

SPRING 2021
ITL 400-01 HYBRID: ITALIAN TRANSLATION PRACTICUM
MEETING TIME: W 10:50-12:05 BLENDED ONLINE
ZOOM CODE

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I. PROFESSOR

DR. ANNA ROCCA-Department of World Languages & Cultures, Sullivan Bldg. 203 A. **Office Hours only by appointment:** W/F: 12:15-3:00. **E-mail:** arocca@salemstate.edu Monday through Friday I will respond to all emails within 24 hours. On weekends and holidays, within 48 hours.

II. COURSE DESCRIPTION

In this course, students will learn strategies for effective translation (English/Italian, Italian/English) and practice these skills using a variety of source materials. Emphasis will be placed on developing awareness of the relationship between language and culture. Prerequisite: ITL 202 or higher or equivalent proficiency in Italian as determined by the chair of the World Languages and Cultures

department. ITL 400 is part of the COIL (Collaborative Online International Learning) pilot program initially developed at SUNY and adopted at SSU for the first time in SP21. In ITL 400, SSU students will have the unique opportunity to be paired and to collaboratively work online with Italian students in Italian institutions.

III. COURSE MODALITY: ONLINE BLENDED

An Online Blended course is a fully online course that blends asynchronous learning, where you complete coursework on your own, according to stated deadlines, and synchronous meetings that you are required to attend. In this course, you will participate in Zoom live/synchronous class meetings on Wednesdays at the time of the class (10:50-12:05 pm) and do asynchronous assignments in *Modules* on *Canvas*. Our class is also structured as a '**FLIPPED CLASSROOM.**' In a Flipped Classroom, you learn content at home before class at your own pace and according to your learning style, and you come to class to apply what you learned at home. You are expected to pre-study assigned topics and come to each class with at least a question or a comment.

IV. REQUIRED TEXT

1. Sándor Hervey, Ian Higgins, Stella Cragie and Patrizia Gambarotta. *Thinking Italian Translation*. Routledge, 2000, 2016. **All material will be posted on Canvas.**
2. Among other tools:
 - a. online dictionary www.wordreference.com
 - b. online dictionary https://www.reverso.net/text_translation.aspx?lang=EN
 - c. online translator https://www.deepl.com/translator?utm_source=lingueebanner1&il=en
 - d. online translator <https://translate.google.com/>

V. COURSE GOALS

This course is designed to:

- G1: bring intercultural and global learning into class and emphasize experiential student collaboration;
- G2: foster student interaction with peers abroad, thus instilling a sense of global citizenship among them, and a professional behavior that respects diversity;
- G3: open opportunities for global engagement and professional communication with Italian clients and provide the opportunity to reflect about practice and professionalism expectations in one's own country in contrast to another;
- G4: explore effective strategies for translating Italian to English and English to Italian and introduce the student to translation theory and practice;
- G5: provide practical experience in translation and help students to further progress in speaking/listening to/writing Italian.

VI. COURSE OUTCOMES

Upon successful completion of the course, a student will be able to:

- O1: collaboratively work with international partner and engage in multicultural learning experiences;
- O2: develop cross-cultural awareness and enrich intercultural learning;
- O3: reflect upon the shared learning experience and explore self-awareness and appreciation for cultural diversity;

- O4: use a variety of strategies needed for effective translation into and from Italian
- O5: describe major issues in translation theory and practice
- O6: complete one volunteer translation projects for a community “client”;
- O7: keep a journal containing a reflection paper and professional quality sample translations.

VII. COURSE POLICIES & EXPECTATIONS

1. PROFESSIONAL BEHAVIOR IN THE ZOOM CLASSROOM/NETIQUETTE

a) Every student is expected to attend and participate Zoom meetings on Wednesdays. Active participation is required. Students are expected to arrive in a *Zoom* class with all the necessary homework completed, willing to participate in the class activities and to respectively cooperate within each formed team. Most of all, **a positive attitude is what matters most!** Embrace the weirdness of online Italian class and have fun! The main point of the Zoom meetings is to give you a chance to practice speaking in Italian. This may seem challenging, but just try your best and give positive support to your classmates as we all muddle through this together. It’s OK (and even expected) that you make mistakes. This is how we learn and get more comfortable with using new words and structures.

