

Term Information

Effective Term Spring 2022

General Information

Course Bulletin Listing/Subject Area Italian
Fiscal Unit/Academic Org French & Italian - D0545
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 1198.71
Course Title Italian on the Ground
Transcript Abbreviation Ital on the Ground
Course Description This course will prepare students for a study abroad experience in Italy through an introduction to language, culture, and intercultural reflections.
Semester Credit Hours/Units Fixed: 1

Offering Information

Length Of Course 7 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0902
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will learn phrases, expressions, vocabulary, and cultural insights that will help them succeed in a variety of communicative – verbal and nonverbal – situations while in Italy.

Content Topic List

- Acquire basic vocabulary, structures and expressions that are needed to interact in a visitor capacity in the target language.
- Participate in simple introductory conversations and ask basic orientation and information questions with a sympathetic interlocutor.
- Function as a traveler in the target country, interpreting realia important to their experience, such as signage and information.
- Demonstrate some knowledge of Italian geography, cultures, customs and norms.
- Complete meaningful reflections on the components of intercultural competence, including: attitudes of openness and curiosity, knowledge of self, pertaining to attitudes toward cultural and individual diversity, and knowledge of the target culture.

Sought Concurrence

No

Attachments

- Italian 1198.71 Ital on the Ground syllabus 2021.docx: Syllabus
(Syllabus. Owner: Afanasyeva, Sofya)
- Italian 1198.71 DL Approval Cover Sheet.docx: DL Approval Cover Sheet
(Other Supporting Documentation. Owner: Afanasyeva, Sofya)

Comments

- We have uploaded the DL Approval Cover Sheet with Jeremie Smith's permission. We have updated the subsidy level. We would like to keep the .71 as this is how we identify all of our Italian DL courses. Thank you. *(by Afanasyeva, Sofya on 09/08/2021 09:31 AM)*
- - Please wait until Jeremie approves the submitted syllabus (with the form) and tells you to upload that version. (He may ask for revisions.). Also once a course request leaves your queue, you will no longer be able to upload anything. So wait until Jeremie confirms that his review (including potential revisions to the syllabus) is done.
-Subsidy level: This cannot be a baccalaureate course since courses at the 1000-level cannot count in a bachelor's program.
-Does the course number actually need .71? *(by Vankeerbergen, Bernadette Chantal on 09/01/2021 03:43 PM)*

COURSE REQUEST
1198.71 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/20/2021

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|---|---------------------|------------------------|
| Submitted | Afanasyeva, Sofya | 09/01/2021 03:19 PM | Submitted for Approval |
| Approved | Willging, Jennifer | 09/01/2021 03:26 PM | Unit Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 09/01/2021 03:44 PM | College Approval |
| Submitted | Afanasyeva, Sofya | 09/08/2021 09:31 AM | Submitted for Approval |
| Approved | Willging, Jennifer | 10/13/2021 02:22 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 10/20/2021 03:07 PM | College Approval |
| Pending Approval | Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 10/20/2021 03:07 PM | ASCCAO Approval |



SYLLABUS

ITA 1198.71

Italian on the Ground: A Pre-departure Course for Study and Travel in Italy

Spring 2022 (Second Session)

1 credit hour

Online, Asynchronous Distance Learning with weekly synchronous partner meetings (see 'How this course works' below for details)

COURSE OVERVIEW

Instructor

Instructor: April Weintritt

Email address weintritt.1@osu.edu (preferred contact method)

Phone number: 614-292-4938

Office hours: MW 10:30am-12 pm

Prerequisites

None.

Course description

This distance learning 1-credit hour course seeks to prepare you for an 'on the ground' experience in Italy through an introduction to language, culture, and intercultural reflections. This opportunity will enhance your experience and open your eyes to the many diverse aspects of Italian life that you will encounter while abroad.

