Course Syllabus, Fall 2015
FORL 2255 Introduction to Italian I, 3 SH
MWF 10:30-11:20, Retan 109

Instructor: Dr. Bradley Holtman, G05B Belknap Hall (ground level), tel. 570-662-4596, e-mail bholtman@mansfield.edu.

Office Hours: Mon & Wed 2:30-4:00, Th 1:30-3:30 or by appointment. I am usually available at other times than the office hours listed, but you need to set up the meeting with me in advance.

Check your MU e-mail account frequently. Along with your other professors, I get information to you outside of class in this way. If you miss something because you didn’t look at your MU account for 3 days ... sorry!

Cancellation: In case of questionable weather, be sure to check your MU e-mail and/or call my phone to find a possible cancellation message from me. If there is no message by 7:30 a.m., you can assume we have class. I will also post course cancellations on the MU website for that purpose.

Catalog description of course: Students will learn the most basic communicative skills and will be able to greet people, give personal information, and otherwise form simple sentences and ask questions. Skills are taught from a cultural emphasis and include pronunciation and speaking, listening comprehension, reading, writing, and proper structures. Online language laboratory and other exercises are required. The course is appropriate for those with no experience or who wish to refresh their previous knowledge of the language.
Credits: 3 cr. Counts for General Education Unity and Diversity of Humanity: Global Perspectives, Option 1 (Note that at least 2 semesters of the same language are required)

Holtman’s Home Page: http://coursework.mansfield.edu/bholtman/index.htm


Sentieri Website: https://www.vhlcentral.com You will log on with your user name and account password.

Be sure to enroll in our course section on the vhcentral website. You will need the code you purchased with your textbook. Follow the instructions that were sent to you during the summer at your MU e-mail account.

Textbooks:

- Cozzarelli, Julia. Sentieri: Attraverso L’Italia Contemporanea. 2nd ed. Vista Higher Learning, 2016. You can choose the package you wish. Required is only the textbook plus Supersite; looseleaf editions are cheaper than hardcover. Optional Supersite Plus (with vText) gives you access to the textbook online as well as in physical format, along with additional exercises not assigned. The WebSAM (online workbook) is also not required but gives you even more additional practice activities. It is recommended for serious students of Italian.

Although the various textbook packages may seem rather expensive (as are all modern language series these days – sorry!), recall that these will be the same materials to be used in the spring Intro II course. You will pay nothing more next semester! Ci vediamo.

- Other supplementary texts to be distributed in class or assigned on the Internet.
Overview of Course:

Aims and outcomes of the course: Introductory Italian starts from the very beginning; no previous knowledge is assumed. *Sentieri* is an exciting Italian series that puts very much emphasis on intercultural knowledge development right alongside Italian language skills. Vocabulary is practiced extensively. As with natural language learning, sentence structure (aka ‘grammar’) is learned in situations as needed in order to complete communicative tasks. By the end of the semester, you should be able to understand and be understood in a variety of basic situations. You will begin to appreciate many cultural differences between your own country and the Italian-speaking countries. You will have a good ‘feel’ for how things look in those lands, how people do things, highlights of Italian geography and many other insights you’ve probably never had before. And you’ll be able to express a good amount of it in Italian! No, you won’t be fluent; that takes time. But you will be confident with what you know (especially if you also take Intro II next semester, and even more if you can) to survive in a Italian-speaking environment. It is possible to reach the Novice High level on the ACTFL proficiency scale (more info, see [http://www.languagetesting.com/actfl-proficiency-scale](http://www.languagetesting.com/actfl-proficiency-scale) or [http://actflproficiencyguidelines2012.org](http://actflproficiencyguidelines2012.org)) by the end of ITA 1102; some very talented folks might even reach into Intermediate Low.

Course Materials: The *Sentieri* package includes a colorful, easy-to-use textbook that contains many communicative and culturally oriented activities and information charts. Each unit consists of an overall topic divided into two *Lezioni*, or lessons. You will learn vocabulary and sentence structures appropriate to dealing with the situations in the various *Lezioni*. Each lesson contains introductory vocabulary and material, a video-based “soap opera” segment, cultural readings, structure information and exercises, a synthesis section that puts it all together, and a final reading passage of a cultural and/or literary nature. There is also an extensive website offering online practice that you will do on your own, outside of class. It is a crucial component, since you get the necessary individual practice from it to function well in Italian. As mentioned above, you may optionally purchase more inclusive packages allowing access to even more exercises than those assigned. On my course website, I will supplement the *Sentieri* materials with additional word games, exercises, flashcards, and reference tools. There is not too much reason to feel as though you don’t get enough practice in this course!

