

## **ITALIAN BA PROGRAM**

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**Acting Section Head (2024-2025): Daniela D'Eugenio**

### **I. Italian Major Objectives**

#### **A. Italian Transnational Studies**

- Met ACTFL goals of advanced-low level proficiency in speaking, reading, writing, the understanding of spoken Italian, and the ability to use these skills in a range of academic and everyday situations.
- Communication: Communicate in Italian, both orally and in writing, by engaging in interpersonal, interpretative, and presentational communication activities.
- Comparisons: Make meaningful cross-cultural comparisons between Italy and other countries.
- Culture: Demonstrate knowledge and understanding of other cultures.
- Connections: Develop critical thinking by making connections and engaging creatively in problem solving activities.
- Communities: Engage in multilingual communities at home and around the world by applying classroom learning to real-world situations.
- Ability to produce an organized, well-supported argument in writing; to write clearly and persuasively; and to observe ethical and precise citation practices.

#### **B. Italian Literary Studies**

- Met ACTFL goals of advanced-low level proficiency in speaking, reading, writing, the understanding of spoken Italian, and the ability to use these skills in a range of academic and everyday situations.
- Communication: Communicate in Italian, both orally and in writing, by engaging in interpersonal, interpretative, and presentational communication activities.
- Comparisons: Make meaningful cross-cultural comparisons between Italy and other countries.
- Culture: Demonstrate knowledge and understanding of other cultures.
- Connections: Develop critical thinking by making connections and engaging creatively in problem solving activities.
- Communities: Engage in multilingual communities at home and around the world by applying classroom learning to real-world situations.

- Advanced knowledge of major periods of Italian literature and other cultural texts with understanding of historical, generic, or cultural context.
- Demonstrated capacity to read critically and closely, to interpret texts, and to evaluate arguments about literary and cultural texts and topics.  
Ability to produce an organized, well-supported argument in writing; to write clearly and persuasively; and to observe ethical and precise citation practices.

Italian Majors Enrolled: 9

Italian Minors Enrolled: 24

Italian Minors Graduating in 2025: 6

Italian Majors Graduating in 2025: 2

**II. Student Learning Outcome 1.** Communicate in Italian, both orally and in writing, by engaging in interpersonal, interpretative, and presentational communication activities.

**A. Assessment Measure 1 - Presentation of a Research Topic (Presentational).**

- In ITAL 40303, students research a topic of their choosing and present it in front of the class for 7-10 minutes in Italian.
  - Direct
- Students research a topic of interest to them connected to one of the themes of the course. Students must have three external sources in Italian to help support their argument.
  - See rubric appendix
  - Assessment Measure 1 - Research paper (7-10 pages)
- In ITAL 40303, students research a topic of their choosing and write a 7-10 pages essay in Italian.
  - Direct
- Students research a topic of interest to them connected to one of the themes of the course. Students must have three external sources in Italian to help support their argument.
  - See rubric appendix

**Acceptable and Ideal Targets** (not required for indirect measures).

- 80% receive a “Strong” or above

**Key Personnel** (who is responsible for the assessment of this measure).

- Claudia Devich and Pietro Pesce

### **Summary of Findings.**

- **Overall grades:**
  - **A: 8**
- **100% received a “strong” or higher.**
- **Recommendations** (not required for indirect measures)

**III. Student Learning Outcome 2.** Comparisons: Make meaningful cross-cultural comparisons between Italy and other countries

#### **A. Assessment Measure 1.** Cultural/Thematic Presentation in ITAL 30303

- Students present a cultural theme concerning both Italy and the US in Italian. Presentations are 5 minutes in length. Indicate whether it is *direct* or *indirect*.
  - Direct.
- Students need to explore the topic in both cultures (examples include sports, politics, geography, festivals, etc. to name a few)
  - See rubric appendix.

**Acceptable and Ideal Targets** (not required for indirect measures).

- 70% receive a “Strong” or above

**Key Personnel** (who is responsible for the assessment of this measure).

- Claudia Devich and Pietro Pesce

### **Summary of Findings.**

- **Overall grades:**
  - **A: 7**
  - **100% of students received a “strong” grade.**
- **Recommendations** (not required for indirect measures) During the course of the semester, the instructor varied presentation type from individual to group to diversify work style, collaborations, and to increase interest and motivation.

**IV. Student Learning Outcome 3.** Culture: Demonstrate knowledge and understanding of other cultures. We use both the activities of ITAL 30303 and ITAL 40303 to achieve this learning outcome. We utilize an intercultural competence rubric.

- Each didactic unit of the semester focused on one region. Students compared foodways, geography, culture, economy, and other aspects amongst the four regions presented in the course as well as with the U.S. Assessments for these activities were both direct

(presentational mode of learning) and indirect (interpersonal mode of learning assessed during daily participation).

**V. Student Learning Outcome 4.** Connections: Develop critical thinking by making connections and engaging creatively in problem solving activities.

