

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of International Letters and Cultures (CLANLIT)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
ITA	101	4

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Elementary Italian I

Course Catalog Description

Fundamentals of the language. Emphasizes listening, speaking, reading, writing, and cultural proficiency.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

None

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Global Communities, Societies, and Individuals (GCSI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[ITA101_SYLLABUS FOR GCSI-1.pdf](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

Assignment: Unit 2 Mini Project & Discussion – Gli sport e i passatempi [*Sport and Leisure*]

Description:

This assignment engages students in discussing their favorite sports, pastimes, and weather preferences while exploring the history of the 1960 Summer Olympics in Rome and the achievements of an Italian Olympic champion. The assignment is divided into two parts:

1. **Discussion Post in Italian:** Students respond to prompts about their own sports and leisure activities, practicing sentence structure, vocabulary, and grammar in Italian.
2. **Mini Cultural Project in English.** Please see the [link](#) for the description of the cultural project.

How It Measures the Learning Outcome:

This assignment requires students to analyze a historical global event (the 1960 Olympics) and the impact of an individual athlete (Jury Chechi). Through research and discussion, students explore cultural narratives and historical significance from an Italian perspective, demonstrating an understanding of how sports and global media have shaped cultural identities. Please see [rubric](#) used for grading.

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

Assessment: Integrated Performance Assessment (IPA) – Unit 3

Description:

The Integrated Performance Assessment (IPA) consists of three tasks that collectively assess students' ability to engage with and analyze cultural and linguistic content:

CONTEXT

This assessment analyzes the interactions among the social and cultural systems of the family and friends. You and your classmates want to get to know each other better and learn more about the important people in your lives. You will interview one of your classmates to find out about his/her personality and their best friend. Lastly, you will write an email to your Mom or Dad summarizing your conversation

1. **Interpretive Task:** Students watch a video of a female teacher describing her family using visuals, such as photos. Students will list different expressions used to describe people, who they are in the family, their physical characteristics, and personality traits. They will see the video twice
2. **Interpersonal Task Part 1 in Italian:** Students will ask a classmate to describe his/her personality. Then they ask about their classmate's best friend. They will ask for all the information they can think of, including name, age, where they live, physical description, personality traits, and what they like to do. Students will pay attention to what their partner is telling them, and take notes. **No rehearsals, record right away.** (The recordings will be emailed to the instructors)
3. **Interpersonal Task Part 2 in English:** Students will then spend two or three minutes brainstorming a list of cultural similarities and differences they noticed in the video between the Italian culture and the students' own culture.
4. **Presentational Task Part 1 in Italian:** Students compose an email to a fictional recipient (their "parent") summarizing their classmates' and best friends' personalities and backgrounds because they want to invite their classmate and his/her best friend home for the weekend. Students write an email to their parents and tell them everything they learned about the classmate and his/her best friend—minimum word count: 75 words.

5. Presentational Task Part 2 in English: Students write a 50-word paragraph sharing with their parents the similarities and differences between their own culture and Italian culture that they discussed with their peers.

How It Measures the Learning Outcome:

Students develop an understanding of how **language and culture intersect** by engaging in conversations and presentations in Italian and in English. The interpretive task also enhances their ability to recognize and analyze **cultural references** in media based on clothing, facial expression, and Italian humor, deepening their appreciation of the perspectives of individuals and communities within Italian society. Please see the [rubric](#) used for grading.

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

Unit 1 - LinguaMeeting and Cultural Reflections

Objective:

This assignment helps students explore **cultural diversity, social identity, and communication differences** while engaging with a native Italian speaker. Students will reflect on how factors such as **language, citizenship, and social customs** shape interactions within and across communities.

Instructions:

1. Prepare for the Conversation:

- 0.a. Review formal and informal greetings and expressions of courtesy.
- 0.b. Consider how social norms influence how you address people in Italian (e.g. when to use **tu vs. Lei**).
- 0.c. Reflect on **how language and citizenship status impact interactions** in both Italian and your own culture.

1. Engage in the Conversation:

- 0.a. Participate in the discussion with your LinguaMeeting coach and classmates.
- 0.b. Pay attention to **cultural differences in communication**, such as **gestures, formality, and conversational structure**.
- 0.c. Notice any **challenges posed by language barriers** and strategies used to overcome them.

1. Take Notes on Cultural Differences:

- 0.a. What differences did you observe between Italian and your native culture regarding **gender roles, social expectations, or politeness**?
- 0.b. Did socio-economic or regional accents affect the way people communicated?
- 0.c. How does learning and speaking another language **shape identity and inclusion in a community**?

1. Complete the Cultural Reflection (In English):

- 0.a. Write a **250-word reflection** analyzing the impact of language on identity and social belonging.
- 0.b. Discuss how **linguistic differences, citizenship status, or cultural traditions** influenced the conversation.
- 0.c. Reflect on how race, gender, or social background might affect language use and communication styles in Italian society compared to your own.

Assessment:

- 1. Depth of Reflection:** Thoughtful insights on how **language, citizenship, and identity** shape communication.
- 2. Use of Examples:** Specific observations from the LinguaMeeting session.

3. **Critical Thinking:** Analysis of how **social and cultural differences** influence individuals and communities.

By completing this assignment, students **engage with real-world cultural diversity** and critically reflect on how different **social identities impact communication and belonging**, fulfilling **GCSI Learning Outcome 3**.

Please see the [rubric](#) used for grading.