Listening and speaking practice: You will also gain a lot of exposure to many different native speakers of Italian from audio materials in each chapter. These will not only help you understand spoken Italian at a normal rate of speech, but also give you valuable “insider’s” information about the way Italian speakers live, Italian history, the varied facets of Italian culture and the contributions of Italian thinkers to virtually all fields of human endeavor. We will constantly discuss similarities and differences among American, Italian, Swiss and other Italian-speaking cultures! Give the audio clips lots of attention and listen to them many times each. (You can also download audio files from the *Sentieri* website to put on your phone or other device.) Your ear will get tuned in and starting catching more and more. Also plan to spend lots of time practicing your speaking skills. There are recording capabilities and spoken exercises in the online environment as well.

You will become a different person! There’s a proverb common in many cultures that says, “You are as many persons as languages you speak.” With your Italian study, you will have a tool that will serve you in personal communications, travel, academic research, browsing the Internet, and many other uses. In addition, you will have trained your mind to begin thinking in another system, giving you flexibility in conceptual thinking, problem-solving and interpersonal capabilities. The many cultural insights you will have acquired should also serve you well in life, since you will come to understand that there are many ways to look at the same topic or problem and correspondingly many interpretations and solutions. In short, you will be on your way to becoming a global citizen armed with a diverse palette of skills. In today’s interconnected world, we must all be aware that we are part of the whole human community and not just our own back yard. The question is not if, but when we will have contact with people from all over the world—and much of this contact is almost certain to occur in your future work environment, if current trends continue. You will be much more valuable to a potential employer than someone who has no foreign language skills.

Why Italian? Well, it’s just cool to speak Italian, OK? But aside from that, there are many reasons. Italy has a rich and fascinating history reaching back to ancient Rome and beyond and is one of the cradles of Western civilization. It is the closest living language to its illustrious parent, Latin, and provides you with many of the traditional benefits of studying that ancient tongue – with the advantage of being a modern language that is used in several different countries today. Here are additional reasons compiled by some preeminent universities:

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http://italian.emory.edu/home/academic/
Italian speakers have generated cultures that produced some of the finest minds in the sciences, philosophy, music, art, architecture, literature, and other humanities—youb name it. Combined with your ability in English, Italian will thus open many, many doors. And Italian speakers are all over the world, so you are very likely to meet one someday—for instance, in Philly or New Jersey—even if for some bizarre reason you never go to a Italian-speaking country. But that is a very large “if” in today’s world of easy access to travel and study possibilities (including ISEP programs through MU). Live your dreams! If you want to do it, you can—and will!

**Student Learning Outcomes (SLOs) for FORL 2255**

After completing Intro to Italian I, students will function in the Novice proficiency category as defined by ACTFL (American Council on the Teaching of Foreign Languages), as mentioned above. Most students will at least be in the Novice Mid range, and a few may reach Novice High. The following outcomes are consistent with Novice Mid. Sample assessments of each outcome are shown in parentheses after each one.

|--------------------|--------------|-------------------|----------------|---------------------------------|----------------------|

1. **Speaking**: Students will demonstrate the ability to talk primarily about topics that directly affect their lives. They will use basic vocabulary that has been learned well, but will not necessarily speak in full sentences or with correct structure. Topics they can handle will include family, describing people, weather, hobbies and interests, school. (1,4,5)

2. **Listening**: Students will demonstrate comprehension of key words and cognates, of formulaic expressions when contextualized and predictable, and of words and phrases from simple questions, statements, and high-frequency commands. (1,2,4,5)

3. **Reading**: Students will be able to understand short texts that use basic vocabulary already familiar to them. They will recognize key words and cognates as well as formulaic phrases that are contextualized. They will begin to develop reading strategies that help them understand textual information by use of context clues. (1,2,4,5)

4. **Writing**: Students will produce fairly accurate written language from memory with a modest number of words and phrases in context, especially when writing on well-practiced, familiar topics. (2,3,5)

5. **Cultural knowledge**: Students will demonstrate familiarity with various facets of everyday life in Italian-speaking countries. They will gain facility in examining their own cultural background and beliefs in more objective terms, based on their cross-cultural experiences in the course. (1,2,3,4,5)

**General Education (beginning Fall 2011):**

This course counts for General Education, Unity and Diversity of Humanity: Global Perspectives, Option 1. For Option 1, at least **2 semesters of the same language are required.** You will take FORL 2255 and ITA 1102 to meet the requirement.

