



SPRING 21 – Academic Discourse in Italian ITAL-UA 9500F01

M – 3:30-4:45pm CET (Europe Rome, time zone)

Instruction Mode: Blended/Remote Synchronous

Classroom: Ulivi/Pisa

Instructor: Renata Carloni

Spring 2021

We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you've completed the online academic orientation via NYU Classes so you are aware of site specific support, policies and procedures.

Please contact florence.academicssupport@nyu.edu if you have trouble accessing the NYU Classes site.

If you are attending in person, you will be instructed to choose your seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Class Description

- ITAL-UA9500F01-SP21
- Academic Discourse
- Prerequisites: completion of NYU's Italian course cycle
- Meeting Days and Times: Monday – 75'/Day
- Classroom Location: Pisa

Instructor Details

- Name: RENATA CARLONI
- NYU Global Home Email Address: renata.carloni@nyu.edu
- Zoom Office Hours: by appointment
- Villa Ulivi Phone Number: +39 055 5007 314

Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU Florence, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

NYU Florence embraces diversity and recognizes our responsibility to foster an open, welcoming environment where students, faculty and staff of all backgrounds can collaboratively learn, work and communicate. We will continually strive to work together to nurture a culture of inclusivity, compassion and mutual respect.

There are both on-campus and NYU Global resources available to students and staff wishing to share their experiences with us or offer suggestions for improvement. On-campus, students, faculty and staff can contact any one of our three local [IDBE Liaisons](#), [Mary Barbera](#), [Lisa Cesarani](#) and [Angelica Pesarini](#). Students can also contact the [Office of Academic Support](#) or the [Office of Student Life](#) to talk to a member of staff. Students are invited to join the NYU Florence IDBE Student Committee and take on an active role in planning encouraging dialogues on issues around diversity and inclusion.

The Global NYU community can access the [Office of Global Inclusion, Diversity and Strategic Innovation](#) who works closely with students, faculty, administrators, and staff, regardless of where you may be located, to help make every aspect of NYU more equitable. You can contact them at globalinclusion@nyu.edu for more information and resources.

Bias Response Line

NYU's [Bias Response Line \(BRL\)](#) provides an open forum to members of our community and helps to ensure that our community is equitable and inclusive. It is a centralized way to share or report experiences and concerns regarding bias, discrimination, or harassing behavior that may occur within our local or global NYU community. To contact the BRL, please email or call: 212-998-2277.

Course Overview

Prerequisites: completion of NYU's Italian course cycle, i.e. ARMI, Conversations, Italian through Cinema etc. or permission of the instructor. Co-requisite: content course with a Learning Contract or students attending courses at University of Florence.

This two-credit course meets every week and aims to improve the student's ability to listen, speak, read, and write in Italian. The learning goal consists of supporting student academic literacy by developing exposition, clarification, and conclusion techniques, requiring students to explain, describe, compare and contrast in the Italian language, including knowing how to agree, disagree, elaborate, see implications, infer, exemplify, and conclude.

The course is addressed to Learning Contract students enrolled in English-language content courses and that exercise reading, speaking and writing in the Italian Language (with a professor fluent in Italian) or to students enrolled in University of Florence courses. The approach is threefold:

1. Reading and analyzing texts from various sources;
2. Writing of short compositions as homework stressing textual typology, as well as grammatical and syntactical accuracy;
3. In-class practice sessions, written and oral, aimed at understanding and producing a final paper in Italian.

During the semester students will be requested:

- to write brief compositions;
- to read academic Italian texts;
- to meet the class instructor and discuss their academic work to improve their writing skills;
- to create an outline for the final paper;
- to give a presentation based on a paper due for the Learning Contract or for the University of Florence and to conduct a discussion as about a topic related.
- to comment the compositions of their schoolmates;

Every commitment will be scheduled in the syllabus and in the course NYU class. The students have to respect strictly the due date. Failure to respect the due date will result in a penalization of the final grade.

Particular emphasis will be placed on collaborative approaches to helping students learn how to speak in front of an audience, to perfect Italian intonation and pronunciation and to check and edit their own compositions.

Desired Outcomes:

On completion of this course, students should:

- Understand and analyze texts such as book chapters, letters, newspaper articles, public discussions, videos, etc.

- Design, develop and write brief papers using argumentation, reasoning and evidence
- Learn to edit and review oral and written works
- Cultivate the accuracy of language's elements central to coherence and cohesion within the text.

Assessment Components

- Academic commitment 20%**
- Exercises and readings 20%
- Portfolio of written work: 25%
- A written production related to the Final Paper or Exam of the Learning Contract 15%
- Oral Presentation: 20%

Failure to submit or fulfill any required course component results in failure of the class.

****NB: Commitment:** A student's commitment will be evaluated based on active participation, involvement and contribution in the course either remote or in-person. This may include, but is not limited to, presence at synchronous class sessions, timely submission of predetermined course assignments to the instructor, collaboration with peers in group course work both during class time or independently outside of class time, individual oral or written contributions to synchronous course time through the chat function, in person discussion, or in individual office hours with the instructor. In an asynchronous format this academic engagement may take the form of written contributions to course forums, adding comments to posted work on VoiceThread or Google Drive shared docs.

The grade for Academic Commitment is in part based on the student's contributions (in the form of link shares, comments, blog posts etc.) on our new Italian Language Community Website.

Your instructor will let you know ways you can share and participate in this new virtual space and hope it will be a natural extension of your studies. We will ask students to complete a simple self-assessment about these online contributions at the end of the semester.

Assessment Expectations

Grade A: The Desired Outcomes are fully reached and supported by the results of the various tests (Quiz, Task, Presentation, Portfolio, Written and/or Oral Exams), which demonstrate that the student has acquired excellent linguistic comprehension, production and interaction for the determined level of competence. The student has furthermore manifested by his/her active and constructive behavior in class and in homework a profound commitment to going beyond the objectives of the course.

Grade B: The Desired Outcomes are reached completely and the results of the various tests (Quiz, Task, Presentation, Portfolio, Written and/or Oral Exams) demonstrate that the student has acquired a good linguistic comprehension, production and interaction for the determined competences. The student has furthermore manifested by his/her active participation in class and in homework a serious commitment to fully reaching the objectives of the course.

Grade C: The Desired Outcomes are reached in a satisfactory way and the results of the various tests (Quiz, Task, Presentation, Portfolio, Written and/or Oral Exams) demonstrate that the student has acquired an acceptable level of linguistic comprehension, production and interaction for the determined competences. The student has furthermore manifested by his/her positive behavior in class and in homework a satisfactory commitment to reaching the objectives of the course.

Grade D: The Desired Outcomes are reached to a degree that is barely sufficient to pass the course; the results of the various tests (Quiz, Task, Presentation, Portfolio, Written and/or Oral Exams) demonstrate that the student has acquired only a partial linguistic comprehension, production and interaction for the determined competences. The student has furthermore manifested by his/her behavior in class and in homework – only sporadically positive – a scarce commitment to reaching positive results.

Grade F: The Desired Outcomes are not reached in a sufficient way and the results of the various tests (Quiz, Task, Presentation, Portfolio, Written and/or Oral Exams) demonstrate that the student has not acquired the linguistic comprehension, production and interaction at a sufficient level for the determined competences. The student has furthermore failed to manifest by his/her behavior in class and in homework – inconsistent and often unfocused – a commitment to reaching the objectives of the course.

Grading Guidelines

A=94-100

A minus=90-93

B plus=87-89

B=84-86

B minus=80-83

C plus=77-79

C=74-76

C minus=70-73

D plus=67-69

D=65-66

F=below 65

Grading Policy

Please refer to Assessment Expectations and the policy on late submission of work

Academic Accommodations

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see the [Moses Center](#) for further information.

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see [Study Away and Disability](#).

