



University of Oklahoma
Department of Modern Languages, Literatures, and Linguistics
Italian 3423: Advanced Italian Composition
Spring 2017

Benvenuti!

We are happy that you have decided to further your Italian studies! This syllabus contains valuable information about the class that you have chosen. Please take the time to read it carefully. If you have any concerns or questions, please feel free to contact your instructor.

Course: Italian 3423

Meeting Days & Time: TR 3:00 – 4:15

Instructor: Dr. Daniela Busciglio

Instructor email: busciglio@ou.edu

Section: 001

Location: Bizzell 233

Office: Kaufman Hall 116

Office Hours: MTh 4.30-5.30 & by appt.

Required Texts: Tabanelli, Roberta. *Scrivi bene! Writing Effectively in Italian*. New York: Edizioni Farinelli, 2016.

Lahiri, Jhumpa. *In Altre Parole*. Milano: Ugo Guanda Editore, 2015.

A journal/diary.

Optional/Suggested: Adorni, S., Primorac, K. *English Grammar for Students of Italian*, 6th ed. (Shhh.. on Canvas)

De Rôme, Denise. *Soluzioni A Practical Grammar of Contemporary Italian*. 2nd ed. London: Hodder Education Publishers, 2010.

Dictionary: EN-IT / IT-EN Dictionary: www.wordreference.com

Course Objectives & Description

The goal of this advanced level course is to help students refine their competencies in the Italian language, with a particular emphasis placed on writing skills. While exploring writing styles and rhetorical strategies we will also review key grammatical concepts and continue to build vocabulary and oral production.

The goals of this course are to:

1. Develop intermediate-mid and intermediate-high competence in Italian especially focused on reading and writing.
2. Foster intercultural and cross-cultural differences between writing styles in your home culture and in Italian culture and society.

3. Cultivate linguistic awareness about how Italian stylistics function and how it differs from your native language.

Class Format

Italian 3423 is conducted entirely in Italian. You are expected to speak only Italian during class. Repeated use of English will count against participation grade.

Monitoring Your Grade

It is up to students to monitor their own grades on Canvas, which will be updated regularly with your grades. Concerns or queries about a grade should be made immediately. Your instructor will not entertain queries or petitions for missed work at the end of the semester unless they are related to work immediately prior to the end of the semester. Your instructor will also not entertain petitions for excused absences for attendance. Please mindful of your own progress in class.

Emailing Your Instructor

Please use your OU email account when emailing your instructor. If you use a personal e-mail account (e.g., gmail, yahoo, etc), your message may end up in your instructor's junk mail folder or s/he will not know whether the message is junk mail, and therefore may not respond. OU email is considered by the university to be official communication, and you should therefore address your instructor appropriately (e.g., Dear Ms., Mr., Dr., etc.), and use a respectful tone. Instructors may not respond to emails that do not address them directly.

Recommendation Letters

As you go through your college career, which might eventually involve asking professors to recommend you for scholarships, graduate programs, jobs, or internships, please be aware that professors are not obligated to write references for any student who asks us. I will not write a reference for a student unless I can write a very positive and specific one. Therefore, your job as a college student is to become the kind of student professors can rave about in recommendations - hardworking, collegial, and intellectually inquisitive and honest. Consider maintaining relationships over time with professors, so that they know you well enough to write for you.

Attendance Policy

Course attendance is mandatory and will be recorded every day. You are allowed a maximum of 3 absences over the course of the semester. Each absence beyond these first 3 will result in the deduction of 1 point from your final grade. If you accrue more than 5 absences, you will be asked to withdraw from the course or a grade of F will be assigned as your grade for the course. Please note that attendance and participation grade does not simply depend on regular attendance but active daily participation. If you do miss class it is your responsibility to check Canvas and contact a classmate for missed materials and assignments. Be aware that missing class due to illness still counts as an absence, even with a doctor's note. In the case of a documented extenuating circumstance that may cause you to exceed your allotted number of absences, please contact your instructor immediately. Should you have personal emergency circumstances that require extended or frequent absences, it may be appropriate in some cases to drop that course and consider re-enrolling in a future semester. Athletes are expected to provide documentation of sports-related activities that may conflict with class to their instructor within the first two weeks of the semester. Please consult with your academic advisor concerning enrollment options. If you

must miss class one day, it is your responsibility to find out from a classmate what exactly you missed, obtain any notes or updates.

