



**LOYOLA**  
UNIVERSITY CHICAGO

**JOHN FELICE ROME CENTER**

## **Italian 251: Composition & Conversation II**

**John Felice Rome Center**

Spring 2026

Classroom:

Prof. Nives Valli

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

Office Hours:

### **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 30 hours). **Each service-learning experience requires 3 hours a week of service.** Students will be challenged to expand their worldview and value the importance of increased support for, 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 instructors, 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 of increased support for, 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 the 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/>

[Italia Sempre B2-C1 - corso di cultura italiana + audio - bSmart](#)

[Storehttps://www.ornimieditions.com/it/catalogo2/corso-di-cultura-e-civilta/italia-sempre-b2-c1-audio-detail](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 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](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 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 2 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**

• Classroom participation	<b>10 %</b>
• Compositions (2)	<b>10 %</b>
• Homework	<b>5 %</b>
• Quizzes (2)	<b>10%</b>
• Midterm Exam	<b>15 %</b>
• Final Exam	<b>20 %</b>
• Service Learning	<b>30%</b>

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

**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.*

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

### **FINAL EXAM**

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**DATE: |TIME: |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:

### **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



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### **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 (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	<b>Comp.1</b>
Week 5		“Donne straordinarie del passato”	La forma passiva, alcuni verbi pronominali, dare consigli, fare previsioni	<b>Blog Post 1 Quiz 1</b>
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	<b>Midterm Exam</b>
<b>Spring Break</b>				
Week 8		“Storia del cinema”	Il cinema italiano, tipi di film, la lingua del cinema	
Week 9		“Il made in Italy”		<b>Blog post 2 Comp. 2</b>
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	<b>Blog post 3</b>
Week 12		“l’Italia contemporanea e gli italiani”	Immigrazione in Italia e gli italiani senza cittadinanza	<b>Quiz 2 Blog post 4 (Final Reflection)</b>
Week 13			Ripasso Final Exam	<b>Presenting the Learning Portfolio</b>