

ITALIAN 375W online:
Social Justice in Italy and Beyond
From January 25 2021 - May 3 2021

“Be the change you want to see in the world.” Ghandi

Class time: Synchronous via Zoom T, Th 2:45pm-4:00pm

Instructor: Christine Ristaino, PhD

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Office Callaway 416N

Cell (404) 481-7085

Virtual office hours: Office Hours: **M, W 12:30-1:30pm on Zoom**, and by appointment

COMMUNICATIONS EXPECTATIONS:

I respond to email within 24-48 hours, usually earlier. **Please** don't use Canvas messages to correspond with me because I forget to check messages on Canvas. Instead, feel free to text or email me directly.

READINGS:

Please see the week-by-week at the bottom of this syllabus for our weekly calendar. You will be required to read **selections** from a number of books and on-line websites. Each week you will be able to find all assigned readings on Canvas as pdfs. I will assign no more than one hour and a half worth of reading per week.

In addition, for all writing assignments in this course, please note that the following resources exist:

1. Writing handbooks (e.g., Lunsford & Connors, *The New St. Martins Handbook* or Watkins & Dillingham, *The Practical English Handbook*);
2. *The Artful Edit: On the Practice of Editing Yourself*, by Susan Bell
3. The Emory Writing Center website: <http://www.writingcenter.emory.edu/> ;
4. Conferences with a Writing Center Tutor (404-727-0886); writingcenter@emory.edu

TECHNOLOGY REQUIREMENTS:

CANVAS and ZOOM

Click [here](#) for a PDF of the Emory College **technology requirements**. You will need a computer with **reliable high-speed internet** and a **webcam/laptop camera** for synchronous

(i.e. Zoom) classes. You will need **headphones/mic** for synchronous sessions if you are not in a quiet place. Help on using Zoom is available [here](#). We will meet on Zoom 2 days a week and we will all be visible to each other (i.e., we have our videos on). We will use screen sharing and breakout rooms to discuss and review material that you have studied and written at home.

COURSE DESCRIPTION AND APPROACH

We find ourselves at a critical point in the world's history, where illness, violence, immigration, climate change, protest, poverty, and innovation pose questions we all need to explore in order to find solutions to the world's greatest challenges. Studying social justice movements and struggle in Italy and beyond will help us become more knowledgeable about these issues in order to pursue solutions in our global world. In this class we will go deep into Italy's present social justice movements and make comparisons with social justice movements in the US, globally, and in our own communities. We will study topics such as the environment, #Black Lives Matter, #MeToo, immigration, poverty, Indigenous communities, Healthcare, colonialism, fascism, the Mafia, and more. **And along the way, we will learn how to communicate effectively about our learning.**

LEARNING OUTCOMES:

By the end of this course,

1. you will be able to explain at least three unique aspects of Italian and three unique aspects of your own culture's social justice movements through class readings, lectures, discussions, and exercises;
2. you will witness and reflect upon the intersection of cultural and individual values through assigned weekly writings, cultural and literary explorations and discussions relating to course readings and assignments;
3. you will explore how your own relationship with social justice reflects your cultural and social belief systems in your writings and identify how and where others do the same through writing, discussion, and other methods;
4. **you will use communication as a form of inquiry, invention, and reflection as you explore your own voice through the process of writing about and discussing social justice pieces. [Communicate to Learn]**
5. **you will demonstrate critical awareness of the ethical, rhetorical, and/or ideological dimensions of communicating within and across communities, especially as we consider social justice issues through reading and assignment and finally in your portfolio. [Communicate Critically]**

GOALS:

Through cross-cultural inquiries and dialogues about Social Justice in Italy (and beyond) and its cultural significance, as well as through your own individual writings and peer discussion groups, this course aims to promote translingual and transcultural competencies and enable you to engage in multicultural exploration of the human condition and social justice in the process.