**Assessment Measure 1.** Task-Based Oral Communicative Activities

In ITAL 30303 and 40303, students have two task-based (situational) oral exams. The exams cover material presented within the class. Students partake in the role-play, one with the instructor, and one with another student.

- Direct
- Role plays reflect real-life situations students could/would face while in Italy.
- See rubric appendix.

**Acceptable and Ideal Targets** (not required for indirect measures).

- ITAL 30303: 70% of students will receive “Strong” or above.
- ITAL 40303: 80% of students will receive “Strong” or above.

**Key Personnel** (who is responsible for the assessment of this measure).

- Claudia Devich and Pietro Pesce

**Summary of Findings.**

- **Overall grades:**
  - **ITAL 30303**
    - **A: 8**
  - **ITAL 40303**
    - **A: 6**
    - **B: 1**
- **Final Grades:**
  - **ITAL 30303**
    - **A: 8**
  - **ITAL 40303**
    - **A: 7**
- **In ITAL 30303, 100% received “strong” or above.**
- **In ITAL 40303, 100%, received “strong” or above**
  - **Recommendations** (not required for indirect measures)

**VI. Student Learning Outcome 8.** Demonstrated capacity to read critically and closely, to interpret texts, and to evaluate arguments about literary and cultural texts and topics. (ITAL 40203, ITAL 41103, ITAL 41203, ITAL 41403).

**Assessment Measure 1.** Final Research Paper and Final Presentation

- Students will work on a research paper (15-18 pages) during the second half of the semester utilizing texts both from the course as well as recommended texts and sources related to the course. In preparation of the final paper, students will prepare an abstract, an annotated bibliography, and different drafts of their paper. Students will also have a 5-minutes presentation of their paper to the class before the end of the semester. Students will evaluate each other as well as the instructor. The instructor will share the peer feedback to the presenter all in hope to improve the final paper.
  - Direct

**Acceptable and Ideal Targets** (not required for indirect measures).

- 70% of graduating seniors will score “Strong” or above.

**Key Personnel** (who is responsible for the assessment of this measure).

- Daniela D’Eugenio (ITAL 41203)

Summary of Findings.

- **Final Research Paper Grades**
  - **A: 18**
  - **B: 2**
  - **75% of graduating seniors received a “strong” score.**
- **Final Grades**
  - **A: 19**
  - **D: 1**
  - **100% of graduating seniors received a “strong” score.**
- **Recommendations** (not required for indirect measures) In future versions of the course, I will organize more peer-review sessions and set multiple deadlines to ensure that every student submits their drafts on time.

**VII. Student Learning Outcome 9.** Ability to produce an organized, well-supported argument in writing; to write clearly and persuasively; and to observe ethical and precise citation practices. (ITAL 40203, ITAL 41103, ITAL 41203, ITAL 41430)

**Assessment Measure 1.** Writing Components

- Students will write a 3-page academic on applications of the primary text explored in class to topics related to the students' major and/or minors. An in-class presentation follows. Examples include Dante and other world literatures, Dante and environment/sustainability, Dante and law, Dante and economy, Dante and medieval or contemporary politics/factionalism, Dante and religion/morality, Dante and fashion, Dante and psychology, Dante and food, etc.
  - Direct
  - See rubric appendix.

**Acceptable and Ideal Targets** (not required for indirect measures).

- 70% of graduating seniors will receive a “Strong” or above.

**Key Personnel** (who is responsible for the assessment of this measure).

- Daniela D'Eugenio (ITAL 41203)

**Summary of Findings.**

- **Final Research Paper Grades**
  - **A: 20**
  - **75% of graduating seniors received a “strong” score.**
- **Final Grades**
  - **A: 19**
  - **D: 1**
  - **100% of graduating seniors received a “strong” score.**

**Recommendations** (not required for indirect measures)

**Overall Recommendations**

- Present *a summary* of the recommendations from the learning outcomes, based on the *integrated* set of outcomes.
  - Next year, we will be able to offer more feedback probably on some of these assessments.
  - As we teach a variety of new courses, we will be able to reflect on these items more thoughtfully.
  - We are going to work hard to follow the rubrics in the appendix as they have been developed for language courses and add new ones for the digital assignments that are implemented on our courses.
  - We will make sure to focus on wholistic grading/evaluating.

## **Action Plan**

- Include an Action Plan for at least one (1) measure.
  - Grade each activity holistically. (All measures)
  - Follow the assigned rubrics. (All measures)
  - Create clear guidelines on assignments and vary the type of sources required over the various measures.
  - In smaller classes, have students organize follow-up meeting to go through the rubric and better explain why they received that score.

## **NOTES:**

- ePortfolios: The Italian Program uses ePortfolios from the first semester and in every course afterwards. Faculty can explore these before the beginning of the semester to better adjust the course calendar. We will also use ePortfolios has a capstone project for the minor and major. It is a very helpful tool in assessment.
- Our rubrics have been adapted from the ACTFL standards.
- We also utilize “Can Do” Statements in our courses/syllabi/assessment methods.