b) You should be using a laptop for class meeting time so you can download or open handouts in a different window, if needed. Test your laptop/wifi prior to the beginning of the semester. Figure out how to log into Canvas and Zoom. Make sure your video and audio are working. If you need assistance accessing technology or setting up technology in your home, room or workspace, please contact the IT department: <https://www.salemstate.edu/offices-and-services/information-technology-services>

c) You should have your video and audio on at the start of each meeting and during activities. **Display your first and last name** on your Zoom account so that the professor can recognize you and let you into the class from the waiting room. After the class starts, when you are not speaking, you should mute your audio. If you need to step away from your laptop, you may pause your video briefly, but try to make the most of this time we have to practice speaking Italian together!

d) Treat Zoom time like a normal in-person class: dress as though you would for an in-person class, refrain from eating, scrolling, typing, instagramming, tik-tok-ing, google-translating, or multitasking during class time. Disruptive participants may be removed from a *Zoom* meeting.

e) Attend class in a space conducive to the learning environment (preferably in a private area at a desk or table).

f) Use the chat feature for class-related discussion or to ask a question.

g) Use only Italian when in breakout room.

2. RESPECT FOR DIVERSITY AND INCLUSION

The Department of World Languages and Cultures embraces the notion of a community enriched and enhanced by diversity along all dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, socioeconomic background, ability and religion. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. Please always treat your classmates with kindness and respect. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

3. SYNCHRONOUS ZOOM MEETINGS

WEEK 1:	▪ 1/27/21 10:50-12:05
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WEEK 2:	▪ 2/3/21 10:50-12:05
WEEK 3:	▪ 2/10/21 10:50-12:05
WEEK 4:	▪ 2/17/21 10:50-12:05
WEEK 5:	▪ 2/24/21 10:50-12:05
WEEK 6:	▪ 3/3/21 10:50-12:05
WEEK 7:	▪ 3/10/21 10:50-12:05
WEEK 8:	▪ SPRING RECESS
WEEK 9:	▪ 3/24/21 10:50-12:05
WEEK 10:	▪ 3/31/21 10:50-12:05
WEEK 11:	▪ 4/7/21 10:50-12:05
WEEK 12:	▪ 4/14/21 10:50-12:05
WEEK 13:	▪ 4/21/21 10:50-12:05
WEEK 14:	▪ 4/28/21 10:50-12:05
WEEK 15:	▪ 5/5/21 10:50-12:05

4. ASSIGNMENTS & GRADING

The following assignments are tied to the learning objectives or course outcomes listed above (see section “VI. Course Outcomes”). Your final grade will be determined according to the following percentages:

- VIII. **Attendance & Participation: 15%** (learning objectives #1, 2, 3, 4, 5, 6, 7)
- IX. **Homework: 20%** (learning objectives #1, 2, 3, 4, 5, 6, 7)
- X. **Team Presentations: 20%** (learning objectives #1, 2, 3, 4, 5, 6, 7)
- XI. **Community Project: 15%** (learning objectives #1, 2, 3, 4, 5, 6, 7)
- XII. **Journal: 30%** (learning objectives #1, 2, 3, 4, 5, 6, 7)

95 – 100 = A	87 – 89 = B+	77 – 79 = C+	66 – 69 = D+
90 – 94 = A-	84 – 86 = B	74 – 76 = C	60 – 65 = D
	80 – 83 = B-	70 – 73 = C-	59 – 0 = F

5. ASSIGNMENTS DESCRIPTION

a) ATTENDANCE & PARTICIPATION (15%)

In a language class everyone needs everyone else! Weekly attendance is required and is crucial in order to pass the class. Students are expected to attend all Zoom class sessions. **Students are allowed up to one (1) unexcused absence. Once this limit has been met, students with more than 1 additional absence will receive a 2% reduction in the final grade for each additional class missed, but only for a maximum of 2 more classes.** Your class participation grade will be based on attendance and on the degree of your involvement and leadership in and outside of class. You will work in team to complete translations and practicums during the 2 workshops. You will also work in team for the Team

Presentation and for the Community Project. The first day of class, teams will be formed, and rules will be internally set.

b) HOMEWORK (20%)

