



LOYOLA
UNIVERSITY CHICAGO

JOHN FELICE ROME CENTER

Italian 251: Composition & Conversation II

John Felice Rome Center

Spring 2025

TBA

Classroom: TBA

Prof. Nives Valli

Email: nvalli@luc.edu

Office Hours: TBA and by appointment.

COURSE DESCRIPTION

This is an Engaged Learning course, approved for the Service-Learning category, and thus satisfies the Loyola University Chicago Engaged Learning requirement.

Italian 251 Conversation & Composition II is designed to further develop students' knowledge of the target language and refine and apply language skills in writing, reading, listening, and speaking. Students will also compare cultural differences and similarities between Italy and their own country. Other aspects of this course will be the review of grammatical concepts and the enrichment of vocabulary.

In connection to the Jesuit identity of Loyola, this language course's curriculum connects student learning with the needs of the local city through a placement-based or project-based service-learning opportunity (minimum 20 hours). Students will be challenged to expand their worldview and value the importance to increase support and change behavior towards marginalized populations.

Service-learning completion is demonstrated by initial visit of the site, providing the service to the agency, writing a monthly reflection blog, and building a learning portfolio in Italian. The instructor will give you 4 questions for each blog entry to help you reflect on the experience and critically connect your experience with class materials and discussions. All students must complete the service-learning experience and related assignments in order to successfully pass the course.

To enrich the course and students' learning, there will be guest speaker sessions on topics relevant to the course.

This course is held entirely in Italian.

Learning Portfolio in Italian as a part of this course, you will be using a learning portfolio to document your learning, growth, and make connections between course content and beyond-the-classroom experiences. You will be integrating your learning through reflective assignments (blog posts) to create new understanding of material and deepen your learning experiences that will be visually displayed on your learning portfolio. As you will be submitting your portfolio for assignment, you are encouraged to seek feedback from peers, your instructor, and advisors on content and structure of your work to deeper engage in learning.

LEARNING OUTCOMES

Class meetings will center on developing reading/writing/speaking ability, and will be supplemented with in-class activities, service-learning opportunities, and external resources.

Upon completion of Italian 251 students should attain a level of competency sufficient to:

- Communicate ideas in extended discourse and participate in common interactive situations (*speaking skills*);



- Understand native speech and its social meaning - everyday topics in predictable/unpredictable contexts (*listening skills*);
- Identify the content and the cultural relevance of literary and non-literary texts on familiar/unfamiliar topics and discourse types (*reading skills*);
- Write coherently and appropriately on a variety of topics and discourse types (*writing skills*);
- Identify specific aspects of Italian culture, its contemporary issues, and the needs of one of its marginalized populations through service learning (*cultural competence*);
- Interact with different cultures with awareness and sensitivity and compare cultural differences and similarities between Italy and their own country (*intercultural competence*);
- Expand their thinking of the world around them and value the importance to increase support and change behavior towards marginalized populations (e.g., refugees and asylum seekers)

COURSE REQUIREMENTS

In order to attain the learning outcomes outlined above and to ensure that the course proceeds efficiently, students are encouraged and expected to:

- Attend class. Not attending class will lower a student's grade.
- Participate actively and constructively, both in the classroom and at the service-learning site.
- Take all quizzes and exams on their scheduled dates and at their scheduled times.
- Complete homework on their due date.
- Comport themselves in a manner conducive to learning and with respect for other students.
- Speak Italian during class meetings.

As this is a service-learning course, you are also expected to fulfill the following service-learning requirements:

- Attend the orientation session about the non-profit agency that has partnered with us. This orientation will happen during the beginning of the semester.
- Decide with the instructor the service-learning tasks needed by the agency.
- Write a monthly service-learning blog post (two paragraphs, in Italian) on the experience.
- Building a learning portfolio to document your learning experience.
- Final presentation of the learning portfolio in front of the instructor.

REQUIRED TEXT/MATERIALS

Italia Sempre Maurizio-Trifone, Andreina Sgaglione - Ornimi Editions ISBN:978-618-5554-10-1

Other course material will be used, related to language learning and service learning. It will all be posted on Sakai.

The books required are to be purchased **within the first week of class**. You are free to order the books online, using the links provided below.

Suggested links for purchasing online:

<https://www.amazon.it/>

<https://www.amazon.com/>

<https://www.ornimieditions.com/it/catalogo2/corso-di-cultura-e-civilta/italia-sempre-b2-c1-audio-detail>



Chosen names and personal pronouns

Everyone has the right to be addressed by the name and pronoun that corresponds to their gender identity, including non-binary pronouns. Rosters do not list gender or pronouns so if you use a chosen name or pronoun, please let me know (you are not obliged to do so).

Chosen names and pronouns are to be respected at all times in the classroom. Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not however, tolerate repeated comments with disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen names and personal pronouns may evolve over time so, if at any point during the semester you would like to be addressed differently, please let me know.

Title IX

As an instructor, I am a Responsible Campus Partner ("RCP") under Loyola's [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](#) (available at www.luc.edu/equity). While my goal is for you to be able to engage fully and authentically with our course material through class discussions and written work, I also want to be transparent that as a RCP, I am instructed to notify the Office for Equity & Compliance ("OEC")/Title IX Coordinator when I have any information about conduct that reasonably may constitute Title IX Sex-Based Discrimination.

Title IX Sex-Based Discrimination (Discrimination or discriminatory harassment on the basis of sex, Sexual harassment, Sexual assault, Dating and/or domestic violence, Stalking) applies when the conduct was within the University's education program or activity.

