

Cover Sheet: Request 13852

ITW3XXX Italian Literary Beginnings

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Deborah Amberson dambers@ufl.edu
Created	4/13/2019 4:25:56 PM
Updated	9/12/2019 10:31:29 AM
Description of request	New Course Proposal: ITW3XXX Literary Beginnings

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		4/22/2019
Participation Rubric ITW3XXX Literary Beginnings.docx					4/13/2019
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following changes needed: 1) please update the request title to "Italian Literary Beginnings"; 2) update the transcript title to include some reference to "literary"	9/12/2019
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		9/12/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		9/12/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			9/12/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					

Step	Status	Group	User	Comment	Updated
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13852

Info

Request: ITW3XXX Italian Literary Beginnings

Description of request: New Course Proposal: ITW3XXX Literary Beginnings

Submitter: Deborah Amberson dambers@ufl.edu

Created: 10/4/2019 11:04:00 AM

Form version: 9

Responses

Recommended Prefix ITW

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Italian Literary Beginnings

Transcript Title Ital. Lit. Beginnings

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Co-Listing Explanation N/A

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Explores a sampling of modern Italian novels, focusing on the opening chapters or sections. Analyzes development of Italian modern novel from late 1800s to current day. Considers questions of openings and beginnings from theoretical and historical perspectives. Taught in Italian.

Prerequisites ITA2221 or equivalent.

Co-requisites None

Rationale and Placement in Curriculum Course will provide students with understanding of evolution of modern Italian novel. Course will count towards major and minor in Italian. As far as major is concerned, the course may be taken as an elective or as part of the critical concentration Italian area studies.

Course Objectives COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:

By the conclusion of the course it is expected that students will:

- possess a critical familiarity with standard literary periodization of the modern Italian novel - verismo, scapigliatura, decadentism, modernism, critical realism, neorealism, giallo, postmodernism, etc.
- deliver an introductory presentation in Italian on a specific author and period of literary history
- evaluate in writing the conventions of novelistic writing from perspective of opening and understand any experimentalism within broader context of Italian modern novel
- experiment with creative writing in Italian
- demonstrate improved writing skills in Italian through written assignments and presentations.

Course Textbook(s) and/or Other Assigned Reading Course materials will be made available on Canvas. Readings include the opening chapters/sections of the following novels:

Carlo Collodi, *Le avventure di Pinocchio* (Bur Rizzoli)

Ugo Igino Tarchetti, *Fosca* (Milan: Mondadori, 2002)

Giovanni Verga, *I Malavoglia* (Turin: Einaudi, 2014)

Scipio Slataper, *Il mio Carso* (BUR Biblioteca Univ. Rizzoli 2003)

Grazia Deledda, *Marianna Sirca* (Ilisso 2007)

Tozzi, *Il potere* (Garzanti Libri 2007)
Pirandello, *Uno, nessuno e centomila* (Turin: Einaudi, 2014)
Gadda, *Quer pasticciaccio brutto de via Merulana* (Garzanti 2007)
Sciascia, *Il giorno della civetta* (Adelphi 2002)
Calvino, *Se una notte d'inverno un viaggiatore* (Mondadori 2016)
Ferrante, *L'amica geniale* (E/O 2011)

Weekly Schedule of Topics TOPICS & READINGS: unless otherwise indicated, readings should be completed for the Tuesday class

Week 1 Introduction: course & novel form
(T) Famous first sentences; (R) "Il romanzo"

Week 2 Classifying openings:
(T) Richardson, "Narrative Beginnings"

Week 3 Subversions:
Collodi, *Le avventure di Pinocchio* (1883)

Week 4 Broaching the Canon:
Manzoni background document; Manzoni, *I promessi sposi* (1840);

Week 5 Menace, Woman, & Post-unification Italy
Tarchetti background document; Tarchetti, *Fosca* (1869)

Week 6 Verist Narratives
Verga background document; Verga, *I Malavoglia* (1881)

Week 7 Border Identities
Slataper background document; Slataper, *Il mio Carso* (1912)

Week 8 Realist Sardinia
Deledda background document, Marianna Sirca (1915)

Week 9 Modernist Subjects
Tozzi background document; Tozzi, *Il potere* (1921)

Week 10 Modernism 2: Dissolving Selves
Pirandello background document; Pirandello, *Uno, nessuno e centomila* (1926)

Week 11 Philosophy and Detection
Gadda background document; Gadda, *Quer pasticciaccio brutto de via Merulana* (1957)

Week 12 Mafia and Giallo
Sciascia background document; Sciascia, *Il giorno della civetta* (1961)

Week 13 Openings that won't end
Calvino background document; Calvino, *Se una notte d'inverno un viaggiatore* (1979)

Week 14 Bestsellers and Pseudonyms
Ferrante background document; Ferrante, *L'amica geniale* (2011)

Week 15 NO READING: Final Discussion

Links and Policies 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 assignments. Where possible, make-ups should be arranged prior to absence. Alternatively, students should contact me on return to classes.