OBJECTIVES:

In this course, through class readings, lectures, discussions, and writing exercises, you will accomplish the following:

1. increase your knowledge of Italian culture through the study of Italian social justice issues;
2. witness and reflect upon the intersection of tradition and modern life in Italy and at home;
3. begin to see social justice as a jumping off point for multicultural exploration;
4. learn about the social justice issues that are important to you;
5. learn about yourself and your own culture through studying and writing about social justice;
6. explore your cultural and social belief systems through the study of social justice;
7. build self-knowledge through a close examination of your own belief system and values in your own life;
8. learn about the identities of your classmates through sharing writings and discussing topics that are important to you.

NETIQUETTE

In order to create a conducive learning environment, teacher and students must build respect and trust and confidence in one another, so everyone can feel free to express opinions, test out ideas and ask for, or offer, help when needed. Students are individually and collectively accountable for optimizing their own learning and achievements. All students are expected to follow a Netiquette. Netiquette is a way of defining professionalism through network communication. Please refer to the Netiquette infographic for the rules of conduct that our online class and discussion boards will follow.

<https://elearninginfographics.com/15-rules-of-netiquette-for-online-discussion-boards-infographic/>

GRADE DISTRIBUTION

The following scale will be used at the end of the semester to determine final grades:

93-100=A 90-92.99=A- 87-89.99=B+ 83-86.99=B 80-82.99=B- 77-79.99=C+ 73-76.99=C 70-

PARTECIPATION AND EXTRACURRICULAR ACTIVITIES	10%
ATTENDANCE	10%
WEEKLY PROMPTS	15%
IMITATION PIECES AND OPED ACTIVITIES	15%
WEEKLY QUIZZES	15%
IN-CLASS GROUP PRESENTATION	15%
FINAL OPED PIECE	20%

72.99=C- 67-69.99=D+ 60-66.99=D below 60=Failure

ATTENDANCE

Attendance is mandatory: I will take attendance each day. You are allowed two absences during the entire course. After the second absence, your attendance and participation percentage of the grade will be lowered as follows:

0-2 Absences: 100%

3-4 Absences: 90

5 Absences: 85

7 Absences: 78

8 Absences: 69

9 Absences: 60

10 receive a F in the course

We make exceptions for religious holidays and when you are officially representing the university in some capacity. You must give notice to your professor in advance.

TEACHING AND LEARNING DURING COVID 19:

This semester, because of the pandemic, some students might be sick or will need to go into isolation or quarantine. If you are sick, understand that I will be flexible about attendance. Please make sure to email me so we can discuss your individual circumstances. For students in quarantine who are well, we have provided ways that you can keep up with your schoolwork, whether our class is delivered online or in person. Please also contact me via email or cell phone if you are in quarantine. Because of the unusual nature of the semester, communication is important, if your situation changes regarding health, housing, or in any other regard with respect to your ability to participate in the class, please contact the appropriate Emory student support organization and me as soon as it is feasible. It is easier for me to address your needs if I know about them as soon as they arise.

PARTICIPATION AND PREPARATION:

Students are expected to actively participate and contribute to class discussions. Questions, answers, comments, and ideas are welcome all the time as long as they come from a place of curiosity and introspection. Remember that a good participation grade doesn't mean getting the "right" answer. Instead, it means contributing to our class discussions in a meaningful way. Please write and participate in a manner that helps us learn who you are. The more we know about you--how you learn, what you are passionate about, what inspires you--the more we as a class can tailor course materials to fit your interests and thus allow you to explore what you are passionate about at deeper levels. I hope to make this course a meaningful place where we can share our interests, passions, and love for other cultures and our own through discussions, writing, sharing, and interactive comments.