Throughout these seven weeks we will learn phrases, expressions, vocabulary, and cultural insights that will help you succeed in a variety of communicative – verbal and nonverbal – situations. This knowledge is integrated with reflective tasks that will help prepare you for enhanced interactions and understanding with Italy, its peoples and cultures.

Course learning outcomes

Course Goals

Students will learn essential expressions and vocabulary of the target language as well as contemporary cultural and geographical knowledge that support enhanced engagement. Additionally, students will reflect upon their past and present experiences and evaluate their openness to travel and new cultures.

Expected Learning Outcomes

Assessment Methods

| By the end of this course, students should successfully be able to: | Methods of assessment of each goal: |
|---|--|
| 1) Acquire basic vocabulary, structures and expressions that are needed to interact in a visitor capacity in the target language | 1) Homework, quizzes |
| 2) Participate in simple introductory conversations and ask basic orientation and information questions with a sympathetic interlocutor | 2) Homework, Oral competence videos |
| 3) Function as a traveler in the target country, interpreting realia important to their experience, such as signage and information. | 3) Homework, quizzes |
| 4) Demonstrate some knowledge of Italian geography, cultures, customs and norms | 4) Homework, quizzes, reflective discussion entries |
| 5) Complete meaningful reflections on the components of intercultural competence, including: attitudes of openness and curiosity, knowledge of self, pertaining to attitudes toward cultural and individual diversity, and knowledge of the target culture. | 5) IC module activities, reflective discussion entries |

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. 1) All lecture videos and instructor feedback videos will be posted on Carmen for asynchronous viewing, 2) All written homework, reading assignments, and quizzes are completed asynchronously with the ebook and in Carmen, 3) There are no required synchronous sessions with the instructor when students must be logged into Carmen *at a scheduled time*, however, 4) students will meet weekly and synchronously on CarmenZoom with class partner(s) for communicative practice and discussion. Weekly partner(s) will find a 1-hour time frame to meet based upon their own schedules.

Pace of online activities: This course is divided into **weekly modules** that all are available at the beginning of the session. The first week of second session SP22 begins Wednesday, March 2nd. After this, weekly modules run Monday-Sunday. Students are expected to keep pace with weekly deadlines – on Sundays – and complete assignments sequentially in weekly modules, but they may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **1-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 1 hour per week of time spent on direct instruction (instructor content and partner activities, for example) in addition to 2 hours of homework (reading and assignment preparation, homework activities, for example).

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online lecture-viewing, homework, and reading activities: AT LEAST TWICE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL**
All live, synchronous office hours are optional, but STRONGLY ENCOURAGED ☺
- **Participating in synchronous partner sessions: ONCE PER WEEK**
As part of your participation, at least once each week you can expect to meet a partner and complete communicative activities as part of our substantive class practice and discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

Facilissimo. Corso rapido di italiano per turisti. E-book. Alma Edizioni, hosted by online textbook platform BlinkLearning. <https://shopusa.blinklearning.com/en/planescolar23-16103/45087-Facilissimo.html>

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)

- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording CarmenZoom virtual meetings

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

| ASSIGNMENT CATEGORY | GRADE PERCENTAGE |
|---|------------------|
| Homework: Textbook homework | 25% |
| Cultural readings in English with reading quizzes | 10% |

| | |
|--|------------|
| Quizzes: Carmen weekly quizzes | 20% |
| Participation in weekly meetings with partner(s): upload oral competence video and intercultural labs | 25% |
| Intercultural competence homework and private reflections | 20% |
| Total | 100 |

See course schedule below for due dates.

Descriptions of major course assignments

TEXTBOOK HOMEWORK AND ACTIVITIES:

Textbook activities can be completed with any device or on paper. After completing the assigned activities, you must check your answers in the back of the book and mark incorrect answers with a different color. Then, you will take a photo or screenshot of this work and upload it to the appropriate Carmen assignment. **There is no penalty for making mistakes!!** Full credit will be awarded on completion, but failure to demonstrate authentic completion of the activities and subsequent checking of answers and corrections results in ½ credit for the assignment. You cannot simply fill in the correct answers from the solutions in the back of the book.