Attendance Policy

Study abroad at Global Academic Centers is an academically intensive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. In blended course format, students, based on need and circumstance may attend class sessions in-person or remote synchronously online. Both are acceptable and would be considered present in class. Since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the Global Sites is expected. Unexcused absences will affect students' semester participation grade.** Faculty will take attendance at the beginning of every class. For Go Local Students studying in Florence, **If you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic Center the remote course can be taken.** Both in-person and remote students are responsible for making up any work missed due to absence. Repeated unexcused absences in a course may result in failure. Please be in contact with your professor via email to meet during office hours to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

For Italian Language courses that meet three or more times a week, please refer to [Addendum – Italian Language Absence Policy](#)

Excused Absences

In case of absence, regardless of the reason, the student is responsible for completing missed assignments, getting notes and making up missed work in a timely manner based upon a schedule that is mutually agreed upon between the faculty member and the student. **Absences should be reported to the [Office of Academic Support](#) via email and to your faculty member BEFORE your class meets for lesson.**

Categories of Excused Absences

Absence Due to Illness

- If you are a Go Local student present in Florence and feel sick, please contact the [Office of Student Life](#) for assistance.
- COVID-19 related family emergencies will be considered as an excused absence

- The Office of Student Life, when assisting you in cases of severe or extended illness, will coordinate with the Office of Academic Support to properly record your absences

Due to Religious Observance

- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday
- Please note that no excused absences for reasons other than illness can be applied retroactively.

Students with questions or needing clarification about this policy are instructed to contact a member of the Office of Academic Support located in Villa Ulivi or to email florence.academicssupport@nyu.edu

Late Submission of Work

- All course work must be submitted on time, in class on the date specified on the syllabus.
- To request an extension on a deadline for an assignment, students must speak to the professor one week prior to the due date
- To receive an incomplete for a course at the end of the semester, two weeks before final exams, both the student and the faculty member must meet with the Assistant Director of Academic Affairs to review the request and if granted, they must both sign an Incomplete Contract detailing the terms for completing missing coursework.

Plagiarism Policy

PLAGIARISM WILL NOT BE TOLERATED IN ANY FORM:

The presentation of another person's words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

In the event of suspected or confirmed cases of plagiarism, the faculty member will consult first with the Assistant Director for Academic Affairs as definitions and procedures vary from school to school.

Required Text(s):

A selection of texts related to the various disciplinary areas of the Learning Contracts or University of Florence courses are included in NYU class. Course readings are posted online in the Resources folder of the NYU Classes site. In the [Villa Ulivi Library](#) hard copies of some textbooks are available to loan out for the semester. For more information on the resources and services of the library, please email florence.library@nyu.edu

Supplemental Texts(s):

Texts that students are not required to purchase are in NYU-FL Library or available online.

- Excerpts from Bozzone Costa R, et al., *Nuovo Contatto C1*, Loescher 2018
- Excerpts from De Giuli A., Guastalla C., Naddeo C.M., *Nuovo Magari C1/C2*, Alma ed. 2013

- Excerpts from Guida M., Pegoraro C., *Nuovo Espresso C2*, Alma ed. 2019
- Excerpts from Pieraccioni G., *Italiano Plus, Imparare l'italiano per studiare l'italiano*, Bonacci 2015
- Excerpts from Ciulli C., Proietti A.L., *da zero a cento, Test di (auto)valutazione sulla lingua italiana*, Alma ed. 2005
- Excerpts from Ambroso S., Sefanchic G., *Parole*, Bonacci editore 2002

All the excerpts are published as pdf in NYU class.

Copies of each textbook are available for consultation and short term loans in the [Villa Ulivi Library](#). Extra copies of some textbooks are also available for semester long loans. More information on [Books and Course Materials](#). More information on [Books and Course Materials](#).

Internet Research Guidelines:

The careful use of internet resources is encouraged and a list of recommended websites will be given. Failure to cite internet and other non-traditional media sources in your written work constitutes plagiarism.

Additional Required Equipment:

N/A

Course Important Dates

- First Individual Meeting with the instructor, date by appointment (done)
- Portfolio-1 due: Monday March 22
- Midterm Individual Meeting with the instructor, date by appointment
- Written composition related to the Final Paper or Exam: Thursday May 6
- Final Individual Meeting with the instructor, date by appointment
- Portfolio-2 due: Monday May 10
- Oral Presentation: Monday May 10
- Holidays: Friday March 19, Monday April 5, Monday April 19.
- Make-up day: Thursday April 8 (sostituisce giovedì 18 febbraio), Thursday April 22 (sostituisce lunedì 17 maggio)

Class Assignments and Topics:

Sessione 1 - Presentazione del corso e test di autovalutazione – Lunedì 1 febbraio

Topics	Learning goals	Homework
Presentazione del corso. Appuntamenti	Diventare consapevoli di cosa il corso richiede e della propria conoscenza della lingua.	Lecture ed esercizi: correggiamo il test di autovalutazione in NYU class

Topics	Learning goals	Homework
individuali con il professore Test di autovalutazione		

Sessione 2 - Seminario su testi orali e testi scritti – Lunedì 8 febbraio

Topics	Learning goals	Homework
Sessione seminariale	<p>Presentazione orale dei testi scritti e discussione collaborativa.</p> <p>Differenze fra testo orale e testo scritto.</p> <p>Introduzione al tema PERIFERIA E ARCHITETTURA, Nuovo Magari C1/C2 in NYU class.</p>	<p>Scrivete 450 parole- Portfolio1</p> <ul style="list-style-type: none"> • Chi siete, qual è la vostra storia accademica, • perché siete interessati alla disciplina del vostro Learning Contract, • fate un esempio o raccontate un evento che in qualche modo si collega alla vostra area disciplinare, • Se il vostro professore del LC ha detto qualcosa che vi ha colpito, riportatelo. <p>Postate quello che avete scritto nella cartella condivisa in NYU class.</p>

Sessione 3 - Esercizi e letture – SOCIETÀ: periferia e architettura – Lunedì 15 febbraio

Topics	Learning goals	Homework
Esercizi e letture	<ul style="list-style-type: none"> • Controllo degli esercizi • Esposizione delle letture dell'area disciplinare usando la Scheda di lettura. 	<ul style="list-style-type: none"> • Esercizi da Nuovo Magari C1/C2 in NYU class • Letture: leggete minimo 30 pagine di testo dalla bibliografia della vostra area disciplinare (la bibliografia è pubblicata in NYU class) e completate la scheda di lettura. La scheda di lettura farà parte del Portfolio.

Sessione 4 - Seminario sulle vostre produzioni scritte – Lunedì 24 febbraio

Topics	Learning goals	Homework
Sessione	<ul style="list-style-type: none"> • Controllo degli esercizi 	<ul style="list-style-type: none"> • Scrivete 450 parole riassumendo

Topics	Learning goals	Homework
seminariale	<ul style="list-style-type: none"> • Discussione collaborativa sui testi scritti: commentiamo i testi prodotti e postati nella cartella condivisa. 	<p>quanto avete imparato nelle lezioni e nelle letture della vostra area disciplinare. Caricate il vostro testo nella cartella condivisa in NYU class.</p> <p>ATTENZIONE! È importante rispettare le scadenze di presentazione dei compiti.</p>

Sessione 5 - Esercizi e letture – STORIA: Cosa nostra – Lunedì 1 marzo

Topics	Learning goals	Homework
Esercizi e letture	<ul style="list-style-type: none"> • Controllo degli esercizi • Esposizione delle letture dell'area disciplinare usando la Scheda di lettura. 	<ul style="list-style-type: none"> • Esercizi da Nuovo Magari C1/C2 in NYU class • Letture: leggete minimo 30 pagine di testo dalla bibliografia della vostra area disciplinare, in NYU class, e completate la scheda di lettura. La scheda di lettura farà parte del Portfolio.