PARTICIPATION RUBRIC:

10-9.5 points - Participated actively during group work. Volunteered often and in a meaningful way to class discussion. Listened attentively and responded to others. Was well prepared for class and able to respond to detailed questions about the material.	7.9-6 points – Didn't speak often during group work and/or whole-class discussions. Was not very engaged during group activities. Did not volunteer during classroom discussion. Did not bring the readings or other materials to class. Was not familiar
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	with the material for the day and unable to respond to basic questions about it.
9.4-8 points – Made a sincere effort to speak during the class period. Participated actively during group work. Volunteered occasionally. Most of the time listened and responded to others. Was adequately prepared for class and able to respond to basic questions about the material.	6-0 points – Was not engaged during group activities, was distracting to others, or strayed from the topic during group activities. Chatted with classmates, did homework, slept, texted, read the news, or did not pay attention during class activities.

HOMEWORK:

We often conduct discussions in class based on readings or homework completed the night before so always log in having completed your homework, and be ready to talk and engage in activities based on your homework and in class material. You are accountable for all assignments whether or not you are in class. Please remember, if you choose to miss a class, you are still responsible for the homework due that day and assigned for the next. Every week you will need to post the homework that your instructor has assigned onto Canvas. Late assignments will only be accepted in emergencies.

CANVAS QUIZZES:

Every Tuesday you will take a short Canvas quiz during the first 10 minutes of class on the readings we are studying. We will begin class with these quizzes and the answers will be fill-in-the-blanks, multiple choice, matching, or a combination of these formats. You will be asked to complete 13 questions but I will take the best 10 to score your quiz.

GROUP PRESENTATIONS:

Group presentations will take place every Thursday except during our first week of class, no-homework week, and final week. Presentations will be 30-40 minutes long and your group will present information outside of the readings about the topic we are studying. Each group will present once during the semester. There are four principal tenets of social justice: equity, access, participation, and rights. Please be sure to examine your group’s Social Justice issue through the lens of those four tenets in your presentation.

WEEKLY PROMPTS:

Each week you will be assigned a weekly prompt (please see the week-by-week below for more details). Your weekly prompt is to help you begin thinking about the week’s topic and it is due every Monday by 12:00pm. This weekly assignment is always a free-write. Please take 15 minutes to sit and write about the topic during the week. After writing for 15 minutes, put down your writing. You may revisit your prompt later on to revise and make aesthetic changes. **By 12:00pm on Monday afternoon you should post your weekly prompt exercise to our class conference on Canvas so we can discuss our pieces on Tuesday. By Friday evening at 7pm you should post a revised version of the pieces you have written during the week, taking into account the advice of the students from your group.**

IMITATION PIECES:

Every other week (on alternative weeks to our OpEd exercises) you will be required to write an imitation piece using a poem from either week (of the prior two) as inspiration. Try to be inspired by the style, form and subject-matter of the poem you are imitating. **Your imitation pieces are due every other Wednesday by midnight. Please post them on our Canvas site in the designated area. Please see week-by-week for the weeks when they are due.**

OPED (OPINION) PIECE:

Every two weeks (the weeks when we are not writing imitation pieces) you will learn a new element of OpEd writing. As the semester progresses you will step-by-step put together all the elements of an OpEd piece that you can submit to your favorite publication if you wish. Your OpEd will be about an issue that is important to you.

FINAL PORTFOLIO:

Your final portfolio will include your OpEd and pitch letter as well as six revised pieces (3 poems and 3 15-minute prompts). You will be graded on how well you follow the OpEd and Query structures that we will have learned in class as well as improvements you have made on all your pieces. Please be sure to write an introduction to your portfolio, put your work in an order that makes sense to you, and connect your pieces in a creative way. **Your final portfolio is due by the end of the exam period on May 14, 2021.**

CREATIVE CULTURAL ACTIVITIES:

A percentage of your participating grade will be based on attendance of at least two creative events of your choice (outside of class) and a follow-up writing assignment consisting of **one paragraph** (about 300 words) describing how you were affected by the experience you chose. The activities are meant to immerse you into the creative life of Emory or Atlanta itself. I would like for you to explore something meaningful, something that speaks to your soul, something you think might even change you. Many events are on-line so you could do this assignment from the comfort of your own home. The Italian Program will offer a number of events that could count for this activity.

