

**ITA 3564 Contemporary Italian Culture
Spring 2018**

CONTEMPORARY TOPICS IN CONVERSATION

Instructor	Deborah Amberson
Section Number	05C1
Meetings	T period 5-6 (11:45-12:35; 12:50-1:40); R period 6 (12:50-1:40)
Room	T FLI 0111; R MAT 0004
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Office Hours	T 3-3:45; R 11:20-12:40
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Course Description and Objectives: This course explores a sampling of social and cultural questions facing contemporary Italian society. These questions - millennial identity, social media, animal companions, nationalism, immigration, environmentalism, among others - will be explored through a selection of readings and viewings which will be discussed in depth during our classes. The central focus of our work will be oral production. Accordingly, the assignments include several presentations and the expectation is that students will participate actively in class discussion. Thus, while there will also be written assignments as well as some grammatical work, the ultimate goal of our work is to refine your oral skills and nuance your awareness of the tone or register of language in cultural contexts.

COURSE MATERIALS: ALL MATERIALS WILL BE AVAILABLE VIA E-LEARNING SITE

COURSE REQUIREMENTS

1. Attendance & Class Participation (20%):

Attendance & Makeup Policy: Attendance is mandatory and will be assessed by roll call. Students will lose 1% from their final grade for each unexcused absence. Absences will be excused in accordance with UF policy. Acceptable excuses include illness, religious holidays, & military obligation:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Should you miss a class for any reason, you are responsible for informing yourself as to the material covered. Except in the case of certified illness or other UF accepted excuse, there will be no make-up option for missed exams/assignments. Where possible, make-ups should be arranged prior to absence.

Class Participation: For obvious reasons, participation is a crucial component of a conversation class. Accordingly your participation (together with attendance) is worth 20% of your final grade. When you come to class, you should be ready to speak, ask questions, and engage with the opinions of your classmates. However, it is absolutely not expected that you deliver your opinions in a sophisticated and always grammatically accurate Italian. It is entirely normal that you make errors of expression or grammar at this stage of your studies. Moreover, class participation is not about having all the right answers. Instead, participation is a question of preparing your homework and being alert and active in class. It is about expressing your doubts about our readings as much as it is about sharing your opinions on this or that issue. It is also a matter of listening to your classmates, and engaging with their opinions. The success of this class, as well as your grade, depends on your willingness to participate to the full. Please do not be shy! The last page of the syllabus provides a **GRADING RUBRIC** for participation. This should give you a measurable sense of what is expected from you in this class.

2. Question Sheets (15%): You will be expected to complete and submit (via email) an answer sheet for each reading or viewing. You will respond to the question sheets in both English and Italian. The questions themselves will not be complex, but will cover issues related to the content of the articles or viewings. While some of the questions do have a "correct" answer, you should view this exercise as more of an aid to your reading rather than a quiz. Moreover, in "grading" them, I will be more interested in your level of commitment rather than whether all your answers are "correct." In effect, your grade will reflect the effort you expend with regard to the assigned reading or viewing and the level of care you take in formulating your answers. Your answers should be grammatically coherent whether you are writing in English or Italian. You should answer the questions written in English in English and those in Italian in Italian. You will lose 1%

every time you fail to submit your completed answers. Question sheets should be emailed directly to me each week (beginning week 2) by midnight on Monday.

3. Vocabulary Diary (5%): Each week you will upload to the e-learning site (assignments tab) a document detailing 5 vocabulary items or expressions that you learned from the readings or viewings assigned for the week. Ideally, the words or expressions you select would be new to you, but you can also select items you particularly like or those you think would be especially useful to your classmates. Each week, your document should include your 5 selections with an explanation of the term or expression and a new sentence (not the one from the reading or viewing) in which you use each term. It is expected that you will look at your classmates' vocabulary diaries through the e-learning site. On occasion, I may also assign grammar exercises. Your grade for this work will be included under the vocabulary diary 5%.

4. Compositions (30%): Over the course of the semester you will be asked to write in Italian 4 compositions of approximately 2-3 pages in length (Microsoft word doc; double-spaced; 1 inch margins; 12 pt font). Topics for the compositions will be provided closer to the due date, but, for the most part, these compositions will focus on oral forms of address. In the case of each composition, you will submit an initial version via email which I will correct and return to you. This version should be revised and resubmitted. Your grade for each composition will be an average of the grades you receive for the first and second drafts. See course calendar for composition deadlines.

5. Confronto interculturale presentations (15%): During the semester you will (together with a classmate) prepare and deliver TWO presentations. These presentations will provide an American perspective on issues discussed in our readings and viewings. Essentially your presentations will compare and contrast the Italian contemporary topic with how these questions or topics have developed in the United State. Each presentation is worth 7.5% of your final grade. Presentations will be scheduled during the second week of class.

6. Final presentation (15%): At the end of the semester, you will deliver a presentation on a topic related to one of the issues explored in our readings and viewings. You will select this topic in consultation with me. For your presentation you will be expected to research your topic (we will discuss sources closer to the date) and you should also prepare a power point presentation (which you will also send to me). Your presentation should be approximately 15 minutes in length.

Final Grade at a Glance:

- Attendance and participation, 20%
- Question Sheets, 15%
- Vocabulary Diary, 5%
- Compositions x 4, 30%
- Confronto interculturale presentations x 2, 15%
- Final presentation, 15%

Grading Scale (& GPA equivalent):

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	63-66	62-60	59-
(4.0)	(3.67)	(3.33)	(3.0)	(2.67)	(2.33)	(2.0)	(1.67)	(1.33)	(1.0)	(0.67)	(0)

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>; <http://www.isis.ufl.edu/minusgrades.html>

Academic Honesty: Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students, and may result in failure of assignment and/or course. For University of Florida's honor code, see <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>.

Accommodations for Students with Disabilities Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must provide this documentation to the instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources.

Counseling & Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).

Online Course Evaluations: Students are expected to provide feedback on quality of instruction in this course based on 10 criteria. Evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

COURSE CALENDAR ITA 3564 Contemporary Culture
(Schedule subject to change over the course of the semester)

TOPICS & READING/VIEWING <i>With the exception of week 1, assignments must be read or viewed for the Tuesday class</i>	T period 5-6	R period 6
MODULE 1: INDIVIDUO E SOCIETÀ CONTEMPORANEA		
<i>I millennials:</i> (R) "I Millennials sono pigri, eterni insoddisfatti e social-dipendenti" + WATCH	1/9 introduction	1/11
1. "Millennials, generazione irrequieta dai mille stereotipi"	1/16	1/18 grammatica: congiuntivo (Baglioni)
<i>TV: attività di gruppo o vestigia del passato?</i> 1: "Nascita della televisione" + WATCH 2: "GoggleBox, così il voyeurismo al contrario diventa protagonista" + WATCH	1/23	1/25 Presentation
<i>I social e cyberbullismo</i> 1. "Fuori i bulli dal nostro Twitter" + WATCH	1/30 Composition 1	2/1 Presentation
<i>Dating nell'epoca dei social: siti di incontro</i> 1. "I siti di incontri hanno stravolto il modo di conoscersi" + WATCH	2/6	2/8 Presentation
<i>Animali domestici: compagni di vita?</i> 1. "Pets in the city" 2. "Dalla parte degli animali" + WATCH	2/13	2/15 Presentation
MODULE 2: NAZIONE, SOCIETÀ, E IDENTITÀ		
<i>Esiste l'identità europea?</i> 1. "Europa, parabola degli stati-nazione" + WATCH	2/20 Composition 2	2/22 Presentation
<i>Esiste l'identità italiana?</i> 1. "C'è un problema: siamo italiani ma non siamo una nazione" + WATCH 2. "Levare dialetto non farà di noi metropoli" + WATCH	2/27	3/1 Presentation x 2
SPRING BREAK		
<i>Immigrazione e razzismo</i> 1. "Non sono razzista ma..." + WATCH x 2	3/13	3/15 Presentation
<i>Società multietnica: crogiolo o insalata mista?</i> 1. <i>Curry di pollo</i> + WATCH x 2	3/20 Composition 3	3/22 Presentation x 2
<i>Donna, lavoro e cultura della molestia sessuale</i> 1. "Il mercato del lavoro" 2. "Cari uomini" + WATCH	3/27	3/29 Presentation
MODULE 3: CITTADINANZA GLOBALE		
<i>Ambientalismo e ecomafia</i> 1. <i>Beautiful countries</i> documentario	4/3 Composition 4	4/5 Presentation
<i>Mondo selvaggio e cibo</i> 1. "Mondo selvaggio addio" + (optional) WATCH 2. "Addio carne e pesce" + WATCH	4/10	4/12
Final Presentations	4/17	4/19
Final Presentations	4/24	

PARTICIPATION RUBRIC

	A: 90%- 100%	B: 80%-89%	C: 70%-79%	D: 60%-69%	E: 0-59%
Participation	<p>Answers and asks questions in every class</p> <p>Participates enthusiastically in all class discussion</p> <p>Remains alert and focused on class discussion</p>	<p>Asks and answers questions in most class meetings.</p> <p>Participates enthusiastically in most class discussion</p> <p>Mostly alert and focused on class discussion</p>	<p>Ask and answers questions in at least half of the classes</p> <p>Occasionally participates in class discussion</p> <p>Frequently distracted, but alert more often than not</p>	<p>Speaks only when called upon by instructor</p> <p>Generally unenthusiastic about class</p> <p>Rarely focused on class activities; plays with phone; generally distracted</p>	Absent
Preparation	Always comes to class having completed assigned readings or viewings	Completes assigned readings and viewings most of the time	Completes assigned readings and viewings at least half of the time	Only occasionally completes assigned readings and viewings	Absent
Quality of Comments	<p>Comments always insightful & constructive</p> <p>Comments reflect content of assigned homework and also show personal consideration or reflection on questions raised by homework</p>	<p>Comments mostly insightful & constructive</p> <p>Comments mostly reflect content of assigned homework, but are occasionally too general or not entirely relevant to the discussion.</p>	<p>Comments sometimes constructive, with occasional signs of insight.</p> <p>Comments not always relevant to discussion and often show no evidence of homework preparation</p>	<p>Comments superficial, and mostly off topic.</p> <p>No evidence of having prepared readings. Relies on opinion & personal taste, e.g., “mi piace,” “non mi piace.”</p>	Absent
Use Of Italian	<p>Always speaks in Italian when asking questions or working in groups</p> <p>Avoids speaking English in class or asks permission to speak briefly in English</p>	<p>Speaks Italian most of the time</p> <p>Occasionally lapses into English, but quickly returns to Italian</p>	<p>Speaks Italian at least half of the time</p> <p>Frequently lapses into English and seems unconcerned or unapologetic about doing so</p>	Rarely speaks Italian or uses only a few words	Absent
Engagement in Group Work	<p>Actively participates in group work.</p> <p>Student listens attentively while others speak or present, as indicated by comments that reflect & build on others' remarks</p>	<p>Mostly participates in group work</p> <p>Mostly attentive when others speak or present.</p>	<p>Sometimes inattentive during group work; needs to be reminded to focus on activity</p> <p>Occasionally makes disruptive comments while others are speaking.</p>	<p>Only occasionally focused attention on topic of group work</p> <p>Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.</p>	Absent