As the University's Title IX office, the OEC coordinates the University's response to reports and complaints of sexual misconduct (as well as discrimination of any kind) to ensure students' rights are protected.

ATTENDANCE POLICY

- For all classes meeting once a week, students cannot incur more than one absence.
- For all classes meeting twice a week, students cannot incur more than two absences.
- For all classes meeting three times a week, students cannot incur more than two absences.

This course meets twice a week, thus a total of two absences will be permitted. The final course grade will drop by 1% for each additional absence.

It is the student's responsibility to check homework assignments, class notes, etc. and come to class prepared in case of absence.

The collective health of the JFRC is everyone's responsibility. Do not attend class if you are ill. A medical certification is required to justify your absences. Attention! Private travel, homework for other courses, job commitments, etc. are not valid reasons for absences. Please, carefully coordinate your schedule according to all your commitments.



ASSESSMENT COMPONENTS

- Classroom participation **10 %**
- Compositions (2) **10 %**
- Homework **5 %**
- Quizzes (2) **10%**
- Midterm Exam **15 %**
- Final Exam **20 %**
- Service Learning **30%**

(Service-Learning score is calculated as follows: Monthly Blog Post =10 %; Providing the service at the agency = 10%; Learning Portfolio = 10%)

* Detailed information concerning these assignments (expectations, deadlines, etc.) will be discussed during the Semester

FINAL EXAM

DATE: Thursday, | TIME: 11:30 am 1:30 pm | PLACE:

Grading

94-100: A

90-93: A-

87-89: B+

84-86: B

80-83: B-

77-79: C+

74-76: C

70-73: C-

67-69: D+

60-66: D

59 or lower: F

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a guiding principle for all academic activity at Loyola University Chicago, and all members of the University community are expected to act in accordance with this principle.

Failing to meet the following academic integrity standards is a serious violation of personal honesty and the academic ideals that bind the University into a learning community. These standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards.

1. Students may not plagiarize; the use of AI is considered plagiarism too and treated as such.
2. Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).
3. Students may not fabricate data.
4. Students may not collude.
5. Students may not cheat.
6. Student may not facilitate academic misconduct.

Follow this link for more details about these standards, sanctions, and academic misconduct procedures:
(https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml)

LATE OR MISSED ASSIGNMENTS

Late or missed assignments will not be accepted for grading without the authorization of the instructor.

ACCESSIBILITY ACCOMODATIONS

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes.

SAKAI This course requires that each student activate and maintain access to the Sakai on-line learning tool. Through this medium such tasks can be accomplished as communicating homework assignments, submitting homework, and communicating important course-related information. In addition, specific files can be accessed through Sakai (e.g., course syllabus, lessons, language-learning files).

Examination Policy

<https://www.luc.edu/rome/academics/academicpolicies/>

Final examinations are given during the scheduled examination period each semester. Additional tests or examinations may be given during the semester as often as deemed helpful by the instructor. Students who miss any scheduled exam or quiz, including a final exam, at the assigned hours will not be permitted to sit for a make-up examination without approval of the Associate Dean of Academic Affairs. Permission is given rarely and only for grave reason; travel is not considered a grave reason. Make-up exams will only be given for documented absences.

Optional mid-term examinations are administered around the mid-semester break. Student progress is assessed after mid-term so that students who are not performing to established academic standards may be informed of their academic progress far enough in advance to take corrective steps. Early academic alert notices are issued to students who are in danger of failing; notices may also be sent to the students' deans and/or study abroad coordinators if deemed appropriate. The policy concerning travel and make-up examinations for missed mid-term exams is identical to that for all exams.

CLASS SCHEDULE (the following schedule is approximate and subject to modification)

<u>Weeks</u>	<u>Date</u>	<u>Textbook</u>	<u>Topics/Grammar/linguistic domains</u>	<u>Means of Assessment</u>
Week 1		“A tavola,,non si invecchia”	introduzione al corso e al service-learning Prodotti alimentari italiani, l’importanza del cibo nella cultura italiana, lessico e modi di dire sul cibo	
Week 2		“In giro per Venezia”	Esprimere opinioni, ripasso congiuntivo, lessico sull’arte, Venezia e le sue tradizioni	
Week 3		“Luoghi e personaggi: un’eterna magia”	Ripasso condizionale, il periodo ipotetico, storie e tradizioni italiane	
Week 4		“Nel nome del pane”	Espressioni idiomatiche legate al pane, ricette a base di pane nelle regioni italiane, esprimere dubbio e incertezza	Comp.1
Week 5		“Donne straordinarie del passato”	La forma passiva, alcuni verbi pronominali, dare consigli, fare previsioni	Blog Post 1 Quiz 1
Week 6		“Caravaggio tra luci e ombre”	Esprimere accordo e disaccordo, la concordanza dei tempi al congiuntivo, parole dell’arte e della storia,	
Week 7			Ripasso Midterm Exam	Midterm Exam
Spring Break				
Week 8		“Storia del cinema”	Il cinema italiano, tipi di film, la lingua del cinema	
Week 9		“Il made in Italy”		Blog post 2 Comp. 2
Week 10		“Dialoghi, riflessioni e parole”	Il campanilismo in Italia, la storia linguistica italiana	
Week 11		“l’Italia contemporanea e gli italiani”	Come sono gli italiani moderni, cultura e società italiana contemporanea	Blog post 3
Week 12		“l’Italia contemporanea e gli italiani	Immigrazione in Italia e gli italiani senza cittadinanza	Quiz 2 Blog post 4 (Final Reflection)
Week 13			Ripasso Final Exam	Presenting the Learning Portfolio

**Friday Class Days (Feb 24 Monday schedule)*