieces of the Italian cinema (GEC) 251: Dante in translation (GEC)</p> <p>Note: The courses in Italics have been updated. The rest remain unchanged.</p>
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D. Summary

The innovations and salient aspects of the new curriculum are:

1. All courses are organized around academic subject matter. The study of grammar and the development of the four language skills are incorporated into the courses.

This does not mean that the explicit study of language is secondary, but rather that it is examined as it emerges through discussions, readings, etc.

2. Italian 202 has always been the ‘bridge course’ between the elementary language sequence and the intermediate level. However, the updated version is a culture course that focuses primarily on developing reading skills in order to prepare students for more advanced readings at the intermediate level.
3. We have added three additional 400-level courses and two additional 600-level courses to accommodate the growing enrollments in Italian (see Section II A above) and ensure diverse course offerings.
4. Students have access to courses on a variety of topics: linguistics, cinema, literature, media, culture and history. Majors and minors will leave our program with a structured background in all aspects of Italian studies.
5. The theater course (Italian 450) is offered in relatively few programs around the country, in part because it requires additional time and effort by the instructor to prepare the students for their public presentation. We decided to include this course because we believe it is an effective way to learn the language and a positive contribution to the undergraduate community in Italian and the university as a whole.
6. The elementary-level course offerings (101-104) have not been changed. However, a new textbook is being adopted in Fall, 2006 and the approach and methodology used in the program have been updated and modified to facilitate the transition between the 100-level courses and the rest of the curriculum.
7. Italian 601-615 (except 602) have been modified or added because they are taken primarily by undergraduates. Graduate students may take them as an overload or in exceptional cases, but they are not a regular part of the Masters program. All courses beyond 615 are primarily taken by graduate students in the Masters program. Only a limited number of extremely advanced undergraduates take these courses with permission of the instructor. These courses remain unchanged. (See Section IV below.)

III. New major/minor requirements

Modifying the course offerings in the Italian program has meant that we have also had to modify the requirements for the major and minor. The following is a comparison of the current and the new sets of requirements.

<u>Current major/minor requirements</u>	<u>New major/minor requirements</u>
1. Majors must take a minimum of 50	1. The major consists of a minimum of 50

<p>hours of course work beyond 104.</p> <p>2. With permission of an adviser, students may substitute up to 15 hours of course work in English from outside the department. The cinema course taught in English (Italian 221) may count toward the major if it does not count as a GEC.</p> <p>3. Minors must take 20 hours of course work beyond 104. Courses in English do not count toward the minor. Minors must take at least one language course and one literature course.</p> <p>4. Up to 15 credits of Italian 697 (Study at a foreign institution) may be counted toward the major or minor. However, all minors must take either 420 or any course above 604 on the OSU campus.</p>	<p>hours of course work beyond 104.</p> <p>2. Majors must take at least two 600-level (or above) courses.</p> <p>3. Students may count 221 and 251 (courses in English) toward the major if they are not also counted as a GEC. (Courses in English outside the department no longer count toward the major.)</p> <p>4. Majors and minors must take 202.</p> <p>5. Once students have moved beyond the 200-level, they are not permitted to move backwards in the sequence, i.e. 206 must be taken before moving to the 400-level. This only applies to courses taught in Italian. Courses taught in English can be taken at any time during the major course of study.</p> <p>6. All majors will have an on-line portfolio into which they will deposit one composition from their Italian 202 course, two compositions from any two 400-level courses, and two compositions from any 600-level courses.</p> <p>7. The minor consists of 20 hours of course work beyond 104. Courses in English do not count toward the minor.</p> <p>8. Up to 15 credits of Italian 697 (Study at a foreign institution) may be counted toward the major or minor. However, all minors must take at least one 400-level course on campus and all majors must take at least two 600-level courses on campus.</p> <p>9. Up to 15 credits of Italian 699 may be counted toward the major.</p>
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The innovations and salient aspects of the new major/minor requirements are:

1. Students may not take courses in a random order. Presently, a student can theoretically skip from the 100-level to the 400-level, having neglected the 200-level entirely. Increased enrollments in Italian has meant that we can build in prerequisites that require students to go through each level of the curriculum. In the new program, Italian 202 is the prerequisite for all 400-level courses. If students choose to take 206, they must do so before entering the 400-level, and students must have at least one (sometimes two) 400-level courses before moving into the 600-level. Moreover, now that majors must take two courses on the 600-level, we are ensuring that by the time of degree they will have acquired the skills necessary to speak, read, write and understand Italian and be well-versed in varied aspects of Italian culture.
2. On-line portfolios ensure that assessment is worked into the new curriculum so that students can see their progress as they move throughout the sequence. In addition, faculty can assess student performance over time by examining a random sample of the portfolios of graduating seniors every year.
3. The number of credit hours taught in English that count toward the major has been reduced from 15 to 10. Since the courses taught in English in the Italian program are now offered more regularly, students may no longer count courses in English outside of the department toward the major.
4. The degree audit will be automated and will include advising requirements in order to make sure that students meet with their advisors to decide the courses best suited to their abilities and preferences.
5. The following is a sample of the rhythm of offerings over four years (R = repeatable course, E = course in English):

