



SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> College of Education	<b>Academic Organization (Department):</b> Teacher Education	<b>Date:</b> November 30, 2006
<b>Type of Course Proposal:</b> New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	<b>Department Chair:</b> Robert Pritchard	<b>Submitted by:</b> College of Continuing Education
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>	<b>For Catalog Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b> <b>CCE: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></b>	<b>Semester Effective:</b> Summer <input checked="" type="checkbox"/> , 2007

<b>This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):</b>	
<b>This Catalog Number (course number) is being replaced:</b>	

**Change from:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b>	<b>Title:</b>	<b>Units:</b>
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b> EDTE 369P	<b>Title: Advanced Placement Program*: Italian Language and Culture</b>	<b>Units:</b> 2
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**JUSTIFICATION:**

Advanced Placement (AP) training in Italian for instructors is not offered in the CSUS Region. The need for effective professional development has been a well-researched topic in the past decade. Professional development days are now considered a requirement for most teachers in grades K-12. By providing AP teachers with professional development opportunities we can assure quality of instruction to college-bound students and, ultimately, better prepare entering freshmen for their undergraduate work.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

The AP\* Italian Language and Culture course is designed to be comparable to college/university Italian courses that serve as a transition between language courses and linguistics or content-based courses. The course reflects the most current thinking regarding second language instruction and acquisition. Its aim is to develop students' reading, writing, listening, and speaking skills within a cultural frame of reference reflective of the richness of Italian language and culture. The AP\* Italian instructor will focus on the structural aspects of the language while interweaving cultural content throughout the course.

**Note:**

**Prerequisite:**

**Corequisite:**

**CAN (California Articulation Number):**

**Graded: Letter  Credit/No Credit**       **Instructor Approval Required? Yes  No**

**Course Classification (e.g., lecture, lab, seminar, discussion):**  
02      **Title for SIS+/CMS (not more than 30 characters)**

**Cross Listed?**  
Yes  No       **If yes, do they meet together and fulfill the same requirement, and what is the other course.**

**How Many Times Can This Course be Taken for Credit?  Multiple**

**Can the course be taken for Credit more than once during the same term? Yes  No**

**FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:**

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc."  
See the example at <http://www.csus.edu/acaf/example.htm>

At the end of the course, high school teachers will be able to:

1. Develop a solid AP\* Italian Language lesson plan, based upon the approved curriculum
2. Employ effective teaching strategies in teaching an AP\* Italian Language course
3. Prepare their students to be successful on the AP\* Italian Language exam.




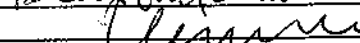
\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Participants will develop a lesson plan for AP\* Italian Language.

**For whom is this course being developed?**  
Majors in the Dept \_\_\_ Majors of other Depts \_\_\_ Minors in the Dept \_\_\_ General Education \_\_\_ Other X  
Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes \_\_\_ No X  
If yes, identify program(s):  
  
Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes \_\_\_ No X  
If yes, attach a description of resources needed and verify that resources are available.  
  
Indicate which department or programs will be affected by the proposed course (if any). Foreign Languages  
  
*The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.*

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:	Date
Department Chair, Foreign Languages: 	3/20/07
College Dean or Associate Dean, Arts and Letters: 	4-5-07
Department Chair, Teacher Education: 	4-5-07
College Dean or Associate Dean, Education: 	4/6/07
CPSP (for school personnel courses ONLY):	
Associate Vice President and Dean for Academic Programs:	
Dean or Designee, College of Continuing Education:	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.



College of Continuing Education, April 24, 2007  
(Response due by May 8, 2007)

CCE List # 2006/2007

**PROPOSED COURSE AND PROGRAM CHANGES**

To be offered Fall, Winter, Spring and Summer Extension Terms only.