Please be on time to avoid disrupting your classmates. Three late arrivals will count as one unexcused absence.

Religious Observances

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Please inform your instructor as early as possible (preferably at the beginning of the semester) of any religious holidays you anticipate observing during the semester that might conflict with class requirements. Prior to being absent for religious observances, please remind your instructor in advance, and please take the initiative in making appropriate arrangements for making up class work and/or rescheduling exams if applicable.

Disability Statement

If you have a disability that may prevent the full demonstration of your abilities in this course, please contact me personally as soon as possible so I can provide an appropriate contact to discuss accommodations necessary to ensure full participation and facilitate your educational opportunities. Please contact the Disability Resource Center, Goddard Health Center, Room 166, (405) 325-3852 to make a formal request for accommodation. email drc@ou.edu. For further information, please visit: <http://www.ou.edu/drc/home.html>.

Statement of Inclusivity

Pivotal to OU's educational mission is the need to embrace and value the diversity of the OU community. Acknowledging the uniqueness of each individual, in this course and on campus we seek to cultivate an environment that encourages freedom of expression. Because the University is a community where inquiry is nurtured and theories are tested, every individual has the right to feel safe to express ideas that differ from those held by other members of the community. However, all persons who aspire to be part of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Recognizing that the proper balance between freedom of expression and respect for others is not always apparent or easy to achieve, we must continually challenge ourselves and each other in an atmosphere of mutual concern, good will and respect. Therefore, expressions or actions that disparage an individual's or group's ethnicity, gender, religion, sexual orientation, marital status, age or disability are contrary to the mission of OU.

Title IX Resources and Reporting Requirement

For any concerns regarding gender-based discrimination, sexual harassment, sexual assault, dating/domestic violence, or stalking, the University offers a variety of resources. To learn more or to report an incident, please contact the Sexual Misconduct Office at (405) 325-2215 (8am to 5pm, M-F) or smo@ou.edu. Incidents can also be reported confidentially to OU Advocates at (405) 615-0013 (phones are answered 24 hours a day, 7 days a week). Please be advised that an instructor is required to report instances of sexual harassment, sexual assault, or discrimination to the Sexual Misconduct Office. Inquiries regarding non-discrimination policies may be directed

to: Bobby J. Mason, University Equal Opportunity Officer and Title IX Coordinator at (405) 325-3546 or bjm@ou.edu. For more information, please visit <http://www.ou.edu/eoo.html>.

Adjustments for Pregnancy/Childbirth Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact your instructor or the Disability Resource Center at (405) 325-3852 as soon as possible. Please visit <http://www.ou.edu/eoo/faqs/pregnancy-faqs.html> for answers to commonly asked questions.

Auditors

Auditors are expected to do the same work as required of other students; no grades assigned but all assignments must be completed on time and active, and prepared participation is expected.

Academic Integrity

Academic misconduct is any act that improperly affects the evaluation of a student's academic performance or achievement or fails to give appropriate credit to authorship. All students in attendance are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University of Oklahoma expects from its students a higher standard of conduct than the minimum requires to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct. Cheating is strictly prohibited at the University of Oklahoma, because it devalues the degree you are working hard to get. As a member of the OU community it is your responsibility to protect your educational investment by knowing and following the rules. For specific definitions on what constitutes cheating, review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html. Any instance of academic misconduct will be handled in accordance with the University policy and procedures. Please refer to the website maintained by the OU Integrity Council and Office of Academic Integrity Programs at <http://integrity.ou.edu/index.html>.

Tutors are best used as guides. In order to improve your Italian skills, you must be able to identify and learn from your own mistakes and this is impossible if someone else is making the corrections.

What kind of help is acceptable?