READINGS:

Cultural knowledge is included in some textbook activities, specifically *culture* and *civiltà*, and there are also cultural readings in English to complete on Carmen. When there are readings in English on Carmen, they are accompanied by a brief reading quiz. Reading quizzes test cultural knowledge from the textbook and readings in English. **Reading quizzes are open-book comprehension checks and considered homework assignments. You should complete them during the week when you complete ebook homework activities, NOT on Sundays with weekly quizzes.**

QUIZZES:

Weekly, 40-minute timed quizzes are taken in Carmen. They will test any material covered during the current week of instruction (vocabulary, expressions, interpretation of signage and other realia). Language learning builds on previous knowledge, so you should expect some overlap on quizzes in different weeks. However, emphasis is placed on the current week of instruction. A variety of question formats will be used in weekly quizzes, including multiple choice, true or false, short answer, fill-in-the-blank, etc.

WEEKLY PARTNER MEETINGS:

Online meetings with your assigned partner(s) are **mandatory**. Meetings are a space to practice conversational Italian vocabulary, grammar, pronunciation, and expressions through guided dialogues as

well as complete lab activities to develop intercultural competence. All detailed instructions will be found in the Carmen assignment to which you will submit your meeting recording.

At the end of your language practice, you will record a performance of the dialogue(s) for the week **and continue recording** your **full** intercultural lab activity for the week. **You must be physically present in the video and conversing with your partner in view of the camera.** You will submit a link of the recording to the appropriate Carmen assignment, and afterwards you will complete a private reflection in English on the intercultural activity. You should practice your language skills for approximately 30 minutes unrecorded, **and your recording of dialogue(s) + intercultural lab(s) must be at least 15 minutes each week. Recordings under the time limit required may only be awarded partial credit.**

These meetings serve a crucial function in your success in this course; you must complete them. If you cannot meet your partner at your agreed upon time, you are responsible for finding another suitable time to make up the meeting. Under no circumstances are you allowed to complete this work alone; you must do them with a class partner.

INTERCULTURAL PERSONAL REFLECTIONS:

After completing your weekly partner meeting and intercultural lab(s), you will be asked to complete a personal reflection and submit it separately to Carmen. You will complete related reflections in English. You will be graded on the thoughtfulness and completeness of your responses. Demonstrate that you have considered your responses carefully. **Note:** Length, if the content is ‘fluff’ or full of redundancies, does not mean a higher grade.

A NOTE ABOUT GRADING, ACADEMIC INTEGRITY AND COLLABORATION:

All assignments and assessments are graded according to accuracy standards in a first-exposure, elementary language and culture course and quality of engagement. Assignments submitted incorrectly and/or that have not followed directions will not be accepted and result in a lower grade. All assignments and quizzes are considered **open-book** and you may check your answers before submitting. Quizzes are timed, however, so plan your study and preparation methods accordingly.

Free tutoring is available with instructors of language courses. You can sign up via Acuity for 15-minute appointments on zoom. Please see the schedule on Carmen.

EXTRA CREDIT opportunities

15-minute conversation sessions with our instructors will be available for extra credit or to practice speaking. The sessions are on a first come, first-served basis and only one is allowed per day. **For every 3 sessions you earn 1% more on your overall grade, up to a maximum of 3% (9 sessions).** The last 3 weeks of classes are usually in high demand, please plan accordingly. You can attend as many sessions as you like but only up to 9 can count as extra credit.

