



Advanced Review of Modern Italian

Course Number

ITAL-UA 9030 F01

Instruction Mode:

In-person

Brightspace course site<https://brightspace.nyu.edu/d2l/home/164428>**Spring 2022**

If you are enrolled in this course 100% remotely and are not a 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.academicssupport@nyu.edu if you have trouble accessing the Brightspace site.

Syllabus last updated on: 26 January 2022

Lecturer Contact Information

TBA

Prerequisites

ITAL-UA12 Intermediate Italian II, or ITAL-UA20 Intensive Intermediate Italian.

Units earned

4

Course Details

- Meeting Days and Times: M, W, Th - 1:30pm to 2:45pm.
- 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: Aula Siena (Villa Ulivi)
- 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 Description

The course systematizes and reinforces language skills through an intensive review of grammar and composition, lexical enrichment, improvement of speaking ability, and selected readings from contemporary Italian literature. It also fosters intercultural communicative competence in Italian.

Desired outcomes

On successful completion of this course, students should be able to:

- *Presentarsi e parlare di sé. Esprimere i propri gusti e preferenze.*
- *Raccontare eventi passati, descrivere azioni abituali passate*
- *Esprimere emozioni e stati d'animo, nei diversi registri linguistici*
- *Esprimere accordo e disaccordo*
- *Chiedere e dare spiegazioni e suggerimenti*
- *Raccontare la trama di un libro e di un film*
- *Commentare una statistica, indicare vantaggi e svantaggi*
- *Argomentare e motivare le proprie opinioni e quelle altrui*
- *Comprendere e scrivere una biografia*
- *Comprendere brevi testi accademici*
- *Descrivere un'immagine e un'opera d'arte*
- *Descrivere il proprio lavoro*
- *Descrivere l'aspetto fisico e la personalità*
- *Parlare di problemi ambientali, formulare proposte*
- *Analizzare un testo in italiano per individuarne le strutture grammaticali e sintattiche*
- Use only target language to negotiate meaning in class.

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; academic commitment 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.

- Final Exam: 25%



- Tasks, Projects, Presentation: 25%
- Midterm Exam: 20%
- Academic Commitment including Homework: 20% **
- Quizzes: 10%

****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 (Quizzes, Tasks, Presentations, 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 (Quizzes, Tasks, Presentations, 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 their 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 (Quizzes, Tasks, Presentations, 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 their 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 (Quizzes, Tasks, Presentations, 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 their 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 (Quizzes, Tasks, Presentations, 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 their 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.academicssupport@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](#).

Teaching & Learning Philosophy

“Vale la pena che un bambino impari piangendo quello che può imparare ridendo? Se si mettessero insieme le lacrime versate nei cinque continenti per colpa dell’ortografia, si otterrebbe una cascata da sfruttare per la produzione dell’energia elettrica. Ma io trovo che sarebbe un’energia troppo costosa.

Gli errori sono necessari, utili come il pane e spesso anche belli: per esempio, la torre di Pisa.”
(Gianni Rodari, *Il libro degli errori*, Torino, Einaudi Ragazzi, 2011:9)

[Is it worth it for a child to learn by crying what they can learn by laughing? If one were to put together the tears shed on the five continents because of spelling, one would have a waterfall that could be used to produce electricity. But I find that would be too expensive an energy. Mistakes are necessary, useful as bread and often even beautiful: for example, the tower of Pisa.”]

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](#).

- *New Italian Espresso. Italian course for English speakers. Intermediate/ Advanced. Textbook.* Alma Edizioni, 2018. Unità 8, 10 e 11. ISBN 978-88-6182-571-0
- *Nuovo Espresso 4. Libro dello studente e esercizi.* Alma Edizioni, 2017. Unità 1-8 ISBN 978-88-6182-505-5

Online Resources (all available within NYU Brightspace):

- [New Italian Espresso, Intermediate/ Advanced. Risorse online](#)
- [Nuovo Espresso 4. Risorse online.](#)
- [Dizionario italiano-inglese inglese-italiano Hoepli online;](#)
- [Vocabolario italiano Treccani online;](#)
- [Il nuovo dizionario italiano De Mauro online;](#)
- [Virgilio: Sapere - Sinonimi e contrari online;](#)
- [Virgilio: Sapere - Coniugatore di verbi online;](#)

Optional Textbooks & Materials

- *Dizionario Inglese Hazon, Inglese-Italiano / Italiano-Inglese. I grandi dizionari* Garzanti, Milano, Garzanti, 2014;



- ADORNI, S., PRIMORAC, K., *English Grammar for Students of Italian. The Study Guide for Those Learning Italian, Second edition*, London - Auckland, Arnold, 1995;
- NOCCHI, S., *New Italian Grammar in Practice. Exercises, Tests, Games*, Firenze, Alma Ediz., 2015;

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** - eli2011@nyu.edu

Important Italian Class Rules

- The following are all criteria to assess your academic commitment: Coming to class prepared and with all assignments completed; Making an effort to constantly speak Italian; Asking insightful questions; Participating in all activities with a positive attitude.
- 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

- Tasks & Presentation:
 - Task 1, Thursday Feb 3
 - Task 2, Thursday Feb. 17
 - Task 3, Thursday Apr. 21
 - Presentation, May 2- 5 (detailed calendar provided by your professor)
- Quizzes:
 - Quiz 1, Thursday Feb. 10
 - Quiz 2, Thursday Feb. 24
 - Quiz 3, Thursday Apr. 7
 - Quiz 4, Thursday Apr. 28
- 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.
- Holidays: Monday, April 18, Monday, April 25.
- Make-up day: Friday, January 28, Friday, April 22, Friday, April 29



Settimana 1

Giovedì 27 gennaio - **Venerdì 28 gennaio MAKE UP DAY** -

- **Obiettivi didattici**
 - Presentarsi e parlare di sé. Esprimere i propri gusti e preferenze. Raccontare eventi passati.
 - Esprimere emozioni e stati d'animo,
 - Fare un reclamo
 - Scusarsi e giustificarsi
- **Risorse testuali**
 - Ripasso da: "Pronti e via!", *Nuovo contatto B1* (pp. 8-27); l'apprendimento della lingua italiana; analisi dei bisogni linguistici degli studenti).
 - *New Italian Espresso* (NIE), unità 8 "Made in Italy"
- **Grammatica**
 - Ripasso dell'accordo nome-aggettivo, dei pronomi diretti e indiretti, delle preposizioni semplici e articolate, del passato prossimo, dell'imperfetto e del futuro semplice;
 - Revisione del modo congiuntivo: congiuntivo presente (che io sia) e passato (che io sia stato)
- **Lessico**
 - Presentarsi, hobby, sport, tempo libero
 - Oggetti e materiali, aggettivi per descrivere oggetti
 - La lingua della classe (chiedere spiegazioni, di ripetere, etc.)
 - Riflettere sulla lingua (congiunzione, desinenza, ausiliare, etc.).

Settimana 2

Lunedì 31 gennaio - Mercoledì 2 febbraio - Giovedì 3 febbraio: **Task 1**

- **Obiettivi didattici**
 - Esprimere emozioni e stati d'animo
 - Esprimere preferenze
 - Parlare di gusti legati alla cucina
- **Risorse testuali**
 - *New Italian Espresso* (NIE), unità 8 "Made in Italy"
 - *Nuovo Espresso 4* (NE4), unità 2 "Cibo, che passione!"
- **Grammatica**
 - Revisione del modo congiuntivo: congiuntivo presente e passato
 - La concordanza dei tempi e dei modi (1)
 - Gli indefiniti (ogni, qualche, nessuno, tutto, ciascuno, etc.)
 - Revisione del futuro anteriore (io avrò mangiato)
 - Revisione e ampliamento del passivo: il *si* passivante (i dolci si fanno con lo zucchero)
- **Lessico**
 - Oggetti e materiali, aggettivi per descrivere oggetti
 - Cibo, utensili cucina, negozi, prodotti, aggettivi per descrivere cibi, prodotti e negozi



Settimana 3

Lunedì 7 febbraio - Mercoledì 9 febbraio - Giovedì 10 febbraio: **Quiz 1**

- **Obiettivi didattici**
 - Esprimere interesse, disinteresse, preferenze
 - Chiedere spiegazioni e dare spiegazioni
 - Dare suggerimenti e esprimere giudizi
 - Raccontare la trama di un libro
- **Risorse testuali**
 - NIE, unità 10 “Invito alla lettura”
- **Grammatica**
 - La concordanza dei tempi e dei modi (2)
 - Revisione e ampliamento del passivo: il passivo con *essere* e *venire*
 - Il passato remoto
- **Lessico**
 - Espressioni e vocaboli relativi alla letteratura (protagonista, narratore, etc.) e ai generi letterari (romanzo, racconto, etc)
 - Le parole del racconto

Settimana 4

Lunedì 14 febbraio - Mercoledì 16 febbraio - Giovedì 17 febbraio: **Task 2**

- **Obiettivi didattici**
 - Comprendere e scrivere una biografia
 - Argomentare e motivare
 - Commentare una statistica, indicare vantaggi e svantaggi
- **Risorse testuali**
 - NIE, unità 11 “La famiglia cambia faccia”
- **Grammatica**
 - Il passato remoto e il presente storico
 - *sebbene, nonostante, malgrado, benché* + congiuntivo; *anche se* + indicativo
 - Revisione comparativi (più... di...) e superlativi (il più ...)
 - La forma impersonale dei verbi riflessivi (ci si ...)
- **Lessico**
 - Espressioni e vocaboli relativi alla famiglia
 - Espressioni e vocaboli per descrivere e commentare dati statistici

Settimana 5

Lunedì 21 febbraio - Mercoledì 23 febbraio - Giovedì 24 febbraio: **Quiz 2**

- **Obiettivi didattici**
 - Argomentare e motivare le proprie opinioni e quelle altrui
 - Commentare una statistica, indicare vantaggi e svantaggi
 - Raccontare eventi passati, descrivere azioni abituali passate
 - Espressioni per esprimere rammarico, stupore e incredulità
 - Esprimere una critica o approvazione
- **Risorse testuali**



- NIE, unità 11 “La famiglia cambia faccia”
- NE4, Unità 1 “Scuola e dintorni”
- **Grammatica**
 - *sebbene, nonostante, malgrado, benché* + congiuntivo; *anche se* + indicativo
 - Revisione comparativi (più... di...) e superlativi (il più ...)
 - La forma impersonale dei verbi riflessivi (ci si ...)
 - Revisione di morfologia e uso dei tempi passati (passato prossimo, imperfetto e passato remoto)
 - Uso dell’ausiliare al passato prossimo, verbi con doppio ausiliare
- **Lessico**
 - Espressioni e vocaboli relativi alla famiglia
 - Espressioni e vocaboli per descrivere e commentare dati statistici
 - Espressioni e vocaboli per esprimere opinioni e stati d’animo
 - Il sistema scolastico

Settimana 6

Lunedì 28 febbraio - Mercoledì 2 marzo - Giovedì 3 marzo

- **Obiettivi didattici**
 - Comprendere e scrivere una biografia
 - Raccontare eventi passati, descrivere azioni abituali passate
 - Comprendere brevi testi accademici
- **Risorse testuali**
 - NE4, Unità 1 “Scuola e dintorni”
- **Grammatica**
 - Revisione di morfologia e uso dei tempi passati (passato prossimo, imperfetto e passato remoto)
 - Uso dell’ausiliare al passato prossimo, verbi con doppio ausiliare
- **Lessico**
 - Il sistema scolastico
 - La biografia della famiglia Acton, il “Grand Tour”
 - Espressioni e vocaboli per parlare della letteratura di viaggio e del viaggio in generale

Settimana 7

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



Settimana 8

Lunedì 21 marzo - Mercoledì 23 marzo - Giovedì 24 marzo - **Venerdì 25 marzo: attività a Palazzo Strozzi (TBC)**

- **Obiettivi didattici**
 - Riferire e commentare dati statistici
 - Raccontare un evento storico
 - Argomentare e discutere in contesti informali
 - Esprimere accordo e disaccordo
- **Risorse testuali**
 - NE4, unità 3 “E tu come fai a saperlo?”
- **Grammatica**
 - Revisione e ampliamento verbi con preposizione
 - Uso del condizionale per riferire una notizia incerta
 - Uso del condizionale per esprimere futuro nel passato
 - Le frasi interrogative indirette (mi ha chiesto se le prestavo il mio cellulare)
- **Lessico**
 - I mass media

Settimana 9

Lunedì 28 marzo (*lezione cancellata*, TBC) - Mercoledì 30 marzo - Giovedì 31 marzo

- **Obiettivi didattici**
 - Descrivere il proprio lavoro
 - Esprimere opinioni e formulare richieste in contesti formali e informali
 - Comunicare un desiderio e un'intenzione
 - Scambiare informazioni e opinioni, dare consigli
- **Risorse testuali**
 - NE4, unità 4 “Il mondo del lavoro”
- **Grammatica**
 - Revisione e ampliamento dell'uso del congiuntivo: in frasi relative, con il superlativo assoluto
 - La differenza tra *finalmente* e *alla fine*
 - Il gerundio con funzione causale (non avendo mai studiato l'inglese, ho difficoltà a viaggiare) e ipotetica (avendolo saputo, ti avrei accompagnato)
 - La concordanza dei tempi: il condizionale con il congiuntivo
- **Lessico**
 - Espressioni e vocaboli relativi al mondo del lavoro

Settimana 10

Lunedì 4 aprile - Mercoledì 6 aprile - Giovedì 7 aprile: **Quiz 3**

- **Obiettivi didattici**
 - Esprimere emozioni in diversi registri linguistici
 - Descrivere l'aspetto fisico e la personalità
 - Lamentarsi
 - Fare un'intervista
- **Risorse testuali**
 - NE4, unità 5 “Che emozione!”



- **Grammatica**
 - Aggettivi derivati da nomi
 - La formazione del contrario di nomi e aggettivi
 - Revisione e ampliamento del periodo ipotetico
 - Le espressioni *come se* e *senza che* + congiuntivo
- **Lessico**
 - Espressioni e vocaboli relativi a emozioni e stati d'animo
 - Espressioni e vocaboli per descrivere l'aspetto fisico

Settimana 11

Lunedì 11 aprile - Mercoledì 13 aprile - Giovedì 14 aprile

- **Obiettivi didattici**
 - Raccontare la trama di un film, recensire un film
 - Esprimere i propri gusti cinematografici, fare la critica di un film
- **Risorse testuali**
 - NE4, unità 6 "I gusti son gusti!"
- **Grammatica**
 - Revisione e ampliamento dell'uso del congiuntivo: con *purché* e con frase principale negativa
 - La struttura *fare* + infinito
 - Revisione e ampliamento del passato remoto
- **Lessico**
 - Espressioni e vocaboli per parlare di cinema (attore/attrice, produttore/produttrice, etc.) e di generi (commedia, film giallo, biografico, etc.)
 - Espressioni e vocaboli per descrivere dipinti, sculture e opere d'arte in generale

Settimana 12

Lunedì 18 aprile **NYU Florence HOLIDAY (no classes)** - Mercoledì 20 aprile - Giovedì 21 aprile: **Task 3** - Venerdì 22 aprile **MAKE UP DAY**

- **Obiettivi didattici**
 - Descrivere un'immagine
 - Raccontare una storia
 - Esprimere accordo e disaccordo
- **Risorse testuali**
 - NE4, unità 7 "In giro per musei"
- **Grammatica**
 - Revisione e ampliamento delle preposizioni di luogo *a* e *in*
 - La concordanza dei tempi al congiuntivo
 - Revisione e ampliamento dei pronomi relativi
 - L'infinito usato come sostantivo
- **Lessico**
 - Espressioni e vocaboli per descrivere luoghi d'arte (archivio, dimora storica, etc.)
 - Espressioni e vocaboli per descrivere un'opera d'arte (in primo piano, su tela, etc.)