## Appendix

<b>Criteria Assessment for Oral Performances</b>	<b>25 – 24 – 23 (A)</b>	<b>22 – 21 – 20 (B)</b>	<b>19-18 (C)</b>	<b>17-16-15 (D)</b>	<b>14-0 (F)</b>
<b>Task Completion</b>  strong to superior completion of the task; all instructions followed and all requirements are addressed (length and target structures); presentation demonstrates thoughtful commentary and rich description  ____ / 25		acceptable completion of the task; most instructions followed and all requirements are addressed	partial completion of the task; some instructions not followed and some requirements may be minimally addressed	partial completion of the task; missing many of the criteria mentioned in the instructions	no effort demonstrated to follow instructions and include the criteria mentioned in the instructions
<b>Clarity of Oral Expression</b>  accent and intonation are appropriate; meaning is conveyed clearly throughout; errors may be present but never detract from comprehensibility  ____ / 25	accent and intonation are appropriate; meaning is conveyed clearly throughout; errors may be present but never detract from comprehensibility	accent and intonation are appropriate; meaning is conveyed fairly clearly throughout, but errors may occasionally detract from comprehensibility	numerous unclear parts in accent and intonation that detract from the clarity of the message; errors detract from comprehensibility at several points	accent and intonation make comprehension difficult throughout	accent and intonation make comprehension impossible

<b>Use and Accuracy of Lexico-Grammatical Resources</b>         ____ / 25	meets or exceeds expectations; never interferes with comprehension of meaning; good variety of vocabulary used throughout	good command of structures and vocabulary with some occasional errors, only limited interference with comprehension	numerous errors in structure and vocabulary that frequently interfere with comprehension	marked by errors in structure and vocabulary that overshadow content and interfere with overall comprehension	no mastery demonstrated of lexico-grammatical structures studied in class such that comprehension of the message is not possible
<b>Organization and Style</b>         ____ / 25	ideas are conveyed in an organized and convincing way; the speaker is enthusiastic and effective through both verbal and non-verbal language (i.e., tone, body language, eye contact, etc.)	the message is organized in general and message is conveyed effectively through both verbal and non-verbal language, though there is room for improvement	the message is organized in general with some unorganized parts; the speaker makes some attempt to convey the message effectively, though improvement is needed	numerous parts of message are unorganized, and speaker makes a minimal attempt to convey the message effectively	organization is not apparent, and lack of enthusiasm significantly detracts from the speaker's message

### Grading Rubric for Writing Assignments

<b>A</b>	<b>B</b>	<b>C</b>	<b>D/F</b>	
<b>Focus: Purpose</b>	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
<b>Main idea</b>	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
<b>Organization: Overall</b>	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization; includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
<b>Organization: Paragraphs</b>	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
<b>Content</b>	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence &	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a	Content is not sound

facts, as well as  
examples and  
specific details.

generalized  
nature.

**Research (if  
assignment  
includes a  
research  
component)**

Sources are  
exceptionally  
well-integrated  
and they support  
claims argued in  
the paper very  
effectively.

Sources are well  
integrated and  
support the  
paper's claims.  
There may be  
occasional  
errors, but the  
sources

Sources support  
some claims  
made in the  
paper, but might  
not be  
integrated well  
within the  
paper's

The paper does  
not use adequate  
research or if it  
does, the  
sources are not  
integrated well.  
They are not

## Intercultural Competence Rubric

Scale	1	2	3	4
Description	Ineffective	Progressing	Effective	Highly Effective
Corresponding Detailed Descriptions	Struggles to demonstrate practices described in the key grading criteria.	Performs within the described key grading criteria. Showing some improvement over time.	Consistently demonstrates competency regarding the practices described in the key grading criteria.	Consistently innovative, integrated, nuanced, and sophisticated demonstration of elements in the key grading criteria.
<b>Knowledge:</b> Cultural self-awareness	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g., uncomfortable with identifying possible cultural differences with others.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)
<b>Knowledge:</b> Knowledge of cultural worldview frameworks	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills:</b> Empathy	Views the experience of others but does so through own cultural worldview.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Recognizes intellectual and emotional dimensions of more than one world view and sometimes uses more than one worldview in interactions.	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.
<b>Skills:</b> Verbal and nonverbal communication	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.
<b>Attitudes:</b> Curiosity	States minimal interest in learning more about other cultures.	Asks simple or surface questions about other cultures.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.
<b>Attitudes:</b> Openness	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, but is unaware of own judgment.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others.	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others.

### Peer Review Rubric

Do you understand the thesis statement of the paper? Are there enough references to Dante?	
Which are the strongest aspects of the paper?	
Which are the weakest aspects of the paper?	
Is there something that you really liked and that your peer should explore more?	

<p>Evaluate all of the following aspects by providing suggestions in a constructive way:</p> <ol style="list-style-type: none"><li>1. Focus</li><li>2. Organization/development of the topic</li><li>3. Grammar and spelling</li><li>4. Word choice</li></ol>	
<p>Any other idea and/or suggestion that you would like to share?</p>	
<p>Do you think that the title of the paper is appropriate?</p>	

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