Sessione 6 – Seminario sulle vostre produzioni scritte – Lunedì 8 marzo

Topics	Learning goals	Homework
Sessione seminariale	<ul style="list-style-type: none"> • Controllo degli esercizi • Discussione collaborativa sui testi scritti: commentiamo i testi prodotti e postati nella cartella condivisa. 	<p>Scrivete 450 parole riassumendo quanto avete imparato nel vostro Learning Contract o analizzando un aspetto della disciplina. Caricate il vostro testo nella cartella condivisa in NYU class.</p> <p>ATTENZIONE! È importante rispettare le scadenze di presentazione dei compiti.</p>

Sessione 7- Esercizi e letture – LINGUA: lingua e dialetti – Lunedì 15 marzo

Topics	Learning goals	Homework
Esercizi e letture	<ul style="list-style-type: none"> • Controllo degli esercizi • Esposizione delle letture dell'area disciplinare usando la Scheda di 	<ul style="list-style-type: none"> • Esercizi da Nuovo Magari C1/C2 in NYU class • Letture: leggete minimo 30 pagine

Topics	Learning goals	Homework
	lettura.	di testo dalla bibliografia della vostra area disciplinare, in NYU class, e completate la scheda di lettura . La scheda di lettura farà parte del Portfolio.

Sessione 8 – CINEMA ITALIANO: Visione e seminario di un film TBD – Lunedì 22 marzo

Topics	Learning goals	Homework
Film e discussione Consegna del Portfolio 1	<ul style="list-style-type: none"> • Discussione collaborativa sul testo filmico: commentiamo i testi prodotti e postati nella cartella condivisa. 	<p>Per lunedì 22 dovrai vedere il film TBD</p> <p>Prima di guardare il film leggi la SCHEDA-FILM in Resources , poi guarda il film e alla fine completa la scheda e postala nella Cartella condivisa, Sessione 8.</p> <p>ATTENZIONE! È importante rispettare le scadenze di presentazione dei compiti.</p>

Sessione 9 – Seminario sulle produzioni scritte – Lunedì 29 marzo

Topics	Learning goals	Homework
Appuntamenti individuali con il professore	<ul style="list-style-type: none"> • Controllo degli esercizi • Discussione collaborativa sui testi scritti: commentiamo i testi prodotti e postati nella cartella condivisa. 	<p>Scrivete 450 parole riassumendo quanto avete imparato nel vostro Learning Contract o analizzando un aspetto della disciplina. Caricate il vostro testo nella cartella condivisa in NYU class.</p> <ul style="list-style-type: none"> • ATTENZIONE! È importante rispettare le scadenze di presentazione dei compiti..

Sessione 10 - Esercizi e letture – IL CINEMA ITALIANO – Giovedì 8 aprile (sostituisce giovedì 18 febbraio)

Topics	Learning goals	Homework
Esercizi e letture	<ul style="list-style-type: none"> • Controllo degli esercizi • Esposizione delle letture dell'area disciplinare usando la Scheda di lettura. 	<ul style="list-style-type: none"> • Esercizi da Nuovo Magari C1/C2 in NYU class • Letture: leggete minimo 30 pagine di testo dalla bibliografia della vostra area disciplinare, in NYU class, e completate la scheda di lettura. La scheda di lettura farà parte del Portfolio.

