

## Italian 102

### John Felice Rome Center

Summer 2025

Mondays, Tuesdays, Wednesdays, Thursdays 3:00-4:40 PM

Prof. Nives Valli

Classroom: TBA

Email: [nvalli@luc.edu](mailto:nvalli@luc.edu)

Office Hours: Tuesdays 5:00-6:00 PM and by appointment

### Course Description

The purpose of this course is to acquire basic structures of the Italian language and culture. Emphasis will be placed on developing speaking, listening, reading, writing skills, and on providing real life communication opportunities for them. Through in-class activities and homework assignments, students can also expect to learn about modern Italy, including geography, culture, history, and society. Given the unique cultural context in which this course is placed, students will be particularly encouraged to begin speaking Italian outside the classroom as soon as possible.

### Learning Outcomes

Class meetings will center on developing communicative ability and will be supplemented with in-class activities as well as authentic reading, listening, and visual material.

Classes are taught with a communicative approach, to make students learn by using their own resources and to develop confidence and familiarity with the target language.

The instructor will lead the students through the process of learning using various techniques. Working in pair or small groups is especially emphasized.

Upon completion of Italian 102, students should attain a level of competency sufficient to:

- Request, provide, and obtain information on a range of practical topics and in a variety of everyday situations (speaking skills);
- Understand clearly articulated native Italian speech within the limits of familiar vocabulary (listening skills);
- Read, with increased comprehension, general topics and practical information (reading skills);
- Demonstrate basic writing skills on familiar topics (writing skills);
- Identify some aspects of Italian culture and its contemporary issues (cultural competence);
- Interact with different cultures with awareness and sensitivity and compare cultural differences and similarities between Italy and their own country (intercultural competence).

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 with the instructor and with other students.
- Take all quizzes and exams on their scheduled dates and at their scheduled times. In accordance with the JFRC Examination Policy, 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.



- 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.
- Cell phones are not allowed in class. Feel free to use a laptop but ONLY to class related work.

**REQUIRED TEXT/MATERIALS:**

*New Italian Espresso (Updated Edition)*-Gruppo Italiaidea-Alma Edizioni ISBN: 9788861827240

*New Italian Espresso Workbook (Updated Edition)*- Gruppo Italiaidea- Alma Edizioni ISBN: 9788861827288

lessons/ language-learning files posted on Sakai.

**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](http://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**

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following attendance policy. Prompt attendance, preparation and active participation in course discussions are expected from every student. Any lateness or leaving class early will impact the final course grade.

Attendance is mandatory at every class meeting for each course. Absence due to sickness or injury needs to be corroborated by a doctor's note. Students arriving late to class twice will be credited with one absence in accordance

with the JFRC's Attendance policy. Three (3) absences will result in an automatic failure, "F". Travel does not constitute reason to miss class.

**\*Assessment Components**

• Participation	12 %
• Oral Assignment	10%
• Italian Culture presentation	8%
• Rome Project	10%
• Homework	11%
• Quizzes (2)	8 %
• Blog posts (2)	6%
• Midterm Exam	15 %
• Final Exam	20 %

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

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***Progetto Roma** is an on-site guided activity that will encourage students to explore sites of the city while practicing structures and vocabulary learned in class interacting with local people.*

***Cultural Presentation** You will be asked to make a presentation of your choice on topics which will focus on the Italian culture in accordance with the teacher's instructions. Further details will be given during the semester.*

**FINAL EXAM**

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**DATE: Thursday, June 19 | TIME:3:00 -5:00 PM | PLACE:**

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**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](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 Accommodations**

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).

CLASS SCHEDULE (dates in bold and underlined refer to quizzes and midterm and are likely **not** to change)

<b>Weeks</b>	<b>Date</b>	<b><u>New Italian Espresso Unità</u></b>	<b><u>Communicative functions</u></b>	<b><u>Italian Culture</u></b>	<b><u>Grammar /Vocabulary</u></b>	<b><u>Means of Assessment</u></b>
Week 1	May 19/20/21/ <b><u>22</u></b>	7	talking about past events, understanding descriptions of past events, describing when a past event occurred	Weekend trips in Italy	introduction to course / review of Italian 101 <i>Passato prossimo</i> , form and agreement of the past participles of regular verbs, irregular past participle expressions of time with <i>passato prossimo</i>	<b>Quiz 1</b> <b>Blog Post 1</b>
Week 2	May 26/27/28/ <b><u>29</u></b>	7	Talking about a trip using the past tense, asking, and providing information on means of transport		Choosing the auxiliary verbs in the <i>passato prossimo</i> , <i>essere</i> or <i>avere</i> ? <i>ci vuole</i> , <i>ci vogliono</i>	<b>Quiz 2</b> <b>Cultural Presentation</b>
Week 3	June 2/3/4/ <b><u>5</u></b>	7/8	describing and asking about someone's daily routine/describing one's daily routine	Italian main public holidays	reflexive verbs review <i>preposizioni articolate</i> (prepositions with definite articles)	<b>Rome Project</b> <b>Midterm</b>
Week 4	June 9/10/11/12	8/9	Talking about the family	The Italian Family	possessive adjectives, reflexive verbs in the past tense	<b>Blog Post 2</b>
Week 5	16/17/18/ <b><u>19</u></b>	10	doing grocery shopping. expressions of quantity/shopping for clothes and shoes		direct object pronouns, the partitive particle "Ne"	<b>Oral Final Exam</b>