

Term Information

Effective Term Spring 2024
Previous Value Spring 2020

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We would like this course to be added to the Traditions, Cultures,
& Transformations Theme and for it to count as a four-credit high impact/integrative practice course taught in a language other than English

What is the rationale for the proposed change(s)?

This course fits perfectly into this theme and satisfies all the requirements of the integrative practice category of courses taught in a language other than English.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

NA

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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 2102
Course Title Contemporary Italian Society
Transcript Abbreviation Contemp Ital Soc
Course Description Exploration of a variety of aspects of contemporary Italian society and culture while developing language skills. Special focus on reading skills. Not open to native speakers of Italian.
Semester Credit Hours/Units Fixed: 4
Previous Value Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 7 Week
Previous Value 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 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 Prereq: A grade of C- or above in 1103.01, 1103.02, 1103.03, 4 cr hrs of 1103.61, or 1103.71, 1104.30, or 5101; or permission of instructor.

Exclusions Not open to native speakers of Italian

Previous Value

Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0126

Subsidy Level Baccalaureate Course

Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
Traditions, Cultures, and Transformations

Previous Value

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Successful students will have the skills necessary to read short, authentic, Italian texts and know how to figure out passages that are not clear to them.

Content Topic List

- Reading Comprehension
- Grammar and Vocabulary
- Italian Culture and Society
- Cross-Cultural Comparisons
- Taught in Italian

Sought Concurrence No

Attachments

- AU23 ITAL 2102 Syllabus and GE information FINAL.docx: Syllabus and GE information
(Syllabus. Owner: Aski, Janice Marie)
- Letter of introduction.pdf: letter of introduction
(Cover Letter. Owner: Aski, Janice Marie)
- IT 2102 chair letter of support.pdf: chair letter
(Other Supporting Documentation. Owner: Aski, Janice Marie)

Comments

- Note that all supporting documents appear after the syllabus in the same document. (by Aski, Janice Marie on 07/20/2023 10:17 AM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Aski, Janice Marie	07/20/2023 12:38 PM	Submitted for Approval
Approved	Heller, Sarah-Grace	07/20/2023 01:40 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/08/2023 01:33 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/08/2023 01:33 PM	ASCCAO Approval



July 20, 2023

Dear Curriculum Committee,

We are requesting a course change for IT 2012: Contemporary Italian Society. Previously, it was a three-credit course that served as the prerequisite for the intermediate and advanced major and minor courses. We are requesting that it remain the prerequisite, but we are requesting that it be added to the Traditions, Cultures, & Transformations Theme and that it count as a four-credit high impact/integrative practice course taught in a language other than English. The content of this course is perfectly suited for this theme and the types of tasks and the fact that it is taught in Italian make it an integrative practice course. The documents provided demonstrate this clearly.

Thank you for your work on the curriculum and best wishes.

Sincerely,

Janice M. Aski

Professor of Italian, Director of Italian Undergraduate Studies
Director of the Center for Languages Literatures and Cultures

ITA 2102: CONTEMPORARY ITALIAN SOCIETY

martedì e giovedì (Tu/Th) 9:35- 10:55

Hagerty Hall

Prof. April Weintritt

Email: weintritt.1@osu.edu

Ufficio: Hagerty Hall 222

Ore di ricevimento (office hours): martedì (Tuesday), 1:30-2:30pm al Crane Cafè, giovedì (Thursday) 10-11 su Zoom, or by appt

Prof. Weintritt's Office Hour Zoom Meeting:

Click [here](#) for link

Meeting ID: 939 7870 3720

Password: 364774

Continuity plan: Should in-person classes be canceled, we will meet via zoom at the link for Prof. Weintritt's office hours.

Course description:

How did we arrive at contemporary forms of Italian culture that one can find in Rome today? As the adage goes, "All roads lead to Rome," and indeed diverse trajectories have brought immigrants from within Italy and from abroad to call the capital city home. Deep and lasting transformations of Italian culture and society are more and more apparent; the influence of Italy's institutions is waning, as a result of shifting and broadening traditions, values, and perspectives of what was once dominant and normative Italian cultural beliefs on religion, gender, family, and more. All these transformations are at play in the principal text of this course: the best-selling 2006 novel *Clash of Civilizations for an Elevator in Piazza Vittorio* by Amara Lakhous, an acclaimed Algerian-Italian author. Particularly when reading the principal novel but also in additional readings and videos, we will delve into the convergence of 20th and 21st century Italian cultural history and language expression through analysis of a variety of contemporary speech registers, dialects, European cultural reference points, and immigration and refugee crises at the turn of the century.

In this course we explore themes of cultural transformations (identity, ethnicity, expanding presence of different religions, local vs national vs new cultures, immigration) in Italy's multicultural capital city of Rome while developing intercultural attitudes, knowledge, and skills and robustly improving language communication skills (listening, reading, writing, and speaking) to better interpret, explain, discuss, and present different lived experiences and institutional culture from modern and contemporary Italy and to understand our own cultures and experiences that inform the traditions and transformations we have witnessed and participated in in our communities. Through written, spoken and visual Italian texts (such as, different literary genres as well as non-fiction histories, video segments, podcasts, demographic models and data sets), we trace sociohistorical events that inform everyday "clashes of civilization" in the city and examine how inhabitants of the city negotiate cultural values, attitudes, and behaviors,

interrogating and analyzing our assumptions about the cultures of Italy and analyzing our own conversations with native speakers and residents of Italy as qualitative data resources.

Since you are transitioning from the elementary to the intermediate level, emphasis will be placed on developing your independent reading and listening skills as well as cultural worldview knowledge and awareness so you will be exposed to multiple genres of authentic Italian written, spoken and visual texts that illustrate and comment on societal and cultural transformations. You will advance your ability to use Italian interpersonally in dialogues, interviews, and discussions as well as your presentational Italian in writing and in recorded audio, such as a final podcasting project.

The targeted grammar structures of this course are: a review of nouns and adjectives; regular and irregular present indicative verbs; the *passato prossimo*, the imperfect, the past perfect (*trapassato prossimo*) and the remote past (*passato remoto*); the subjunctive mood, hypothetical constructions, and relative and interrogative pronouns. You'll also develop your own dictionary (*taccuino*) to improve your lexical knowledge and your ability to write and speak flexibly in different registers of Italy. Moreover, with a pedagogical framework of intercultural learning and targeted curricular activities, you'll further develop intercultural skills of perspective-taking and increased empathy through exposure to and completion of experiential first-person writing assignments as well as self-reflective participation and engagement logs and self-corrected language analysis activities.

This course meets the goals and expected learning outcomes of the theme category **Traditions, Cultures, and Transformations** and satisfies the **Embedded Literacy Qualitative Data Analysis** goals and outcomes. It is also a **4-credit hour integrative practice course Taught in a Language other than English**. For a description of the goals and ELOs and a list of course assignments and activities that meet these goals, see Appendix A.

Course Goals

By the end of the course, you will be able to:

ELO 1.1, 1.2, 2.1: read and interpret texts and audio video resources of different genres and lengths in Italian

ELO 3.1, 3.2: understand and explain patterns of social transformations, demographic changes, and immigration experiences in Italy in the 20th and 21st century

ELO 3.3, 3.4, 4.1: conduct, summarize and analyze one-on-one conversations and interviews, with special attention to topics of dominant and sub-cultures, cultural change, similarities, and differences

ELO 3.3, 4.1, 1.3B (Data Analysis): situate narratives of lived (cultural) experience within data-driven models of cultural transformation

ELO 4.2, 1.4B (Data Analysis): examine beliefs, values, and assumptions regarding cultural differences, including gender, race, ethnicity, and class

ELO 2.2, 4.2: further develop intercultural knowledge, attitudes, and skills, including worldview awareness, cultural metacognition, perspective-taking, and empathy

In addition to these GE ELOs, by the end of this course, you will improve your interpersonal and presentational communication skills in Italian.

Italian Language Use: This course meets the goals and expected learning outcomes of an integrative practice course taught in a world language other than English. It will be conducted entirely in Italian. You are expected to ask questions and participate in class and group activities without using English. You are also encouraged to always use Italian in email communications with me and messaging correspondence with your classmates.

Required materials to purchase for the course:

1. Lakhous, Amara. 2011. *Scontro di civiltà per un ascensore a Piazza Vittorio*. Available via eBook immediately on Amazon or in print in a few different locations. Perform a Google search to identify your options for buying the book. **ATTENZIONE! You need the ITALIAN VERSION, not bilingual or in English.**
2. *Linea A*. Alma Edizioni. Available via eBook on BlinkLearning Platform.
3. **Three** 30-minute TalkAbroad conversations to be purchased at talkabroad.com

Materials available on Carmen or online:

1. Excerpts from *Grammatica pratica italiana*. Susanna Nocchi. Alma Edizioni.
2. Ginzburg, Natalia. “Io e lui.” *Le piccole virtù*. 1962. Einaudi.
3. Rodari, Gianni. “Essere o Avere.” *Il libro degli errori*. 1964. Einaudi.
4. ---. “Tonino, l’invisibile.” *Favole al telefono*. 1962. Einaudi.
5. ---. “Il treno degli emigranti.” *Filastrocche in cielo e in terra*. 1960. Einaudi.
6. Calvino, Italo. Excerpt from *Se una notte d’inverno un viaggiatore*. 1979. Mondadori.
7. Benni, Stefano. “Fratello Bancomat.” *L’ultima lacrima*. 1994. Feltrinelli.
8. Ferrante, Elena. *L’amica geniale*. 2011. Edizioni E/O.
9. Scego, Igiaba. *La mia casa è dove sono*. 2010. Rizzoli.
10. ---. *Figli dello stesso cielo*. 2021. Piemme.
11. Distefano Dikele, Antonio. *Non ho mai avuto la mia età*. 2018. Mondadori.
12. Lahiri, Jhumpa. *Racconti romani*. 2022. Guanda.

Course evaluation:

Participation and engagement in taccuino	15%
Reading, writing, and grammar homework	20%
Interviews (including TalkAbroad) and data analysis report	20%
Book reviews and final podcast	20%
Exams	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	

Description of graded categories:

There are a variety of assignments in this course. They are described in detail on Carmen but descriptions of main assignments are here to help you plan.

1. Class Participation and Engagement; IC Learning Self-Evaluation; Documented Vocabulary Growth in *Taccuino*

Class Participation and Engagement: Three times during the semester you will complete a graded quiz on Carmen to reflect on your participation in class: on your learning, your behavior, your attitudes, and your interactions with your peers. You will be asked to recall as many details as possible of your own participation and of your meaningful interactions with others. [Ohio State's Shared Values initiative](#) calls on each of us – faculty, student, and staff – to strive for the highest standards of excellence, inclusion, care, compassion, respect, and accountability in our interactions. In Italian courses, we work hard to create a thriving class community in which we understand each other better through open and curious learning and communication, appreciate our cultural backgrounds and experiences, and share in meaningful success. Our participation and accountability to this community and growth is crucial to language and culture study. We invite you to practice the qualities, attitudes, and skills of intercultural competence by being honest with yourself and trying to imagine how others, such as your instructor, view your performance. Participation points (a maximum of 16) will be assigned based on the quality of your submissions and your instructor's perspective and feedback on your participation.

Intercultural Learning Self-Evaluation: Twice during the semester you will submit an intercultural learning self-evaluation (a survey) and meet with your instructor to discuss your perspective and experiences and the impact of this course.

Taccuino: By the beginning of week 2, you are expected to buy a *taccuino*: that is, a notebook large enough to contain *at least* 200 Italian words and definitions. You will use the *taccuino* during your reading of *Scontro di civiltà per un ascensore a Piazza Vittorio* by Amara Lakhous, but you may also choose to contribute additional words from other texts to your *taccuino*. This experience of extensive independent reading, supplemented by class discussion and activities, will develop and refine your reading skills. When you encounter words that you don't know, you will record them, with a definition, in your *taccuino*. By the end of the semester, you should have recorded a minimum of 200 words and definitions. After Word 50, the definitions must be written in Italian and in your own words; **do not copy from a dictionary**. You are also strongly encouraged (if not expected) to meet with classmates outside of class to discuss the text and your growing vocabulary as we read.

2. Reading, Writing, and Grammar Homework

Assigned Reading and Writing Homework: There will **always** be assigned reading (or viewing) homework in preparation for class. See the daily syllabus for details on assigned readings and viewings. Most, if not all, readings or viewing assignments are complemented by grammar, comprehension, and analysis preparation for class discussion called **reading response assignments** (*compiti di lettura*). You are required to complete them and turn them in on Carmen before coming to class.

Commented [AJ1]: Will you provide a rubric? I really like this idea, but grading this submission feels a bit tricky.

Commented [WA2R1]: actually this has already been piloted in 1101-1103 this year. We've had one complaint out of all courses and it was online with Carla C. I could share with you the questions sometime.

Commented [AJ3]: cool

Usually, there will be expansion writing assignments, **amended reading response assignments**, connected with the texts to complete after in-class discussions. These are graded assignments and are evaluated for accuracy and/or thoughtfulness of content, comprehensibility, vocabulary, and grammatical accuracy. You are required to turn them in on Carmen where you can also find a rubric to guide your efforts.

Commented [AJ4]: Do you want to say that there will be a rubric posted on Carmen. It doesn't need to be full-blown rubric, but maybe more detail in what you are looking for?

Grammar Homework: Since you have already learned most of the grammar topics that will be reviewed in this course, you are expected to come to class having completed the self-correcting activities and ready to apply your knowledge.

PDFs of the necessary pages from the manual *Grammatica pratica italiana*, are available on Carmen. Grammar homework is graded for completion only and is self-checking, and ALL activities must be turned in with error correction by the due date. You are expected to complete the assigned sections and then check your answers in the key. Circle your errors (do not erase or change them), and hand in the activities with the errors circled and corrected. The self-correction process is meant as an opportunity for you to analyze and learn from your mistakes. When you make an error, review the explanation of the grammar point. If you don't understand why your answer is wrong, form one question to ask in class about your errors. Time will be allowed for these Q&A sessions during class.

Commented [AJ5]: and corrected

How to complete and submit your grammar assignments: You may do this in three ways: 1) Work directly on the PDF file via a tablet or computer and turn in screenshots or pictures (jpeg or png file) of your corrected activities; 2) Handwrite your answers on paper while consulting the PDF, clearly labeling with each activity number and page number, take a picture, and upload your corrected activities; 3) Print copies of the PDFs from Carmen and complete your work by hand, take a picture, and upload your corrected activities.

RUBRIC for completion correction of grammar activities: 4 points – All assigned sections completed with error correction and analysis, including some questions about errors; 3 – All assigned sections completed, but a few uncorrected errors are present; 2 – A few assigned sections have not been completed, but errors have been corrected in the sections submitted; 1 – More than a few assigned sections not completed and/or many uncorrected errors are present; 0 – not completed.

3. Interviews (including TalkAbroad), Summaries and Analyses

During the semester you will conduct 5-6 interviews on different experiences of cultural transformations in society, immigration, and/or daily life in the presence of another culture's values and norms. Three interviews will be 30-minute paid conversation sessions in Italian via TalkAbroad and 2-3 interviews in Italian will be with other past residents of Italy on campus and in the community. We will develop research questions and a question set for these interviews in groups and as a class. Periodically, between interviews, we will interrogate the usefulness and quality of our questions throughout the semester as well as the social and ethical issues that arise. You will write summaries, analyses, and reflections on your conversations and compare these narratives with 1) the lived experience and personal narratives of the protagonists studied in the

Commented [AJ6]: In Italian

Commented [AJ7]: In Italian or English?

literary texts in the course and 2) the data-driven infographics and statistical information on demographic change presented in the course. Your reports will include **summary, analysis, and reflection** on each conversation as well as the cultural metacognitive processes necessary to prepare for intercultural interactions and work in groups.

4. Book Reviews and Final Podcast

Twice during the semester, you will write book reviews, one shorter book review in the beginning of the semester to familiarize yourself with the **genre** and one longer book review towards the end of the semester on the principal novel of the course, *Scontro di civiltà...* Your second book review will be the basis for a partner project interview-based podcast on the experience reading about cultural transformations in Rome, and Italy more broadly, throughout the course. More details about the length, other requirements, scaffolded assignments, and rubrics can be found on Carmen.

Commented [AJ8]: Will they all review the same book?

Commented [WA9R8]: Yes, they do but we've used a "how to write a review" from the Italian HS system in the past few semesters that has made the submissions fairly diverse. It would be cool to expand but I'd have to think about it more.

5. Exams

There are two exams in the course and one final exam which will take place according to the Registrar's Final Exam Schedule. Exams will cover grammar, vocabulary, and extensive short answer essay writing about the themes of the course, content, and analysis of texts. You will also turn in your podcast at the Scheduled Final Exam.

Attendance policy

Class attendance is crucial for success in this course. Regular attendance is required. The attendance policy begins in the second week of class. Absences will be closely monitored. You are allowed **3 grace days** (which you should not take unless you absolutely have to). The following policy is in place: after days missed (unexcused): 3—final grade lowered one whole grade (A becomes B); after days missed (unexcused): 5—final grade lowered two whole grades (B becomes D); after days missed (unexcused): 7—final grade lowered three whole grades (B becomes F).

Commented [AJ10]: After the grace days? Or are there 2 grace days?

If you have a chronic illness that may cause recurrent absences or tardiness, it must be certified and dated by a medical doctor or the Office of Student Life Disability Services. Documentation intended to excuse an absence should be presented to your instructor no later than one week after you return to class.

Excessive Absences: students with 8 or more total absences will not receive a passing grade regardless of the reasons for the absences (grace days, excused, unexcused). If a student has 8 or more absences and can provide valid documentation for those absences, we will support the student's petition to withdraw from the course late or to do a retroactive withdrawal. Students who find themselves in this situation should notify their academic counselor as soon as possible to explore options.

Tardiness: Late arrival of more than 5 minutes counts as tardy, and each three tardies counts as an unexcused absence. If you arrive 30 minutes late or more without an acceptable and verifiable

excuse, it will count as an unexcused absence. Frequent tardiness will also be reflected in your class participation grade.

NOTA BENE: If you miss class, it is your responsibility to contact a classmate for any material from that session.

Faculty feedback and response time: We will reply to e-mails within **24-48 hours** in most circumstances. During semester holidays or breaks, we will reply after the holiday.

Extra credit: This course will participate in the Italian Language Program's extra credit opportunities including crossword puzzles, 15-minute online conversation sessions with instructors, as well as department, campus, and community events. See Carmen announcements for details during the semester. Each event/set of puzzles/conversation counts as 1/3rd of a 1% toward your final course grade. You can mix and match to earn 1%!

Free Tutoring: Tutoring is available online via the Italian Language Program. Appointments must be made on Acuity, and the 15-minute online sessions will take place on Zoom or in-person in the Crane Café. See schedule and details on Carmen.

Please read over the following statements concerning academic integrity, student support, and accommodations.

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/>.

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.
- Re-using work that you have already done for a different assignment.
- Having anyone other than your instructor help you with your compositions or presentations. Tutors may answer questions about assignments from the workbook or textbook, but they may not help with compositions or presentations.
- Receiving or passing exam information to other students before, during or after the exam. Cheating in this case applies both to the receiver of the exam information and the person who gives the information.
- Alteration of university forms used to drop or add courses to a program, or unauthorized use of those forms including the forging of signatures.
- Use of any unauthorized aids on exams (e.g., cheat sheets, textbook, the internet, ChatGPT, etc.) is strictly prohibited.

- Having someone else do or write your assignments for you. Use of any kind of dictionary or translator (like Google, Yahoo, ChatGPT etc.) during exams is strictly prohibited. Inserting any prompts into ChatGPT is a violation under this example.

Requesting Accommodations: The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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
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.

Student Legal Services (SLS) is a non-profit law office that Ohio State contracts with to provide legal advice, representation, education and resources to Ohio State students. We help students with the legal issues they typically face including both civil and criminal law matters. Legal issues include off-campus housing, criminal misdemeanors, traffic offenses, car accidents, car buying, selling and repairs, contracts, consumer, credit/debt, employment, estate planning, victim of crime assistance, notary, and much more.

We want to help if we can. Our services are confidential and covered by attorney-client privilege. We have eight, full-time licensed Ohio attorneys who only help Ohio State students. Students can easily schedule appointments with our attorneys by visiting <https://studentlegal.osu.edu>. Students can choose an in-person, phone, or video appointment. If you are not sure whether we cover an issue or if the student is eligible for services, we are happy to answer questions. Please call or text Student Legal Services at (614) 247-5853 or email us at studentlegal@osu.edu.

Collegiate Recovery Community supports students who are in recovery or seeking recovery from drug and alcohol addiction. It is a supportive peer community on campus that helps students to have an authentic college experience while maintaining their recovery. The CRC is located in room 1230 of Lincoln Tower at 1800 Cannon Drive. Visit go.osu.edu/recovery or email recovery@osu.edu for more information.

DAILY SYLLABUS

Bullet point items are in-class topics and themes. Homework assignments are numbered below the in-class list. Large assignments are announced 1-2 weeks in advance with due dates.

Note well: The daily syllabus is tentative. Changes may be made and activities added as necessary. Please check Carmen for the most up-to-date information on your daily assignments.

	martedì	giovedì
SETTIMANA 1 martedì 22 agosto e giovedì 24 agosto	<ul style="list-style-type: none">• Conoscersi e parlarsi (Get to know one another)• Parlare del corso e del syllabus (Talk about the course and syllabus)• Introduzione alle strategie per leggere e spiegazione del taccuino lessicale (Introduction to strategies for reading in another language and explanation of vocabulary notebook) <p>Compiti/HW: 1) finish in-class partner interview preparatory assignment; 2) preparatory work (read + reading response assignment) “Lui ed io” Natalia Ginzburg</p>	<ul style="list-style-type: none">• “Lui ed io” da <i>Le piccole virtù</i> di Natalia Ginzburg• Individual accounts and storytelling narratives• Partner interviews <p>Compiti/HW: 1) “Lui ed io” amended reading response assignment; 2) partner interview creative writing; 3) grammar homework n.1; 4) preparatory work (read + activities) for <i>Linea A</i>; 5) make your first Talkabroad appointment</p> <p>First meeting with instructor and TalkAbroad Summary, Analysis, and Reflection due by 9/7.</p>
SETTIMANA 2 martedì 29 agosto e giovedì 31 agosto	<ul style="list-style-type: none">• <i>Linea A</i>, Alma Edizioni• Population density and demographic models of Rome and Italy;• Representations of cultural difference in <i>Linea A</i>• Initial research questions and interview questions for Talkabroad n.1 <p>Compiti/HW: 1) Continue <i>Linea A</i>; 2) reading response assignment; 3) offer feedback on research and interview questions; 4) intercultural</p>	<ul style="list-style-type: none">• <i>Linea A</i>, Alma Edizioni• How to write a book review in Italian• Finalize research questions and interview questions for Talkabroad n.1 <p>Compiti/HW: 1) grammar homework n.2; 2) Prepare for TalkAbroad n.1.; 3) bring <i>Scontro di civiltà</i> to class Tuesday 9/5</p>