Sessione 11- Seminario sulle vostre produzioni scritte – Lunedì 12 aprile

Topics	Learning goals	Homework
Sessione seminariale	<ul style="list-style-type: none"> • Controllo degli esercizi • Discussione collaborativa sui testi scritti: commentiamo i testi prodotti e postati nella cartella condivisa. 	<p>Scrivete 450 parole riassumendo quanto avete imparato nel vostro Learning Contract o analizzando un aspetto della disciplina. Caricate il vostro testo nella cartella condivisa in NYU class.</p> <p>ATTENZIONE! È importante rispettare le scadenze di presentazione dei compiti.</p>

Sessione 12 - Esercizi e letture – SCRITTORI: Primo Levi e Italo Calvino – Giovedì 22 aprile (sostituisce lunedì 17 maggio)

Topics	Learning goals	Homework
Esercizi e letture	<ul style="list-style-type: none"> • Controllo degli esercizi • Esposizione delle letture dell'area disciplinare usando la Scheda di lettura. 	<ul style="list-style-type: none"> • Esercizi da Nuovo Magari C1/C2 in NYU class • Letture: leggete minimo 30 pagine di testo dalla bibliografia della vostra area disciplinare, in NYU class, e completate la scheda di lettura. La scheda di lettura farà parte del Portfolio.

Sessione 13- Seminario sulle vostre produzioni scritte – Lunedì 26 aprile

Topics	Learning goals	Homework
<p>Sessione seminariale</p> <p>Appuntamento individuale con il professore per prepararsi alla prova finale del Learning Contract</p>	<ul style="list-style-type: none"> • Controllo degli esercizi • Discussione collaborativa sui testi scritti: commentiamo i testi prodotti e postati nella cartella condivisa. 	<p>Produzione scritta collegata al Final Paper o Final Exam del Learning Contract. Caricate il vostro testo nella cartella condivisa in NYU class.</p> <p>ATTENZIONE! È importante rispettare le scadenze di presentazione dei compiti.</p>

Sessione 14 - CINEMA ITALIANO: Visione e seminario su un film TBD – Lunedì 3 maggio

Topics	Learning goals	Homework
<p>Film e discussione</p> <p>Giovedì 6 maggio consegna della composizione preparatoria per l'esame finale del Learning Contract</p>	<ul style="list-style-type: none"> • Discussione collaborativa sul testo filmico: commentiamo i testi prodotti e postati nella cartella condivisa. 	<p>Per lunedì 3 dovrai vedere il film TBD</p> <p>Prima di guardare il film leggi la SCHEDA-FILM in Resources , poi guarda il film e alla fine completa la scheda e postala nella Cartella condivisa, Sessione 8.</p> <p>ATTENZIONE! È importante rispettare le scadenze di presentazione dei compiti.</p>

Sessione 15 - Esame Finale – Lunedì 10 maggio

Topics	Learning goals	Homework
<p>Final presentations</p> <p>Consegna del Portfolio 2</p>	<p>Esame finale: Oral Presentations in classe</p> <p>Consegna del Portfolio-2 digitale.</p>	<ul style="list-style-type: none"> • Preparete le <i>oral presentation</i> sul <i>Final Paper</i> del vostro Learning Contract • Revisionate i testi del Portfolio 2

Class Time Expectations

In light of the unique circumstances of blended instruction, we ask students to consider the following class time expectations to ensure a productive class:

- Prepare your workspace for class, limit non-class activities during synchronous class time.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- If deemed necessary by the study away site (i.e. a COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or “raise hand” function in order to add your voice to class discussions.
- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.

Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the Office of Academic Support florence.academicssupport@nyu.edu as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Required Co-curricular Activities

NOTE: Instructors may vary the syllabus slightly to meet the needs of each individual class.

Suggested Co-curricular Activities

Suggested optional co-curricular activities will be announced in class and/or via email by the professor throughout the semester.

Your Instructor



Renata Carloni, Master Degree in Philosophy and Post-graduate Degrees in Language Teaching and Media and Communication, is currently the Language Coordinator of Italian at New York University in Florence. She supervises the contents of the Italian Language Program and the related cultural exchange initiatives. She runs regular workshops for Italian Faculty in Florence and New

York and gives talks in Language Teaching Conferences. Recently designed the new Italian Language Textbook, “Allora”, New York University Press 2013.

She teaches *Italian Language through Cinema, Creative Writing and Academic Discourse*. In addition to didactic materials, she has published articles on the writing process. Her current research addresses the question of gender and its role in grammar and semantics.