Activities and assignments students will complete to demonstrate the relevant desired Student Learning Outcomes (SLOs):

- Demonstrate appropriate progress toward novice-high proficiency in the target language in listening, speaking, reading and writing: Assessed using final exam
- Demonstrate basic familiarity with elements of the culture in question and be able to compare American and target cultures in education (including: basic politeness, daily routines, celebrations, education, housing, and shopping): Assessed using comparison assignments
- Identify some prominent cultural traits and concepts in cultures in which the target language is spoken: Assessed in chapter tests
- Demonstrate appropriate progress toward writing sentences and paragraphs in the language of the target culture: Assessed using short essay assignments
- Identify differences in grammar and syntax that distinguish languages: Assessed using final exam
Hints for effective study

Skill-building: Any language, including your native tongue, is a learned skill—like typing, playing an instrument, painting or shooting freethrows. How well you actually PERFORM is what will serve you in real life; you must go far beyond only understanding theoretically how it’s done. Lots of actual practice is needed to accomplish this, just as with the piano, hitting a baseball, and other skills. Both classroom and practice outside class are thus crucial. Plan to spend at least one hour per day doing memorizing and practice work. This may sound like a lot, but you can break it up into small chunks throughout the day. In fact, that is even preferable to one marathon study session. The material you prepare, memorize and practice BEFORE class will be used in practical applications IN class. Class time is for your questions and extra explanation of material as well as development of oral and listening skills & cultural knowledge. Build daily study time into your schedule. A fun way to practice your Italian is to have a study group that meets at regular times. Be sure to use the Sentieri web site as well as my course resource page for additional practice.

Make a good effort. Hand in assignments on time and well done. It is not only insulting to me to be handed a sloppy, partially finished and otherwise poorly done paper, but--more importantly--you gain nothing from it. Trust me on this, you are not doing assignments to please me! You are doing them in order to learn Italian language and culture to increase your own pleasure in traveling, your employment prospects, and any other of the many advantages language study brings. Use your book, your websites, and other resources to find answers to questions you might have. Don’t give up and write any old thing down just to get the assignment done; you have learned nothing that way. In this and all of your classes, you must confront and grapple with the material until you have mastered it. Even if this seems unlikely at first, keep at it. Millions have managed to do it before you, and you will succeed also--if you give it and yourself a fair try. If all else fails, be sure to come and see me during office hours (or make an appointment to come at a different time), or drop me a quick e-mail message. I will respond as quickly as possible.

Speak! Many people complain that after years of language study in high school that they still can't speak. This can only partially or not at all be blamed on the teacher! If you don’t actively practice speaking and understanding spoken Italian, you will not be able to do it to any effective degree. After all, can you play a Beethoven sonata on the piano just by knowing where all the notes are on the keyboard? That’s of course necessary, but it’s only the first step toward actual performance of the music. Speaking a language is very similar—it requires lots of practice, practice, practice. Fortunately, your textbook and accompanying website give you molt guidance and opportunities for active practice. Use these every day, and be sure to review periodically. Find other websites that you like that reinforce the material we are learning. It is also good to say each written exercise you do several times orally. You will quickly begin to associate the spoken language with the written word this way and at the same time train your ears for listening comprehension. You know what they say: Use it or lose it. Skills must be maintained, or they get rusty. By the end of the semester, you should be talking to yourself all the time in Italian and practicing constantly throughout the day. People may think you are crackers, but you can be smug in the knowledge that you are advancing toward your goal of usable Italian!

Use me as another resource. I’m here to help you! Make an honest effort to find answers yourself first, of course. The ability to find information, read reference works and directions, and generally put two and two together will serve you well in your career and life. When reading, become the queen or king of context! Guess intelligently. But if you are stuck, come to see me or send an e-mail. You are welcome in my office, even just to chat. Also ask more advanced students or native speakers to assist you. (If you have found the latter, let me know about them!)

Keep up. Don’t let yourself get behind, or it’s murder to catch up again. On the other hand, if you stick to a regular study pattern, you will learn Italian and tons besides! And the discipline you need to do that will carry over into many aspects of your studies and life. Your English vocabulary should also see sizeable gains from studying the Latinate vocabulary of Italian!

Italian really is fun--with a big payoff! You will have much better intercultural skills, including better ability to view your own culture more objectively. Along with this new status as a global citizen, you will have opportunities to communicate, expand your horizons, gain a real competitive edge on the job market, sharpen your thinking skills, and prepare yourself for graduate work or travel. How’s that for a bargain?!
### Approximate schedule (subject to modification during semester)

Units 1 through 4 of *Sentieri* (the first 150 pages of the textbook) are taught.