ITALIAN CLUB:

During the academic year, Italian Club officers organize a series of outings and festivities, such as dinners, museums visits, cooking classes and a conversation exchange. Italian Club events are optional and open to all members of the Emory community. Please join the Emory University Italian Club listserv to participate in the activities for Spring semester.

WRITING CENTER:

Tutors in the Emory Writing Center and the ESL Program are available to support Emory College students as they work on any type of writing assignment, at any stage of the composing process. Tutors can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. Writing Center and ESL tutors take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Students who are non-native speakers of English are welcome to visit either Writing Center tutors or ESL tutors. All other students in the college should see Writing Center tutors. Learn more, view hours, and make appointments by visiting the websites of the ESL Program and the Writing Center. Please review the Writing Center's tutoring policies before your visit. The **Emory Writing Center** offers

distant tutoring. Please make an appointment below if you wish to have a Zoom Writing Center session for any of our assignments: <http://writingcenter.emory.edu/appointments/index.html>

PLAGIARISM / ACADEMIC HONESTY POLICY:

Upon every individual who is part of Emory University falls the responsibility for maintaining in the life of Emory a standard of unimpeachable honor in all academic work. The Honor Code of Emory College is based on the fundamental assumption that every loyal person of the University not only will conduct his or her own life according to the dictates of the highest honor, but will also refuse to tolerate in others action which would sully the good name of the institution. Academic misconduct is an offense generally defined as any action or inaction, which is offensive to the integrity and honesty of the members of the academic community. The honor code, a list of offenses, and the honor council process may be found at the following web address: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html> Please also pay attention to the university's plagiarism statement when completing all written assignments, including blog entries and written responses to student work: <http://english.emory.edu/home/undergraduate/plagiarism.html>.

Suspicion of misconduct requires your professors to turn your case over to Emory's honor council for further investigation.

INCLUSIVITY STATEMENT:

Pursuant to the University's commitment to a fair and open campus environment and in accordance with federal law, Emory cannot and will not tolerate discrimination against or harassment of any individual or group based upon race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran's status, or any factor that is a prohibited consideration under applicable law.

Emory's honor code policies confer on every individual who is a part of Emory University the responsibility for maintaining in the life of Emory a standard of unimpeachable honor in all academic work. Thus, faculty are expected to treat all students with respect, according to Emory's non-discrimination policy, and students are expected to follow the principles outlined in student honor and conduct codes with regard to the treatment of fellow students and faculty. Students and faculty are expected during classroom interactions and discussions to exhibit a cooperative respect for diverse viewpoints.

If students or faculty need resources, information, counsel, or mediation around the topic of discrimination, or if they would like to learn more about compliance training, they should contact the Lynell Cadray, Vice Provost I University Title IX Coordinator (Lynell.cadray@emory.edu); tel: 404-727-2611. To report concerns around the topic of diversity and bias, students should visit the website: <http://campuslife.emory.edu/about/initiatives/bias/index.html>

ACCESSIBILITY AND ACCOMMODATIONS:

As the instructor of this course I endeavor to provide an inclusive learning environment. I want every student to succeed. The Department of Accessibility Services (DAS) works with students who have disabilities to provide reasonable accommodations. It is your responsibility to request accommodations. In order to receive consideration for reasonable accommodations, you must register with the DAS at <http://accessibility.emory.edu/students/>. Accommodations cannot be retroactively applied so you need to contact DAS as early as possible and contact me as early as possible in the semester to discuss the plan for implementation of your accommodations.

For additional information about accessibility and accommodations, please contact the Department of Accessibility Services at (404) 727-9877 or accessibility@emory.edu.