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

At the end of **ITA 101: Elementary Italian I**, students will be able to communicate structured arguments using evidence from qualitative or quantitative sources through various assignments, discussions, and assessments. The course structure, which integrates listening, speaking, reading, and writing in Italian, ensures that students build proficiency in presenting well-supported arguments in written and spoken formats.

Key Assignments and Assessments Supporting Learning Outcome 4:

1. Mini Projects and Discussions

Description:

Throughout the course, students engage in structured **Canvas discussions** and **mini-cultural projects**, where they explore topics related to Italian culture, history, and society. Each discussion requires students to:

1. Respond to prompts in Italian using **basic argumentation skills** (e.g., comparing cultural differences, describing historical events).
2. Incorporate **qualitative sources** such as cultural readings and media references.
3. Support their ideas with examples from assigned textbook readings and their own cultural knowledge.

How It Supports the Learning Outcome:

1. Encourages students to construct **clear and logical responses** using structured sentences.
2. Develops their ability to **reference qualitative sources** like historical narratives, articles, and media.
3. Requires engagement with peer responses, helping students refine their ability to communicate **coherent and evidence-based arguments**.

2. Integrated Performance Assessment (IPA) – Presentational Task

Description:

Each **Integrated Performance Assessment (IPA)** includes a **Presentational Task**, where students must prepare either an **oral presentation** or a **written composition** on a cultural or societal topic related to Italy.

1. Topics might include **regional differences in Italy, immigration, or the impact of globalization on Italian society**.
2. Students must organize their arguments **logically**, using evidence from **textbook readings, online resources, and class discussions**.

How It Supports the Learning Outcome:

1. Helps students practice **formal argumentation** in Italian using **structured evidence**.
2. Requires students to reference **both qualitative (cultural experiences, historical analysis) and quantitative (statistics on migration, economy, or tourism) sources**.
3. Encourages students to **synthesize information from multiple sources** to present a coherent and supported perspective.

3. LinguaMeeting and Cultural Reflections

Description:

As part of the **LinguaMeeting** sessions, students engage in **conversational practice** with native speakers. They reflect on their experience through a **cultural reflection assignment**, where they analyze:

1. Students encounter **linguistic differences and cultural customs** during their conversations.
2. Their ability to **support their observations** with evidence from class discussions and personal experiences.

How It Supports the Learning Outcome:

1. Requires students to **write structured reflections** in English using **qualitative evidence** from real-world interactions.
2. Reinforces the importance of **backing up cultural observations** with examples, an essential skill for constructing logical arguments.

Conclusion:

By the end of ITA 101, students will have **developed the ability to construct well-reasoned arguments** using **qualitative and quantitative evidence**. Whether in **discussions, presentations, written compositions, or reflections**, they will demonstrate their ability to **analyze, interpret, and communicate ideas effectively**—a key skill not only in language learning but in broader academic and professional contexts. For specific in-class activities, assignments and assessments please consult [this page](#). The three Mini-Cultural Projects and Discussions can be found [here](#).

List all course-specific learning outcomes. Where appropriate, identify the associated GCSI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a GCSI learning outcome.

Course-Specific Learning Outcomes and Associated GCSI Learning Outcomes

- Describe and analyze key characteristics of Italian culture(s) through various perspectives, considering historical and contemporary contexts. [GCSI LO1]
- Analyze how social, political, and cultural systems shape Italy's ethnic, geographic, cultural, and linguistic identity, locally and globally. [GCSI LO2, GCSI LO3]
- Critically evaluate claims about Italy's history, politics, and culture in the media, using evidence to support arguments through the lens of race, gender, socio-economic status, religion, language, or citizenship.[GCSI LO3, GCSI LO4]
- Locate and assess sources to understand Italy's social, political, and cultural systems and their interactions across scales. [GCSI LO2, GCSI LO4]

-Apply cultural and language skills in peer discussions, using evidence to articulate the influence of cultural and linguistic differences. [GCSI LO3, GCSI LO4]

These learning outcomes align with the **GCSI General Studies Learning Outcomes**, ensuring that students develop **linguistic proficiency, cultural understanding, and critical thinking skills** in the context of **global communities and societies**.

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Chiara Dal Martello - February 12, 2025 at 11:30 AM (America/Phoenix)

Department Approval

Approved

Sara Beaudrie - February 17, 2025 at 9:01 PM (America/Phoenix)

Mike Tueller

GSC Coordinator Review

Approved

TJ Robedeau - February 18, 2025 at 8:38 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - February 25, 2025 at 12:52 PM (America/Phoenix)

Sent back as requested by proposer.

Form Submission - Proposer

Submitted for Approval | Proposer

Chiara Dal Martello - March 7, 2025 at 5:29 PM (America/Phoenix)

Department Approval

Approved

Sara Beaudrie - March 7, 2025 at 5:32 PM (America/Phoenix)

Mike Tueller

GSC Coordinator Review

Approved

TJ Robedeau - March 10, 2025 at 8:15 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - March 10, 2025 at 4:11 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - March 11, 2025 at 7:59 AM (America/Phoenix)

April Randall

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - March 25, 2025 at 7:56 AM (America/Phoenix)

Revise and Resubmit. The elements are there, but we need more details about the materials covered that provide the cultural/social/historical background being drawn on for the assignments. It may be in the textbook, can we have access to the topical guide/chapter list for the textbook? Please also provide more specific resources for the mini projects.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Chiara Dal Martello

College Notification

Notification

Amanda Smith

Jenny Smith

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel
