Extensive Elem Italian II

Course Number
ITAL-UA 9002 F01

Instruction Mode:
In-person

Brightspace course site:
https://brightspace.nyu.edu/d2l/home/164424

Spring 2022

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Florence, please make sure that you’ve completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact florence.academicsupport@nyu.edu if you have trouble accessing the Brightspace site.

Syllabus last updated on: 02/02/2022

Lecturer Contact Information
Silvia Nesi

Prerequisites
Italian Elementary 1

Units earned
4

Course Details

- Days and Times: MoWeTh 12:00PM-1:15PM
- All times are Central European Time (CET) Please note that there is a gap in when Daylight Savings Time (DST) begins in Europe and the U.S. In the U.S., DST begins on Sunday, 13 March 2022 when clocks will be set 1 hour forward. In Europe, DST begins Sunday, 27 March 2022.
- Location: Room Firenze
- Remote Participants: Your instructor will provide you with the Zoom link via NYU Brightspace.
COVID-related details: In the interest of protecting the NYU Florence community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.

Course Objectives

Comprehension: students will gain understanding of oral and written communication on a variety of topics, ranging from personal routine, taste and hobbies to include family, fashion and food. They will be able to acquire key information from listening and reading brief, simple, authentic material, and have a fair understanding of the meaning of standard Italian conversations on a variety of familiar topics, including present and past events, presented in a clearly audible speech.

Production and interaction: students will be able to engage in conversations on a variety of real-life situations regarding familiar subjects, to respond to open-ended questions and to initiate communication on these topics, despite not having the skills to continue the conversation in an autonomous way. They will be able to give and follow directions, instructions and commands. Stronger emphasis will be on communicative situations involving first and second person, while skills in mono-directional oral presentation will begin to emerge. Writing activities will include narration of present and past events, personal experiences, school and work situations, as well as brief messages to family and friends.

Linguistic structures: subject and object pronouns, articles, adjectives, present indicative and imperative, the two main past tenses in use in contemporary Italian: "passatoprossimo" and "imperfetto".

 Desired Outcomes

On completion of this Course, students should:

- use only the target language to communicate and interact in class;
- display command of basic communicative functions: description of daily routine, expressions of wants and needs, likes and dislikes, simple plans, descriptive and factual recollection of past events and routine;
- demonstrate knowledge of basic grammar structures in periodic written tests and exams;
- gain knowledge of Italian verb forms in some tenses of indicative and imperative modes;
- acquire vocabulary on several topics, including but not limited to: family, food and leisure time;
- design an oral presentation and perform it in front of the class to demonstrate emerging skills in mono-directional communication;
- compile short textual assignments involving basic and manageable prose production.

Note: Expected Learning Outcomes for each unit are indicated in the detailed weekly syllabus.
Course Requirements

Students will be graded based on the following criteria: the completion of tasks, projects and presentation; quizzes; class participation and homework; oral and written exams.

Assessment Components

You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

- Academic Commitment 15% **
- Homework: 10%
- Quiz :10%
- Task, Project, Presentation: 15%
- Midterm: 25% (Oral 25%, written 75%)
- Final: 25% (Oral 25%, written 75%)

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.

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.

Attendance Policy
In order to keep each other safe, if you are not feeling well, we encourage you to remain in your residence and, if possible, attend class remotely. Please make sure to inform your professor in advance so that they can turn on Zoom. Remote attendance is counted as regular attendance. You will not be marked absent.
For a detailed explanation of the global attendance policy, see the NYU Florence Present vs. Absent Flowchart.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation.

The Global Attendance Policy is posted in the Academic Policies tab in Brightspace, on the NYU Florence Student Portal website, and is posted around campus. After you have read and reviewed the policies, if there is anything that still needs further clarification or raises a question, please reach out to florence.academicsupport@nyu.edu.

Final exams
Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Submission of Work
Please refer to Academic Policies in Brightspace.

Required Text(s)

All readings are available online on the NYU Brightspace course site. Hard copies of some textbooks are available for consultation and semester-long loans in the Villa Ulivi Library. Please email florence.library@nyu.edu to reserve a copy. To request scans from books on reserve please fill out the Ulivi Library Book Scan Form.

- Parole per Oggi, Department of Italian Studies, NYU Edition 2013, [from now on PO]. PDF free version in NYU Brightspace.

Online Resources (all available within NYU Brightspace):

- Allora: Grammar Guide [from now on G]
- Allora: Glossario & Flashcards
- Allora: Grammar Videos
- Allora: Allora Videos
- Allora: Audio files
- Allora: Quizzes (Assignments)
- Allora: Come si pronuncia
- Allora: La mia lezione

Tutoring

Additional assistance for this class is available to you free of charge at Villa Ulivi (La Pietra campus). To schedule one-on-one or small groups tutoring sessions contact our in-house tutor: Eleonora Izzo - eleonoraluciaizzo@gmail.com
Important Italian Class Rules

● Coming prepared to class having done the assignments, making an effort to constantly speak Italian, asking questions, participating in all activities with a positive attitude, are all criteria in assessing your own class participation.
● Relying on used textbooks with marked answers is considered a matter of academic honesty and will be regarded by your instructor as cheating, negatively affecting your grade.
● All Quizzes and Exams will be taken as scheduled. Examinations may be anticipated or made up only with the permission of the Office of Academic Support, Villa Ulivi.
● Personal travel arrangements will never constitute a satisfactory excuse for requesting an early or make-up exam.

Course Important Dates

● Quizzes:
  - Quiz 1, Thursday February 17
  - Quiz 2, Thursday March 3
  - Quiz 3, Thursday March 31
  - Quiz 4, Thursday April 21
  - Quiz 5, Thursday May 5

● Midterm exam:
  - Oral exam: Monday March 7 and Thursday March 10 by appointment;
  - Written exam: Wednesday March 9.

● Final exam:
  - Oral exam: Wednesday May 11 and Friday May 13 by appointment;
  - Written exam: Thursday May 12.

● Tasks, Projects, Oral presentation as specified by your Language Instructor.
● Holidays: Monday, April 18, Monday, April 25.
● Make-up day: Friday, January 28, Friday, April 22, Friday, April 29
### Session 1 & 2

**Giovedì 27 gennaio - Venerdì 28 gennaio MAKE UP DAY** - Lunedì 31 gennaio - Mercoledì 2 febbraio - Giovedì 3 febbraio  
Lunedì 7 febbraio - Mercoledì 9 febbraio - Giovedì 10 febbraio:

<table>
<thead>
<tr>
<th>Textual Resources</th>
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<th>Structure and Lexicon</th>
<th>Homework</th>
</tr>
</thead>
</table>
| ● E la tua giornata tipo?  
  - Allora Livello Elementare (from now on AE): capitolo07 | Students will:  
  ● talk about themselves;  
  ● illustrate present and past routine activities;  
  ● make hypotheses. | ● Grammatica: Review Elementary 1  
  ● Grammatica: Presente e passato prossimo dei verbi riflessivi [G4.1; G4.1.1]; verbi reciproci [G4.1.2]; espansione della frase nucleare; nomi in –ista [G5.4.3], nomi maschili in –a [G5.4.3]; avverbi di tempo: presto, tardi [G7.2]; significati del verbo mettersi; congiunzioni coordinate e avversative: ma, però, e, o, oppure [G16.2.1]; subordinate condizionali all’indicativo presente introdotte da se [G3.6].  
  ● Come si pronuncia?Capitolo 07  
  ● Lessico: Azioni ricorrenti della vita | ● NYU Brightspace / Assignments  
  - La mia lezione, 07  
  ● NYU Brightspace / Grammar Guide Videos  
  - Elementary Chapter 7  
  ● NYU Brightspace / Quizzes  
  - allora-elem07.1  
  - allora-elem07.2  
  - allora-elem07.3  
  - allora-elem07.a |
| ● Lavoro e professioni  
  - PO: Unità 6  
  ● Audio files: #7  
  ● Glossario: #7 | | | |

