Course Description:
All students majoring in Italian Studies must complete a Capstone experience. The Capstone experience gives students the opportunity to bring together the skills acquired over their course of their Italian studies and demonstrate, in a significant, relevant project that has both an oral and a written component, their abilities to gather material independently, to think critically, to integrate the theoretical and/or practical knowledge that they acquired throughout their undergraduate careers, and to reflect on the ethical issues that are implicit in their projects and/or their project’s design.

Course Objectives:
Upon successful completion of this course students will be able to:

- Demonstrate proficiency as an independent learner and critical thinker.
- Demonstrate critical thinking of the topic examined.
- Demonstrate further development of his/her linguistic, cultural, and/or literary understanding.

- Demonstrate appropriate mastery of the target language in written form.
- Demonstrate the ability to present research findings orally in a public forum.

Course Requirements:
Students will conduct an independent research. There are no scheduled, regular meetings, but students will meet with the Italian Studies Program Coordinator regularly to discuss progress and review writing. Students will submit their written topic proposal (1-2 double spaced pages) the third week of the semester. They will submit their outline and bibliography in the eight week of the semester. They will submit the first draft of the paper in the eleventh week of the semester. The final draft will be submitted in the fourteenth week of the semester and the oral presentation will be given in the Ital 332 class the same week.

Grades:
Papers are due on the dates listed above. The final grade will be calculated as follow:

1. Topic proposal 5 %
2. Outline and Bibliography 15%
3. Capstone Paper (first draft 60%, final draft 40%) 50 %
4. Oral Presentation 30%

**Oral Presentation:**
Students will present their research in an informal setting in front of their peers. The presentation will give an overview of the student’ capstone experience. The use of a PowerPoint presentation is mandatory.

The grading criteria used to evaluate these presentations are bellow.

**Paper:**
The paper is to be an individual research paper and should develop a specific analysis in at least 15-20 pages (Times New Roman font #12, double-spaced, 1 inch margin). The paper will have two drafts. In the first draft the instructor will make suggestions and critiques that students will need to address in the final draft. The first draft will determine 60% of your grade and the second draft 40%. Failure to address comments and suggestions provided on the preceding draft will result in a significant lowering of the rating, meaning that the same paper could receive a lower grade on the second draft that on the first if the second draft does not show adequate improvement according to the instructor’s feedback.

Papers should include a title page with title of the paper and full name of the student. Papers should include footnotes or endnotes and pagination. The last page should be the bibliography of the material consulted to write the paper. Students should use MLA-style format.

All papers should be submitted using “Turnitin” on E-campus. All papers should be turned in by the time of class on the due date. Late papers will only be accepted with a reduction in points, one letter grade for each day the paper is late.

The grading criteria used to evaluate these papers are bellow.

**SpeakWrite**
Ital. 496 has been designated as a SpeakWrite course by the Eberly College of Arts and Sciences. As part of the Eberly College’s commitment to fostering effective communication skills, this course will:
• Emphasize informal and formal modes of communication
• Teach discipline-specific communication techniques
• Use a process-based approach to learning that provides opportunities for feedback and revision
• Base 95% of the final grade on successful spoken and/or written performance

For more information about the SpeakWrite program, please visit SpeakWrite.wvu.edu.

**Course Material & Intellectual Property:**
All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other materials provided to students for this course are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the Campus Student Code.

**Academic Honesty Statement:**
The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course.
For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at [http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#academicintegritytext](http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#academicintegritytext). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

**Inclusivity Statement**

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see [http://diversity.wvu.edu](http://diversity.wvu.edu).