In this course there will be two types of homework: a. readings and homework from *Thinking Italian Translation* (H) and b. practicum assigned during the workshop by our guest presenters (for the category b., see *Diario/Journal* below). For the category a., you will read sections of *Thinking Italian Translation* and post 5 homework on Canvas, according to the provided deadlines. Each H is worth the 4%. If you do the homework on time, you get full credit.

c) TEAM PRESENTATIONS (20%)

You will have two team presentations during the semester (every P is worth the 10%). Each team presentation is centered on a different type of translation: P1 is about an *expressive* text (cartoon-based), P2 is about an *operative* text (ads-based). Each presentation consists of 2 parts. Part 1: your instructor will give you 2 cartoons in Italian to be translated into English (Presentation 1) and two ads in English to be translated into Italian (Presentation 2). Part 2: For P1, the English native speaker of the Team must find over the Internet 1 cartoon in English that presents a series of translation challenges (i.e. presence of rime, assonances, onomatopoeia, and cultural references and words that are literally ‘untranslatable’) and his/her Team will translate it. For P2, the Italian native speakers of the Team must find over the Internet 1 ad in Italian that presents a similar combination of translation challenges. **You will post the team translation of the 3 cartoons and the 3 ads 1 week before the day of presentation. Your instructor will collect and post them on Canvas for all Teams to decide which one is the best translation and why.** On the day of P1 and P2, there will be 2 presenters within each Team. For P1: the English speaker will first justify in English the Team’s choice of the best cartoon’s translation from ITL into ENG; the Italian speaker will continue by presenting in Italian the challenges the Team encountered to translate the chosen cartoon from ENG into ITL. For P2: the Italian speakers will justify in Italian the Team’s choice of the best ad’s translation from ENG into ITL; the English speaker will continue by presenting in English the challenges the Team encountered to translate the ad from ENG into ITL. You will be evaluated according to the Team’s ability to discern and explain why the selected translation is the best one, as well as to the Team’s ability to find and translate the most challenging text. **No late presentations are accepted.**

d) COMMUNITY PROJECT (15%)

You will complete one volunteer translation project for an actual community “client.” You will be paired with one or two classmates according to the translation’s length. At least one English speaker should be in each group. To complete this project, there are several required steps:

1. Complete with your partner(s) the first draft of the translation. You may use multiple resources in writing your draft (including input of classmates, Italian tutor, technological tools, writing center, etc.).
2. Post a 1st draft of the translation on Canvas, according to the provided deadline. Ask at least two other people who are native speakers of the target language to review and edit your translation.
3. Post a second draft of the translation on Canvas, according to the provided deadline. Ask two other (different) people who are native speakers of the target language to review and edit your translation.
4. Post a final draft of the translation on Canvas. Make sure your final version is clean and free of grammatical/spelling errors.
5. Send the final translation to me (arocca@salemstate.edu).

e) JOURNAL (30%)

Consider your Journal as both a PROCESS and a PORTFOLIO. During the semester, you should post your Journal 3 times: twice after each workshop, and once at the end of the semester. In the Journal, you take notes during workshops, write exercises assigned from guest speakers, things you learned, and questions/comments you may share in class. You also collect here the final draft of your translations according to the three categories of texts (an e-version of your *Journal* has been created for you and made available on Canvas “Tools”). Your Journal also contains a personal final reflection on the general experience of translating, both in team and alone. Therefore, your Journal should consist of the following sections: A. Exercises and Learning Experience; B. Notes and Questions; C. Clean and revised versions of your translations and individual/team strategies (Translations from workshops and team presentations); D. Clean and revised version of your Community Translation Project and related documentation (translator’s notes; emails exchanged between you and client); E. Your reflection paper in Italian (2pp single sided) with a narrative to explain the methodologies used and a reflection on the translation experience. Your reflection paper could also include your future plans in the translation field. Sections A & B count the 5% of your grade; section C counts the 20% of your grade; section E counts the 5% of your grade. Save the final version of your translation for your WLC 501 portfolio, if you are planning to complete the [Certificate in Translation](#).