**TASK 1**
## Sessions 3 & 4

**Lunedì 14 febbraio - Mercoledì 16 febbraio - Giovedì 17 febbraio:** **QUIZ 1**

**Lunedì 21 febbraio - Mercoledì 23 febbraio - Giovedì 24 febbraio**

<table>
<thead>
<tr>
<th>Textual Resources</th>
<th>Expected Learning Outcomes</th>
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<th>Homework</th>
</tr>
</thead>
</table>
| ● Ragazzi, a tavola!  
   - AE: capitolo 08  
   ● Mangiare e bere  
   - PO: Unità 7  
   ● Audio files: #8  
   ● Glossario: #3  
   ● Video  
   #8Beppe | Students will:  
   ● learn how to shop;  
   ● express tastes and likings;  
   ● give and understand instructions;  
   ● learn how to order. | ● Grammatica:  
   Comparativo di uguaglianza [G8.1];  
   imperativo formale, informale, negativo [G3.1];  
   imperativi irregolari: sii, abbi, sappi, di’, da’, sta’, va’, dica, dia, faccia, stia, vada [G3.1];  
   imperativi irregolari con pronomi diretti: dillo, dallo, fallo, vacci; superlativi assoluti regolari di uso frequente [G8.2.2]; posizione post-verbale dei pronomi atoni con imperativo e con infinito; espressioni con vorrei / posso avere; formazioni plurali particolari: uova, uomini.  
   ● Lessico: Pasti, menù e bevande, generi alimentari, servizio da tavola, luoghi di ristoro.]  
   ● Come si pronuncia? Capitolo 08. | ● NYU Brightspace / Assignments  
   La mia lezione, 08  
   ● NYU Brightspace / Grammar Guide Videos  
   - Elementary Chapter 8  
   - allora-elem08.1  
   - allora-elem08.2  
   - allora-elem08.3  
   - allora-elem08.a  
   - allora-elem08.b  
   - allora-elem08.c |
Session 5
Lunedì 28 febbraio - Mercoledì 2 marzo - Giovedì 3 marzo: **QUIZ 2**

<table>
<thead>
<tr>
<th><strong>TEXTUAL RESOURCES</strong></th>
<th><strong>EXPECTED LEARNING OUTCOMES</strong></th>
<th><strong>STRUCTURE AND LEXICON</strong></th>
<th><strong>HOMWORK</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Come ti vesti?</td>
<td>Students will:</td>
<td>Grammatica:</td>
<td>NYU Brightspace / Assignments:</td>
</tr>
<tr>
<td>− AE: capitolo 09</td>
<td>● describe actions and situations at the present and past; describe the color, size, and fabric of clothing and of other common objects; describe wardrobe and useful objects; discuss materials and colors; indicate objects here and there; learn how to shop for clothes; compare Italian and American fashion.</td>
<td>Ripasso del passato prossimo; avverbi di quantità: un po’, poco, molto, troppo [G9.5]; differenze tra avverbi e aggettivi; uso e forme di aggettivi e pronomi dimostrativi: questo, quello [G9.1; G9.2; G9.3]; accordo del participio passato con lo, la, li, le nei tempi composti [G10.2.1]; uso di niente e nessuno con doppia negazione; aggettivi di colore a uscita invariabile: blu, rosa [G5.5].</td>
<td>− La mia lezione,09</td>
</tr>
<tr>
<td>− La modà</td>
<td>• Grammatica:</td>
<td>• Lessico:</td>
<td>− NYU Brightspace / Grammar Guide Videos,</td>
</tr>
<tr>
<td>− PO: Unità 8</td>
<td>▪ GRAMMATICA:</td>
<td>▪ Capi di abbigliamento, colori, materiali, monete e prezzi.</td>
<td>− Elementary Chapter 09</td>
</tr>
<tr>
<td>(pp. 88-89)</td>
<td>Ripasso del passato prossimo; avverbi di quantità: un po’, poco, molto, troppo [G9.5]; differenze tra avverbi e aggettivi; uso e forme di aggettivi e pronomi dimostrativi: questo, quello [G9.1; G9.2; G9.3]; accordo del participio passato con lo, la, li, le nei tempi composti [G10.2.1]; uso di niente e nessuno con doppia negazione; aggettivi di colore a uscita invariabile: blu, rosa [G5.5].</td>
<td>▪ Come sipronuncia? Capitolo 09</td>
<td>− allora-elem09.1</td>
</tr>
<tr>
<td>− Glossario: #9</td>
<td>• LESSICO:</td>
<td></td>
<td>− allora-elem09.2</td>
</tr>
<tr>
<td>− Audio files: #9</td>
<td>▪ Capi di abbigliamento, colori, materiali, monete e prezzi.</td>
<td></td>
<td>− allora-elem09.3</td>
</tr>
<tr>
<td>− Video:</td>
<td>• LESSICO:</td>
<td></td>
<td>− allora-elem09.a</td>
</tr>
<tr>
<td>#9Giulia</td>
<td>▪ Capi di abbigliamento, colori, materiali, monete e prezzi.</td>
<td></td>
<td>− allora-elem09.b</td>
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<tr>
<td></td>
<td>• LESSICO:</td>
<td></td>
<td>− allora-elem09.c</td>
</tr>
<tr>
<td></td>
<td>▪ Capi di abbigliamento, colori, materiali, monete e prezzi.</td>
<td></td>
<td>− allora-elem09.d</td>
</tr>
<tr>
<td></td>
<td>• LESSICO:</td>
<td></td>
<td>− allora-elem09.e</td>
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<tr>
<td></td>
<td>▪ Capi di abbigliamento, colori, materiali, monete e prezzi.</td>
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</tbody>
</table>
Session 6

