



**National University of Ireland, Galway**

**Italian Studies**

**General Information for Students enrolled in Cultural  
Options in Italian Studies**

**(Criteria of Assessment, Advice on Essay Writing and  
Preparation, University Policies, Expectations,  
Evaluations)**

**Italian Studies**

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## **Learning Commitments and Contact**

For each face-to-face contact hour, students are expected to spend a minimum of 2 hours revising the material presented in the lecture and preparing the readings for the following week.

## **Learner Preparation**

Students are required to read the prescribed textbooks and view relevant material outside classes. Students ought to accomplish this task within the first five weeks from the beginning of the semester. Students should always come to class prepared, having completed the assigned tasks and readings in advance. More specifically, students are expected to prepare by attending the classes and consulting the relevant reading material for the week. In advance of each class, students normally check vocabulary in an Italian-English dictionary and/or consult the language textbook, as necessary, in order to establish a preliminary understanding of the text, as well as to identify any area of individual difficulty.

Students are expected to participate actively in class and groups and individual classwork tasks.

## **Assessment Criteria for class presentation**

### A (70 +)

Presentation demonstrates:

- engagement with the topic/s under scrutiny; special initiative;
- a wide range of clear and coherent responses which reflect on the topic/s;
- clear and confident focus accompanied by well formed and balanced sentences and a high level of analytical ability; distinctive, powerful insights;
- exceptionally full and appropriate use of primary and secondary sources, and originality and depth of critical analysis; specially effective presentation.

### B (60 – 69)

Presentation demonstrates:

- clear understanding of material and its significance, substantial information, and solid knowledge of mainstream material;
- assured and orderly argument, clear development. Some understanding of methodology;
- secure sense of relevance of material to the chosen method of argument.

### C (50 - 59)

Presentation demonstrates:

- Reasonable quantity of accurate information;
- competent interpretation and analysis, but dependent or incomplete understanding of material and its significance;
- Sound general sense of relevance. At times wavering and ineffective.

D (40-49)

- Presentation lacks engagement with the topic/s under scrutiny, shows a rudimentary and unfocused range of responses. The exposition is often unclear and irrelevant.

**Assessment Criteria for Essay**

A (70 +)

- Work demonstrates exceptional engagement with the text under scrutiny, special initiative;
- a wide range of clear and coherent responses which reflect on the text, powerful grasp of methodology; a good knowledge of the whole text and its context;
- high level of analytical ability, exceptional use of primary and secondary sources, and originality and depth of critical analysis.

B (60 – 69)

Work demonstrates

- Solid engagement with the material under scrutiny;
- clear understanding of material and its significance;
- appropriate use of sources, analytical ability, and thorough grasp of appropriate principles of documentation and presentation.

C (50 - 59)

Work demonstrates:

- Reasonable quantity of accurate information;
- general outlines of appropriate argument;
- sound general sense of relevance, and general grasp of appropriate principles of documentation and presentation.

D (40-49)

Work lacks engagement with the text under scrutiny, shows a rudimentary and unfocused range of responses. The exposition is often unclear and irrelevant.

**Advice on Essay Preparation and Writing Resources:**

You are encouraged to discuss your chosen question/s and your ideas for the essay with your **lecturer**. Check with your lecturer for his/her consultation times.

**How to Prepare for Writing Essays:** If you have already a preference for an author and/or text, check the list of essay questions to see which question is most directly related to your interests. If you are undecided about authors or texts, check the essay questions for the topic most interesting to you.

Read the question carefully and then check over your lecture and tutorial notes.

Re-read the whole text to which the question refers, with the question in mind. In your re-reading of the text, take note of passages/phrases which might be incorporated into your essay as references or direct quotations. Return to your notes and, having sketched an outline of the essay in point form, discuss it with your lecturer. After receiving advice, write an essay draft. Put the draft aside for as long as possible and then look at it again. Does it convince you as a reader? Is it a clear expression of your ideas? If you see parts of your essay that are not clear or not closely related to the question or to your developing argument, cut those parts out. Look again at your notes and the author's text. Did you miss something which now attracts your attention? Perhaps there is something you can add to make it more convincing or coherent. Once you have revised the draft, check it over again to see that it is clearly and accurately expressed.

If you meet a problem you cannot solve, do not hesitate: discuss it immediately with your **Lecturer**.

As the deadline draws near, leave time to type the essay in final copy. If you are handing it over to someone else to type, make sure you leave time to check it for typographical errors. Type double-spaced in 12 point, with ample margins for marker's comments and notes.

### **Submission of Essays**

Modules in Italian Studies employ different formats for the submission of written work. These could take the form of take-home essays, in class-essays, external exams, and essays submitted through the turn-it-in system on Blackboard. Please refer to material provided by the relevant lecturer at the beginning of the semester in relation to the format used in the module of your choice.

### **Extensions**

Assessment tasks must be completed by the **due dates**. Extensions may be given only after consideration of an application accompanied by medical certificate or other evidence of misadventure, to be submitted to the Discipline of Italian Studies

### **Penalties**

Late unjustified submissions will incur penalties of 10% of the mark (e.g. a mark of 70 will become 63)

### **University Policies**

Students must familiarize themselves with the College of Arts, Social Sciences, and Celtic Studies policy on plagiarism which can be found at

<[http://www.nuigalway.ie/student life/university code conduct/code.html#7](http://www.nuigalway.ie/student%20life/university%20code%20conduct/code.html#7)>.

See also <http://www.su.nuigalway.ie/site/view/313>

### **Expectations**

Students are expected to attend all classes and to take an active role during discussion time. During their presentation in class students have to show a grasp of the subject matter and encourage debate by articulating a series of issues and

problems relevant to both the chosen topic and its relation to other aspects of the course such as history and society. The oral presentation can be either delivered in English or Italian. In the essay students need to show good familiarity with the chosen topic by quoting appropriately from the relevant primary texts and also from secondary critical works. They need to demonstrate that they can comfortably command the critical discourse on the topic under scrutiny. They are also expected to present a well articulated argument, with ideas linking up in a cogent and rational manner. Writing ought to be characterised by good style, clarity and some creativity. The essay can be written either in English or Italian.

### **Evaluation**

Communication amongst students and lecturer is vital and highly encouraged both during and outside classes. Students are invited to make use of consultation times or contact staff by e-mail to discuss their progress and any issue or problem that they might encounter during the semester. We value students' input and feedback and consider this the most effective way of improving and strengthening the teaching and learning experience. We look forward to seeing you and sharing ideas and opinions on any aspect related to your courses.