Grading Scale (& GPA equivalent):

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

Grading Scheme COURSE REQUIREMENTS

1. **Class Participation (10%):** When you come to class, you should be ready to speak, argue, ask questions, and engage with the opinions of your classmates. Moreover, class participation is not about having all the right answers. Instead, participation is a question of preparing your homework reading or viewing and being alert and active in class. It is about expressing your uncertainties and doubts about our texts and films as much as it is about sharing your opinion on this or that author or director. It is also a question of listening to your classmates' opinions and responding when and where you can. Your participation grade will therefore reflect your overall attitude and willingness to engage with the work. It will also reflect the degree to which you have prepared your reading homework and the quality of your interventions in class. See last page of syllabus for detailed participation rubric.

2. **Question Sheets (15%):** You will be expected to complete and submit an answer sheet for each reading, beginning with Manzoni. The questions will not be complex, but will cover issues such as narrative voice (1st person or other), characters presented, environment described, potential type of text, tone, etc. While some of the questions do have a "correct" answer, you should consider this exercise as more of an aid to your reading rather than a quiz. Moreover, in "grading" them, I will be more interested in the effort you expended rather than whether all your answers are "correct." You will lose 1% for every time you fail to submit your completed answer sheet. There will be 10 answer sheets in total. I would repeat here that this is not an exercise focused exclusively on right or wrong answers; my goal is that these answer sheets reflect the fact that you did your best with the assigned reading.

3. Novel Selection & Presentation (5%): Subsequent to our introductory discussion, you will be expected with a classmate to select a particularly engaging non-Italian novelistic beginning. You will select this opening and briefly present your choice to the class on September 7. Your presentation should be in Italian and should last approximately 5-7 minutes. If your novel is in a language other than English, please provide a translation for the class of the relevant part. You will provide me with a copy of the notes and/or handouts used for your presentation.

4. Background Document Presentation (10%): Together with a classmate you will take responsibility for delivering a presentation on the secondary reading associated with one of the authors on our syllabus. Together you will read very closely the biographical and contextual material as well as the description of the text and you will summarize and present this material to the class with a Power Point Presentation or similar visual aid. These secondary readings do not cover all aspects of the authors' lives or literary importance so your presentation should also reference any remaining questions you have about your author, his or her historical period, and the text itself. You should also be prepared to answer, with my help, any questions the class may have about the secondary reading. Presentations will be scheduled during the second or third week of class.

5. Creative Assignment (15%): For this assignment, you will be expected to write the opening of an imaginary novel. You may draw inspiration from the texts on the syllabus, but your assignment may also be written in a manner and style of your choosing. This opening should be 3 pages in length. It is due on October 3.

6. Critical Commentary (15%): You will be expected to write an analysis of the opening of an Italian novel to be provided in class. Specifically, you will be expected to consider the opening pages of a novel in light of questions and considerations raised in class and provide an assessment of the narrative voice, the text's relation to the period in which it was written, and any other issues you deem appropriate. We will discuss techniques in class. The explication should be approximately 2 pages and should be written in English. The assignment is due on November 2.

7. Final Discussion (5%): We will close the semester with a broad discussion (in Italian) of the question of literary openings. I will also be soliciting your feedback concerning the content of the course in terms of structure, assignments, and texts. All students will be expected to contribute to this discussion --- ideally each student will contribute at least 4 times to the discussion. The discussion is scheduled for December 5.

8. Text Selection Rationale (5%): For the final paper you will work with one of the texts studied over the course of the semester. You will be expected to read the entire work, so choose wisely! Your analysis of the novel will involve a more profound consideration of the text in light of your completed reading. Your rationale should identify your text and its author as well as providing a clear indication of why you chose this text and what makes it so pertinent to a critical supported consideration of literary openings. Rationale is due on November 21.

9. Final Paper (20%): You will be expected to write a short paper (5 pages) in Italian. This paper should consider the opening of the novel in light of the rest of the text, focusing, where relevant, on issues of tone, narrative voice, foreshadowing, and circularity or any other questions you deem pertinent or significant. You will support your analysis with reference to two critical texts. Final paper to be submitted via email to dambers@ufl.edu by 5pm on December 10. Papers must be submitted on the due date unless you have received permission to extend the deadline or unless you have a signed medical excuse explaining your delay. Late papers are penalized and receive no comments. Papers will be graded with regard not only to content and organization, but also to grammar, spelling, and punctuation. Secondary sources, whether textual or web based, must be adequately acknowledged. Failure to acknowledge your external sources and to include them in your bibliography constitutes plagiarism and will earn you an E for the entire course.

Final Grade at a Glance:

- Class Participation, 10%.
- Question Sheets, 15%
- Novel Selection & Presentation, 5%
- Background Reading Presentation, 10%
- Creative Assignment, 15%
- Critical Commentary, 15%
- Final Discussion, 5%

- Text Rationale, 5%
 - Final Paper, 20%
- Instructor(s)** Deborah Amberson

**ITW3XXX Literary Beginnings
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	<p>Always comes to class having completed assigned readings or viewings</p>	<p>Completes assigned readings and viewings most of the time</p>	<p>Completes assigned readings and viewings at least half of the time</p>	<p>Only occasionally completes assigned readings and viewings</p>	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>	<p>Rarely speaks Italian or uses only a few words</p>	Absent
Engagement in Group Work	<p>Actively participates in group work.</p> <p>Student listens attentively while others speak or present, as</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</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</p>	Absent

	indicated by comments that reflect & build on others' remarks		while others are speaking.	attention while others speak; detracts from discussion; sleeps, etc.	
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