	<p>learning self-evaluation n.1 + set meeting with instructor</p> <p>First book review of <i>Linea A due</i> 9/5.</p>	
<p>SETTIMANA 3</p> <p>martedì 5 settembre e giovedì 7 settembre</p>	<ul style="list-style-type: none"> • Partner feedback and peer review of first book review • Introductory discussion of <i>Scontro di civiltà per un ascensore a Piazza Vittorio</i> by Amara Lakhous • Literary genre <i>il giallo</i>, setting, and style <p>Compiti/HW: 1) reading response assignment “La verità di Parviz” [Parviz’ truth] part 1; 2) edit first book review; 3) TalkAbroad n.1 summary, analysis, and reflection</p> <p><u>TURN IN TODAY:</u> <u>First Book review.</u></p>	<ul style="list-style-type: none"> • <i>Scontro di civiltà per un ascensore a Piazza Vittorio</i> – La verità di Parviz e <i>Primo ululato</i> • Cultural values activity: dietary norms and restrictions • Late 20th and early 21st century refugee resettlement in Italy <p>Compiti/HW: 1) Reading response assignment “La verità di Parviz” part 2; 2) Grammar hw n.3; 3) Cultural values reflection</p> <p><u>TURN IN TODAY:</u> <u>TalkAbroad n.1 and meet with instructor by end of week.</u></p> <p>Second TalkAbroad Summary, Analysis, and Reflection due by 9/28.</p>
<p>SETTIMANA 4</p> <p>martedì 12 settembre e giovedì 14 settembre</p>	<ul style="list-style-type: none"> • <i>Scontro di civiltà per un ascensore a Piazza Vittorio</i> – La verità di Parviz e <i>Primo ululato</i> • Continued discussions from Thursday – stories of asylum <p>Compiti/HW: 1) amended reading response assignment “Parviz”; 2) reading response assignment “Benedetta”, part 1; 3) make second TalkAbroad appointment</p>	<ul style="list-style-type: none"> • <i>Scontro di civiltà per un ascensore a Piazza Vittorio</i> – La verità di Benedetta e <i>Secondo ululato</i> • Questions of local identity (Naples) • Racism in Italy today <p>Compiti/HW: 1) reading response assignment “Benedetta”, part 2; 2) Grammar hw n.4</p>

<p>SETTIMANA 5</p> <p>martedì 19 settembre e giovedì 21 settembre</p>	<ul style="list-style-type: none"> • <i>Scontro di civiltà per un ascensore a Piazza Vittorio</i> – La verità di Benedetta e <i>Secondo ululato</i> • Immigration between perception and reality (Mediaset video) • TalkAbroad n.2 interview questions <p>Compiti/HW: 1) amended reading response assignment “Benedetta”, parts 1&2; 2) reading response assignment “Iqbal”</p>	<ul style="list-style-type: none"> • <i>Scontro di civiltà per un ascensore a Piazza Vittorio</i> – La verità di Iqbal e <i>Terzo ululato</i> • Cultural values activity: naming and assimilation • Immigration documents: permits to stay <p>Compiti/HW: 1) amended reading response assignment “Iqbal”; 2) reading response assignment “Elisabetta”; 3) Grammar homework n.5</p>
<p>SETTIMANA 6</p> <p>martedì 26 settembre e giovedì 28 settembre</p>	<ul style="list-style-type: none"> • <i>Scontro di civiltà per un ascensore a Piazza Vittorio:</i> “La verità di Elisabetta” e “Quarto ululato” • Discussion of transformations and generalizations about Italian family structure and dynamics • Review for exam <p>Compiti/HW: 1) study for exam; 2) amended reading response assignment “Benedetta”; 3) TalkAbroad n.2 summary, analysis, and reflection</p>	<p style="text-align: center;">ESAME 1</p> <p style="text-align: center;"><u>TURN IN TODAY:</u> <u>TalkAbroad n.2</u></p> <p>Compiti/HW: 1) reading response assignment “Tonino, l’invisibile”; 2) reading response assignment “<i>Non ho mai avuto la mia età</i>”</p>
<p>SETTIMANA 7</p> <p>martedì 3 ottobre e giovedì 5 ottobre</p>	<ul style="list-style-type: none"> • “Tonino, l’invisibile” from <i>Favole a telefono</i> by Gianni Rodari • Discussion of schooling structure and cultural values in Italy • Excerpts from <i>Non ho mai avuto la mia età</i> by Antonio Dikele Distefano • Discussion of feeling invisible, socially and culturally <p>Compiti/HW: 1) amended reading response assignment “Tonino” +</p>	<ul style="list-style-type: none"> • <i>Scontro di civiltà per un ascensore a Piazza Vittorio</i> “La verità di Maria Cristina” e “Quinto ululato” • “Fratello Bancomat” from <i>L’ultima lacrima</i> by Stefano Benni • Relationships to technology and media • Solitude and loneliness in contemporary society <p>Compiti/HW: 1) amended reading response assignment</p>

	<p>“<i>Non ho mai avuto la mia età</i>”; 2) reading response assignment “Maria Cristina”; 3) make third TalkAbroad appointment</p>	<p>“MC” + “Fratello Bancomat”; 2) reading response assignment “Antonio”; 3) Grammar homework n.6</p> <p>Third TalkAbroad Summary, Analysis, and Reflection due by 10/19.</p>
<p>SETTIMANA 8 martedì 10 ottobre e giovedì 12 ottobre</p>	<ul style="list-style-type: none"> • <i>Scontro di civiltà per un ascensore a Piazza Vittorio</i> – La verità di Antonio e <i>Sesto ululato</i> • “Essere e avere” from <i>Il libro degli errori</i> by Gianni Rodari • Mid-20th century immigration and migration • The concept of Italy unified • North-South cultural divides and discrimination <p>Compiti/HW: 1) amended reading response assignment “Antonio”; 2) Unità di Italia language and history handout; 3) reading response assignment “Johan”</p>	<p>FALL BREAK</p>
<p>SETTIMANA 9 martedì 17 ottobre e giovedì 19 ottobre</p>	<ul style="list-style-type: none"> • <i>Scontro di civiltà per un ascensore a Piazza Vittorio</i> “La verità di Johan” e “Settimo ululato” • Transformations in youth culture • Cultural perspectives on sports, values, and norms • TalkAbroad questions n.3 finalized <p>Compiti/HW: 1) amended reading response assignment “Johan”; 2) reading response assignment “Sandro”; 3) Talkabroad n.3 summary, analysis, and reflection</p>	<ul style="list-style-type: none"> • <i>Scontro di civiltà per un ascensore a Piazza Vittorio</i> “La verità di Sandro” e “Ottavo ululato” • Activity on cultural values embedded in sports <p>Compiti/HW: 1) amended reading response assignment “Sandro”; 2) Grammar homework n.7; 3) reading response assignment “Stefania”</p> <p><u>TURN IN TODAY:</u> <u>TalkAbroad n.3</u></p>

