

Term Information

Effective Term Autumn 2019

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 4401
Course Title Language planning and policy in Italy through time
Transcript Abbreviation Lang Plan
Course Description Issue of language in Italy are complex and have varied significantly over time. In this course, we will examine and critique issues of language planning and policy in Italy at different points in history arriving at the unique issues in Italy today. The modern Italian situation will be compared to those of other countries. Taught in English.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
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 Two 3000-level Italian or other world language courses taught in English or in the world language.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0902
Subsidy Level Baccalaureate 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 appreciate the realities of linguistic diversity in Italy through time.
- Students learn the general sociolinguistic framework of language planning and policy.
- Students understand language planning/policy through time in Italy
- Students learn the language planning and policies in countries in which Italian is or has been spoken or in a country where a Romance language is spoken and has similar issues to those of Italy

Content Topic List

- Language planning
- language diversity in Italy over time
- Italian history
- language vs dialect
- the Question of the Language in Italy

Sought Concurrence

Yes

Attachments

- Chair approval.docx: Chair approval
(Other Supporting Documentation. Owner: Aski,Janice Marie)
- concurrence Linguistics.docx: concurrence
(Concurrence. Owner: Aski,Janice Marie)
- 4401 Language policy in Italy syllabus JA.docx: syllabus
(Syllabus. Owner: Aski,Janice Marie)
- Curriculum Map Italian 9_2018.doc: cur map
(Other Supporting Documentation. Owner: Aski,Janice Marie)

Comments

- Please upload curriculum map and check prereq info *(by Vankeerbergen,Bernadette Chantal on 08/06/2018 10:04 AM)*
- As a new course that can can towards the major, a curricular map is required. Also, if this a "topics course" 2 syllabi are required. Maybe it isn't a topics course. Consider and resubmit. *(by Heysel,Garett Robert on 08/05/2018 07:02 PM)*
- This is a new course that will serve the new Italian Studies major. I added one line to the description and had to resubmit. Sorry *(by Aski,Janice Marie on 08/05/2018 03:41 PM)*

COURSE REQUEST
4401 - Status: PENDING

Last Updated: Heysel,Garett Robert
08/10/2018

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Aski,Janice Marie	08/05/2018 03:42 PM	Submitted for Approval
Approved	Renga,Dana	08/05/2018 03:45 PM	Unit Approval
Approved	Heysel,Garett Robert	08/05/2018 07:02 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	08/06/2018 10:04 AM	ASCCAO Approval
Submitted	Aski,Janice Marie	08/07/2018 04:22 PM	Submitted for Approval
Approved	Renga,Dana	08/07/2018 04:23 PM	Unit Approval
Approved	Heysel,Garett Robert	08/10/2018 07:01 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	08/10/2018 07:01 PM	ASCCAO Approval

Language planning and policy in Italy through time

Professor: Janice M. Aski
214 Hagerty
Telephone: 292-8837, messages: 292-4938
E-mail: aski.1@osu.edu

Office hours: by appointment (see
'Classroom policies' below)

Course description:

Issue of language in Italy are complex and have varied significantly over time. In this course, we will examine issues of language planning and policy in Italy at different points in history (e.g. the Roman conquest, medieval Italy, the Enlightenment, fascism, unification) arriving at the unique issues in Italy today. You will also examine the language planning and policies of another country in order to compare and contrast with the situation in Italy. Finally, you will critique the current policies in Italy and create your own language policy, providing informed justification for your choices.

Course Goals	Learning Outcomes
Goal A: Students appreciate the realities of linguistic diversity in Italy through time.	Learning Outcome 1: At the end of the course, the successful student will be able to explain the linguistic diversity in Italy through time. Learning Outcome 2: At the end of the course, the successful student will be able to identify the social and linguistic advantages and disadvantages of the linguistic diversity in Italy at different points through time.
Goal B: Students learn the general sociolinguistic framework of language planning and policy.	Learning Outcome 3: At the end of the course, the successful student will be able to explain the sociolinguistic framework of language planning and policy.
Goal C: Students understand language planning/policy through time in Italy	Learning Outcome 4: At the end of the course, the successful student will be able to analyze the different approaches to language planning and policy in Italy through time. Learning Outcome 5: At the end of the course, students will be able to explain what they have learned to a person with no background in Italian or linguistics Learning outcome 6: At the end of the course, the successful student will be able to make

	coherent, evidence-based arguments for their positions regarding language planning and policy in Italy.
Goal D: Students learn the language planning and policies in countries in which Italian is or has been spoken or in a country where a Romance language is spoken and has similar issues to those of Italy.	<p>Learning outcome 7: At the end of the course, the successful student will be able to research the language planning and policies in a country other than Italy.</p> <p>Learning Outcome 8: At the end of the course, the successful student will be able to write a precise, concise and coherent comparison and contrast of the contemporary language planning and policies of Italy and those of another country.</p>