Year 1

Autumn	Winter	Spring
202	202	202
206	421 (R)	450
420	401 (R)	613
	251 (E)	221 (E)

Year 2

Autumn	Winter	Spring
202	202	202
423	401 (R)	402
602	421 (R)	614
	251 (E)	221 (E)

Year 3

Autumn	Winter	Spring
202	202	202
206	401 (R)	450
420	421 (R)	615
	251 (E)	221 (E)

Year 4

Autumn	Winter	Spring
202	202	202
423	401 (R)	402
602	421 (R)	601
	251 (E)	221 (E)

6. Time to degree is ensured with the expanded number of offerings. The following is a sample of the courses that could be taken by an Italian major who wishes to graduate in four years (without taking summer courses):

Quarter / Year	Year 1	Year 2	Year 3	Year 4
Autumn	101	104	423	420
Winter	102	202	401 / 251	421
Spring	103	450 / 221	613	615

IV. Impact on the graduate curriculum

In our current curriculum, 601-604 are taken almost exclusively by undergraduates and all courses beyond 604 are taken primarily by graduate students. (See Section II. D 7 above.) Since our graduate student population is very small and the course offerings relatively limited, graduate students are advised to take only the courses beyond 604, and they do so because these are the courses relevant to the Masters exam. Although we expect to continue to advise graduate students to take courses beyond 615 once the new undergraduate curriculum takes effect, it is possible that, given the change in content in the 600-level courses and changing faculty/student interests, graduate students may occasionally be expected to take one or more of these courses in preparation for their Masters exam. For this reason, we have provided different sets of requirements on each of the course syllabi: one set for undergraduates and another set for graduate students. Please note that we recognize that 601-615 are perfect candidates for 'Honors Embedded' courses, and we will consider the change in the future.

Appendix 1
Course descriptions

Italian 202 Contemporary Italian Society (prerequisite: 104)

Students will learn about a variety of aspects of Italian contemporary society and culture, while at the same time focusing on the four language skills: listening, reading, writing, and speaking. Grammar will be reviewed and tested throughout the course. Particular attention will be given to developing effective reading skills in preparation for the 400-level.

Italian 401 Modern Italian Media (prerequisite: 202) (repeatable up to 10 credits)

This is a repeatable course that provides extensive exposure to Italian media, through which you will learn about topics such as Italian politics, current events, and social issues. The instructor may focus on an Italian soap opera, the evening news, internet resources or newspapers and magazines, and students will be expected to make use of international broadcasting in Crane Café or to otherwise engage in watching or reading current media outside of class.

Italian 402 The sounds of Italian (prerequisite: 202)

This course will focus particularly on speaking and writing skills while you learn about the basics of phonetics and phonology and the writing system. During the first half of the course you will examine the relationship between the written and spoken language through engaging activities. You will also learn the International Phonetic Alphabet (IPA), which will help you focus on pronunciation and the correct articulation of sounds. Once you have mastered the word-level, the second half of the course will focus on the phrase and discourse level. Recitation of texts is an important activity for improving pronunciation. You will begin by memorizing short statements, and then memorize increasing longer texts, such as proverbs, jokes, and a short skit based on a movie that will be viewed and discussed in class.

Italian 420 Italian Culture through the Ages (prerequisite: 202)

This course provides an overview of the major historical periods (Medieval, Baroque, etc.) through readings, films, art, architecture, and discussions of significant events in each period. Students will learn about a variety of historical figures and their contribution to Italian culture. Grammatical structures will be discussed and practiced as they are encountered in readings and discussion. Oral skills are refined through class discussion and oral presentations. Students will develop writing skills by writing several essays throughout the course and particular attention will be given to the continued development of effective reading skills.

**Italian 421 Reading Italy: Italian Literature and Culture (prerequisite: 202)
(repeatable up to 10 credits)**

This course introduces students to some of the most important works of Italian literature and investigates how literature can teach us about the culture and history of different

periods. This course is not an overview of Italian literature. Rather, students will develop the necessary skills to read, write about, and discuss a selection of literary texts. Topics may include: Boccaccio's description of the plague and humorous short stories about corrupt priests (simplified versions), Machiavelli and the art of politics, Leonardo da Vinci's notes on art, Calvino and the modern city.

