**Il Genio Italiano: Introduzione alla Letteratura e alle Arti Italiane**

**Italiano 325**

**Autunno 2021, Penn State University**

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Martedì e giovedì: 13,35-14,50.

Benvenuti al corso IT 325! Venite a scoprire alcuni geni della cultura italiana e forse anche le potenzialità che stanno in voi. Qui impariamo “come pensare come Leonardo da Vinci” e scopriamo le caratteristiche sociali e personali che possono contribuire a nuovi successi creativi, intellettuali e scientifici. Tra le grandi figure che consideriamo questo semestre: Filippo Brunelleschi, Lorenzo da Ponte, Giuseppe Garibaldi, Maria Montessori, Francesca Cabrini, Enrico Fermi, Cesare Pavese, e Carlo Petrini. Mentre altri corsi forniscono allo studente una contestualizzazione storica della letteratura e della cultura italiana, questo corso invece vuole considerare questi modelli per ispirare nuove idee al presente.

Il corso offre inoltre un ripasso dei concetti più difficili della grammatica italiana avanzata attraverso attività di lettura, scrittura, ascolto e discussione. Esso enfatizza particolarmente l’espansione del vocabolario e la comunicazione di ambizioni, opinioni ed idee astratte. **Il corso è presentato in lingua italiana**. **Il prerequisito è IT 003, IT 020 o l’equivalente.**

**Required Materials:**

* Notebook (per il quaderno nello stile di Leonardo da Vinci).
* Altrimenti tutte le letture saranno disponibili per Canvas.

**Course Activities and Assessments:**

The final grade for this course (totaling 100 points maximum) is calculated according to the following criteria:

* **30 points. Notebooks/Quaderni.** Students keep notebooks on Leonardo da Vinci’s model. These notebooks are evaluated three times during the semester (due on **Sept. 9, Oct. 7, and Nov. 18**), with ten points maximum assessed for each deadline. Indications of what to include in the notebooks and the criteria for notebook evaluation are available on the course website. Notebooks give students the opportunity to practice more informal writing in Italian – jotting ideas, sketching plans, etc. – and to use vocabulary that is particularly relevant to individual interests, ambitions, and concerns. Feedback offers opportunities for correction and improved clarity in the expression of ideas in the target language.
* **30 points. Final individual project.** The final project is an individual effort with four different deadlines and both written and oral components. This aspect of the course challenges the student to consider the examples of Italian genius studied (and in particular the qualities or characteristics necessary for breakthroughs in intellectual, social, or creative endeavors) and apply that understanding to an experiment of learning something new (examples of such experiments might be: trying an unfamiliar sport, taking up a musical instrument, attempting expression in an unusual artistic medium, or otherwise discovering a different cultural practice, talent, or hobby, etc.). The purpose is not to become a “genius” or even to become very proficient in just a few weeks, but rather to document and assess the needs, successes, or setbacks of an ambitious task and to find ways of addressing them. Moreover, learning a talent directly in a foreign language without translating every step though your native tongue may accelerate foreign language acquisition. Successful students will have fun learning new skills while developing the confidence and understanding of what is necessary for future undertakings. The first task is to write a brief description (approximately one paragraph to one page) in Italian of the final project plan, expressing the rationale or personal motivation for selecting this specific project, including the hopes for what can be achieved and the resources to be used. It is worth five points maximum and due on or before midnight, Thursday, Sept. 16. Please consult guidelines and/or instructor for ideas. A one-page in-progress report in Italian of the student’s project progress, also worth five points maximum, is due on or before midnight on October 14. Students will share their projects and learning experiences via oral presentation during the last two weeks of class (precise schedule to be determined). The final oral presentation challenges students to improve upon their earlier peer presentations and is worth a maximum of 10 points. The final written component of the final project is due on or before midnight, Monday, Dec. 13. It is worth a maximum of 10 points and takes the place of a final exam; there is no final exam during exam week for this course.
* **20 points. Class participation.** Highest grades for this aspect are earned by those students who come to class well-prepared every time, having read or viewed the homework material for each class, and participate actively with a high degree of enthusiasm in discussions. You must volunteer to be counted and to receive credit for class participation. Grades for in-class exercises not mentioned in other course requirements will be calculated as part of class participation. In class participation, the most points (18-20) are generally earned by students who volunteer intelligent comments consistently. Points in the 15-17 range are typically earned by students who actively participate, but may be less thoughtful or less consistent in their contributions. Roughly 11-14 points are typically earned by students who are prepared and come to class, but make little or no contribution to discussions unless called upon by the instructor. Only 1-10 points are earned by students who come to class, but are not prepared and/or not engaged in class discussions. No points will be given to students who are chronically absent or tardy or who openly hinder class discussion in some way (such as by sleeping, using cell phones/other electronic devices, etc.). Speaking in English during pair/group activities brings down the participation grade. This aspect of the course is weighted so heavily because at this level of Italian, active participation every day is one of the most important ways to continue to make progress in language learning. Please note: Your spoken Italian is not expected to be fluent or grammatically perfect, but you must be making an attempt to communicate in Italian in every class. Ten points are assessed at the midterm and the rest during Week 16.
* **10 points. Pair presentations on examples of Italian genius.** Students will prepare an introduction/contextualization of an example of Italian genius not studied as part of the course and deliver an 8-10-minute presentation. Guidelines are available on the course website, and a schedule will be determined during the first week of classes. This activity offers students the opportunity to practice beginning research skills with Italian sources, to collaborate with a partner, to use spoken Italian in front of an audience of peers, and to field questions in Italian spontaneously posed by the audience.
* **5 points. Individual conference.** Understanding the intellectual goals and interests of my students is important enough to me that I ask each registered student to make an appointment to talk with me for approximately 15 minutes once before the end of the sixth week of class (that is before Friday, Oct. 1). This activity is worth 5 points and cannot be “made up” if it is missed or delayed until later in the semester. Students are heartily encouraged not to put off this activity until the sixth week, in the event that illness or other unanticipated obstacle prevents its completion. During my conference with you, I am interested in learning what aspects of Italian culture are of greatest interest to you and why, which aspects of Italian grammar are difficult or unclear to you and what I can do to assist your learning, what progress you are making on your notebook and/or final project, how this course fits into your major/minor/broader university course curriculum, what personal reasons might motivate you to enroll in a course about Italian genius, or any similar discussion topic of your choice. The only way to prepare for your conference is to have one or two topics in mind to bring up with me. Please note that maximum points are unlikely to be earned by students who give the impression that they are meeting with the instructor only because it is required. In order to make the deadline, all appointments should be set before Sept. 23.
* **5 points. Discovery Day activity.** Students will pursue a self-directed activity in lieu of class on Nov. 11 and submit a one-page report in Italian via Canvas before midnight. More information will be provided during the week leading up to Discovery Day.

Final grades are distributed as follows:

A 95.0-100.0 B+ 87.7-89.9 C+ 75.0-79.9 D 60.0-69.9

A- 90.0-94.9 B 83.3-87.6 C 70.0-74.9

B- 80.0-83.2 F 0.0-59.9

While I report student grades via Canvas, any automatic calculations that the platform performs are not to be accepted as accurate. Please refer to this syllabus and any individual progress reports in order to calculate your grades. For assistance, please do not hesitate to meet with me during office hours or by appointment.

Please note:

Penn State welcomes students with disabilities into the University’s educational programs. If you have a disability-related need for reasonable academic adjustments, contact the Office for Disability Services (ODS) at [814-863-1807](tel:814-863-1807)(V/TTY). For further information regarding ODS, please visit the Office for Disability Services website at <http://equity.psu.edu/ods/>. In order to receive consideration for course accommodations, you must contact ODS and provide documentation (see the documentation guidelines at:  <http://equity.psu.edu/ods/guidelines/documentation-guidelines>). If the documentation supports the need for academic adjustments, ODS will provide a letter identifying appropriate academic adjustments. Please share this letter and discuss the adjustments with your instructor as early in the course as possible. You must contact ODS and request academic adjustment letters at the beginning of each semester.

Penn State University defines academic integrity as the pursuit of scholarly activity in an open, honest, and responsible manner. All students should act with personal integrity, respect other students’ dignity, rights, and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-10).

Italian 325 is designed to be an active and collaborative environment. Reading and discussion of texts and themes outside of class with others is an excellent way to deepen your understanding of aspects of Italian culture. Students may share notes taken during class with other students. In fact, students who are absent from class should ask other students for class notes. Students also collaborate on their pair presentations of genius. However, all other written components of the course (final project, the quaderno, etc.) must be individual, non-collaborative efforts. Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University’s Judicial Affairs office for possible further disciplinary sanction.

Please see Faculty Senate Policy 42-27- Class Attendance and the Academic Policies and Procedures for Undergraduate Students (<http://studentaffairs.psu.edu/health/welcome/illnessVerification/>). A student should attend every class for which the student is scheduled and is responsible for all work covered in the course. In the event a student must miss class, the student must justify the absence. Legitimate, unavoidable reasons for absence are illness, injury, family emergency, or recognized religious holiday. Student and instructor will discuss plans for make-up work, if appropriate, within one week of the absence (delaying notification of the instructor puts the student’s progress in jeopardy and can affect performative evaluations). Requests for missing an evaluative event (such as the pair presentation) due to reasons that are based on false claims may be considered violations of the policy on Academic Integrity (Policy 49-20). Students are required to provide verification from University Health Services or outside clinicians for significant prolonged illnesses or injuries resulting in more than three consecutive absences from class. **Students are encouraged to contact a classmate for notes and to hand in written work at any time before the due date or via email to the instructor’s email address before midnight on the due date, even if they must miss class on the deadline day.** Written work that is handed in late automatically receives a lower grade.

Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the [University’s Report Bias webpage](http://equity.psu.edu/reportbias) (<http://equity.psu.edu/reportbias/>).

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients’ cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Counseling and Psychological Services at University Park  (CAPS)](http://studentaffairs.psu.edu/counseling/)  
(http://studentaffairs.psu.edu/counseling/): 814-863-0395

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400  
Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

**Calendario Provvisorio**

**Modulo 1: Scoprire il genio!**

**Prima settimana.**

Ripasso grammaticale: Interrogativi e l’uso del tu/Lei

Martedì, 24 agosto. Introduzioni. Scopi del corso. Syllabus e aspettative. Che cos’è un genio? I quaderni di Leonardo da Vinci. Come tenere un quaderno per questo corso.

🡪 **Per giovedì**: Studiare il vocabolario e portare il quiz completato sulla personalità alla prossima lezione. Trovare o creare un quaderno. Consultare il calendario personale in preparazione per le prenotazioni delle presentazioni e identificare un compagno per la presentazione in coppie.

Giovedì, 26 agosto. Prenotazioni per le presentazioni in coppie sulle figure del genio italiano e per le presentazioni individuali dei progetti finali. Domande sul syllabus? Capire la propria personalità e quella altrui. Scopi personali, metodi di apprendimento, il ruolo della motivazione e dell’autodisciplina.

🡪 **Per martedì:** Lettura: Maria Montessori.

🡪 **Per il resto del semestre:** Tenere quasi quotidianamente il quaderno.

**Modulo 2: *Mens sana in corpore sano***

**Seconda settimana.**

Ripasso grammaticale: Il se-ipotetico e il condizionale

Martedì, 31 agosto. I concetti dell’insegnamento di Maria Montessori. Seguire la propria curiosità per imparare. È possibile riformare l’istruzione a PSU?