Texts

available online:

Alighieri, Dante. *De vulgari eloquentia*. Libro I:
<http://www.danteonline.it/english/opere.asp?idope=3&idlang=UK>

History of the *Accademia della Crusca*:
<http://www.accademiadellacrusca.it/en/accademia/history>

provided on Canvas:

Cerruti, Massimo. 2011. Regional varieties of Italian in the linguistic repertoire. *International Journal of the Sociology of Language* 210: 9–28.

Chini, Marina. 2011. New linguistic minorities: repertoires, language maintenance and shift. *International Journal of the Sociology of Language* 210: 47–69.

Coluzzi, Paolo. 2009. The Italian linguistic landscape: the cases of Milan and Udine. *International Journal of Multilingualism* 6.3 : 298-312.

Cravens, Thomas D. 2007 “Perils of speaking of orígenes de la lengua” in *Medieval Iberia: Changing societies and cultures in contact and transition*, Eds. Ivy A. Corfis and Ray Harris-Northall, 153-164. Rochester, NY: Tamesis.

Cravens, Thomas D. 2014. Italia linguistica and the European Charter for Regional or Minority Languages. *Forum Italicum* 48.2: 202–218.

- Dal Negro, Silvia and Alessandro Vietti. 2011. Italian and Italo-Romance dialects. *International Journal of the Sociology of Language* 210: 71–92.
- Geraci, Carlo. 2012. Language policy and planning: The case of Italian sign language. *Sign Language Studies* 12.4: 494-518.
- Hall, Robert A., Jr. 1974. *External history of the Romance languages*. New York: Elsevier. (Chapter 5)
- Iannàccaro, Gabriele and Vittorio Dell’aquila. 2011. Historical linguistic minorities: suggestions for classification and typology. *International Journal of the Sociology of Language* 210: 29–45.
- Kristeller, Paul Oskar. 1946. The origin and development of the language of Italian prose. *Word* 2.1: 50-65.
- Love, Stefanie V. 2015. Language testing, ‘integration’ and subtractive multilingualism in Italy: challenges for adult immigrant second language and literacy education. *Current Issues in Language Planning* 16.1–2: 26–42.
- Parry, Mair. 2002. “The challenges to multilingualism today” in *Multilingualism in Italy past and present*, Eds. Anna Laura Lepschy and Arturo Tosi, 47-59. Oxford: European Humanities Research Centre of the University of Oxford.
- Perta, Carmela. 2011. Small languages and small language communities. The Albanian dialects in southern Italy: A tenuous survival. *International Journal of the Sociology of Language* 210: 127–137.
- Posner, Rebecca. 1996. *The Romance languages*. Cambridge: Cambridge University Press. (Pages 231-43)
- Tamburelli, Marco. 2014. Uncovering the ‘hidden’ multilingualism of Europe: an Italian case study. *Journal of Multilingual and Multicultural Development* 35. 3: 252-270.
- Tosi, Arturo. 2001. *Language and society in a changing Italy*. Clevedon: Multilingual Matters. (Chapters 1 - 3)
- , 2005. The Language Situation in Italy. *Current Issues in Language Planning* 5.3: 262-350.
- , 2008. “Language survival and language death in multilingual Italy” in *Encyclopedia of language and education, 2nd edition, volume 9: Ecology of Language*, Eds. A. Creese, P. Martin and N. H. Hornberger. 113–123. New York: Springer.
- , 2011. The *Accademia della Crusca* in Italy: past and present. *Language Policy* 10: 289–303.

Vincent, Nigel 2006. "Languages in contact in medieval Italy" in *Rethinking languages in contact: The case of Italian*, Eds. Anna Laura Lepschy and Arturo Tosi, 12-27. London: Modern Humanities Research Association and Maney Publishing.

Wright, Roger. 1988. "Roots of our language (3): Did Latin die?" *Omnibus* 15: 27-29. (Omnibus (Serial) London J.A.C.T)

Wright, Roger. 2002. "Early Medieval Pan-Romance comprehension" in *Word, image, number: Communication in the Middle Ages*, Eds. John J. Contreni and Santa Casciani, 25-42. Sismel: Edizioni del Galluzzo.