		<p>First community interview Summary, Analysis, and Reflection due by 11/2.</p>
<p>SETTIMANA 10 martedì 24 ottobre e giovedì 26 ottobre</p>	<ul style="list-style-type: none"> • <i>Scontro di civiltà per un ascensore a Piazza Vittorio</i> – La verità di Stefania e <i>Nono ululato</i> • Cultural values and perspectives that we do not comprehend, empathy activity <p>Compiti/HW: 1) amended reading response assignment “Stefania”; 2) reading response assignment “Abdallah”</p>	<ul style="list-style-type: none"> • <i>Scontro di civiltà per un ascensore a Piazza Vittorio</i> – La verità di Abdallah e <i>Decimo ululato</i> • Cultural values and perspectives that we do not comprehend, empathy activity n.2 <p>Compiti/HW: 1) reading response assignment “Cancellare le tracce”; 2) Grammar homework n.8</p>
<p>SETTIMANA 11 martedì 31 ottobre e giovedì 2 novembre</p>	<ul style="list-style-type: none"> • <i>Scontro di civiltà per un ascensore a Piazza Vittorio</i> – La verità di Abdallah e <i>Decimo ululato</i> • <i>L'amica geniale</i> di Elena Ferrante. “Prologo: Cancellare le tracce” <p>Compiti/HW: 1) amended reading response assignment “Abdallah”; 2) amended reading response assignment “Cancellare le tracce”; 3) reading response assignment “Mauro”</p>	<ul style="list-style-type: none"> • <i>Scontro di civiltà per un ascensore a Piazza Vittorio</i> – La verità di Mauro e <i>l'ultimo ululato</i> • In-class grammar focus on hypothetical constructions and four subjunctive tenses • Revisiting ‘How to write a book review in Italian’ <p>Compiti/HW: 1) draft of final book review; 2) grammar homework n.9</p> <p><u>TURN IN TODAY:</u> <u>Community Interview n.1</u></p> <p>Second community interview Summary, Analysis, and Reflection due by 11/16; Final Book Review of SDC due 11/28.</p>

<p>SETTIMANA 12</p> <p>martedì 7 novembre e giovedì 9 novembre</p>	<ul style="list-style-type: none"> • Work on Final book review • Review for second exam <p>Compiti/HW: 1) study for second exam; 2) work on final book review</p>	<p>ESAME 2</p> <p>Compiti/HW: 1) reading response assignment “Due scrittori”; grammar homework n.10</p>
<p>SETTIMANA 13</p> <p>martedì 14 novembre e giovedì 16 novembre</p>	<ul style="list-style-type: none"> • “Due scrittori su lati opposti” from <i>Se una notte d’inverno un viaggiatore</i> by Italo Calvino • Discussion of writing as profession, authors, and productivity standards as cultural practice • In-class grammar focus on pronomi relativi ed interrogativi <p>Compiti/HW: 1) amended reading response assignment “Due scrittori”; 2) reading response assignment “<i>La mia casa è dove sono/Figli dello stesso cielo</i>”; 3) work on final book review</p>	<ul style="list-style-type: none"> • Excerpts from <i>La mia casa è dove sono</i> and <i>Figli dello stesso cielo</i> by Igiaba Scego • Migration, racism, and colonialism confronted in Scego’s autobiographies <p>Compiti/HW: 1) amended reading response assignment “<i>La mia casa è dove sono/Figli dello stesso cielo</i>”; 2) grammar homework n.11; 3) work on final book review</p> <p><u>TURN IN TODAY:</u> <u>Community Interview n.2</u></p> <p>Taccuino and Third community interview Summary, Analysis, and Reflection due 12/5, last day of classes.</p>
<p>SETTIMANA 14</p> <p>martedì 21 novembre</p>	<ul style="list-style-type: none"> • Peer review of final book review <p>Compiti/HW: 1) reading response assignment “<i>Racconti romani</i>”; 2) Finish Final Book review</p>	<p><u>Thanksgiving holiday</u></p>

<p>SETTIMANA 15</p> <p>martedì 28 novembre e giovedì 30 novembre</p>	<ul style="list-style-type: none"> • <i>Racconti romani</i>, Jhumpa Lahiri • The role of non-native authors in rewriting the classics (<i>Racconti romani</i> by Moravia) • Cultural transformations of Rome • Work on podcast with partner <p><u>TURN IN TODAY: Final Book Review of <i>SDC</i></u></p>	<ul style="list-style-type: none"> • Discussion of perspectives and tales of lived experiences through narratives, interviews, and data – tying it all together • Work on podcast with partner <p><u>TURN IN TODAY: Intercultural learning self-evaluation</u></p>
<p>SETTIMANA 16</p> <p>martedì 5 dicembre</p>	<ul style="list-style-type: none"> • End-of-course discussion • End-of-course intercultural learning self-evaluation meetings with instructor <p><u>TURN IN TODAY: Taccuino & Community Interview n.3</u></p>	
<p>Dec. 8-14</p>	<p>FINAL EXAM (according to University Registrar)</p> <p><u>TURN IN TODAY AT FINAL EXAM: Partner Podcast</u></p>	

Appendix A:

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations) This will help reviewers understand the intended frame of reference for the course-specific activities described below.

How did we arrive at contemporary forms of Italian culture that one can find in Rome today? As the old adage goes, "All roads lead to Rome," and indeed diverse trajectories have brought immigrants from within Italy and from abroad to call the capital city home. Deep and lasting transformations of Italian culture and society are more and more apparent; the influence of Italy's institutions is waning, as a result of shifting and broadening traditions, values, and perspectives of what was once dominant and normative Italian cultural beliefs on religion, gender, family, and more. All these transformations are at play in the principal text of this course: the best-selling 2006 novel "Clash of Civilizations for an Elevator in Piazza Vittorio" by Amara Lakhous, an acclaimed Algerian-Italian author. The course – through this novel and the varied additional readings – serves to challenge students' assumptions of contemporary Italian culture and traces sociohistorical events that inform everyday cultural conflicts in the city, allowing students to turn and reflect upon their own cultures and experiences that inform the traditions and transformations they have witnessed and participated in in their communities.

Goals and ELOs shared by all Themes

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Expected Learning Outcomes:

Course activities and assignments to meet these goals

Successful students will...

<p>ELO 1.1 Engage in critical and logical thinking.</p> <p>Specific Objectives for Learning in a Language Other than English</p> <p>1.1.a. Systematically and methodically analyze their own and others' assumptions in light of linguistic and cultural contexts and carefully evaluate the impact of these perspectives when representing a position.</p> <p>1.1.b. Intercultural communication: Use the target language appropriately in the interpersonal and presentational modes to develop and present a position on the theme.</p>	<p>This course will build the skills of critical and logical thinking through:</p> <ul style="list-style-type: none">• Weekly or bi-weekly reading response assignments (comprehension, language analysis, critical interpretation and analysis, position/opinion prompts) on <i>Clash of Civilizations for an Elevator in Piazza Vittorio</i> (2011) by Algerian-Italian author Amara Lakhous;• Reading response assignments to approx. 10 shorter-length literary texts (authors Natalia Ginzburg, Gianni Rodari, Italo Calvino, Stefano Benni,
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	<p>Elena Ferrante, Antonio Dikele Distefano, Jhumpa Lahiri, Igiaba Scego), empirical data from Italy’s national reporting agency (ISTAT), and video excerpts about demographic and cultural change in Italy – see list in syllabus of readings provided on Carmen – that examine cultural and historical contexts and probe assumptions based on one’s own (often times uncritically assumed) worldview or cultural lens;</p> <ul style="list-style-type: none"> • Engagement in thoughtful class discussion based on narratives (mostly fictional yet based on real accounts of immigration and integration in Italy) which explore themes, such as flows of internal and external immigration, impacts of world refugee crises, solitude, abandonment, fleeing home, racism, discrimination, and nativism, service-industry immigrant wages and quality of life issues, language markers, dialects, and status, stereotypes, changes in youth culture, diverse perspectives on the cultural value of a name, assimilation, integration, and acculturation; • Completion of 2 exams in which students demonstrate comprehension of course readings and materials as well as the ability to explain coherently and comprehensibly diverse perspectives positions on central topics in the Italian social context of cultural transformations <p>1.1.a. All listed assignments are completed exclusively in Italian. Required reading and viewing materials are written almost exclusively for native speaking public; one exception is <i>Linea A</i> (part of a reader series for learners of Italian, level B1, Common European Framework). Reading response worksheets and exams are scaffolded to</p>
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	<p>improving students' language skills at the intermediate level.</p> <p>1.1.b. Interpersonal communication is developed in in-class discussion and in interview assignments; presentational communication is improved through open-ended position responses on exams and during final podcast project (described below).</p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p> <p>Specific Objectives for Learning in a Language Other than English</p> <p>1.2.a. Scholarly engagement: Engage with the theme content in the target language through written, spoken and visual modes.</p> <p>1.2.b. Intercultural communication: Articulate appropriately a thorough and complex understanding of the issues, resources, and assets of the theme as discussed in the target language and as embedded in the target culture(s).</p>	<p>Students engage in advanced exploration of multiculturalism in Italy through a combination of readings and class discussions, culminating in book reviews and a partner project podcast.</p> <p>Readings and discussions: The texts and videos chosen for this course provide a window into the complex nature of cultural transformations as a response to changing demographics and how social issues play out in the public sphere. Because they are written in Italian and the intended audience is a native speaker public, students engage in an in-depth way with themes and cultural patterns of behavior and attitudes less apparent and accessible in translation but that can be unpacked with careful analysis and historical contextualization by a learner of the language and culture. In addition, students will read two scholarly review articles on the principal novel of the text and an audio/podcast essay that was published in an academic/scholarly venue.</p> <p>Book reviews and partner podcast: The course requires students to write two book reviews – the second more challenging than the first. The second book review, written about the principal novel <i>Clash of Civilizations...</i> becomes the basis for a final project podcast, in which students partner with one other and interview each other on their book reviews and changed perspectives thanks to the course. The final podcast project brings together the communication skills</p>