MIDTERM EXAM
Lunedì 7 marzo: Esame Orale
Mercoledì 9 marzo: Esame Scritto
Giovedì 10 marzo: Esame Orale
Detailed Oral Exam Calendar provided by your professor.
Written Exam: same schedule as your class.

Spring Break: Monday March 14 - Sunday March 20
**Sessions 7 & 8**
Lunedì 21 marzo - Mercoledì 23 marzo - Giovedì 24 marzo

**Venerdì 25 marzo: Field trip** (please save the date for our off site class activity further details will be provided closer to this date)
Lunedì 28 marzo - Mercoledì 30 marzo - Giovedì 31 marzo: **QUIZ 3**

<table>
<thead>
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</table>
| ● Come eravamo  
  − AE: capitolo10  
  ● La natura e il mondo intorno a noi.  
  − PO: Unità9  
  ● Glossario: #10  
  ● Audio files: #10 | Students will: review how to describe and talk about past actions and situations. | ● Grammatica: Imperfetto, coniugazione regolare e irregolare; uso dell'imperfetto: descrizione, azioni abitudinarie, azioni parallele nel passato [G1.3; G1.3.1; G1.3.2]; costruzioni con mentre, con imperfetto e interrotto da passato prossimo; verbi zerovalenti: nevica, piove; subordinate implicite rette da preposizioni semplici e infinito: vado a, imparo a, etc.; espressione di cortesia volevo.  
 ● Lessico: Ambiente e tempo atmosferico, campagna e città, luoghi della natura, aggettivi relativi alla natura.  
 ● Come si pronuncia? Capitolo10 | ● NYU Brightspace/Assignments:  
  − La mia lezione 10  
  ● NYU Brightspace / Grammar Guide Videos,  
  − Elementary Chapter 10  
  ● NYU Brightspace / Quizzes:  
  − allora-elem10.1  
  − allora-elem10.2  
  − allora-elem10.3  
  − allora-elem10.a  
  − allora-elem10.b  
  − allora-elem10.c  
  − allora-elem10.d  
  − allora-elem10.e |
# SAMPLE SYLLABUS

## Sessions 9 & 10

**Lunedì 4 aprile - Mercoledì 6 aprile - Giovedì 7 aprile**  
**Lunedì 11 aprile - Mercoledì 13 aprile - Giovedì 14 aprile**

<table>
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<tr>
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</thead>
</table>
| ● Si, viaggiare!  
  – AE: capitolo11  
  ● Viaggi e turismo  
  – PO: Unità10  
  ● Audio files: #11  
  ● Glossario: #11 | Students will:  
  ● focus on use of tenses to express past actions and situations;  
  ● express purposes (imperfetto) opposing to actions (passato prossimo). | ● Grammatica:  
  Contrasto tra passato prossimo e imperfetto, contrasto tra azioni precise e azioni continue [G1.3.3]; verbi con e senza preposizione: riuscire a, accorgersi di, etc.; frasi subordinate con perché, quando, anche se; uso modale dell'imperfetto: differenza di significato tra volevo, potevo, dovevo e ho voluto, ho potuto, ho dovuto [G1.1.2].  
  ● Lessico: Luoghi di vacanza, espressioni connesse al viaggio, trasporti, espressioni gergali di uso comune.  
  ● Come si pronuncia? Capitolo 11. | ● NYU Brightspace  
  / Assignments:  
  – La mia lezione, 11  
  ● NYU Brightspace  
  / Grammar Guide Videos,  
  – Elementary Chapter 11  
  ● NYU Brightspace  
  / Quizzes  
  – allora-elem11.1  
  – allora-elem11.2  
  – allora-elem11.3  
  – allora-elem11.a  
  – allora-elem11.b  
  – allora-elem11.c |