Classroom policies:

No cell phone use whatsoever. Turn off your cell phone before class begins. If you would like to access Canvas during class, you must bring a laptop or a tablet.

Make an appointment to see me when you need assistance. One of the greatest predictors of undergraduate success is contact with one's professors and instructors. I have not listed specific office hours because I like to avoid lines outside my office. This does not mean that I don't want to see you! The best time to make appointments is after class on Tuesday or Thursday until 2, but if you can't make that time, we can work something out.

Having trouble with studying and staying on top of the material in your courses? The **Dennis Learning Center** supports students so that they can enter, excel in, and successfully complete academic programs at The Ohio State University. They apply their expertise in education, psychology, instruction, and technology to provide outreach that includes elective courses, workshops, and individual academic coaching. They help students flourish by providing assistance in areas that include motivation, academic stress, procrastination, study skills, time management, test taking, learning from text, note taking, and self-regulation.

Grading:

Lesson summaries 10%

Homework: 15%

Exams: 25%

Comparison/Contrast project (CCP) 25%

Explanation to a non-specialist project (ENS) 25%

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	

Lesson summaries: Each student will be assigned at least one lesson (maybe two depending on enrollment) that you will summarize at the beginning of the following lesson. The summary must

be posted on the Canvas discussion board before the start of class. The summaries will be graded on completeness and appropriate use of terminology.

Homework: Assignments will vary, but you can expect to have worksheets with questions to answer that guide your reading, pop-quizzes at the beginning of class that demonstrated that you have done the reading, and/or jigsaw puzzle reading activities.

Exams: There will be two in-class exams and one take-home exam. Do not miss exams. You will not be allowed a make-up unless you contact the instructor prior to the exam and you have a documented excuse.

Comparison/Contrast Project: For this project, you will research the issues of language planning and policy in another country of your choice in order to compare and contrast them to the issues in Italy. After completing this project, you will have a solid understanding of how language planning and policy are carried out in different ways, as well as a deeper understanding of the Italian language landscape. This project is collaborative. You may work as much or as little as you like with a partner who will be working on the same topic. However, you will be graded individually. This project has two parts:

1) Paper

Your paper should include the following (see the tentative daily schedule for due dates for each aspect of the paper):

- A. A short background on the historical linguistic situation in the chosen country. Highlight two significant planning and policy issues in the history of this language.
- B. A detailed description of the contemporary language planning issues and the policies in the country you have selected.
- C. An evidence-based subjective analysis of the current policies.
 1. How are the policies appropriate? What are the arguments in favor of this proposal?
 2. How are the policies inappropriate? What are the arguments against this proposal?
- D. A comparison/contrast with the planning and policy solutions in contemporary Italy.
 1. How are the two situations similar?
 2. How are the two situations different?
- E. How has the study of your country and the information presented about the other countries in class presentations changed your perspective on the situation in Italy? Can you identify new solutions? Does this information complicate your understanding of the Italian situation? How?

Requirements:

- Word limit: 1500-1750 words, font 12, double spaced, 1 inch margins, submit as a WORD doc on Canvas.
- Countries to choose from: *Malta, *Somalia, *Eritrea, *Switzerland, *Albania, *Libya, France, Spain, Romania, Portugal, Belgium (those with an asterisk have a history with Italian). Additional countries will be added if enrollment requires it.

- Your paper will be moderated through *Turnitin* to check for plagiarism.
- Grading rubric:

	What would an excellent example look like?	What would an acceptable example look like?	What would an unacceptable example look like?
The essay is well-written.	No grammatical errors, no spelling errors, appropriate use of paragraphs, appropriate format of the essay in sections/subsections and good transitions between sections	A few grammatical errors, a few spelling mistakes. Weak transitions between sections (e.g. inserting one sentence that leads the reader to the next section/topic).	Multiple grammatical errors and spelling errors. Lack of organization in paragraphs and sections/subsections. No transitions between sections and subsections (the paper reads like a collection of separate essays instead of a coherent narrative).
The essay uses appropriate terminology.	The linguistic/sociolinguistic terminology presented in the course is used consistently and appropriately. Writing as if you are an expert on the topic.	Appropriate terminology is not used consistently, but used in most cases.	Your writing reads as if you have not learned any new terms in the course. You use your own 'lay' phrasing for concepts that have official terms.
The subjective opinions are well-conceived and supported with evidence.	It is clear that you have thought through your arguments carefully because your arguments are structured in coherent paragraphs, your support your position with evidence.	Your arguments are not supported consistently throughout the paper.	Your opinions are based on superficial knowledge of the situation, so you don't have appropriate evidence to support your argument other than "because I believe this to be the case"

If you need assistance with your writing, you are encouraged to work with the **Writing Center**, which offers free help with writing at any stage of the writing process for any member of the university community. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WCOonline or by calling 614-688-4291. Please note that the Writing Center also offers daily walk-in hours—no appointment necessary—in Thompson Library. You do not have to bring in a piece of writing in

order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas.