	<p>practiced in 5-6 TalkAbroad and community interviews with native speakers of Italian conducted during the semester and the content knowledge of the literary and societal (GE) themes of cultural and social transformations in contemporary Italy.</p> <p>1.2.a. Written texts, media information videos, scholarly podcasts, and institutional data all offer multiple modes of engagement with the themes of cultural and societal transformations in the target language.</p> <p>1.2.b. Book reviews, exams, and the final podcast project script all work to develop students' written articulation of complex and deep thought around issues of changing demographics, immigration, and culture in contemporary Italy. Interviews and the final podcast project work to improve spoken language for this goal.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p> <p>Specific Objectives for Learning in a Language Other than English</p> <p>2.1.a. Integration of knowledge & adaptability: Connect, analyze, and adapt knowledge (facts, theories, etc.) about theme content in the context of the target language and culture(s).</p> <p>2.1.b. Multiple perspectives: Evaluate and apply diverse perspectives from multiple cultural lenses and from more than one language to complex subjects.</p> <p>2.1.c. Collaboration: Engage in collaborative approaches to the theme with classmates and/or interlocutors outside the classroom community.</p>	<p>There are a variety of types of learning opportunities in this course for students to identify, describe and synthesize approaches and experiences:</p> <ul style="list-style-type: none"> • Assigned readings and reading response assignments as described in 1.1, in which students describe and summarize patterns and experiences of immigration in modern and contemporary Italy as well as interactions among ethnically and socioeconomically diverse community members in representative texts and evaluate the artistic expressions of cultural transformations; • As the course is discussion-based, there are no formal lectures, but there are 5–10-minute segments in which the instructor provides students with comparative data on cultural generalizations from Italy North and South in response to excerpts from the assigned readings, and students will analyze and critically evaluate these;

	<ul style="list-style-type: none"> • 2 exams require students to demonstrate comprehension of course readings and materials as well as the ability to explain coherently and comprehensibly diverse perspectives positions on central topics in the Italian social context of cultural transformations <p>2.1.a. Reading response assignments require deep consideration and thoughtful articulation of comprehension, analysis, and explaining multiple perspectives on social issues (historical facts and contexts, large data models, narratives of individual lived experiences) in Italian.</p> <p>2.1.b. A little over ½ of the readings in the course originate from writers of diverse perspectives and ethnicities outside of mainland Italy. Additionally, the narratives of immigration and cohabitation in Rome in the principal novel of the course include multiple cultural origins of the protagonists (Persian, Algerian, Peru, Moroccan, Dutch) as well as a variety of social and geographic differences within Italy. Reading response worksheets, in-class discussions, and exams ask students to apply multiple cultural perspectives to their interpretations and analysis.</p> <p>2.1.c. Students complete three TalkAbroad conversations as well as 2-3 interviews of community members who have experienced immigration or substantial life experiences in other countries on the topics of the theme and the course readings and discussions. The final podcast project is also a collaborative effort among classmates.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students of Italian language courses have the opportunity to demonstrate a developing sense of self as learners by:</p> <ul style="list-style-type: none"> • Ongoing completion of their course participation and engagement log, crafted, in part, by adapting the

<p>Specific Objectives for Learning in a Language Other than English</p> <p>2.2.a. Self-awareness: Thoroughly evaluate the impacts on themselves and their understanding of the discipline(s) that they have gained by studying the theme in the target language and from the perspective of the target culture(s).</p> <p>2.2.b. Intercultural Competence: Identify and demonstrate perspectives related to the theme that reflect an interculturally competent global citizen (such as respect, openness, curiosity, adaptability, and empathy).</p>	<p>language of OSU's Shared Values Initiative and of the AAC&U Intercultural Knowledge and Competence Rubric. Students must reflect on their participation, their place in the class community, and their growth in language and intercultural skills. Students must complete the log at least three times during the semester and submit for formative feedback from the instructor;</p> <ul style="list-style-type: none"> • Completion of pre- and post-intercultural development survey assessments, including reflection on communicative (and cultural) interactions with Italian peoples and with Italian culture as well as future goal setting; • completion of grammar homework is self-assessed and reflective, requiring students to self-correct, hypothesize, and analyze errors, creating questions for their classmates, and instructor on any items when they cannot understand why the answer they gave was incorrect; • revisions of written short-answer exam essay responses after feedback from the instructor; <p>2.2.a. Students achieve this outcome by completing their self-assessment participation log, which asks them to reflect on their contributions in the target language, their growth as communicators in the target language, and their changes in attitudes, knowledges, and skills as a result of the diverse perspectives they encounter and the specific perspective-taking and empathy (first-person narrative prompts, an intercultural learning lab) activities included in the course.</p> <p>2.2.b. Intercultural competence development is demonstrated through students' end-of-semester reflection on the</p>
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	<p>TalkAbroad and community interviews, in which they specifically address their growth in IC knowledge, attitudes, and skills as it relates to contemporary Italian social and cultural transformations that influence worldviews from the Italian context and students' awareness of their own worldview and ways of making meaning in the world.</p>
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Goals and ELOs unique to Traditions, Cultures, & Transformations

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

Course activities and assignments to meet these goals:

<p>ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<ul style="list-style-type: none"> • After class discussion on readings, students identify an aspect or feature of culture change in each chapter (11) of the principal novel of the course <i>Clash of Civilization...</i> and explain how this element of cultural identity, value, or behavior strongly influences the character's identity and/or perspective, their place in Rome, Italy or Europe, and interpersonal interactions in public spaces (Amended Weekly and bi-weekly Reading Response Assignments described in ELO 1.1). • Students' short answer essays on exams provide opportunity to revisit reading responses and refine their written analysis of contemporary issues of history and transformations of culture and to describe how cultural transformations are informed by immigration and integration with the diverse cultural perspectives and traditions in the texts of the course. One such example is an immigrant's story of a desperate attempt to correct a "permit to stay" document within the
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	<p>national Italian immigration system and a vow to name all this person's children with traditionally "Italian" names to ensure a "better" life for his children;</p>
<p>ELO 3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<ul style="list-style-type: none"> • Three reading response worksheets (corresponding to three chapters of the principal novel) and two additional texts (Gianni Rodari "Essere e avere"; "La migrazione") afford students the opportunity to begin to analyze the "big" idea of the nation-state in Italy that did not create corresponding Italian national identity for residents of the country but affirmed instead thousands of more localized identities strongly rooted in local and regional culture and language. In these assignments and in class discussion, students explore this theme analyzing the cultural values, identities, and positions on belonging of native-born Italians, with immigrants to the country, and raising their own awareness around perceptions of Italian-American identity in this context (Weekly and bi-weekly Reading Response Assignments described in ELO 1.1). • After class discussion, students apply their understanding of the fractured identity of contemporary Italians and how this impacts the potential integration and acculturation of immigrants to local culture more than national culture and evaluate how this phenomenon relates to other cultural contexts (Amended Weekly and bi-weekly Reading Response Assignments described in ELO 1.1).
<p>ELO 3.3 Examine the interactions among dominant and sub-cultures.</p>	<ul style="list-style-type: none"> • Students have ample and consistent opportunity to explore dominant and sub-cultures in the texts chosen for the course, such as questions of

	<p>assimilation, integration, and/or acculturation of immigrants concerning specific religious and sociocultural beliefs about cultural naming practices, dietary/nutritional practices and restrictions, female education, sexuality, and more;</p> <ul style="list-style-type: none"> • Every course discussion includes dialogue that highlights and scrutinizes the relationships and interactions between diverse populations of the city as well as the two protagonists' (Amedeo and Sandro) relationships with local Roman culture that preceeded the creation of the Italian nation-state; • On the basis of their discoveries in readings and discussions, students co-create research questions and interview questions for their TalkAbroad partners and community interview partners on the topic of dominant Italian culture and various sub-cultures in contemporary Italy. They report these findings in their Interview summaries and analyses (5-6 assignments), in which they have the opportunity to synthesize conversations with native speakers about cultural transformations in the country and examine social and historical cultural transformative events/phenomena from multiple perspectives.
<p>ELO 3.4 Explore changes and continuities over time within a culture or society.</p>	<ul style="list-style-type: none"> • Mini 5-10-minute lecture segments of class sessions ask students to examine the continuities in cultural values, attitudes, and behaviors as well as the changes brought by political and economic forces and "new" populations. Mini lectures include lesser-known immigration to Germany and Switzerland post-WWII; recent immigration to Italy, usually considered in three phases before 1990, 1990-ca. 2010, post-2010, and

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	<p>common employment opportunities for immigrants; North-South cultural divisions and political unification in 1861;</p> <ul style="list-style-type: none"> • Students are directed to consider changes and continuities within Italian culture and society when they co-create research questions and interview questions for their TalkAbroad partners and community interview partners. They report these findings in their Interview summaries and analyses (5-6 assignments) and perform comparative analysis with other data sources.
<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<ul style="list-style-type: none"> • Students will view and discuss empirical data from Italy’s national reporting agency (ISTAT) in conjunction with their own interviews of individuals and the first-person narratives in the texts of the course to evaluate representations of cultural transformations in literary texts (assignments include weekly reading response assignments and interview summary and analyses). This allows for comparison and contrast of lived experiences and perspectives; • Students explain their understandings of cultural differences and cross-cultural interactions among peoples (representing cultures and societies) in short answer essays on comprehensive exams.
<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<ul style="list-style-type: none"> • Interviews and first-person narratives in reading assignments of the course include representations of differences in race, ethnicity, and gender, as well as additional complex identity markers of class and social status between North and South Italy, which are all addressed in reading response assignment questions and in in-class discussion;

	<ul style="list-style-type: none"> Students will use the assignments listed in 4.1 to then reflect on how the added information, both statistical and personal, has changed their perspectives on the cultural transformations in their own community's identity and that of others, applying what they have learned in the course and exploring the relationship between cultural differences and cultural and social structures (in-class discussion; Interview summaries and analyses; final book review and final podcast project).
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Data Analysis Embedded Literacy Goals and Outcomes

<i>Data Analysis Literacy</i>	
Goal	Expected Learning Outcomes
<p>Successful students will meet the goals for either a Quantitative Data Analysis (A) or Qualitative Data Analysis (B) course.</p> <p>Qualitative Data Analysis (B) Goal: Successful students develop skills in drawing conclusions and critically evaluating results based on data.</p>	<p>Successful students are able to...</p>
	<p>1.1B explain the utility of different approaches to qualitative data analysis.</p>
	<p>1.2B apply key methods and tools in qualitative data analysis.</p>
	<p>1.3B interpret the results of qualitative data analysis to answer research question(s).</p>
	<p>1.4B evaluate the social and ethical implications of data collection and analysis, especially in relation to human subjects.</p>

Commented [AJ15]: Do you need to explain how you achieve each of these goals or direct them to the interview assignment?

Commented [WA16R15]: I don't know because you remember that they aren't technically reviewing the syllabi for the embedded literacies, or at least that's what the committee chair ended up telling us about it when we had asked for more information. I didn't want to leave it off altogether but I also didn't want them analyzing my assignments if they aren't putting other syllabi with embedded literacies under the microscope.

CHECKLIST FOR 4 CREDITS INTEGRATIVE COURSE:

The following 10 elements of your course plan/structure will help to enable your students to experience high educational impact from their experience in your class. Please describe how your class will provide these key elements, clearly, concisely, and in language that colleagues not in your discipline will be able to follow. Answer in 150-300 words:

1. Performance expectations set at appropriately high levels (e.g., students engage in appropriately linked academic exploration of the theme, in light of the language and culture(s) studied).

All assignments are completed exclusively in Italian. Required reading and viewing materials are written almost exclusively for native speaking public; one exception is Linea A (part of a reader series for learners of Italian, level B1, Common European Framework). Reading response worksheets and exams are scaffolded to improving students' language skills at the intermediate level. The reading level and volume expected of students is a significant load both in terms of

linguistic knowledge needed for comprehension and cultural knowledge needed to accurately interpret perspectives and histories. Students' vocabularies grow exponentially as a result of the authentic texts encountered in this course and discussions in Italian require content comprehension, formulating positions on cultural and intercultural topics, and improving communication skills to deliver ideas accurately and effectively.

2. Significant investment of time and effort by students over an extended period of time (e.g., students develop an increasing appreciation of the theme, as discussed in the target language and as embedded in the target culture(s).)

Reading response worksheets require deep consideration and thoughtful articulation of comprehension, analysis, and explaining multiple perspectives on social issues (historical facts and contexts, large data models, narratives of individual lived experiences) in Italian. It is estimated that reading this level of texts requires at least twice the time it would take were the text in English and requires continual development and application of foreign language reading strategies, such as contextual guessing, increasing awareness of etymology and root words, and advanced hypothesis. As a result of reading a full-length authentic novel, which is intended for native speakers, students are exposed to different dialects and speech patterns – all chapters are written as interviews. Additionally, the shorter weekly reading assignments (approx. 1000-2000 words per text) come from diverse genres and authors that provide artistic and cultural context to the 20th and 21st centuries in Italy.

3. Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring, peer support, and community interlocuter support.

This course involves students in a small classroom community of maximum 20 students, in which all students have equitably opportunity and challenge to discuss and practice speaking with partners, in small groups and in large group discussions. Students are invited to meet outside of class with one another to further explain and reflect upon the texts and have the opportunity to visit free tutoring hours with the Italian Language Program to work on interpreting the text. The course includes 30-minute meetings with native speakers on the themes of the course multiple times in the semester, either Italians local to Columbus but not employed by the Department of French and Italian or on TalkAbroad, a paid-conversation service for world language communication practice). Students are also required to attend faculty office hours at least twice a semester to discuss intercultural learning self-evaluation.

4. Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their linguistic competence, intercultural competence, awareness, and engagement in the curriculum, all of which build over time.

In accordance with the revision and error analysis approach to many course assignments (exams, grammar homework, participation and engagement), students receive more written and audio feedback than usual from faculty every week on assignments. The intercultural development embedded into the course also allows for more meaningful faculty mentoring as students appreciate diverse perspectives and begin to goal set for effectively and appropriately *communicating* to bridge cultural difference. Additionally, the pre- and post- survey assessments of intercultural growth are discussed with faculty in one-on-one meetings.

5. Periodic, structured opportunities to reflect and integrate learning (e.g., reflect on the impacts of the course on themselves and the understanding they have gained by studying the theme in the target language and from the perspective of the target culture(s)).

Students achieve this outcome by completing their self-assessment participation log, which asks them to reflect on their contributions in the target language, their growth as communicators in the target language, and their changes in attitudes, knowledges, and skills as a result of the diverse perspectives they encounter and the specific perspective-taking and empathy (first-person narrative prompts, an intercultural learning lab) activities included in the course. The participation logs in this course are based on self-reflection and on the language of the Shared Values initiative of the university. Each participation log receives individual feedback from the instructor and asks students to evaluate specifically what understanding of themselves, their own worldview framework, and understanding of other worldviews they have gained in the units and themes addressed in the course. The first-person narrative prompt assignments are described below in response to n.8. Intercultural competence development is demonstrated through students' end-of-semester reflection on the TalkAbroad and community interviews, in which they specifically address their growth in IC knowledge, attitudes, and skills as it relates to contemporary Italian social and cultural transformations that influence worldviews from the Italian context and students' awareness of their own worldview and ways of making meaning in the world.

6. Opportunities to discover relevance of learning through real-world applications (e.g., intentional connections between academic content and the target language and culture(s) with which they engage).

Written texts, media information videos, scholarly podcasts, and institutional data (all intended for the native speaking public) offer multiple modes of real-world engagement with the themes of cultural and societal transformations in the target language. Students complete three TalkAbroad conversations as well as 2-3 interviews of community members who have experienced immigration or substantial life experiences in other countries on the topics of the theme and the course readings and discussions. The final podcast project is also a collaborative effort among classmates.

Conversations with native speakers allow for students to apply their knowledge in real world settings as well as practice their intercultural communicative competence when discussing topics that require bridging cultural difference. These conversations require planning and reflection on their linguistic skillset and their culturally informed attitudes, values, and behaviors as well as their openness and active listening skills. Additionally, the sample of a literary review podcast intended for native speaker audiences and students' final partner project creating a podcast creates a window into everyday public humanities application of their language skills.

7. Public demonstration of ability to articulate, in the target language, their understanding of the theme as discussed in the target language and as embedded in the target culture(s) in academic settings and, if possible, with their community interlocutors.

Interpersonal communication is developed in in-class discussion and in interview assignments; presentational communication is improved through open-ended position responses on exams and during final podcast project (described below). Class sessions are exclusively dedicated to active learning and discussion. Book reviews, exams, and the final podcast project script all work to

develop students' written articulation of complex and deep thought around issues of changing demographics, immigration, and culture in contemporary Italy. Interviews and the final podcast project work to improve spoken language for this goal. As assignments, students conduct 3 online interviews of native Italian speakers via the conversation platform TalkAbroad and 2-3 additional interviews of Italian-native community members in Columbus in which they ask questions and discuss the themes of the course in Italian. Students then compare and discuss their summaries and analyses of the conversations in the classroom with their peers and instructor. The final partner project of a podcast is furthermore a potential public product that students can disseminate in order to give testimony to their communications skills in conversation on the themes of the course (multiculturalism and cultural transformations in Italy), interweaving personal positions with analysis of literary representations and empirical data learned throughout the semester.

Students complete three TalkAbroad conversations as well as 2-3 interviews of community members who have experienced immigration or substantial life experiences in other countries on the topics of the theme and the course readings and discussions. The final podcast project is also a collaborative effort among classmates.

8. Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own (e.g., applying diverse perspectives from multiple cultural lenses and from more than one language).

A little over ½ of the readings in the course originate from writers of diverse perspectives and ethnicities outside of mainland Italy. Additionally, the narratives of immigration and cohabitation in Rome in the principal novel of the course include multiple cultural origins of the protagonists (Persian, Algerian, Peru, Moroccan, Dutch) as well as a variety of social and geographic differences within Italy. Reading response worksheets, in-class discussions, and exams ask students to apply multiple cultural perspectives to their interpretations and analysis.

In weekly amended reading response assignments, students complete short-answer essays in Italian in which they specifically write in first-person narrative form of residents of Rome (the main characters of the principal novel of the course, most of whom are the lived experiences of immigrants) to develop perspective-taking and empathy skills, a technique that has been shown effective in psychological studies which we have now converted to intercultural learning pedagogy and incorporated specifically into this course. A paper is presented July 2023 at the AATI (American Association of Teachers of Italian) precisely on this activity type and observational data from the instructor. Additionally, within the class community, students engage in 'positive empathy' activities (also developed in studies from the field of psychology) in which they grow their relationships with other students, complementing their efforts, abilities, or sharing challenges and advice for improving their language skills.

9. Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety in the class (e.g., universal design principles, culturally responsible pedagogy).

This course is grounded in inclusive design and culturally responsible pedagogy through its attention to an environment conducive to learning (lowering the affective filter as it is called in many world language pedagogy frameworks), which allows students to effectively and

frequently take risks to make and embrace mistakes in discussions in another language. The revisionary nature of many course assignments lowers the stakes on most course assignments and allows for more opportunities for formative assessment. Additionally, careful planning has been taken to emphasize cultural transformations and diverse representations of Italian cultures and peoples, properly scaffold challenging activities and the inclusion of contemplative pedagogical strategies offer a greater number of students an opportunity to participate in discussions and improve communication skills in the course. Moreover, the intercultural pedagogy and specific activities employed in this course promote respect and appreciation of cultural difference and identity as well as empathy and applying diverse perspectives.

10. Clear plan to promote this course to get a wider enrollment of typically underserved populations.

Italian 2102 is the foundational gateway to advanced study of Italian language and culture for majors and minors and can also serve students who consider a more critical and intimate view of Italian culture as the capstone for their GE language and intercultural learning experience. Credit for elementary Italian language (1101-1103) is a prerequisite, and the course is taught exclusively in Italian, however this course also satisfies the Embedded Literacy Qualitative Data Analysis goals and outcomes, by performing and analyzing cultural transformations and lived experiences in interviews, online and in the community, with native Italian speakers. Students will be specifically targeted by 1102 and 1103 instructors and the language director to explain and offer guidance how this course affords students an opportunity to holistically improve their language skills, identify with non-white and/or non-native residents of Italy, and develop expanded intercultural skills, including intercultural communicative competence (ICC is not shown to be greatly achievable in the GE sequence). Moreover, it will be publicized in the GE sequence how this course can best lead to using STEP money (or other funding sources) to study abroad at a meaningful and transformational moment in their undergraduate careers.



July 20, 2023

Dear Curriculum Committee,

We are requesting that IT 2012: Contemporary Italian Society be added to the Traditions, Cultures, & Transformations Theme and that it count as a four-credit high impact/integrative practice course taught in a language other than English. The content of this course is perfectly suited for this theme and the types of tasks and the fact that it is taught in Italian make it an integrative practice course. This course is a creative integration of the work that students do in Italian to the work that they do in the GE Themes, thus diversifying and enhancing the GE curriculum.

Sincerely,

Sarah-Grace Heller
Chair, Department of French and Italian