COLLEGE OF EDUCATION  
Teacher Education

Addition:

EDTE 369P, Advanced Placement Program\*: Italian Language and Culture, 2 units. The AP\* Italian Language and Culture course is designed to be comparable to college/university Italian courses that serve as a transition between language courses and linguistics or content-based courses. The course reflects the most current thinking regarding second language instruction and acquisition. Its aim is to develop students' reading, writing, listening, and speaking skills within a cultural frame of reference reflective of the richness of Italian language and culture. The AP\* Italian instructor will focus on the structural aspects of the language while interweaving cultural content throughout the course. Grade Rule: Credit/No Credit. Course classification: 02

# CURRICULUM VITAE

ELISSA TOGNOZZI

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Santa Monica, CA 90403  
(310) 458-2872

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## EDUCATION

- Ph.D.** September, 1993, Italian Literature, University of California, Los Angeles  
**M.A.** June, 1987, Italian Literature, University of California, Los Angeles  
**B.A.** June, 1977, Liberal Studies, California State University, Chico

## PROFESSIONAL EXPERIENCE (last 10 years)

September 1997 to present: University of California, Los Angeles

**Lecturer SOE, T.A. Coordinator, Undergraduate Advisor, Italian**, Department of Italian

Responsibilities:

- Graduate Methodology Courses, Graduate Technology Course, Training and Supervision of TAs
- Italian Language, Culture, Cinema, Theater and Conversation Classes
- Advanced Composition Classes
- Summer Program in Florence and Sorrento
- Undergraduate Advisor

January 1996 to August 1997: University of Southern California, Los Angeles

**Lecturer/Italian**, Department of French and Italian

Responsibilities:

- Beginning, Intermediate and Advanced Language Instruction
- Conversation Classes

September 1988 to 1997: UCLA Extension, Los Angeles, California

**Instructor/Italian**, Department of Foreign Languages

Responsibilities:

- Beginning, Intermediate and Advanced Language Instruction
- Conversation Classes
- Italian Cinema and Literature Classes
- Curriculum development; Design new courses and catalog descriptions including an Intensive Language Program
- Input in administrative decision making, including choice of texts, recommendation of instructors and program development

### **PUBLICATIONS** (last 5 years)

- October 2005 *Benvenuto Cellini* @ In *World Literature and its Times* @ Vol. 2. Italian Literature and its Times. Ed., J. Moss. Detroit: Gale Research..
- October 2004. Ponti: *Italiano terzo millennio*: Intermediate Italian text, workbook, website, cd and cassette with oral exams; Houghton Mifflin.
- Winter 2001 *Italica* (Vol. 78, No. 4) *Italian Language Instruction: The Need for Teacher Development in Technology* @
- 7/01 - Co-author of an On-line Elementary Italian First Year Language Course *Corso UCLA* @ for ICON (Italian Culture on the Net)

### **CONFERENCES** (last 5 years)

- 10/06 AATI, Nashville, Tennessee *After the first AP Italian Exam--May 2006: Where do we go from here?* @
- 3/05 **Invited Speaker**, Graziadio Center, California State University, Long Beach: Seminar: *Integrating Culture and Grammar in Second Year Italian Classes* @
- 12/04 College Board, online conference for AP Italian Language and Culture
- 10/04 AATI, Tempe, Arizona: *AP: Its background, content and implications for higher education* @
- 6/04 **Invited Speaker**, Italian Embassy/NIAF: *Promotion of Italian Language in U.S. Schools* @
- 1/04 **Invited Speaker**, UCLA, ESL Program, *How to organize a successful language program* @
- 11/03 ACTFL, Philadelphia, Pennsylvania *Implementing Technology Tools That Work: Empowering Teachers and Students* @
- 2/03 **Invited Speaker**, York University, Toronto, Canada: *Languages and Internationalization* @.
- 11/02 AATI, Toronto, Canada: *Beyond the Web Activity: Reading and Writing Strategies and the Web* @
- 11/01 ACTFL, Boston, Massachusetts: *Technology Training for Teachers of Italian* @
- 4/00 AAIS: *The Web and Foreign Language Pedagogy* @

### **AWARDS (last 5 years)**

- 9/2005 - Received Honorary Title **ACavaliere@ all=Ordine della Stella della Solidarieta Italiana** (from the Italian Government)
- 6/2005 - Received \$7,250 from OID to create online oral proficiency exam using WIMBA
- 6/04 - Received \$4,118 grant from CDH to create on-line placement exam
- 6/02 - Received \$12,000 grant from Office and Instructional Development to create an on-line video course for elementary Italian students
- 3/02 - Received \$6,000 grant from Office and Instructional Development to add Italian to the Language Materials Project.
- 9/01 - Received \$3,000 grant from NIAF to develop a database/catalogue of Italian reference materials, audio-cassettes, videos, texts, dictionaries, grammars, and various multimedia packages that target individual teaching needs.