<table>
<thead>
<tr>
<th>Date (＆ week #)</th>
<th>Material to be covered on this date. PREPARE IN ADVANCE as part of daily homework.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FR=Fotoromanzo, R=Ricapitolazione, Z=Zapping, Pan=Panorama</td>
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<tr>
<td></td>
<td>Online exercises are found on the <em>Sentieri website</em> (<a href="https://www.vhlcentral.com/home">https://www.vhlcentral.com/home</a>).</td>
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<tr>
<td></td>
<td>Other exercises not assigned can be done online if you have a vText subscription, and even more with WebSAM (online workbook/lab manual). For the latter, do the exercises that correspond to the material we are studying at the moment.</td>
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#### Aug 24 w1
- **Buy *Sentieri* package and **enroll on vhlcentral.com using purchased code.**
- TPR fun; alphabet; numbers; basic greetings. Course information.

#### Aug 26
- 2-5 (voc/pron), 10-11 (nouns & articles) : Do online exercises

#### Aug 28
- 6-7 (FR), 12-13 (numbers 1-100) : Do online exercises

#### Aug 31 w2
- 8-9 (Cult), 14-15 (R/Z) : Do online exercises

#### Sep 2
- Review : Do online exercises

#### Sep 4
- **Quiz 1A** Start 16-17 (voc) : Do online exercises

#### Sep 7 w3 **LABOR DAY -- NO CLASSES**
- Do online exercises

#### Sep 9
- 16-19 (voc/pron), 24-25 (subj pronouns, essere) : Do online exercises

#### Sep 11
- 20-21 (FR), 26-27 (adj. agreement) : Do online exercises

#### Sep 14 w4
- 22-23 (Cult), 28-29 (telling time) : Do online exercises

#### Sep 16
- 30-33 (R/Z, Pan) : Do online exercises

#### Sep 18
- 34-36 (*Avanti*), review : Do online exercises

#### Sep 21 w5 **Test, Lezione 1** (concentrates on 1B but also covers 1A)
- Do online exercises

#### Sep 23
- 40-43 (voc/pron), 48-49 (reg -are vbs) : Do online exercises

#### Sep 25
- 44-45 (FR), 50-51 (irreg –are vbs) : Do online exercises

#### Sep 28 w6
- 46-47 (Cult) : Do online exercises

#### Sep 30
- 52-53 (R/Z), review : Do online exercises

#### Oct 2
- **Quiz 2A** Start 54-55 (voc) : Do online exercises

#### Oct 5 w 7
- 54-57 (voc/pron), 62-63 (avere) : Do online exercises

#### Oct 7
- 58-59 (FR), 64-65 (reg –ere vbs, piacere) : Do online exercises

#### Oct 9
- 60-61 (Cult), 66-67 (numbers over 100) : Do online exercises

#### Oct 12 w8
- 68-71 (R/Pan) : Do online exercises

#### Oct 14
- 72-74 (*Avanti*), review : Do online exercises

#### Oct 16 **Test, Lezione 2** (concentrates on 2B but also covers 2A)
- Do online exercises

#### Oct 19 w9 **FALL HOLIDAY -- NO CLASSES**
- Do online exercises

#### Oct 21
- 78-81 (voc/pron), 86-87 (possessives) : Do online exercises

#### Oct 23
- 82-83 (FR), 88-89 (preps & preps w/ article) : Do online exercises

#### Oct 26 w10
- 84-85 (Cult), 90-91 (reg -ire vbs) : Do online exercises

#### Oct 28
- 92-93 (R/Z), review : Do online exercises

#### Oct 30
- **Quiz 3A** Start 94-95 (voc) : Do online exercises

#### Nov 2 w11
- 94-97 (voc/pron), 102-103 (descriptive adjs) : Do online exercises

#### Nov 4
- 98-99 (FR), 104-105 (interrog & demonstr prons) : Do online exercises

#### Nov 6
- 100-101 (Cult), 106-109 (R/Pan) : Do online exercises
All courses taken to fulfill the language option will:

1. focus on students reaching at least Novice High in listening, speaking, reading and writing in the target language;
   *Novice Mid is a realistic objective for 1101. However, after taking the required two semesters for Option 1, a good many students should be able to reach the Novice High proficiency level by the end of 1102. It is a goal, but not necessarily an attainable objective for all students in courses that meet only 150 minutes per week.*
2. facilitate students reaching a minimal cultural competency in the target culture by engaging students with the ways language is embedded within cultural practices and world views;
3. facilitate students’ experience of another language on its own terms;
4. use the target language as the primary medium of communication, specifically by using authentic materials in the target language, such as literature, news, advertisements, films, and music;
*Ideally, courses taken to fulfill the language option will:*  
5. empower students to view reality from a different conceptual and/or cultural standpoint

This course advances the overall mission of the GE Program:  
"The general education program promotes character, scholarship, culture, and service through broad-based study in the liberal arts disciplines. Attributes we seek to foster include an inquiring mind, effective communication, use of varied means of seeking truth and acquiring knowledge, a sense of global connectedness, understanding and evaluation of multiple perspectives, ethical reasoning, the exercise of civic responsibility, and the lifelong pursuit of personal growth."