2) Oral presentation with PPT

At the end of the course, students will give a 15 minute PPT presentation. The first 10 mins will be dedicated to their research on the language situation in the country of their choice, points A-C above. For the remaining five minutes, they will lead class discussion on point D. Students will be responsible for using the information gathered from all presentations in their final paper when completing part E of the assignment. Presentations will be graded on the following:

PPT slides: Don't put too much text on your slides. Slides should be an outline of your talking points, not all the information that you wish to convey. I would be happy to meet with you to review your slides before your presentation.	100 pts
Presentation skills: Don't read from the slides or from note cards. The presentation should be professional, timed appropriately, and both presenters should have equal time to present (approx. 7.5 mins each).	100 pts
Content: The information is well-researched and well-organized. Opinions are supported by facts. A variety of perspectives on the issues are provided.	100 pts
Discussion: The facilitators ask probing questions to encourage their classmates to engage enthusiastically in discussion of point D.	100 pts
total	400 pts

Explanation to a non-specialist project (ENS)

The class will be divided into two groups. Before the first exam (see syllabus for date of assignment), the students in one group will be responsible for explaining the course content to a person with no background in Italian or linguistics. This person could be a roommate, friend or family member, but must have no background in Italian or linguistics. You must talk with your chosen person face to face and you must record your meeting and upload it to Canvas. The goal is to explain the course content in such a way that it can be understood by a naive listener.

The students not assigned to do the explanation will listen to the uploaded recording of an assigned classmate and critique it looking for success in the following categories:

- the information is accurate
- technical terms are explained clearly and concisely
- the information is conveyed in such a way that the listener can understand

The instructor will grade the conversations using the same categories. For the second exam, the roles change, i.e., the students who critiqued now explain the course content and the students who explained the content for the first exam will critique their partner.

NOTE: You must be sure you know how to record an audio file and upload it to Canvas. No excuses for problems with technology will be accepted. Consult a technology assistant at, for example, the Buckeye Bar in Thompson Library if you are uncertain how to record and upload.

Attendance and participation:

Regular attendance and participation in class are essential for learning a foreign language. At the same time, when you are in class, it is not enough to just be present. You are expected to actively engage in discussions. Therefore, prepare carefully for class by completing all assignments in advance, and be ready to participate in class. Do not miss class. This course is tightly organized and covers a lot of grammar points that you will find challenging. You will need class time for explanations and practice. One thing that students say over and over about my courses is that if you miss a day, you will get terribly behind immediately. Having said that, you will be allowed 2 grace days (which you should not take unless you absolutely have to). At the third absence, the following policy is in place:

Days missed (unexcused:) 3—final grade lowered one whole grade (A becomes B)

Days missed (unexcused:) 5—final grade lowered two whole grades (B becomes D)

Days missed (unexcused:) 7—final grade lowered three whole grades (B becomes F)

Academic integrity

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/>.

Students enrolled in courses at The Ohio State University are expected to adhere to the highest standards of academic conduct. All suspected cases of misconduct will be reported to the Committee on Academic Misconduct as required by University rules. Examples of academic misconduct in this course include, but are not limited to, the following:

- Copying work or otherwise turning in written work that is not original to you. Cheating in this case applies both to the copier and the person who allows his or her work to be copied.
- Having someone else do or write your assignments for you.
- Having anyone other than your instructor help you with your compositions.
- Alteration of university forms used to drop or add courses to a program, or unauthorized use of those forms including the forging of signatures.

Disability Services

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Sexual misconduct/Relationship violence

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, Kellie Brennan, at titleix@osu.edu.

Diversity

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.

Tentative daily syllabus

Note about using Canvas: Unless otherwise indicated, you can access all assignments using the ‘module’ feature on canvas. The modules are organized by week, and the assignments and readings correspond directly to the assignments listed on your syllabus. Pay close attention to the due dates on the syllabus. Be sure to consult the syllabus that appears on Canvas as it will be updated regularly.