6. ADDITIONAL RESOURCES

- **The Language Resource Center** is part of the [Department of World Languages and Cultures](#). Its purpose is to assist members of the University and the larger community with their foreign language needs. Among its services, **Free Tutors** are offered to students whose grade falls below a B-. One hour a week will make a difference in your grades and performance and will give you **3 extra point for each hour spent** to be added on your homework. Reserve your spot by visiting: <https://elearning.salemstate.edu/courses/1165638>
- **Italian Club:** Join on Facebook <https://www.facebook.com/groups/ItalianClubSSU> **Extra credit for participation in any** of the Italian Club activities.
- **Study Abroad:** Affordable Summer study programs abroad are available to increase your communication skills. For initial information, visit the CIE: <https://www.salemstate.edu/cie> _

XIII. UNIVERSITY POLICIES

1. REQUIREMENTS

All students are expected to be familiar with the academic regulations, including those regarding Academic Integrity, for Salem State University as published in the university catalog. In addition, each student is responsible for completing all course requirements and for keeping up with all that goes on in the course (whether or not the student is present).

2. ACADEMIC INTEGRITY

Salem State University assumes that all students come to the University with serious educational intent and expects them to be mature, responsible individuals who will exhibit high standards of honesty and personal conduct in their academic life. All members of the Salem State University academic community have a responsibility to ensure that scholastic honesty and academic integrity are safeguarded and maintained. Cheating and plagiarism are unfair, demoralizing, and demeaning to all of us. Cheating, plagiarism, and collusion in dishonest activities are serious acts that erode the University’s educational role and cheapen and diminish the learning experience not only for the perpetrators, but also

for the entire community. It is expected that Salem State University students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. The use of an outside source, including electronics sources, in any paper, report or submission for academic credit without the appropriate acknowledgment is plagiarism.

Plagiarism happens when:

- The writer has only changed around a few words and phrases, or changed the order of the original's sentences
- The writer has failed to cite a source for any of the ideas or facts included

You are doing research when you:

- Record information from the original passage accurately
- Give credit for the ideas in the passage
- Indicate which parts are taken directly from the source by putting them in quotation marks and citing the page number.

To avoid plagiarizing, give credit whenever you use:

- Another person's idea, opinion or theory
- Any facts, statistics, graphs, drawings or pieces of information that are not common knowledge
- Quotations of another person's actual spoken or written words
- Paraphrase of another person's spoken or written words

The same rules apply when you are using information from the Internet-text or graphics. It is unethical to present as one's own work the ideas, words or representations of another without the proper indication of the source. Therefore, it is the student's responsibility to give credit for any quotation, idea or data borrowed from an outside source. Any work that appears to be deliberately plagiarized will result in a failure for the course. Any work that appears to include some level of accidental plagiarism will be returned for a full revision. The second draft must be free from all plagiarism or the assignment will receive no credit. **Students who fail to meet the responsibility for academic integrity subject themselves to sanctions ranging from a reduction in grade or failure in the assignment or course in which the offense occurred to suspension or dismissal from the University.** If you are uncertain about the academic integrity of your work, I strongly recommend you visit the Writing Center for guidance. Please visit www.salemstate.edu/writingcenter for more information.

3. EQUAL ACCESS

Salem State University is committed to providing equal access to the educational experience for all students in compliance with Section 504 of The Rehabilitation Act and The Americans with Disabilities Act and to providing all reasonable academic accommodations, aids and adjustments. Any student who has a documented disability requiring an accommodation, aid or adjustment should speak with the instructor immediately. Students with Disabilities who have not previously done so should provide documentation to and schedule an appointment with the Office for Students with Disabilities and obtain appropriate services.

4. COVID-19 PANDEMIC STATEMENT

Students must comply with the Covid-19 Health and Safety Protocols for the 2020-2021 Academic Year. This includes wearing masks in class and on campus in public spaces, practicing physical distancing where possible, including in class, engaging in a daily symptom check, notifying Counseling and Health Services at 978-542-6413 if they have any symptoms associated with COVID-19, and not coming to campus or to an in-person class if they have any of the symptoms related to COVID-19, until

cleared by the Student Life Wellness Area. Students who have documented disabilities that may prevent them from complying with these policies are required to contact the Disability Services office.

