



Italian 101

John Felice Rome Center

Spring 2026

Mondays, Tuesdays, Thursdays

Prof.

Classroom:

Email:

Office Hours:

Course Description

The course is designed to meet the needs of beginner students participating to a study abroad program. 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.

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 101, students should attain a level of competency sufficient to:

- Communicate and interact in simple and common conversations involving everyday situations (*speaking skills*);
- Develop listening skills in everyday topics and predictable contexts (*listening skills*);
- Read printed material for general 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*).

Learning Goals

Learning outcomes:

Students will develop foundational language skills in listening, speaking, reading, and writing in Italian. They will begin to understand and use simple vocabulary and phrases related to familiar topics such as greetings, basic introductions, numbers, and everyday activities. They will learn how to express their age, likes and dislikes, what is and is not there, what they like to do in their free time, their daily activities and routines, and what they can and cannot do. Through in-class activities and short writing assignments, they will gain confidence in producing short, simple sentences and responding to questions using basic grammatical structures, such as the present tense of regular verbs and common irregular verbs. Finally, they will develop an intercultural awareness through an introduction to Italian customs, food, and daily life that will help them begin to recognize key differences between Italian society and their own.



LOYOLA
UNIVERSITY CHICAGO

JOHN FELICE ROME CENTER

(<https://www.lafeltrinelli.it/punto-vendita/roma/ms-roma-argentina/555>) where Loyola students have 5% *discount* on books and stationery. Please bring the ISBN of the texts required.

Suggested links for purchasing online:

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

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 always respected 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 based on 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 Rome Center mission to promote a higher level of academic rigor, and in compliance with full-time student visa status, all courses adhere to the following attendance policy. Prompt attendance, preparation and active participation in course discussions are expected from every student and synonymous with academic success. Attendance is mandatory at every class meeting for each course. Lateness or leaving class early will impact the course grade at the professor's discretion. All absences, including medical absences, will be treated the same, unless they are documented in long-term conditions or emergencies. Such situations will be evaluated case-by-case by the Academic Affairs office.



Once-a-week classes: After 1 absence, a 2% final grade reduction will be applied for each missed class. • Missing 3 classes or more will result in an automatic failure (F).

Twice-a-week classes: After 2 absences, a 2% final grade reduction will be applied for each missed class. • Missing 6 classes or more will result in an automatic failure (F).

Three-times-a week classes: After 2 absences, a 2% final grade reduction will be applied for each missed class. • Missing 6 classes or more will result in an automatic failure (F).

This course meets 3 times a week, thus a total of 2 absences will be permitted. The final course grade will drop by 2% 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.

***Assessment Components**

| | |
|--------------------------------|--------|
| • Participation | 12.5 % |
| • Oral Assignments (2) | 10 % |
| • Rome Project | 10% |
| • Italian Culture Presentation | 5% |
| • Homework | 12.5% |
| • Quizzes (3) | 15% |
| • Midterm Exam | 15% |
| • Final Exam | 20% |

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

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.

Extra credit: students who wish to gain an additional 2% credit points to their score, are encouraged to take advantage of the **Laboratori Didattici** dedicated to extra credit by notifying their professor at the beginning of the course.

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-



LOYOLA
UNIVERSITY CHICAGO

JOHN FELICE ROME CENTER

67-69: D+

60-66: D

59 or lower: F

Academic Integrity

Plagiarism and other forms of academic misconduct are unacceptable at the Rome Center and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarize yourself with Loyola's standards here: <https://catalog.luc.edu/academic-standards-regulations/undergraduate/>. You are responsible for complying with the LUC University Catalog.

Late or Missed Assignments and Examination Policy

Late or missed assignments will not be accepted for grading without the authorization of the instructor. As per the JFRC academic policies, 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 reasons; travel is not considered a grave reason. Make-up exams will only be given for documented absences.

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 such 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)

| Weeks | Date | <u>New Italian Espresso Unità</u> | <u>Communicative functions</u> | <u>Italian Culture</u> | <u>Grammar /Vocabulary</u> | <u>Means of Assessment</u> |
|---------------------|----------------------|--|--|--|---|-----------------------------------|
| Week 1 | Jan 19/20/22 | 1 | Greeting people, introducing yourself and someone else, asking nationality, pronunciation, and spelling in Italian, describing people/places | Nation and Nationalities | introduction to course, alphabet, personal subject pronouns, adjectives of nationality, essere (to be) and chiamarsi (1 st , 2 nd , 3 rd person singular), agreements of nouns and adjectives, prepositions di, and in/a | |
| Week 2 | Jan 26/27/29 | 1/2 | asking, and stating how one is doing, asking for telephone numbers/address, ordering at the café | Italian Cafes | numbers, indefinite articles, demonstrative pronouns (singular), present indicative verbs ending in <i>are</i> | |
| Week 3 | Feb 2/3/ <u>5</u> | 2 | Ordering at the restaurant, thanking someone, asking for the bill, asking for the price | Italian Restaurants | Food, and beverages vocabulary, courses and meals, indicative present of verbs ending in <i>ere</i> , definite articles, plural and singular nouns, numbers from 20 to 100 | Quiz 1 |
| Week 4 | Feb 9/10/12 | 3 | Asking and providing personal info, personal interests, introducing someone, asking for someone's job, telling dates | Jobs and workplaces | The present indicative of verbs in <i>-ire, andare, fare, stare, verbs ending in -care/gare</i> , prepositions of place <i>in</i> and <i>a</i> , vocabulary for jobs and workplaces | Oral 1 |
| Week 5 | Feb 16/17/ <u>19</u> | 3/4 | Talking about leisure activities and free time, | Leisure activities | Interrogative forms, more irregular verbs in the present tense | Quiz 2 |
| Week 6 | Feb 23/24/26 | 4 | talking about the frequency of activities | | adverbs of frequency | Rome Project |
| Week 7 | Mar 2/3/ <u>5</u> | Review | | | Review for the midterm exam | Midterm |
| SPRING BREAK | | | | | | |
| Week 8 | Mar 16/17/19/20** | 4 | Expressing likes and dislikes | | More expressions with avere, the verb piacere, sapere vs conoscere | |
| Week 9 | Mar 23/24/26 | 5 | Describing a city or neighborhood, and comparing people, places, and things | The Italian "Piazza", tourist attractions in Italy | Adjectives, <i>c'è/ci sono</i> , comparative and absolute superlative in Italian | |

| | | | | | |
|-------------------------|---|--|--------------------------------|--|-------------------------------------|
| Week 10 Mar 30/31 Apr 2 | 5 | Following and giving directions, asking, and telling time | | Prepositions in Italian, street directions, irregular verbs in the present tense (dare, dire, rimanere etc.) | Quiz 3 |
| Week 11 Apr 7/9 | 6 | Talking about holidays and activities, planning a trip, asking for permission, accepting/declining an invitation | Hotels and holidays activities | Modal verbs, compound prepositions, months and seasons, vocabulary for home furniture | Italian Culture Presentation |
| Week 12 Apr 13/14/16 | 6 | Talking about one's family and family habits | The Italian Family | Holiday activities, possessive adjectives, family members in Italian | |
| Week 13 Apr 20/21/23 | | | | Review for the Final Exam | Oral 2 |

**Friday Class Days (March 20 Monday schedule)*