### Task 4

**NYU Florence HOLIDAY (no classes)** - Mercoledì 20 aprile - Giovedì 21 aprile: **QUIZ 4**
**Sample Syllabus**

Lunedì 25 aprile **NYU Florence HOLIDAY (no classes)** - Mercoledì 27 aprile - Giovedì 28 aprile - Venerdì 29 aprile **MAKE UP DAY**

<table>
<thead>
<tr>
<th>Textual Resources</th>
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<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Ma cosa stai facendo!  - AE: capitolo12  ● Audio files: #12  ● Glossario: #12  ● Video: #10-11-12 Elia  QUIZ 4  TASK 5</td>
<td>Students will:  ● interact in formal settings;  ● ask for explanations;  ● ask to accomplish something;  ● fill forms;  ● talk on the phone;  ● tell what they are/were doing.</td>
<td>● Grammatica: Presente progressivo [G2.1]; uso e posizione del relativo invariabile che [G10.4]; avverbi di tempo [G7.2]; differenza tra sapere e conoscere [G1.1; G1.1.2]; espressioni con sapere e subordinata oggettiva introdotta da che; avverbi di luogo: qui, qua, lì, là [G7.3]; espressioni introdotte dalla preposizione per e l’infinito; numeri ordinali 20-100 [G12.2].  ● Lessico: Servizi pubblici e istituzionali: banca, posta, taxi, telefono, mezzi di trasporto.  ● Come si pronuncia? Capitolo 12.</td>
<td>● NYU Brightspace / Assignments:  – La mia lezione, 12  ● NYU Brightspace / Grammar Guide Videos, – Elementary Chapter 12  ● NYU Brightspace / Quizzes  – allora-elem12.1  – allora-elem12.2  – allora-elem12.3  – allora-elem12.a  – allora-elem12.b  – allora-elem12.c</td>
</tr>
</tbody>
</table>

**Session 13 & 14**
Lunedì 2 maggio - Mercoledì 4 maggio - Giovedì 5 maggio: **QUIZ 5**
Lunedì 9 maggio: Ripasso
### QUIZ 5

**Textual Resources**
- Ma cosa stai facendo?
  - AE: capitolo 12

**Expected Learning Outcomes**
- Students will:
  - ask for explanations;
  - ask to accomplish something;
  - fill forms;

**Structure and Lexicon**
- Grammatica: uso e posizione del relativo invariabile che [G10.4];
  - avverb di tempo [G7.2];
  - differenza tra sapere e conoscere [G1.1; G1.1.2];
  - espressione con sapere e subordinata oggettiva introdotta da che; avverbi di luogo: qui, qua, lì, là [G7.3];
  - espressioni introdotte dalla preposizione per e l'infinito;
  - numeri ordinali 20-100 [G12.2].
- Come si pronuncia? Capitolo 12

**Homework**
- NYU Brightspace / Assignments
  - La mia lezione, 12
- NYU Brightspace / Quizzes
  - allora-elem12.1
  - allora-elem12.2
  - allora-elem12.3
  - allora-elem12.a
  - allora-elem12.b

### Session 15

**FINAL EXAM**
- Mercoledì 11 maggio: Esame Orale
- Giovedì 12 maggio: Esame Scritto
- Venerdì 13 maggio: Esame Orale

Detailed Oral Exam Calendar provided by your professor. Written Exam: same schedule as your class.

**Your Lecturer**
Silvia Nesi attained a degree in Biology from the University of Florence after which she received the Certification of Competence in Teaching Italian as a Foreign Language (L2) from the University for Foreigners of Siena.

She has been teaching Italian language for 22 years and, before teaching at NYU Florence, she worked at Syracuse University in Florence and many different schools, covering all course levels. She has taught summer school in Denmark for "Italian week", which included both ordinary language training and lectures on current interest topics about Italian Culture.

In 2011 her interest in Art and Art History led her to become an authorized tour guide. She normally takes tours in Florence and in other cities of Tuscany.
Academic Honesty & Plagiarism
As the University's policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

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. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

NYU Academic Integrity Policies and Guidelines
NYU Library Guides

Inclusivity Policies and Priorities
NYU’s Office of Global Programs and NYU’s global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays
Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer and Office of Academic Support in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also University Calendar Policy on Religious Holidays.
Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Florence.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277
- Local Telephone: 055 5007277