5. CRITICAL EMERGENCY POLICY

In the event of a university declared critical emergency, Salem State University reserves the right to alter this course plan. Students should refer to salemstate.edu for further information and updates. The course attendance policy stays in effect until there is a university declared critical emergency. In the event of an emergency, please refer to the alternative educational plans for this course located [here](#). Students should review the plans and gather all required materials before an emergency is declared. A student who believes that any of the Course Information Policies has not been followed should bring the matter first to the instructor; second, if necessary, to the Department Chairperson; third, to the School Dean; thereafter, to the Vice President, Academic Affairs; and, ultimately, to the President.

6. HELP-VIOLENCE

If you have been, or learned about, any potential violation of SSU’s gender-based misconduct policy (rape, sexual assault, dating violence, domestic violence or stalking) by any means, and you want to speak to someone confidentially, the following resources are available on and off campus: PEAR Program (www.salemstate.edu/PEAR), Counseling and Health Services (www.salemstate.edu/chs/counseling.php), YWCA North Shore Rape Crisis Center (www.ywcansrcc.org), and HAWC (www.hawcdv.org) Spiritual Life (www.salemstate.edu/student_life/3533.php).

IX. COURSE SCHEDULE/PROGRAMMA

Date	Today’s Topic	Homework during and after class
Jan 27	-Introduction -Meet your Team -Team Rules	<ul style="list-style-type: none"> ▪ After class: <ol style="list-style-type: none"> a. Read: PPT “Translation Techniques”: Slide 1 to 10
Feb 3	WORKSHOP 1a Prof. ANNA RUSCONI Introduzione generale alla traduzione	<ul style="list-style-type: none"> ▪ During class: Write in Diario-Sezione B, <i>Notes & Questions</i> <ol style="list-style-type: none"> a. <i>Notes:</i> (lingua madre) b. <i>Questions:</i> (in italiano) ▪ After class: Write in Diario-Sezione A, <i>Ex. and Learning Experience</i> <ol style="list-style-type: none"> a. <i>Exercises:</i> assigned by Prof. Rusconi b. <i>Learning Experience:</i> Cosa ho imparato (in italiano) Read <ol style="list-style-type: none"> c. Glossario: “Basic Terms 1” Do from <i>Thinking Italian Translation</i> d. <i>Exercise:</i> Practical 1: 1.1 Intralingual translation <i>Assignment (i) & 1.3 Gist Translation Assignment (i) (ii)</i> (in inglese) (POST H 1) (due by 02/10/21)
Feb 10	WORKSHOP 1b Prof. ANNA RUSCONI La traduzione	<ul style="list-style-type: none"> ▪ During class: Write in Diario-Sezione B, <i>Notes & Questions</i> <ol style="list-style-type: none"> a. <i>Notes:</i> (lingua madre) b. <i>Questions:</i> (in italiano)

	letteraria	<ul style="list-style-type: none"> ▪ After class: Write in Diario-Sezione A, <i>Ex. and Learning Experience</i> c. <i>Exercises</i>: assigned by Prof. Rusconi d. <i>Learning Experience</i>: Cosa ho imparato (in italiano) Read e. Glossario: “Basic Terms 2” f. from <i>Thinking Italian Translation</i> Ch. 2 p. 16-17 Do from <i>Thinking Italian Translation</i> g. <i>Exercise</i>: Practical 2: 2.2 Degrees of freedom; translation loss <i>Assignment</i> (i) (POST H 2) (due by 02/17/21)
Feb 17	WORKSHOP 1c Prof. ANNA RUSCONI La traduzione letteraria	<ul style="list-style-type: none"> ▪ During class: Write in Diario-Sezione B, <i>Notes & Questions</i> a. <i>Notes</i> (lingua madre) b. <i>Questions</i> (in italiano) ▪ After class: Write in Diario-Sezione A, <i>Ex. and Learning Experience</i> c. <i>Exercises</i>: assigned by Prof. Rusconi d. <i>Learning Experience</i>: Cosa ho imparato (in italiano) e. POST JOURNAL 1 (due by 2/24/21)
Feb 24	COMMUNITY PROJECT: Meet Miriam founder of <i>Nido di Seta</i> CULTURAL TRANSPOSITION	<ul style="list-style-type: none"> ▪ After class Read a. Glossario: “Basic Terms 3” b. from <i>Thinking Italian Translation</i> Ch. 3 p. 25-31 Do from <i>Thinking Italian Translation</i> c. <i>Exercise</i>: Practical 3: 3.1 Cultural Transposition <i>Assignment 2</i> (i) (ii) (Translate only 1st paragraph) (iii) p. 32-33 (POST H 3) (due by 03/03/21) d. POST TEAM TRANSLATION OF 3 CARTOONS (P 1 first part ITL → ENG) (due by 03/03/21)
Mar 3	COMPENSATION	<ul style="list-style-type: none"> ▪ After class Read a. Glossario: “Basic Terms 4” b. from <i>Thinking Italian Translation</i> Ch. 4 p. 34-39 Do from <i>Thinking Italian Translation</i> c. <i>Exercise</i>: Practical 4: 4.1 Compensation <i>Assignment</i> (i) (ii) (iii) p. 39-40 (POST H 4) (due by 03/10/21)
Mar 10		<ul style="list-style-type: none"> ▪ During class: a. TEAM PRESENTATION 1 ▪ After class a. POST 1ST DRAFT OF COMMUNITY PROJECT (Peer Editing) (due by 03/24/21)
Mar 17		SPRING RECESS
Mar 24	WORKSHOP 2a Prof. CLAUDIO	<ul style="list-style-type: none"> ▪ During class: Write in Diario-Sezione B, <i>Notes & Questions</i>