🡪 **Per giovedì**: Lettura: La dieta mediterranea e il Movimento Slow Food.

Giovedì, 2 settembre. La dieta mediterranea. La dolce vita italiana. La fondazione del Movimento Slow Food da Carlo Petrini.

**Terza settimana.**

Ripasso grammaticale: L’imperativo.

Martedì, 7 settembre. **Presentazione #1** ( \_\_\_\_\_\_\_\_)L’evoluzione del Movimento Slow nel contesto locale.

🡪 **Per giovedì:** Quaderno #1 sarà da consegnare. Trovare e stampare un esempio preferito di arte visiva italiana da portare alla lezione. Studiare il vocabolario artistico.

**Modulo 3: Lo spazio ideale intorno a noi**

Giovedì, 9 settembre. Capolavori dell’arte visiva italiana. Ripasso dell’imperativo. Prova del

disegno.

🡪 **Consegnare Quaderno #1.**

**Quarta settimana.**

Ripasso grammaticale: Verbi al futuro.

Martedì, 14 settembre. **Presentazione #2** ( \_\_\_\_\_\_\_\_).Artisti controcorrenti: Gli ideali del futurismo italiano. Preparazione per il museo.

🡪 **Per giovedì:** Stampare l’attività da portare al museo. La descrizione del progetto finale individuale sarà da consegnare.

Giovedì, 16 settembre. **Al museo Palmer!** Ci vediamo direttamente al museo; non venire all’aula delle lezioni.

🡪 Consegnare l’attività della lezione prima di uscire dal museo.

🡪 **Consegnare la descrizione del progetto finale individuale** via Canvas prima di mezzanotte**.**

🡪 **Per martedì:** Lettura: Filippo Brunelleschi. Studiare il vocabolario domestico.

**Quinta settimana.**

Ripasso grammaticale: Il congiuntivo.

Martedì, 21 settembre. **Presentazione #3** ( \_\_\_\_\_\_\_\_\_\_\_).Lezioni imparate al museo? L’architettura e le sfide affrontate da Brunelleschi. Il vocabolario

per la casa. Immaginare la casa ideale e descriverla.

🡪 **Per giovedì:** Studiare il vocabolario sull’opera lirica. Stampare “Madamina il catalogo è questo” da portare alla lezione.

**Modulo 4: Il bel canto italiano, il teatro, e i rapporti umani**

Giovedì, 23 settembre. Introduzione all’opera lirica. Lorenzo da Ponte: un’aria dal *Don Giovanni*.

**Sesta settimana.**

Ripasso grammaticale: Il linguaggio del corpo nella comunicazione in italiano.

Martedì, 28 settembre. **Presentazione #4** ( \_\_\_\_\_\_\_\_\_\_\_\_).Le grandi tragedie italiane. Guardare e discutere una scena da *La Traviata* di Giuseppe Verdi*.*

🡪 **Per giovedì:** Lettura: *Adamo ed Eva* di Cesare Pavese (Primo Atto).

Giovedì, 30 settembre*.* Introduzione ai contributi italiani al teatro mondiali. Cesare Pavese: le opere, la vita, la morte. Recitazione del primo atto.

🡪 **Per martedì:** Lettura: *Adamo ed Eva* di Cesare Pavese (Secondo Atto).

**\*\*\* SCADENZA FINALE per le conferenze individuali per credito, 1 ottobre \*\*\***

**Settima settimana**.

Ripasso grammaticale: Comparativi/superlativi

Martedì, 5 ottobre. Recitazione del secondo atto. Ripasso: vocabolario.

🡪 **Per giovedì:** Finire la lettura: *Adamo ed Eva* di Cesare Pavese. Quaderno #2 sarà da consegnare.

Giovedì, 7 ottobre. Finire la recitazione di *Adamo ed Eva*. Il coraggio di raccontare un testo sacro?

🡪 **Consegnare Quaderno #2.**

🡪 **Per martedì:** Lettura: Francesca Cabrini.