The course will include *all of the following overall goals of General Education:*  

**a) substantial opportunities for oral and/or written communication,**  
Students work almost every day in groups on communicative grammar and vocabulary exercises, encouraging the development of spoken production. Regular written assignments assure development of writing skills.

**b) encourage active and participatory learning,**  
The nature of most class sessions is highly interactive, with instructor/class interactions and small group or pair activities predominating rather than lecture.

**and c) promote application of general education knowledge, skills, and dispositions to students' lives outside of and beyond the university experience.**  
Language is intertwined with culture in its many manifestations, allowing us to say that language and culture courses address to one degree or another virtually all of the General Education goals. Italian courses deal primarily with western culture but involve examination of non-western cultures as well.

All courses in Global Perspectives will:

- explain and analyze various components of culture and show how these components interact.  
  examine American culture in relationship to other countries' similar and dissimilar systems.
- require students to read texts and engage in writing that totals at least 1500 words (achieved via short compositions and other written work throughout the semester).

The course also fulfills criteria that are mentioned as being ideal for a General Education course:

- enhance knowledge of arts, religions, cultural traditions, and ideas of world societies, both historical and contemporary  
- refer to other disciplinary perspectives besides the course's dominant discipline.

Because language and culture courses treat language skills as embedded in the culture and inseparable from it, a wide range of subjects is examined and compared with U.S. counterparts. The following are types of knowledge, taken from the MU General Education model, lists various skills, and dispositions that are acquired, furthered, and enhanced by any language and culture instruction:

- western culture and its relationship to non-western cultures.  
- the foundations and characteristics of educated discourses.  
- the unity and diversity of humanity.  
- fine arts and aesthetics.  
- the intricate complexities of life on the planet.  
- scientific information as it is applied to personal and social decisions.  
- the approaches of the liberal arts disciplines.  
- critical and analytical thinking.  
- effective written and oral communication.  
- the use of more than one language.  
- inquiry and research.  
- quantitative reasoning (practicing math in Italian, dealing with the metric system, etc.)  
- problem solving.  
- forming a coherent, independent philosophy of life.  
- making socially responsible and personally fulfilling life choices.  
- living sustainably.
• valuing knowledge and continuing growth.
• forming opinions and modify positions based on evidence.
• reasoning ethically and act with integrity.
• promoting social justice and peace.

ADDITIONAL UNIVERSITY-MANDATED INFORMATION

Student Consumer Rights and Responsibilities
The Higher Education Opportunity Act (Public Law 110-315) (HEOA) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended (the HEA). The HEOA (2008) requires colleges and universities to provide students with information necessary to make informed decisions concerning their educational experiences. Mansfield University strives to serve its students fairly and equitably. The following MU website provides an inclusive list by topic of student consumer rights and responsibilities: http://mansfield.edu/HEA/

Copyright
The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website: http://mansfield.libguides.com/copyright.

Students Requesting Academic and/or Access Accommodations
Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the University’s Disability Advisor in the Department of Academic and Human Development (141 South Hall, Phone: 662-4436) as soon as possible. The Disability Advisor will arrange to provide your professors with an appropriate letter so that we may serve your particular needs more effectively. If you have a disability that requires classroom or testing accommodations, the advisor will also clarify appropriate arrangements.

Attendance Policy
"Regular and punctual class attendance is expected. Documented excuses because of illness, serious mitigating circumstances, or official university representation will be accepted by all faculty members and will permit students to make up missed tests and/or graded assignments in a reasonable manner at a time agreeable to instructor and student. Students must provide documentation before absences can be excused. All instructors are expected to make their class participation and attendance policies clear in the course syllabi" http://catalog.mansfield.edu/content.php?catoid=18&navoid=359.

Academic Integrity Policy
The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the Office of the Provost. See the policy and procedure listed at: http://www2.mansfield.edu/academic-affairs/faculty-resources/forms-and-procedures.cfm under “Academic Integrity Policy.”