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Course number: ITAL 2401
Course name: Intermediate Italian I

What are the student learning outcomes related to information literacy for the assignment?:
• Students will evaluate information with an understanding of context by identifying different types of authority for a specific topic (SMU Information Literacy Program Objective)
• Students understand that knowledge is developed through sustained discourse and competing perspectives by evaluating and synthesizing competing perspectives (SMU Information Literacy Program Objective)
• Students will apply critical thinking, perseverance, and knowledge of information systems to search for appropriate sources and manage and organize their results (SMU Information Literacy Program Objective)
• Students will demonstrate an understanding of how a symbolic system communicates meaningfully within its language community (UC 2016 – Language and Literature)

Please describe your assignment and/or learning activities. (500 word limit):
ITAL 2401 is a third-semester Italian language course which promotes a deeper acquaintance with Italian language and culture and the exploration of cross-cultural similarities and differences between Italy and the United States. The last two units of the course are focused on mass media, reporting on media representation of issues, discussing politics, and comparing cultures. For their final project, students work in pairs to analyze and describe, in speech and writing, how a specific global issue is represented in Italian and U.S. news outlets, and how such representation(s) are impacted by specific socio-linguistic, religious, and cultural contexts and varying degrees of bias.

The learning activities leading up to the final project include:
> • Students choose a partner and a topic (climate change, citizenship rights, or gun control) and are given an article in Italian related to their topic: Option 1 (climate change): Clima, Trump conferma l'uscita degli Usa dagli accordi di Parigi (Trump Conferms the U.S. Exit from the Paris Agreement); Option 2 (citizenship rights): Il sogno di Obama, l'incubo di Donald Trump (Obama's Dream, Trump's Nightmare); Option 3 (gun control): Usa, Trump: «Nelle scuole servono docenti e guardie armati» (USA: Trump Says "We Need Armed Guards and Teachers in Schools")
> • Students analyze their article during an in-class reading workshop. Class discussion will also address Italian journalistic norms.
> • Students attend a media evaluation workshop facilitated by Rafia Mirza, Humanities Librarian, and Megan Heuer, Head of Information Literacy, on "Evaluating for bias in U.S. Media." After a brief discussion about journalistic norms, sourcing, and how to evaluate media for bias, students will work in small groups to analyze 3 examples from U.S. news outlets with varying degrees of biased coverage.
> • Students work outside of class with their partners to conduct a deeper analysis of their articles in Italian by applying the tools presented in the workshop. They will identify indicators of bias.

How do you intend to collaborate with your department's liaison librarian? (100 word limit):
Rafia Mirza, Humanities Librarian, and Megan Heuer, Head of Information Literacy, will offer one media evaluation workshop and one instruction session to teach the information literacy components relevant

to the assignment: identifying different types of authority; evaluating for bias; developing database search skills; managing results; and evaluating and synthesizing competing perspectives. Students will gain hands-on practice understanding and identifying journalistic norms, sourcing, and evaluating for bias. Librarians will be available to provide assistance as students search U.S. news outlets to identify one example of how their topic is represented in the United States.

Please describe your plan for assessing the information literacy learning outcomes. (250 word limit):
• Students will submit individual assignments for each article (Italian and English). Each assignment will include pre- and post-activities. The first assignment guides students through an analysis of an article from an Italian news outlet on their chosen topic. Students will begin the assignment during an in-class reading workshop focused on vocabulary, grammar, content, and form, and some paratextual elements. The post-activity, following the media evaluation workshop in the library on April 22, guides students through the process of identifying journalistic norms, different types of authority, sourcing, and bias in their Italian article. The second assignment tracks student progress through the process of their database search, results management, and selection of their second article during the instruction session in the library on April 24. Outcomes assessed: Evaluate information with an understanding of context; understand that knowledge is developed through sustained discourse and competing perspectives by evaluating and synthesizing competing perspectives; apply critical thinking, perseverance, and knowledge of information systems to search for appropriate sources and manage and organize results.
• Students will work collaboratively on their final presentation in which they will present, synthesize, and evaluate two articles to demonstrate how media representation of the same event or issue represented in an Italian vs. a U.S. news outlet and how the larger socio-linguistic context impacts content, bias, and assumptions about audience/readership. Outcome assessed: Demonstrate an understanding of how a symbolic system communicates meaningfully within its language community.