LATE ASSIGNMENTS

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

| | | | | | |
|----------|----------|----------|----------|----------|--------|
| A 93-100 | B+ 88-89 | B- 80-82 | C 73-77 | D+ 68-69 | E 64-0 |
| A- 90-92 | B 83-87 | C+ 78-79 | C- 70-72 | D 65-67 | |

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within **5 days**.
- **Email:** I will reply to emails within **24-48 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions or personal reflection assignments as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Intercultural learning spaces require developing attentive listening skills and practicing perspective-taking. Weekly partner meetings are designed to help you develop these skills.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors

shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed

to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions,

please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Weekly assignments in sequential order

(Although ALL weekly modules are available on Carmen as soon as second session begins (March 2), a weekly Sunday deadline is in place for assignments and quizzes. Course weeks run Monday-Sunday)

- 1) **Read, study, and complete exercises on ebook pages indicated below – in “Homework + Reading” – as well as watch instructor lecture videos and complete culture readings on Carmen (may be completed throughout the week, according to a students’ individual needs). Students may turn in HW exercises as soon as they complete them.**
- 2) **Complete Week 1 partner meeting. Partner meetings may be completed after Step 1, throughout the week, according to students’ individual needs and partner availability. The meeting must take place before submitting the intercultural personal reflection. Therefore, Week 1 Meeting should take place at least one day before weekly deadline, on Saturdays.**
- 3) **Complete Intercultural Reflection and turn in on Carmen.**
- 4) **Complete weekly quiz on Carmen**

Course orientation video:

Viewing must be completed before beginning Week 1 assignments, due: **Friday, March 4, 2022**
This video contains an instructor-guided, detailed explanation of course goals, policies, and expectations

Check out the instructions on page 6 of the e-book for a guide to the textbook's simple instructions in Italian!

| Week | Lezione | Topic | Homework + Reading (turned in or found on Carmen) |
|---|-----------------------------------|---|---|
| WK 1 3/2- 3/6** | Lezione 0: Primi contatti | Greetings, presenting oneself and others, stating how you are, expressing gratitude and thanking people | Ebook: Lezione 0: pp. 9, 11, 13 ALL pages activities 1-4 Reading: Cultura e civiltà in ebook + Carmen |
| <p>Week 1 partner meeting topics: Dialogues to practice and record pp. 8, 10, 12, and personalized versions + Intercultural lab: The story of my name</p> <p>Intercultural reflection: due Tuesday 3/8 at midnight Quiz 1: due Tuesday 3/8 at midnight**</p> <p>**Only the first week offers an additional two days to complete activities (because second session begins on Wednesday 3/2). Every week following, all uploads and quizzes are due on Sundays at midnight, as reflected in the course schedule and on Carmen.</p> | | | |
| WK2 3/7- 3/13 | Lezione 1: Fare conoscenza | Saying excuse me or apologizing, where are you from or what you do, speaking about your family and your age | Ebook: Lezione 1: pp. 17 (activities 1-4), 19 (act. 1-4), 21 (act. 1-5) Reading: Cultura e civiltà in ebook + Carmen |
| <p>Week 2 partner meeting topics: Dialogues to practice and record pp. 16, 17 n.5, 18, 19 n.5 + Intercultural Lab: Stereotypes vs generalizations Meeting should take place before Saturday 3/12</p> <p>Intercultural Reflection: due end of Week 2, Sunday 3/13 at midnight Quiz 2: due end of Week 2, Sunday 3/13 at midnight</p> | | | |
| <p>SPRING BREAK: NO INSTRUCTION 3/14-3/20</p> | | | |