- ✓ Point out errors and help you understand them, but allow you to correct them.
- ✓ Explanation of troublesome concepts or material
- ✓ Aid in identifying problem areas and resolving them
- ✓ Help with exam preparation

What kind of help is unacceptable?

- ✗ Correcting or doing your written assignments
- ✗ Help to cut corners or producing last-minute work

Examples of academic misconduct in this class include but are not limited to:

- Using unauthorized material (cheat sheets, answer keys, etc.) on examinations and other assignments
- Improper collaboration (for example working with a partner to divide the work in half and copying each other's half)
- Submitting the same assignment for different classes
- Having someone else do or write your assignments for you
- Submitting plagiarized work (i.e., cutting and pasting from another paper or the internet without proper citation or paraphrasing from the web or other sources without crediting the source or using another person's words, ideas, or research and presenting it as one's own)
- Fabricating, forging, or altering documents or lying in order to obtain academic advantage
- Using an electronic translator such as Google Translate for full sentences and/or paragraphs.

For full descriptions, please refer to the academic integrity website. When in doubt about whether something constitutes academic misconduct, please consult with your instructor who can help clarify any gray areas.

Grade Breakdown:

Partecipazione (Preparation, Absences)	20%
10 Composizioni	40%
Diario	20%
Compito (SB, JH, and other HW)	<u>20%</u>
	100%

Participation 20%

Participation in class involves a number of variables, including but not limited to:

- Using Italian at all times in the classroom (even for clarifying/asking a grammar question!)
- Your willingness to participate actively in all class activities
- Your cooperation during group and pair work
- Your respect and attitude toward the class and your peers
- Your daily preparation for each class.
- Using technology for class purposes and/or when asked to. If you need to use your cell phone for another purpose, please briefly exit the classroom.

Participation involves taking active part in the interpersonal, interpretive and presentational activities in Italian.

- “Active” means that you must make an effort to concentrate on getting the gist of what's being said in class, focus on the activities, speak, ask questions, volunteer, take notes when important points are explained, write and read in Italian.
- “Interpersonal activities” require that you share ideas in Italian with your classmates and instructor both orally and in writing on the topics that are being discussed, and work on your skills on how to ask for clarifications or explanations about those topics.
- “Interpretive activities” require that you listen to oral speech and make an effort to understand the main idea by using interpretive strategies (e.g., by identifying known words

- and infer logical connections between them, or interpreting gestures and body language).
- “Presentational activities” require that you present your ideas and opinions in Italian about the topics that are being discussed. These activities are conducted in pairs, small groups, or as a whole class.

Students are evaluated for their participation grade according to contributions to class activities, interaction with other students, and evidence of preparation of materials outside of class time. Students are expected to study the assigned material before class. Participation is graded on a weekly basis and is based on the following criteria:

5: Student volunteers answers at almost every class meeting and participates actively. Student prepares well for each meeting, uses recently introduced material correctly and creatively, and attends class regularly.

4: Student volunteers answers regularly and participates well in classroom activities. Student prepares well and attempts to use new material but may do so with inconsistent results.

3: Student answers appropriately when called on, participates, attends class regularly and prepares adequately for class meetings but does not assimilate class material very well.

2: Student rarely volunteers or answers questions, does not prepare for class adequately, and participates minimally.

1: Student cannot respond to questions, is unprepared for class, attends sporadically and demonstrates no interest in classroom activities.

My instruction will strive to create a cooperative learning environment. Keep in mind that no questions are too small or too big. Also, consider that no language learning process happens without making mistakes. In fact, mistakes must occur for learning to progress. I will work with you and you need to work with me to be successful and have a great experience.

Composizioni 40%

You will write ten compositions, one for each chapter of your textbook that we will cover. Each composition will be written twice. We will go through an editing process (including in class peer review and feedback) with each of these first drafts on a weekly basis, allowing you the opportunity to submit a second draft for a potential grade improvement the following week. It must be your composition without the help of a friend or a translation program! Using an online translation program or similar technology to write your essay constitutes academic misconduct and will result in a zero as your grade. The compositions must be typed and double-spaced; use font Times New Roman size 12 and submitted in Canvas. You must also copy and paste your final versions into the Canvas Discussion Forums for each chapter. Compositions that are handed in late will automatically lose 5 points for each day that they are late. Emailing compositions to your instructor is unacceptable. They must be uploaded to Canvas by 11:59pm each Friday.