Italian 423 The Italian Language Yesterday and Today (prerequisite: 202)

In this course students will explore the development of the Italian language from its Latin origins to the linguistic diversity of Italy today. Students will be introduced to the earliest documented use of Italian, the debate over which dialect should be the national literary standard (*la Questione della Lingua*), and the contemporary linguistic situation of Italy. Oral skills are refined through class discussion and oral presentations. Grammatical structures will be discussed and practiced as they are encountered in readings and discussion. Students will develop writing skills by writing several essays throughout the course and particular attention will be given to the continued development of effective reading skills.

Italian 450 Italian Theater (prerequisite: any 400-level course or permission of the instructor)

This course will begin by introducing the traditions of Italian theater. Students will then begin the intensive study of a single play that will be presented at the end of the quarter. Students hone speaking skills by acting in the play and directing scenes. By adapting scripts and/or keeping a journal, students will practice creative writing skills. Some plays that could be chosen for the final project are Dario Fo's "Non tutti i ladri vengono per nuocere" or Goldoni's "La serva padrona."

Italian 601 Structures of the Italian Language (prerequisite: two 400-level courses)

This is an advanced grammar course, in which basic concepts of linguistics are introduced. The first half of this course will focus on the parts of speech, the causative (*fare* + infinitive), and *lasciare* + infinitive. The second half of the course will focus on the syntax of Italian, or how the parts of speech are combined to form simple and complex sentences. Students will make syntactic trees of simple sentences and will also explore the syntactic and grammatical structures of hypothetical statements and direct and indirect discourse. Finally, the dialogues in short Italian films will be examined in order to highlight the use of the structures studied as well as some differences between contemporary spoken Italian and the language presented in grammar texts.

Italian 613 Italian Cinema (prerequisite: 420, 421, or 423)

A course on Italian cinema from Neorealism to the present. Discussion will focus on contextualizing films in their social and historical contexts and students will be introduced to topics in film theory and criticism. Taught in Italian.

Italian 614 Survey of Italian Literature (prerequisite: 420, 421, or 423)

This course provides an overview of some of the great works of Italian literature from its origins to today. Students will read excerpts from short stories, poems and novels from the Medieval, Renaissance and Modern periods. Focus on strategies of reading, writing

about and discussing literature. Special attention will be given to understanding works in their appropriate cultural and historical contexts.

Italian 615 Italian Identities (prerequisite: 420, 421, or 423)

This course explores the experiences and perspectives of Italians through reading, film, and discussion. Courses may focus on Italian Americans, immigration in Italy, or even Italian perspectives on a particular topic of interest. Grammatical structures will be discussed and practiced as they are encountered in readings and discussion. Students will develop writing skills by writing several essays throughout the course and oral skills are refined through class discussion and oral presentations.

Revised minor form

**The Ohio State University
Colleges of the Arts and Sciences
Italian Minor (Italian, 245)**

Department of French and Italian, 248 Cunz Hall, 1841
Millikin Road, Columbus, OH 43210-1229; 614-292-4938;
<http://frit.ohio-state.edu/>

The minor in Italian consists of 20 credit hours of prerequisite course work and an additional 20 hours. With the exception of 101-102-103-104, courses used on the minor may not be used on the GEC. If you complete the minor following these guidelines, you need only file your Minor Program Form with your college or school counselor. Any variation from the program described here needs the approval of the appropriate adviser in the Department of French and Italian.

Prerequisite courses (20 credit hours)

Italian 101-102-103-104

Department of French and Italian guidelines

- Courses in English do not count toward the minor.
- All minors must take 202.
- Once students have moved beyond the 200-level, they are not permitted to move backwards in the sequence, i.e. 206 must be taken before moving to the 400-level.
- Up to 15 credits of Italian 697 (Study at a foreign institution) may be counted toward the minor. However, all minors must take at least one 400-level course on campus.

Arts and Sciences minor program guidelines

The following guidelines govern minors.

Required for graduation No

Credit hours required A minimum of 20 (some minors require more)

Transfer credit hours allowed A maximum of 10

Overlap with the GEC Permitted, unless specifically disallowed by an individual minor program.

Overlap with the major Not allowed and

- The minor must be in a different subject than the major.
- The same courses cannot count on the minor and on the major.

Overlap between minors Each minor completed must contain 20 unique hours.

Grades required

- Minimum C- for a course to be listed on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.

Approval required The minor program description sheet indicates if the minor course work must be approved by:

- The academic unit offering the minor, or
- A college/school counselor.

Filing the minor program form The minor program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

Changing the minor Once the minor program is filed in the college office, any changes must be approved by:

- The academic unit offering the minor, or
- A college/school counselor (depending on the minor).

Colleges of the Arts and Sciences

Curriculum Office

8/23/04 KMJ