| | | | |
|---|--|--|--|
| WK3 3/21-3/27 | Lezione 2: In giro | Stating or asking the time, asking for train schedules, directions or transportation, days of the week and shop hours | Ebook: Lezione 2: pp. 25 (act. 1-4), 27 (act. 1-4), 29 (act. 1-4) Reading: Cultura e civiltà in ebook + Carmen |
| <p style="text-align: center;"> Week 3 partner meeting topics: Dialogues to practice and record pp. 24, 25 n.5, 26, 27 n.5 + Intercultural Lab: A supermarket ethnography Meeting should take place before Saturday 3/26 </p> <p style="text-align: center;"> Intercultural Reflection: due end of Week 3, Sunday 3/27 at midnight Quiz 3: due end of Week 3, Sunday 3/27 at midnight </p> | | | |
| WK 4 3/28-4/3 | Lezione 3-4: Cercare una camera e Vacanze in appartamento | Dates, booking a hotel room, asking for phone numbers or asking courteously + Booking rooms in bed and breakfast or Airbnb, expressing gratitude and appreciation, indicating a problem or a situation | Ebook: Lezione 3: pp. 33 (att. 1-4), 37 (1-3) Reading: civiltà in ebook Ebook: Lezione 4: pp.41 (act. 1-4), 43 (act. 1.4) Reading: civiltà in ebook |
| <p style="text-align: center;"> Week 4 partner meeting topics: Dialogues to practice and record pp. 32, 33 n.5, 40, 42 + Intercultural Lab: Direct vs Indirect Communication/values Meeting should take place before Saturday 4/2 </p> <p style="text-align: center;"> Intercultural Reflection: due end of Week 4, Sunday 4/3 at midnight Quiz 4: due end of Week 4, Sunday 4/3 at midnight </p> | | | |
| WK 5 4/4-4/10 | Lezione 5: Al bar | Ordering at the (coffee) bar, indicating preferences, describing one's own breakfast habits | Ebook: Lezione 5: pp.51, 53, 55 (act. 1-5 all pages) Reading: civiltà in ebook + Carmen |
| <p style="text-align: center;"> Week 5 partner meeting topics: Dialogues to practice and record pp. 50, 51 (n.5), 52, 53 (n.5) + Intercultural Lab: Island vacation Meeting should take place before Saturday 4/9 </p> <p style="text-align: center;"> Intercultural Reflection: due end of Week 5, Sunday 4/10 at midnight Quiz 5: due end of Week 5, Sunday 4/10 at midnight </p> | | | |

| | | | |
|---|--|---|---|
| WK 6 4/11- 4/17 | Lezione 6: Al ristorante | Asking for a table at a restaurant, asking for advice, ordering to drink and eat, asking for the check, complaining to the waiter, (describing a recipe) | Ebook: Lezione 6: pp. 59 and 61 (all activities 1-5), 63 (activities 1-3) Reading: civiltà in ebook + Carmen |
| <p style="text-align: center;">Week 6 partner meeting topics: dialogues to practice and record pp. 58, 59 (n.5), 60, 61 (n.5) + Intercultural Lab: Culinary identities Meeting should take place before Saturday 4/16</p> <p style="text-align: center;">Intercultural Reflection: due end of Week 6, Sunday 4/17 at midnight Quiz 6: due end of Week 6, Sunday 4/17 at midnight</p> | | | |
| WK 7 4/18- 4/24* | Lezione 9-10: In viaggio e Fare spese | Lezione 9: Buying tickets for public transportation, asking for directions, describing the weather Lezione 10: Buying at the (super)market, asking for assistance, expressing need, interest, likes, or dislikes, enthusiasm | Ebook: Lezione 9: pp. 85 and 87 (all activities 1-5), 89 (act. 1-2) Reading: civiltà in ebook Ebook: Lezione 10: pp. 93 and 95 (all activities 1-5) Reading: civiltà in ebook + Carmen |
| <p style="text-align: center;">Week 7 partner meeting topics: Dialogues to practice and record pp. 84, 86 92, 94 + Intercultural Lab: Interacting with Strangers Meeting should take place before Saturday 4/23</p> <p style="text-align: center;">Intercultural Reflection: due end of Week 7, Monday 4/25 at midnight** Quiz 7: due end of Week 7, Monday 4/25 at midnight**</p> <p>** One extra day to complete last assignments is available. Everything in the course must be turned in by the last day of the semester: Monday, April 25.</p> | | | |
| <p>Want to know more? Have extra time before departure? More topics and information available to you in your e book:</p> <ul style="list-style-type: none"> - Asking for help with computer or cell phone issues (Lez. 7), - Assistance at the bank or post office (Lez. 8), - Health concerns (Lez. 9) | | | |