	CAMBON Introduzione	<p>a. <i>Notes</i>: (lingua madre) b. <i>Questions</i>: (in italiano)</p> <ul style="list-style-type: none"> ▪ After class: Write in Diario-Sezione A, <i>Ex. and Learning Experience</i> c. <i>Exercises</i>: assigned by Prof. Cambon d. <i>Learning Experience</i>: Cosa ho imparato (in italiano) e. POST 2nd DRAFT OF COMMUNITY PROJECT (Peer Editing) (due by 03/31/21)
Mar 31	WORKSHOP 2b Prof. CLAUDIO CAMBON La traduzione legale	<ul style="list-style-type: none"> ▪ During class: Write in Diario-Sezione B, <i>Notes & Questions</i> a. <i>Notes</i>: (lingua madre) b. <i>Questions</i>: (in italiano) ▪ After class: Write in Diario-Sezione A, <i>Ex. And Learning Experience</i> c. <i>Exercises</i>: assigned by Prof. Cambon d. <i>Learning Experience</i>: Cosa ho imparato (in italiano) e. TURN JOURNAL 2 (due by 04/07/21)
Apr 7	TRANSLATING ADS & PUBLICITY	<ul style="list-style-type: none"> ▪ After class Read a. from <i>Thinking Italian Translation</i> Ch. 14 p. 129-133 Do from <i>Thinking Italian Translation</i> b. <i>Exercise</i>: Practical 14: 14.1 Consumer-Oriented Texts <i>Assignment</i> (i) (ii) (iii) (iv) p. 134 (POST H 5) (due by 04/14/21)
Apr 14	WORKSHOP 2c Prof. CLAUDIO CAMBON La traduzione legale	<ul style="list-style-type: none"> ▪ During class: Write in Diario-Sezione B, <i>Notes & Questions</i> a. <i>Notes</i>: (lingua madre) b. <i>Questions</i>: (in italiano) ▪ After class: Write in Diario-Sezione A, <i>Ex. and Learning Experience</i> c. <i>Exercises</i>: assigned by Prof. Cambon d. <i>Learning Experience</i>: Cosa ho imparato (in italiano) e. POST TEAM TRANSLATION OF 3 ADS (P 2 first part ENG → ITL) (due by 4/21/21)
Apr 21	COMMUNITY PROJECT	<ul style="list-style-type: none"> ▪ During class: COMMUNITY PROJECT: Final teamwork draft ▪ After class: a. SEND COMMUNITY PROJECT - FINAL DRAFT TO ME (due by 04/21/21)
Apr 28		<ul style="list-style-type: none"> ▪ During class: TEAM PRESENTATION 2
May 5	ARRIVEDERCI!	<ul style="list-style-type: none"> ▪ During class: Final Reflections ▪ After class: a. TURN your JOURNAL 3 Final (due by 5/10)