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Eiesland 117

ITAL 496: Capstone

Phone:
E-mail:



PURPOSE = SCOPO: Che cosa vorresti che succedesse?
AUDIENCE = PUBBLICO: Chi sta leggendo, ascoltando o osservando?
CONVENTIONS = CONVENZIONI: che cosa ci si aspetta in questo contesto?
TROUBLE = DIFFICOLTA': che cosa può interferire con il mio scopo?

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 **fourteen 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's 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 than 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>.

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>.

Grading Criteria – Outline and Bibliography

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

Modified from Valerie Nye, HLC Conference 2013, vnye@iaia.edu | Bibliography Rubric

Paper – Grading Criteria – First Draft (60%)

	A: Exceeds Expectations	B: Meets Expectations	C: Getting There	D: Not there yet	F: Insufficient
Content	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. 18-20 pts.	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 16-17 pts.	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 14- 15 pts.	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 12-13 pts	Your paper does not address the topic and is insufficient to grade 0-11 pts
Comprehensibility	Your paper is completely comprehensible and requires little to no "interpretation" 9-10 pts.	Your paper is very comprehensible and requires little "interpretation" 8 pts.	Your paper is mostly comprehensible but requires some "interpretation" 7 pts.	Your paper is not always comprehensible and requires "interpretation" 6 pts.	Your essay is not comprehensible 0-5 pts.
Language	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 18-20 pts.	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 16-17 pts.	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 14-15 pts.	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 12-13 pts.	Your paper is highly inaccurate and difficult to read or insufficient evidence to evaluate 0-11 pts.
Format	Your paper follows the guidelines, including MLA style 5 pts.	Your paper mostly follow the guidelines, including MLA style 4 pts	Your paper does not always follow the guidelines, including MLA style 3 pts.	The paper rarely follow the guidelines, including MLA style 2-1 pts.	The paper does not follow the guidelines or insufficient evidence to evaluate 0 pts.
Bibliography	8 or more references 5 pts.	7-6 references 4 pts.	5 references 3 pts.	2 to 4 references 2 pts.	1 reference or no references 1-0 pts.

Adapted from rubrics created by Dr.Orlikoff and Dr.DiBartolomeo

Paper Grading Criteria – Second Draft (40%)

	A: Exceeds Expectations	B: Meets Expectations	C: Getting There	D: Not there yet	F: Insufficient
Content	<p>You have made the necessary changes to address:</p> <ul style="list-style-type: none"> -thesis statement - organization -evidence presented -citations <p>9-10 pts.</p>	<p>You have made a large number of necessary changes to address:</p> <ul style="list-style-type: none"> -thesis statement - organization -evidence presented -citations <p>8 pts.</p>	<p>You have made some of the necessary changes to address:</p> <ul style="list-style-type: none"> -thesis statement - organization -evidence presented -citations <p>7 pts.</p>	<p>You have made insufficient corrections to address:</p> <ul style="list-style-type: none"> -thesis statement - organization -evidence presented -citations <p>6 pts.</p>	<p>You have made very few corrections or no corrections or there is insufficient evidence to evaluate</p> <p>0-5 pts.</p>
Language	<p>You have made the necessary changes to address:</p> <ul style="list-style-type: none"> -General accuracy -language structure -Vocabulary <p>9-10 pts.</p>	<p>You have made a large number of necessary changes to address:</p> <ul style="list-style-type: none"> -General accuracy -language structure -Vocabulary <p>8 pts.</p>	<p>You have made some of the necessary changes to address:</p> <ul style="list-style-type: none"> -General accuracy -language structure -Vocabulary <p>7 pts.</p>	<p>You have made insufficient corrections to address:</p> <ul style="list-style-type: none"> -General accuracy -language structure -Vocabulary <p>6 pts.</p>	<p>You have made very few corrections or no corrections or there is insufficient evidence to evaluate</p> <p>0-5 pts.</p>
Quality of the paper	<p>This is an excellent paper</p> <p>18-20 pts.</p>	<p>This is a good paper</p> <p>16-17 pts.</p>	<p>This is a satisfactory paper</p> <p>7 pts.</p>	<p>This is a weak paper</p> <p>6 pts.</p>	<p>This is an insufficient paper</p> <p>0-5 pts.</p>

Adapted from a rubric created by Dr.Orlikoff

Oral Presentation – Grading Criteria

Content and Pertinence	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 18-20 pts.	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 16-17 pts.	This is a satisfactory presentation but is lacking in one or more of the following: interest, pertinence and relevance to its literary context 14-15 pts.	This is a poor presentation or very poor presentation. It fails to present basic ideas 0-13 pts.
Language	Italian language is consistently accurate with only minor errors 10 pts.	Italian language is mostly accurate and any errors do not impede understandability 8-9 pts.	Italian language is mostly accurate but occasionally errors make it difficult to understand or English is used 7 pts.	It is often difficult to understand what you are saying due to errors in the language 0-6 pts.
Clarity and Comprehensibility	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 10 pts.	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 8-9 pts.	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 7 pts.	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 0-6 pts.
Visual Aids	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 10 pts.	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 8-9 pts.	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 7 pts.	Visual aids are gratuitous and have little relation to the topic. Your layout is not organized 0-6 pts.

Adapted from rubrics created by Prof. Jennifer Orlikoff