

ITL424 and ITL511

History of the Italian language

Andrea Fedi

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Attività di gruppo: “Devoid of Content” (Stanley Fish, *NYT*, 5/31/05)

- WE are at that time of year when millions of American college and high school students will stride across the stage, take diploma in hand and set out to the wider world, most of them utterly unable to write a clear and coherent English sentence. How is this possible? The answer is simple and even obvious: Students can't write clean English sentences because they are not being taught what sentences are.
- Most composition courses that American students take today emphasize content rather than form, on the theory that if you chew over big ideas long enough, the ability to write about them will (mysteriously) follow...

“Devoid of Content” (Stanley Fish, *NYT*, 5/31/05)

- On the first day of my freshman writing class I give the students this assignment: You will be divided into groups and by the end of the semester each group will be expected to have created its own language, complete with a syntax, a lexicon, a text, rules for translating the text and strategies for teaching your language to fellow students. The language you create cannot be English or a slightly coded version of English, but it must be capable of indicating the distinctions - between tense, number, manner, mood, agency and the like - that English enables us to make...

“Devoid of Content” (Stanley Fish, *NYT*, 5/31/05)

- ... In English, for example, most plurals are formed by adding an "s" to nouns. Is that the only way to indicate the difference between singular and plural? Obviously not. But the language you create, I tell them, must have some regular and abstract way of conveying that distinction; and so it is with all the other distinctions - between time, manner, spatial relationships, relationships of hierarchy and subordination, relationships of equivalence and difference - languages permit you to signal...

“Devoid of Content” (Stanley Fish, *NYT*, 5/31/05)

- In the languages my students devise, the requisite distinctions are signaled by any number of formal devices - word order, word endings, prefixes, suffixes, numbers, brackets, fonts, colors, you name it.

Attività di gruppo: suggerimenti

- Gruppi di 3-4 studenti
 - studenti di ITL424 e di ITL511 possono collaborare
- Stabilite il vostro campo di interesse e di intervento
 - la morfologia, la sintassi della frase o del periodo
- Suddividetevi i compiti
- Preparate del materiale da sottoporre al resto della classe

Conclusione

- Perché studiamo la storia della lingua?

Compiti (per il 26 settembre; spedire i compiti scritti via posta elettronica)

- Tutti gli studenti
 - Leggere “[Devoid of Content](#)” di Stanley Fish (scaricabile dal sito del corso)
 - Leggere “[Language Born of Colonialism Thrives Again in Amazon](#)” di Larry Rohter (scaricabile dal sito del corso)
- ITL424 (300-500 parole)
 - Riorganizzare ed ampliare con osservazioni e chiarimenti il lavoro fatto in classe
 - Aggiungere riflessioni maturate attraverso le letture assegnate e l’attività svolta in classe (è possibile, ad esempio, descriverne ed analizzarne le fasi)
- ITL511 (400-600 parole)
 - Oltre a lavorare sui due punti precedenti, gli studenti del 511 devono espandere il lavoro fatto in classe, aggiungendo almeno una componente nuova al linguaggio creato