



Italian 251: Composition & Conversation II

John Felice Rome Center

Spring 2022

Mondays, Tuesdays, Thursdays

Prof. Nives Valli

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Office Hours: Mon/Tue/Thu 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 project-based service-learning opportunity (20 hours). Students will therefore practice and provide supports, using the Italian language, to a marginalized population of Rome (refugees or asylum seekers). 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, preparing a basic Survival Italian workshop, final presentation of the project in front of the instructor, providing the workshop, writing a monthly reflection blog, and building a learning portfolio. 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. This should total 20 hours.

All students must complete the service-learning experience and related assignments in order to successfully pass the course.

This course is held entirely in Italian.

Learning Portfolio

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, which welcomes refugees/migrants and asylum seekers. 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.
- Final presentation of the workshop in front of the instructor and providing the workshop at the agency.
- Building a learning portfolio to document your learning experience.

REQUIRED TEXT/MATERIALS

Italia per Stranieri, Giulia De Savorgnani -Alma Edizioni (available for purchase in Anglo American Bookstore)

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

ATTENDANCE POLICY

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student.

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

This course meets twice a week, thus a total of two unexcused absence(s) will be permitted. **Unexcused absences beyond these will result in 1% lowering of the final course grade, for every absence after the “approved limit”.** The collective health of the JFRC is everyone’s responsibility. **DO NOT ATTEND CLASS IF YOU ARE ILL.**

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 =5%; Providing the workshop at the agency = 10%; Learning Portfolio = 15%)

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



JOHN FELICE

**ROME
CENTER**

FINAL EXAM

DATE: | TIME: | 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 HONESTY

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarize yourself with Loyola's standards here: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible to comply with the LUC Student Handbook.

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).

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		“Prodotti d’Italia”	introduzione al corso e al service-learning Prodotti alimentari italiani, l’importanza del cibo nella cultura italiana, modi di dire sul cibo	
Week 2		“Le superstizioni italiane” “Tutti al mare”	Le superstizioni italiane, ripasso passato remoto, gli italiani e le vacanze ieri e oggi	Blog Post 1
Week 3		“l’Italia delle regioni”	Le regioni italiane-/stereotipi su nord e sud Italia	Comp. 1
Week 4		“Made in Italy”	Esprimere opinioni e punti di vista, ripasso congiuntivo, i prodotti di marchi italiani e i prodotti artigianali	Quiz 1
Week 5		“La salute è un diritto”	Il sistema sanitario in Italia	
Week 6		“I mesi e le stagioni”	Le feste italiane, si passivante e si impersonale	Blog post 2
Week 7			Ripasso Midterm Exam	Midterm Exam
Spring Break				
Week 8		“le famiglie ieri e oggi”	La famiglia italiana	
Week 9		“Gli italiani e lo sport”	Lo sport in italia, il periodo ipotetico in italiano	Comp. 2
Week 10		“Un patrimonio dell’umanità” “La parola alle immagini”	Località italiane inserite nella lista del Patrimonio dell’Umanità (World Heritage list)-lati positivi e negativi Il cinema italiano	Blog post 3 Quiz 2
Week 11		“Canzoni italiane” “Così ti vedo io”	le canzoni italiane Gestualità e stereotipi sugli italiani	
Week 12		“L’emigrazione italiana”	Emigrazione italiana e	Delivering the workshop at the agency
Week 13		“Nuovi Italiani “	Immigrazione in Italia	Blog post 4
Week 14		“Città e campanili”	Il campanilismo in Italia	Presenting the Learning Portfolio