Diario 20%

You will keep a journal in this class and every Thursday you will have 10-15 minutes of class time to write in it. You will have at least 8 entries in your journal of no less than 250 words. You will have opportunities to free write and you will have other opportunities in which you will respond to questions on various chapters of Jhumpa Lahiri's book, *In Altre Parole*, that we will read and discuss each week in class. You will submit your journals to me at the end of Week 8 and at the end of Week 15 for review and grading.

Compito 20%

These assignments will be shorter than your Composizioni. They will consist of assignments in your textbook, giving mini presentations when we use the app HelloTalk, presenting proverbs and idioms to the class and more. With regard to your textbook assignment completion, I will go around to check each week that you completed your assignments. Then, I will upload the solutions to that chapter to Canvas and you will be able to correct your errors. During Week 8 and Week 15, I will check your textbooks again to see if you made the corrections for each chapter. If you have made all the corrections, I will give you full credit for each chapter of *Scrivi Bene* that has been completed and corrected.

Your Next Course

Your next course is ITAL 3553 Survey of Italian Literature I. A grade of 'C' or higher is strongly recommended in order to advance to this course. Please do not take a semester off between courses!

Extra Credit Opportunities

There will be multiple opportunities to gain extra credit for this course. You can gain up to 3 points extra credit added to your final grade for this course by attending cultural events and activities such as guided museum tours, film nights, food tastings, game nights, and lectures offered throughout the semester, many sponsored by the Italian Club, *Baccano*. Your instructor will announce them in class and send you information about them. Make sure to get on the Baccano mailing list and like their Facebook page! <https://www.facebook.com/OUbaccano>. Please make sure to check your OU email and the Canvas course page at least once per day for any pertinent messages/announcements.

Italian Films

The best way to experience Italian culture outside of being in Italy and being around Italians is to watch Italian films! The Language Learning Center in Kaufman Hall has a large variety of Italian films that you can stream for free at any time from the comfort of your own computer. Visit <http://llc.ou.edu>, click on "Film Collection" and select Italian. You will also notice that at the end of each chapter in *Avanti*, there is a film clip from a famous Italian movie. You can view all these clips in a single video file on <http://llc.ou.edu> as well. Another website to find streaming Italian movies to watch is: www.iloveitalianmovies.com. Enjoy!

Programma di lavoro

The course calendar may be subject to changes in the event of class cancellations due to inclement weather, instructor illness, etc.

All writing assignments must be in Times New Roman font size 12 double-spaced and must follow this format: LastNameFirstNameAssignment.doc(x). An automatic deduction of 3 points will occur if format not followed.

SB = *Scrivi Bene* JH = Jhumpa Lahiri

Settimana e data	In classe:	Compito da completare:
SETTIMANA 1 17 – 19 gennaio	Introduzione al corso; sillabo; libro di testo; libro “In Altre Parole”; articoli da presentare/discutere	giovedì: JH 13-24 “La traversata, Il dizionario, Il colpo di fulmine”; presentare un articolo
SETTIMANA 2 24 – 26 gennaio	Capitolo 1: Gli italiani e gli altri popoli	martedì: leggere SB pp. 7-14; completare pp. 16-26 giovedì: Comp 1 SB 27-28 sugli stereotipi culturali (workshop di scrittura in classe) venerdì: caricare Comp 1 su Canvas
SETTIMANA 3 31 gennaio – 2 febbraio	Capitolo 2: L’Italia degli anni Duemila	martedì: SB 32-43 giovedì: JH 25-35 “L’esilio, Le conversazioni”; Comp 2 SB 44 sulla società contemporanea (workshop di scrittura in classe) venerdì: caricare Comp 2 su Canvas; caricare Comp 1 versione finale su Canvas
SETTIMANA 4 7 – 9 febbraio	Capitolo 3: C’è posta per te!	martedì: SB 48-61 giovedì: JH 37-48 “La rinuncia, Leggere con il dizionario, Il raccolto delle parole”; Comp 3 SB 63 sulla corrispondenza informale (workshop di scrittura in classe) venerdì: caricare Comp 3 su Canvas caricare Comp 2 versione finale su Canvas
SETTIMANA 5 14 – 16 febbraio	Capitolo 3: C’è posta per te!	martedì: compito HelloTalk; SB 64-65 giovedì: JH 49-58 “Il diario, Il racconto” venerdì: caricare Comp 3 versione finale su Canvas
SETTIMANA 6 21– 23 febb	Capitolo 4: C’era una volta	martedì: 58-83 giovedì: JH 59-68 “Lo scambio”; Comp 4 SB 89A sulle favole (workshop di scrittura in classe) venerdì: caricare Comp 4 su Canvas
SETTIMANA 7 28 febb – 2 marzo	Capitolo 4: C’era una volta	martedì: SB 83-88 giovedì: JH 69-80 “Il riparo fragile, L’impossibilità” venerdì: caricare Comp 4 versione finale su Canvas
SETTIMANA 8	Capitolo 5:	martedì: SB 94-103