**Modulo 5: Tra eroismo ed esplorazione**

**Ottava settimana.**

Ripasso grammaticale: Il passato remoto.

Martedì, 12 ottobre. Cabrini: La santa americana. Altre connessioni culturali importanti tra gli USA e l’Italia.

🡪 **Per giovedì:** Lettura: Giuseppe Garibaldi. Il resoconto di metà-semestre del progresso fatto per il progetto finale individuale sarà da consegnare.

Giovedì, 14 ottobre. Giuseppe Garibaldi: l’eroe dei due mondi. Tratti del genio militare. Amplificazioni del vocabolario.

🡪 **Per martedì:** Lettura: Machiavelli.

🡪 **Consegnare per Canvas prima di mezzanotte il resoconto di metà-semestre del progresso fatto per il progetto finale individuale.**

**Modulo 6: La scienza politica e le discipline scientifiche**

**Nona settimana.**

Ripasso grammaticale: Il si-impersonale e il si passivante

Martedì, 19 ottobre. Parlare di politica. I tuoi valori. Consigli “alla Machiavelli” per il prossimo presidente americano

🡪 **Per giovedì:** Lettura: Enrico Fermi.

Giovedì, 21 ottobre. Enrico Fermi nel suo contesto storico. Altri contributi scientifici degli italiani.

🡪 **Per martedì:** Lettura: Italo Calvino.

**Decima settimana.**

Ripasso grammaticale: Passato prossimo/remoto v. Imperfetto.

Martedì, 26 ottobre. Calvino: Come definire un classico. Come definiresti tu un classico, e quali sono i tuoi classici?

🡪 **Per giovedì:** Lettura *Porte aperte*. Studiare il vocabolario sul cinema.

**Modulo 7: *Porte aperte* e l’impegno del cinema italiano**

Giovedì, 28 ottobre. Introduzione al cinema italiano.

**Undicesima settimana.**

Ripasso grammaticale: Riconoscere gergo, espressioni idiomatiche, dialetto

Martedì, 2 novembre. Guardare e discutere *Porte aperte.*

Giovedì, 4 novembre. Guardare e discutere *Porte aperte.*

**Dodicesima settimana.**

Ripasso grammaticale: che/chi/ciò/cui/il quale...

Martedì, 9 novembre. Finire *Porte aperte.* Strategie per affrontare questioni delicate. Discussione: La pena di morte.

🡪 **Per giovedì:** Pianificare l’attività del giorno.

Giovedì, 11 novembre. Day of Discovery/Un giorno di scoperte! Non venire all’aula della lezione.

🡪 **Consegnare via Canvas** il resoconto della scoperta prima di mezzanotte.

🡪 **Per martedì:** Compilare il compito “Il calcolo del voto finale.”

**Tredicesima settimana.**

Ripasso grammaticale: Far fare/piacere/mancare...

Martedì, 16 novembre. Ripasso. Lezioni imparate. Riconsiderando il concetto di “genio.”

🡪 **Per giovedì:** Quaderno #3 sarà da consegnare.

Giovedì, 18 novembre**.** Prospettive sulle esperienze del corso. Preparazioni per i progetti finali.

🡪 **Consegnare Quaderno #3.**

**\*\*\* PAUSA: Buon Thanksgiving a tutti! \*\*\***

**Modulo 8: Lezioni imparate dai progetti finali vostri**

**Quattordicesima settimana.**

Martedì, 30 novembre. Progetti di:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ e \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Giovedì, 2 dicembre. Progetti di:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ e \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Quindicesima settimana.**

Martedì, 7 dicembre. Progetti di:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ e \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Giovedì, 9 dicembre. Progetti di:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ e \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**LA SETTIMANA DEGLI ESAMI:**

🡪 Lunedì, 13 dicembre a mezzanotte. La scadenza finale per la parte scritta dei progetti finali individuali.