Week	Content	Assignment for next class/Exam
1	<p>A: Ice breakers, description of course, and overview of the projects; What is the <i>Questione della Lingua</i>/the Language Question?</p> <p>B: Icebreakers, Explanation to a non-specialist (ENS): Introduction to the project. Assign dates that students explain the material to a non-</p>	<p>A: Read they syllabus</p> <p>B: Read: Substrata Handout; Posner (1996) p. 231-43; Hall (1974) Chapter 5</p>




	<p>specialist; Comparison/Contrast project (CCP): Introduction to the project. Presentation of where to find books and articles, including the libguide. Students are put into groups of two and select a country for the project and look at the dates when phases of the project are due.</p>	
2	<p>A: Languages in Italy prior to Roman expansion; Roman conquests</p> <p>B: Lesson summary; Examine Roman 'language policy'; examples of the vernacular</p>	<p>A: Read: Wright (1988, 2002), Cravens (2007)</p> <p>B: Read: Vincent (2006); Excerpts (from the poetry of the Sicilian School, Northern religious texts, the Divine Comedy)</p>
3	<p>A: Lesson summary; Medieval Italy: Latin vs vernacular; Early texts in the vernacular: Sicilian poets, Religious texts, Dante (Divina Commedia)</p> <p>CCP Project assignment: List of sources for your selected country. Cite the sources from the libguide as well as at least three other sources. Due 4a.</p> <p>B: Lesson summary; Dante: <i>De Vulgari Eloquentia</i> and language planning</p>	<p>A: Read: <i>De Vulgari Eloquentia</i> book I (link under 'texts' on syllabus)</p> <p>B: ENS assignment due 4a</p> <p>Read: Tosi (2011); History of the Accademia della Crusca; Kristeller (1946) (Need a reading outlining the different theories proposed and by whom – may replace this.)</p>
4	<p>A: Lesson summary; Renaissance and language planning (Purists: Bembo, Courtiers: Castiglione and Trissino, Macchiavelli); Accademia della Crusca</p> <p>B: Lesson summary; Review</p>	<p>A: Preparation for review; ENS critique due TOMORROW on Canvas</p> <p>B: Study for exam</p>
5	<p><u>A</u>: Exam</p> <p>B: Language vs Dialect; The languages of Italy</p> <p>CCP Assignment: Hand in an outline of A, at least three important historical moments in</p>	<p>A: Read: Tosi (2006) Chapter 2; https://www.istat.it/en/archive/136517; (Need a reading in English on the Italian dialects.)</p> <p>B: Read: Iannàccaro and Dell'aquila (2011); Perta (2011)</p>














	the development of the standard language in the country of your choice.	
6	A: Lesson summary; The languages of Italy B: Lesson summary; Unification and fascism: Language planning and policy	A: Read: Tosi (2006) Chapter 1. B: Read: Tosi (2006) Chapter 3.
7	A: Lesson summary; Standard and non-standard varieties of Italian CCP: hand in the outline of B - the contemporary language situation in their country and the policies that are in place. B. Lesson summary; Standard and non-standard varieties of Italian	A: Read Cerruti (2011) ENS assignment due next class period B: Prepare for review: ENS critique due TOMORROW on canvas
8*	A: Lesson summary; Review B: Exam	A: Study for Exam B: Read: Tosi (2008); Dal Negro and Vitetti (2011)
9	A: Language death and language survival B: Lesson summary; Immigration and language	A: Read: http://www.bbc.com/news/world-europe-36080216 ; Italy makes immigrants speak Italian (USA today): https://usatoday30.usatoday.com/news/world/2011-03-05-italy-immigrants_N.htm ; Chinese remake the made in Italy (NYT): http://www.nytimes.com/2010/09/13/world/europe/13prato.html ; Love (2015) B: No homework!
10	Spring Break	

11	<p>A: Review; Immigration and language</p> <p>B: Lesson summary; New Linguistic Minorities in Italy</p>	<p>A: Read: Chini (2011); Parry (2002)</p> <p>B: Coluzzi (2009); Tamburelli (2014); Geraci (2012)</p>
12	<p>A: Lesson summary; Minority languages; Regional language policies</p> <p>CCP: Hand in and outline of C - an evidence-based subjective analysis of the current policies.</p> <p>B: Lesson summary; Language policy in Italy</p>	<p>A: Tosi (2004); Cravens (2014)</p> <p>B: TBD</p>
13	<p>A: Italian language policy; Discussion: the pros and cons of the language policy in Italy. (Work on supporting your arguments with facts.)</p> <p>B: Role play: Students in three groups. Each group creates an alternative language policy for Italy (or they can choose to keep the current policy) and they have to come up with arguments to support their model. Each group presents the model and the other groups act as government policy makers who identify the pros and cons of the model; Take-home exam (Description of the contemporary language situation in Italy as well as the current policies, give the pros and cons of this policy and support your arguments with evidence/facts).</p>	<p>A: TBD</p> <p>B: TBD</p>
14	<p>A: Preparation for presentations</p> <p>B: presentations and discussions on the policies of the countries chosen</p>	<p>A: Prepare your presentation</p> <p>B: Prepare your presentation</p>
15	<p>A: presentations and discussions on the policies of the countries chosen</p>	<p>A: Prepare your presentation</p>