HEALTH CONSIDERATIONS:

At the very first sign of not feeling well, *stay at home* and reach out for a health consultation. [Please consult the campus FAQ for how to obtain a health consultation](#). As you know, Emory does contact tracing when someone has been diagnosed with COVID-19. A close contact is defined as someone you spend more than 15 minutes with, at a distance less than 6 feet, not wearing facial coverings. This could be your roommates, for example. However, your classmates are *not* close contacts as long as you are following the personal protective equipment protocols in the classroom: wearing facial coverings, staying six feet apart.

ZOOM CLASS RECORDING:

Our class sessions on Zoom will all be audio visually recorded for students from the class to refer back to the information at a later date, and for enrolled students who are unable to attend live. Lectures and other classroom activities presented through video conferencing, and other materials posted on Canvas, are for the sole purpose of educating students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly *prohibited, unless the instructor states otherwise*. *Doing so without the permission of the instructor* will be considered an Honor Code violation and may also be a violation of other state and federal laws, such as the Copyright Act. Given the nature of the class, in our sessions you will need to use your camera and microphone. Students who participate with their camera engaged are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded you will need to inform your instructor. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to inform your instructor. Please read the [Rules of Zoom Engagement](#) for further advice on participating in our Zoom class sessions.

USEFUL LINKS:

OFFICE OF EQUITY AND INCLUSION:

<http://www.ods.emory.edu/about.htm>

ACADEMIC SUPPORT:

<http://college.emory.edu/oue/student-support/index.html>

WRITING CENTER ON-LINE:

<http://writingcenter.emory.edu/faculty/syllabus-language.html>

TUTORING:

Emory College offers free tutoring through **EPASS** tutoring program. You are allowed to attend a total of two EPASS appointments per week during the semester. For information about EPASS policies and scheduling appointments visit

<http://college.emory.edu/forward/resources/students/index.html>

ACADEMIC ADVISING AND CLASS DEANS:

<http://college.emory.edu/home/administration/office/undergraduate/hours.html>

CENTER FOR STUDENTS SUCCESS PROGRAMS AND SERVICES:

<http://success.emory.edu/>

HONOR CODE:

<http://www.emory.edu/COLLEGE/students/honor.html>.

Week By Week: Spring 2021:

<p>Week 1 (1/25/21- 1/29/21)</p> <p>Notes:</p>	<p>Topic: Who Writes History? 15- minute prompt: The land beneath me Reading: 30 minutes Imitation Piece: Land acknowledgement Homework for the week: readings, 15-minute prompt, imitation piece</p> <p>Class 1 (T - 2/26) Plan:</p> <ul style="list-style-type: none"> • Introductions/Icebreakers • Land acknowledgement • Syllabus <p>Class 2 (Th - 2/28) Plan:</p> <ul style="list-style-type: none"> • Who writes history? • Intro to the OpEd • Workshop: 15-minute prompt & land acknowledgement
<p>Week 2 (2/1 - 2/5)</p> <p>Notes:</p>	<p>Topic: Indigenous Populations in Italy and Beyond 15- minute prompt: I felt as though I had lost everything. Reading: 60-90 minutes Imitation Piece: Poem Homework for the week: Quiz, readings, 15-minute prompt, imitation piece</p> <p>Class 1 (T - 2/2) Plan:</p> <ul style="list-style-type: none"> • Reading Quiz 1 (15 minutes: best 10 of 13) • Workshop: 15-minute prompt <p>Class 2 (Th - 2/4) Plan:</p> <ul style="list-style-type: none"> • Group 1 presentation 30 minutes • Workshop: imitation piece
<p>Week 3 (2/8 - 2/12)</p> <p>Notes: Rest day (2/7/21)</p>	<p>Topic: Colonialism and Fascism 15- minute prompt: I felt a bit afraid. Reading: 60-90 minutes OpEd Section: Expertise Statement Homework for the week: Quiz, readings, 15-minute prompt, imitation piece</p> <p>Class 1 (T - 2/9) Plan:</p> <ul style="list-style-type: none"> • Reading Quiz 2 (15 minutes: best 10 of 13) • Workshop: 15-minute prompt <p>Class 2 (Th - 2/11) Plan:</p> <ul style="list-style-type: none"> • Group 2 presentation 30 minutes • Workshop: OpEd Expertise Statement

<p>Week 4 (2/15 - 2/19)</p> <p>Notes:</p>	<p>Topic: Immigration 15-minute prompt: I felt misunderstood. Reading: 60-90 minutes Imitation Piece: Poem Homework for the week: Quiz, readings, 15-minute prompt, imitation piece</p> <p>Class 1 (T - 2/16) Plan:</p> <ul style="list-style-type: none"> • Reading Quiz 3 (15 minutes: best 10 of 13) • Workshop: 15-minute prompt <p>Class 2 (Th 2/18) Plan:</p> <ul style="list-style-type: none"> • Group 3 presentation 30 minutes • Workshop: imitation piece
<p>Week 5 (2/22 - 2/26)</p> <p>Notes:</p>	<p>Topic: Black Lives Matter // Racism // Voter Suppression 15- minute prompt: Black Lives Matter Reading: 60-90 minutes OpEd Section: Lede (around a News Hook) Homework for the week: Quiz, readings, 15-minute prompt, imitation piece</p> <p>Class 1 (T - 2/23) Plan:</p> <ul style="list-style-type: none"> • Reading Quiz 4 (15 minutes: best 10 of 13) • Workshop: 15-minute prompt <p>Class 2 (Th - 2/25) Plan:</p> <ul style="list-style-type: none"> • Group 4 presentation 30 minutes • Workshop: OpEd Lede
<p>Week 6 (3/1 - 3/5)</p> <p>Notes:</p>	<p>Topic: Poverty 15- minute prompt: Privilege check Reading: 60-90 minutes Imitation Piece: Poem Homework for the week: Quiz, readings, 15-minute prompt, imitation piece</p> <p>Class 1 (T - 3/2) Plan:</p> <ul style="list-style-type: none"> • Reading Quiz 5 (15 minutes: best 10 of 13) • Workshop: 15-minute prompt <p>Class 2 (Th - 3/4) Plan:</p> <ul style="list-style-type: none"> • Group 5 presentation 30 minutes • Workshop imitation piece

<p>Week 7 (3/8 - 3/12)</p> <p>Notes:</p>	<p>Topic: MeToo Movement // Violence // Women's Rights // Trafficking 15- minute prompt: It rattled me to the core. Reading: 60-90 minutes OpEd Section: Thesis Homework for the week: Quiz, readings, 15-minute prompt, imitation piece</p> <p>Class 1 (T - 3/9) Plan:</p> <ul style="list-style-type: none"> • Reading Quiz 7 (15 minutes: best 10 of 13) • Workshop: 15-minute prompt <p>Class 2 (Th - 3/11) Plan:</p> <ul style="list-style-type: none"> • Group 6 presentation 30 minutes • Workshop: OpEd Thesis
<p>Week 8 (3/15 - 3/19)</p> <p>Notes: Rest Day (3/16/21)</p> <p>REST WEEK: NO HOMEWORK</p>	<p>Topic: OpEd Workshop Reading: None Imitation Piece: None Homework for the week: None</p> <p>Class 1 (T - 3/16) Plan: NO CLASS</p> <p>Class 2 (Th - 3/18) Plan:</p> <ul style="list-style-type: none"> • OpEd Workshop: Argument: 1st, 2nd, 3rd points
<p>Week 9 (3/22 - 3/26)</p> <p>Notes:</p>	<p>Topic: Mental Health and Healthcare 15- minute prompt: I hurt. Reading: 60-90 minutes Imitation Piece: Poem Homework for the week: Quiz, readings, 15-minute prompt, imitation piece</p> <p>Class 1 (T - 3/23) Plan:</p> <ul style="list-style-type: none"> • Reading Quiz 6 (15 minutes: best 10 of 13) • Workshop: 15-minute prompt <p>Class 2 (Th - 3/25) Plan:</p> <ul style="list-style-type: none"> • Group 7 presentation 30 minutes • Workshop: imitation piece
<p>Week 10 (3/29 - 4/2)</p> <p>Notes:</p>	<p>Topic: The Criminal Justice System in Italy and America 15- minute prompt: I was wrongly accused. Reading: 60-90 minutes OpEd Section: To Be Sure Paragraph Homework for the week: Quiz, readings, 15-minute prompt, imitation piece</p> <p>Class 1 (T - 3/30) Plan:</p> <ul style="list-style-type: none"> • Reading Quiz 9 (15 minutes: best 10 of 13)