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: ITALIAN 1: Italian on the Ground: A Pre-departure Course for Study and Travel in Italy

Carmen Use

Please consider using [ASC's distance learning course template](https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. **YES** Select

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. **YES** Select

Syllabus is consistent and is easy to understand from the student perspective. **YES** Select

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. **YES** Select

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **YES** Select

Additional comments (optional):
Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins **YES**
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor **YES**

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

YES

Regular opportunities for students to receive personal instructor feedback on assignments YES

Please comment on this dimension of the proposed course (or select/explain methods above):
 STUDENTS RECEIVE WEEKLY FEEDBACK VIDEOS AS A GROUP AND WEEKLY FEEDBACK ON ASSIGNMENTS AND QUIZZES AS INDIVIDUALS. INSTRUCTORS PREPARE WEEKLY INTRODUCTION + BRIEF LECTURE VIDEOS, AND STUDENTS SUBSTANTIALLY INTERACT WITH PARTNERS IN WEEKLY MEETINGS

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. Select YES

Course tools promote learner engagement and active learning. Select YES

Technologies required in the course are current and readily obtainable. Select YES

Links are provided to privacy policies for all external tools required in the course. Select

Additional technology comments:

Enter any additional comments about course technology... THE EBOOK PLATFORM SHOULD NOT REQUIRE PRIVACY POLICY LINKS?

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

WEEKLY MEETINGS WITH PARTNERS AND OPTIONAL OFFICE HOURS ARE SYNCHRONOUS. ALL OTHER COURSE COMPONENTS – INSTRUCTOR VIDEOS, HOMEWORK, QUIZZES – ARE ASYNCHRONOUS

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Enter comments...

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. YES
 Select

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. YES Select

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

INSTRUCTOR INTRODUCTION VIDEO + EBOOK READING AND HOMEWORK: 1+HR

WEEKLY PARTNER MEETING: 1 HR

INTERCULTURAL REFLECTION AND QUIZ: 1+HR

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **Select**

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Select YES**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **Select**

Description of any anticipated accommodation requests and how they have been/will be addressed. **Enter comments...**

Additional comments:
Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **YES Select**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **YES Select**

Additional comments:
THIS COURSE EMPLOYS LOW STAKES ASSIGNMENTS TO DETER CHEATING.

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning **YES**

- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments **YES**

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

INTERCULTURAL LABS VARY IN NATURE AND IN CONTENT, PROVIDING MAXIMUM ENGAGEMENT AND SPARKING CURIOSITY IN LEARNERS. INTERCULTURAL REFLECTIONS ARE BROAD REFLECTIONS AND ALLOW STUDENTS TO PERSONALIZE THEIR LEARNING. EBOOK ACTIVITIES AND READING ASSIGNMENTS VARY IN FORMAT AND TYPOLOGY – AS MUCH AS POSSIBLE IN EARLY LANGUAGE LEARNING – AS TO KEEP LEARNERS ENGAGED.

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments **YES**
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

CARMEN COURSE WILL HAVE OPEN Q&A FORUM IN DISCUSSIONS. INSTRUCTOR WILL BE PRESENT IN INTRODUCTORY WEEKLY VIDEOS, WEEKLY FEEDBACK VIDEOS, AND WILL USE MULTIMODAL FEEDBACK IN CARMEN ASSIGNMENTS TO MINIMIZE TRANSACTIONAL DISTANCE

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course **YES**
- Context or rationale to explain the purpose and relevance of major tasks and assignments **YES**
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting **YES—IN INTERCULTURAL LABS**

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress **YES—IN INTERCULTURAL LABS**

Opportunities for students to provide feedback on the course **SEI AND DEPARTMENTAL EVALUATIONS**

Please comment on this dimension of the proposed course (or select methods above):
Enter comments, 1-3 sentences...

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...

Syllabus and cover sheet reviewed by Jeremie Smith on 9/7/2021

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.