	B: presentations and discussions on the policies of the countries chosen; concluding remarks	B: Work on final paper
Exam week		Final papers due

janiceaski@yahoo.com - x Course Request x
Secure | https://mail.yahoo.com/d/folders/1/messages/49882

YAHOO! MAIL Find messages, documents, photos or people  Janice  

Compose      Archive  Move  Delete  Spam    31  

Inbox Unread Starred Drafts (49) Sent Archive Spam Trash Less Views Hide Photos Documents


 **Renga, Dana** <renga.1@osu.edu>  Aug 1 at 12:31 PM 
To: Janice Aski


Dear Janice,

I write to give my approval for you to propose IT 4401 – it looks like a great course! Best,
Dana

--

Dana Renga
Associate Professor and Chair
The Department of French and Italian
Affiliate Faculty: Film Studies, Comparative Studies, and Women's, Gender, and Sexuality
Studies
The Ohio State University
1775 College Rd., Columbus, OH 43210

VENUS 



Browser tabs: janiceaski@yahoo.com - x, Course Request x
Address bar: https://mail.yahoo.com/d/folders/1/messages/49887

YAHOO! MAIL
Find messages, documents, photos or people

Compose

Inbox

- Unread
- Starred
- Drafts (50)
- Sent
- Archive
- Spam
- Trash
- Less

Views Hide

Photos

Documents

RE: concurrence for a new course in Italian 2 Yahoo/Inbox

McGory, Julia <mcgory.1@osu.edu> Aug 2 at 10:02 AM

To: Janice Aski
Cc: Speer, Shari

Hi Janice,

On behalf of Shari Speer, the Department Chair of Linguistics, we provide concurrence for this new course: Language Planning and Policy in Italy through time.

-Julie

Hide original message

From: Janice Aski [janiceaski@yahoo.com]
Sent: Wednesday, August 01, 2018 12:44 PM
To: McGory, Julia
Subject: concurrence for a new course in Italian

Tyson
Chicken raised with no antibiotics ever passes the test.

Windows taskbar: Search the web and Windows, 3:37 PM 8/5/2018

Curriculum Map

Italian - Undergraduate

B = beginning

I = Intermediate

A = Advanced

	Cultural Awareness	Comprehension	Speaking	Critical Analysis	Writing and Critical Expr.
Prerequisite and Required courses					
1101.01/02 (GE)	B	B	B		B
1102.01/02 (GE)	B	B	B		B
1103.01/02 (GE)	B/I	B/I	B/I		B/I
5101 (GE)	B/I	B/I	B/I		B/I
2102	I	I	I	B/I	B/I
Elective courses in English					
2051 (GE)	B			B	
2052 (GE)	B			B	
2053 (GE)	B			B	
2054 (GE)	B			B	
2055 (GE)	B			B	
5051	A			A	A
4401	A			A	A
FR4053	A			A	A
Elective courses in Italian					
2193	B	B	B	B	B
2194	B	B	B	B	B
3102	I	I	I		I
3103		I/A		I/A	I/A
3220	I	I		I	I
3221	I			I	I
3222	I	I	I		I
3223	I/A	I	I		I
3224	I/A	I	I	I/A	I/A
3225	I	I/A	I/A	I/A	

3330	I	I/A	I	I	I/A
3331	I/A	I/A	I	I	I/A
3332		I	I		
4223	A	A	A	A	A
4224	A	A	A	A	A
4225	A	A	A	A	A
4330		A	A	A	A
4331		A		A	A
4998 (H)	A	A		A	A
4999 (H)	A	A		A	A
5193	A	A	A	A	A
5194	A	A	A	A	A
Study Abroad					
3797	I			I	
3798.01	A	A	A	I	I
3798.02	A	A	A	I	I
5797	A	A	A	I	I