7 – 9 marzo	Pubblicità	giovedì: JH 81-87 “L’imperfetto”; Consegnare diari (4 annotazioni in totale) COMPLETARE SB CORREZIONI
SETTIMANA 9	Buone vacanze!	
SETTIMANA 10 21 – 23 marzo	Capitolo 5: Pubblicità	martedì: SB 103-112 giovedì: JH 89-100 “L’adolescente peloso, Il secondo esilio”; Comp 5 SB 112 sulla pubblicità (workshop di scrittura in classe) venerdì: caricare Comp 5 su Canvas
SETTIMANA 11 28 – 30 marzo	Capitolo 6: Vendesi, cercasi...	martedì: SB 116-127E giovedì: JH 101-108 “Il muro” venerdì: caricare Comp 5 versione finale su Canvas
SETTIMANA 12 4 – 6 aprile	Capitolo 6: Vendesi, cercasi...	martedì: SB 127-132 giovedì: JH 109-117 “Il triangolo”; Comp 6 SB 130-131 sugli annunci e email di richiesta informazioni (workshop di scrittura in classe) venerdì: caricare Comp 6 su Canvas
SETTIMANA 13 11 – 13 aprile	Capitolo 7: Cercare lavoro	martedì: SB 134-142 giovedì: JH 119-127 “La metamorfosi” venerdì: caricare Comp 6 versione finale su Canvas
SETTIMANA 14 18 – 20 aprile	Capitolo 7: Cercare lavoro	martedì: SB 143-149 giovedì: JH 129-141 “Sondare, L’impalcatura”; SB 150-151; Comp 7 SB 149 sul cercare lavoro, parlare del lavoro (workshop di scrittura in classe) venerdì: caricare Comp 7 su Canvas
SETTIMANA 15 25 – 27 aprile	Capitolo 10: Sposata o single?	martedì: SB 194-202 giovedì: JH 143-148 “Penombra” Consegnare diario (8 annotazioni in totale) venerdì: caricare Comp 7 versione finale su Canvas
SETTIMANA 16 2 – 4 maggio	Capitolo 10: Sposata o single?	martedì: SB 202-208 mercoledì: JH 149-156 venerdì: consegnare Comp 10 SB 208 su Canvas COMPLETARE SB CORREZIONI
FINALS WEEK	Scrittura su JH	8 maggio: Scrittura su JH da consegnare su Canvas entro le 23.59 8 maggio: Caricare Comp 10 versione finale su Canvas

ACTFL Benchmarks of Success and Progress

At the end of the semester, you should be around the Intermediate High proficiency level. This chart shows what that looks like. Check back every so often over the course of the semester to see what you can do with the Italian language, how well you can do them, and where you need to improve.

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.	I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.	I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.	I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.
Interpretive Listening	I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.	I can easily understand the main idea and some supporting details in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.	I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.
Interpretive Reading	I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of texts related to everyday life and personal interests or studies.	I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.	I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.