### **COMMITTEES**

- 2000 - present: Foreign Language Resource Advisory Board
- 2002 - present: IIP Committee: Instructional Improvement Programs
- 2006 - present: Faculty Representative, Academic Senate

### **PROFESSIONAL ACTIVITIES AND AFFILIATIONS**

- 2005 - pres. **Consultant**, College Board, to train AP Italian Teachers
- 2004 - pres. **Chair**, AP Italian Development Committee, College Board and ETS, New York and New Jersey, respectively
- 2003 - 2004 **Chair**, AP Italian Task Force, College Board, New York
- 2003 - pres. **Editor** of Newsletter of American Association of Teachers of Italian
- 1999 - pres. **Fondazione Italia - Board Member and Faculty Advisor**; mission to obtain and distribute funds for the promotion of Italian language instruction in public schools
- 1998- 2001 Pilot Program Italian for Children, Santa Monica Elementary Schools
- 1998 - pres. Member American Association of Teachers of Italian

- ☐ 1988 Credential for California Community Colleges, Italian
- ☐ 1988 & 1989 Award: Nomination for Distinguished Teaching Assistant for the Department of Italian
- ☐ 1978 Life Credential for State of California, Grades K-12

**REFERENCES**

Massimo Ciavolella, Chair  
Department of Italian  
UCLA  
212 Royce Hall  
Los Angeles, CA 90095  
(310) 825-5943

Professor Luigi Ballerini  
Department of Italian  
UCLA  
212 Royce Hall  
Los Angeles, CA 90095  
(310) 794-8514

***Additional references provided upon request.***

## AP Italian Language and Culture

### Tentative Summer Institute Agenda

#### **Monday**

##### Morning: INTRODUCTION

1. Logistics; Objectives
2. Why AP? Equity Statement; AP Central; resources
3. Overview of AP Course Description; Exam specifications; Teacher=s Guide
4. Developing a syllabus for AP Italian

##### Afternoon: NATIONAL STANDARDS AND 5Cs

1. Skills and terminology (reading, writing, listening, speaking v. interpersonal, interpretive, presentational)
2. Articulation (building a program from level 1)
3. Learning how to read directions
4. Learning Styles; write various activities for varying learning styles
5. Power Point presentation of Sample Unit
6. Brainstorm ideas for unit themes to develop this week

#### **Tuesday**

##### Morning: READING

1. Sample Lesson
2. Pre-reading activities
3. Literature as tool for language learning
4. Strategies for vocabulary building, comprehension
5. Post-reading activities (detail, analysis)

##### Afternoon: LISTENING

1. Review sample items in course description
2. Discuss listening strategies
3. Create items (record them if possible)
4. LAB: listening materials on web, continue writing units

#### **Wednesday**

##### Morning - CULTURE

1. Review Samples in Course Description
2. Discuss topics
3. Add cultural composition to units
4. Brainstorm for cultural writing topics for all categories
5. Share ideas for culture (films, projects, performances, video, etc.)

Afternoon: WRITING

1. Review sample items in course description
2. Examine rubrics: write samples for each category ranging from 2 to 5 to 9
3. Grade Samples according to rubrics
4. Brainstorm ideas for writing assignments
5. LAB – continue units

**Thursday**

Morning - SPEAKING

1. Review sample items in course description
2. Present Strategies for item development
3. Examine assessment rubrics
3. Strategies for teaching speaking
5. Directions for speaking exercises

Afternoon - SPEAKING cont. and GRAMMAR

1. Picture sequence
2. Create stories in groups
3. Directed Responses
4. Score oral samples according to speaking rubrics
5. LAB – search for materials, begin typing units

GRAMMAR

1. Review samples in course description
2. Take practice test
3. Discuss teaching strategies
4. Create test items

**Friday**

1. Swap shop: present units, best practices
2. Sample syllabi (review those provided)
3. Closing, evaluations, certificates