	<ul style="list-style-type: none"> • Workshop: 15-minute prompt <p>Class 2 (Th - 4/1) Plan:</p> <ul style="list-style-type: none"> • Janet presentation 30 minutes • Workshop: OpEd To Be Sure Paragraph
<p>Week 11 (4/5 - 4/9)</p> <p>Notes:</p>	<p>Topic: Mafia // Omerta 15- minute prompt: We were silent. Reading: 60-90 minutes Imitation Piece: Poem Homework for the week: Quiz, readings, 15-minute prompt, imitation piece</p> <p>Class 1 (T - 4/6) Plan:</p> <ul style="list-style-type: none"> • Reading Quiz 8 (15 minutes: best 10 of 13) • Workshop: 15-minute prompt <p>Class 2 (Th - 4/8) Plan:</p> <ul style="list-style-type: none"> • Group 8 presentation 30 minutes • Workshop: imitation piece
<p>Week 12 (4/12 - 4/16)</p> <p>Notes:</p>	<p>Topic: Sustainability // Slow Food Movement // Five Star Movement 15- minute prompt: My carbon footprint... Reading: 60-90 minutes OpEd Section: Conclusion Homework for the week: Quiz, readings, 15-minute prompt, imitation piece</p> <p>Class 1 (T - 4/13) Plan:</p> <ul style="list-style-type: none"> • Reading Quiz 10 (15 minutes: best 10 of 13) • Workshop: 15-minute prompt <p>Class 2 (Th - 4/15) Plan:</p> <ul style="list-style-type: none"> • Group 9 presentation 30 minutes • Workshop: OpEd Conclusion
<p>Week 13 (4/19 - 4/23)</p> <p>Notes:</p>	<p>Topic: Protests in Italy and Beyond 15- minute prompt: Reading: 60-90 minutes Imitation Piece: Poem Homework for the week: Quiz, readings, 15-minute prompt, imitation piece</p> <p>Class 1 (T - 4/20) Plan:</p> <ul style="list-style-type: none"> • Reading Quiz 11 (15 minutes: best 10 of 13) • Workshop: 15-minute prompt <p>Class 2 (Th - 4/22) Plan:</p> <ul style="list-style-type: none"> • Group 10 presentation 30 minutes • Workshop: imitation piece

<p>Week 14 (4/26 - 4/30)</p> <p>Notes: 4/29- last day of class</p>	<p>Topic: OpEd Writing Homework for the week: OpEd piece</p> <p>Class 1 (T - 4/27) Plan:</p> <ul style="list-style-type: none"> • Workshopping your OpEd & Writing a Pitch <p>Class 2 (Th - 4/29) Plan:</p> <ul style="list-style-type: none"> • Discussion: 2-minute OpEd summaries for the class.
<p>EXAM PERIOD (5/4/ - 5/14)</p>	<p>Your Final Portfolio is due at the end of the exam period on 5/14/2021.</p>
<p>GRADUATION (5/15)</p>	<p>Please let me know if you are graduating this year so I can grade work first and turn in your grades early.</p>