**Grading Criteria – Outline and Bibliography**

<table>
<thead>
<tr>
<th>A: Exceed Expectations</th>
<th>B: Meets Expectations</th>
<th>C: Getting There</th>
<th>D: Not There Yet</th>
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</tr>
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<tbody>
<tr>
<td>8 or more references listed in the bibliography</td>
<td>7-6 references listed in the bibliography</td>
<td>5 references listed in the bibliography</td>
<td>2 to 4 references listed in the bibliography</td>
<td>Insufficient evidence to evaluate</td>
</tr>
<tr>
<td>No more than 2 internet sources</td>
<td>No more than 2 internet sources</td>
<td>More than 2 internet sources</td>
<td>More than 2 internet sources</td>
<td>Mostly Internet sources</td>
</tr>
<tr>
<td>MLA Style used correctly</td>
<td>MLA Style used correctly</td>
<td>MLA Style formatting with some errors</td>
<td>MLA Style not followed throughout</td>
<td>MLA Style not followed</td>
</tr>
<tr>
<td>Outline written in a clear, concise manner</td>
<td>Outline mostly well written</td>
<td>Outline not very well written</td>
<td>Outline vague and poorly written</td>
<td>Insufficient evidence to evaluate</td>
</tr>
<tr>
<td>The outline clearly explains and justifies the inclusion of the resources</td>
<td>The outline mostly explains and justifies the inclusion of the resources</td>
<td>The outline doesn’t explain and justify well the inclusion of the sources</td>
<td>The outline doesn’t explain and justify the inclusion of the sources</td>
<td>Insufficient evidence to evaluate</td>
</tr>
<tr>
<td>No grammatical and/or spelling errors</td>
<td>Few grammatical and/or spelling errors</td>
<td>Contains some grammatical and/or spelling errors</td>
<td>Many grammatical errors and/or spelling errors</td>
<td>Insufficient evidence to evaluate</td>
</tr>
<tr>
<td>15-14 pts.</td>
<td>13-12 pts.</td>
<td>11 pts.</td>
<td>10-9 pts.</td>
<td>8-0 pts.</td>
</tr>
</tbody>
</table>

Modified from Valerie Nye, HLC Conference 2013, vnye@iaia.edu | Bibliography Rubric
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<tr>
<td><strong>Content</strong></td>
<td>Your paper thoroughly addresses the topic, has a strong thesis statement, is well organized, evidence is very well chosen and very well presented, citations are pertinent and relevant.</td>
<td>Your paper Mostly addresses the topic, has a good thesis statement, is mostly well organized, evidence is well chosen and well presented, citations are mostly pertinent and relevant</td>
<td>Your paper partly addresses the topic, but has a weak thesis, is somewhat organized, some supporting evidence are presented, citations are not always pertinent and relevant.</td>
<td>Your paper does not address the topic fully enough, doesn’t provide a thesis, is badly organized or not organized, has very few supporting evidence, citations are for the most part not pertinent and relevant.</td>
<td>Your paper does not address the topic and is insufficient to grade</td>
</tr>
<tr>
<td></td>
<td>18-20 pts.</td>
<td>16-17 pts.</td>
<td>14-15 pts.</td>
<td>12-13 pts</td>
<td>0-11 pts</td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<td>Your paper is completely comprehensible and requires little to no “interpretation” 9-10 pts.</td>
<td>Your paper is very comprehensible and requires little “interpretation” 8 pts.</td>
<td>Your paper is mostly comprehensible but requires some “interpretation” 7 pts.</td>
<td>Your paper is not always comprehensible and requires “interpretation” 6 pts.</td>
<td>Your essay is not comprehensible</td>
</tr>
<tr>
<td></td>
<td>18-20 pts.</td>
<td>16-17 pts.</td>
<td>14-15 pts.</td>
<td>12-13 pts</td>
<td>0-11 pts</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Your paper is consistently accurate, you use a wide variety of sentence structure and expressions and you consistently use accurate and appropriate vocabulary drawing from a wide range of vocabulary selections</td>
<td>Your paper is mostly accurate and with occasional errors. You use a good variety of sentence structure and expressions, and you mostly use accurate and appropriate vocabulary drawing from a wide range of vocabulary selections</td>
<td>Your paper is accurate enough, but with a pattern of errors. You use similar and basic sentence structures with an occasional variation; there are occasional errors in vocabulary and you rely on basic or simple vocabulary.</td>
<td>Your paper is not accurate enough and demonstrate a very superficial understanding of Italian grammar. You are using similar and basic sentence structures without any variations. There are frequent errors in vocabulary and you rely on basic or simple vocabulary.</td>
<td>Your paper is highly inaccurate and difficult to read or insufficient evidence to evaluate</td>
</tr>
<tr>
<td></td>
<td>18-20 pts.</td>
<td>16-17 pts.</td>
<td>14-15 pts.</td>
<td>12-13 pts</td>
<td>0-11 pts</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Your paper follows the guidelines, including MLA style 5 pts.</td>
<td>Your paper mostly follow the guidelines, including MLA style 4 pts.</td>
<td>Your paper does not always follow the guidelines, including MLA style 3 pts.</td>
<td>The paper rarely follow the guidelines, including MLA style 2-1 pts.</td>
<td>The paper does not follow the guidelines or insufficient evidence to evaluate 0 pts.</td>
</tr>
<tr>
<td></td>
<td>8 or more references 5 pts.</td>
<td>7-6 references 4 pts.</td>
<td>5 references 3 pts.</td>
<td>2 to 4 references 2 pts.</td>
<td>1 reference or no references 1-0 pts.</td>
</tr>
</tbody>
</table>