Settimana 13



Lunedì 25 aprile **NYU Florence HOLIDAY (no classes)** - Mercoledì 27 aprile - Giovedì 28 aprile: **QUIZ 4 - Venerdì 29 aprile MAKE UP DAY**

- **Obiettivi didattici**
 - Esprimere un giudizio, valutare
 - Esprimere desideri, dubbi e perplessità
 - Parlare di problemi ambientali, fare proposte per risolverli
- **Risorse testuali**
 - NE4, unità 8 “L’Italia sostenibile”
- **Grammatica**
 - Revisione e ampliamento della posizione dell’aggettivo
 - La posizione dell’avverbio
 - La posizione dei pronomi con gerundio, participio, infinito e con l’imperativo
 - I diversi usi del futuro
- **Lessico**
 - Espressioni e vocaboli per parlare di problemi e tutela dell’ambiente, di sostenibilità

Settimana 14

Lunedì 2 maggio - Mercoledì 4 maggio - Giovedì 5 maggio - Lunedì 9 maggio

PRESENTAZIONI ORALI e RIPASSO

- **Obiettivi didattici**
 - Esprimere un giudizio, valutare
 - Esprimere desideri, dubbi e perplessità
 - Parlare di problemi ambientali, fare proposte per risolverli
- **Risorse testuali**
 - NE4, unità 8 “L’Italia sostenibile”
- **Grammatica**
 - Revisione e ampliamento della posizione dell’aggettivo
 - La posizione dell’avverbio
 - La posizione dei pronomi con gerundio, participio, infinito e con l’imperativo
 - I diversi usi del futuro
- **Lessico**
 - Espressioni e vocaboli per parlare di problemi e tutela dell’ambiente, di sostenibilità

Settimana 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.

Suggested Co-Curricular Activities



A small bite of Italian language every day! Order your coffee or pizza in Italian, listen to Italian pop songs, watch a TV series in Italian, watch movies in Italian (if it's too long, you can make it into short pieces). For the boldest and the bravest: speak in Italian with the people you meet (it can be difficult, sometimes awkward, but it is definitely worth it)

Your Lecturer

Laura Tarabusi earned her PhD in Modern Languages with a research on Intercultural Communicative Competence of Study Abroad Students in Higher Education. She received her degree in Foreign Languages and Literature from *Università di Firenze* and the post-graduate Diploma in Teaching Italian as a Second Language from *Università per Stranieri di Siena*. She earned other postgraduate diplomas in Foreign Language Teaching and was qualified as a teacher of English and German by the Italian Ministry of Education. Laura started teaching Italian as a Second Language at *Università di Firenze*, and since 2000 has been teaching Italian at NYU Florence. She was the *Direttore Tecnico* of *Centro Linguistico di Ateneo* of *Università di Firenze*. She was in charge of the Community Service academic program at New York University Florence until it was suspended in 2012. Laura has presented papers and published articles on Italian as a Second Language and on Intercultural Communicative Competence, e.g.:

- [“Mobilità internazionale e competenza comunicativa interculturale. Un profilo degli studenti in entrata.”](#) In: *La didattica delle lingue nel nuovo millennio. Le sfide dell'internazionalizzazione*. Ed. by Carmel M. Coonan, Ada Bier, Elena Ballarin. Edizioni Ca' Foscari Digital Publ., Venezia, 2018.
- “Intercultural Communicative Competence and Study Abroad: Laying the Groundwork for a Research Project” in: *Intercultural Horizons Volume IV: Identities, Relationships and Languages in Migration*. Ed. by Eliza J. Nash, Nevin C. Brown and Lavinia Bracci. Cambridge Scholars Publ., Newcastle, 2016
- “Consapevolezza, conoscenza, abilità: strategie per lo sviluppo della competenza comunicativa interculturale” in: *InSegno. Italiano L2 in classe*, 2/2015. Firenze, Becarelli Editore, 2015.

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 \(link\)](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277
- Local Telephone: 055 5007277