Adapted from rubrics created by Dr. Orlikoff and Dr. DiBartolomeo
<table>
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</tr>
</thead>
</table>
| **Content**          | You have made the necessary changes to address:  
- thesis statement  
- organization  
- evidence presented  
- citations  
9-10 pts. | You have made a large number of necessary changes to address:  
- thesis statement  
- organization  
- evidence presented  
- citations  
8 pts. | You have made some of the necessary changes to address:  
- thesis statement  
- organization  
- evidence presented  
- citations  
7 pts. | You have made insufficient corrections to address:  
- thesis statement  
- organization  
- evidence presented  
- citations  
6 pts. | You have made very few corrections or no corrections or there is insufficient evidence to evaluate  
0-5 pts. |
| **Language**         | You have made the necessary changes to address:  
- General accuracy  
- language structure  
- Vocabulary  
9-10 pts. | You have made a large number of necessary changes to address:  
- General accuracy  
- language structure  
- Vocabulary  
8 pts. | You have made some of the necessary changes to address:  
- General accuracy  
- language structure  
- Vocabulary  
7 pts. | You have made insufficient corrections to address:  
- General accuracy  
- language structure  
- Vocabulary  
6 pts. | You have made very few corrections or no corrections or there is insufficient evidence to evaluate  
0-5 pts. |
| **Quality of the paper** | This is an excellent paper  
18-20 pts. | This is a good paper  
16-17 pts. | This is a satisfactory paper  
7 pts. | This is a weak paper  
6 pts. | This is an insufficient paper  
0-5 pts. |

Adapted from a rubric created by Dr. Orlikoff
## Oral Presentation – Grading Criteria

<table>
<thead>
<tr>
<th>Content and Pertinence</th>
<th>This is a very good presentation; it is interesting, pertinent and clearly establishes the significance of this work or author in relation to its/his literary context</th>
<th>18-20 pts.</th>
<th>This is a good presentation; it is interesting, pertinent and mostly establishes the significance of this work or author in relation to its/his literary context</th>
<th>16-17 pts.</th>
<th>This is a satisfactory presentation but is lacking in one or more of the following: interest, pertinence and relevance to its literary context</th>
<th>14-15 pts.</th>
<th>This is a poor presentation or very poor presentation. It fails to present basic ideas</th>
<th>0-13 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Italian language is consistently accurate with only minor errors</td>
<td>10 pts.</td>
<td>Italian language is mostly accurate but any errors do not impede understandability</td>
<td>8-9 pts.</td>
<td>Italian language is mostly accurate but occasionally errors make it difficult to understand or English is used</td>
<td>7 pts.</td>
<td>It is often difficult to understand what you are saying due to errors in the language</td>
<td>0-6 pts.</td>
</tr>
<tr>
<td>Clarity and Comprehensibility</td>
<td>You speak clearly and enunciate well. The tempo is appropriate to maximize comprehensibility. It is easy to follow what you are saying. You use a basic outline but do not rely on notes</td>
<td>10 pts.</td>
<td>You do most of the following but not all: speak clearly, enunciate well, use an appropriate tempo, make it easy to follow what you are saying. There is some dependence on notes</td>
<td>8-9 pts.</td>
<td>You do some of the following but not all: speak clearly, enunciate well, use an appropriate tempo, make it easy to follow what you are saying. There is strong dependence on notes</td>
<td>7 pts.</td>
<td>You do not do enough of the following: speak clearly, enunciate well, use an appropriate tempo, make it easy to follow what you are saying. You rely only on notes</td>
<td>0-6 pts.</td>
</tr>
<tr>
<td>Visual Aids</td>
<td>All visual aids are appropriate, illuminating and clarifying. You are able to highlight the connection between still images, videos and topic. Your layout is carefully organized</td>
<td>10 pts.</td>
<td>Most visual aids are clarifying and illuminating. You are able for the most part to highlight the connection between still images, videos and topic. Your layout is quite organized</td>
<td>8-9 pts.</td>
<td>Some visual aids are clarifying and illuminating. You are somewhat able to highlight the connection between still images, videos and topic. Your layout is quite organized</td>
<td>7 pts.</td>
<td>Visual aids are gratuitous and have little relation to the topic. Your layout is not organized</td>
<td>0-6 pts.</td>
</tr>
</tbody>
</table>

Adapted from rubrics created by Prof. Jennifer Orlikoff