

ITA 101 ITALIAN LANGUAGE

Course Instructor: Courtney Quaintance (courtney.quaintance@gustolab.com)

Learning Facilitator: Lindsay Maldari (programs@gustolab.com)

Credits: 4

Contact hours: 65

Languages of instruction: Italian and English

Prerequisites: none

UIUC Articulation: To be discussed with your UIUC Academic Advisor

Open to all majors and minors for general elective credit.

Conoscere un'altra lingua significa possedere un'altra anima (To know another language is to possess another soul). —Carlo Magno

Introduction

This course is designed to develop your ability to communicate in Italian and to build your knowledge of Italian grammar, vocabulary, and pronunciation. At the same time, the course will introduce you to the rich culture of the city of Rome and to contemporary Roman life. In addition to our classroom meetings, each week we will meet at various locations in and around the city, giving you the opportunity to practice your developing language skills in context. We'll visit cafés, markets, neighborhood shops and cultural centers, and more, meeting and chatting with locals along the way. Our work together in the classroom and our explorations of the city will provide rich opportunities to develop both your language skills and your intercultural competence.

Course Structure

Our course activities are divided into three interconnected components:

- **In-class work:** we'll meet twice each week at the Borromini Institute for communicative activities and conversation.
- **Individual online work:** you will complete assignments online about twice a week to prepare for each classroom meeting. The purpose of these assignments is to provide you with the knowledge you need to take full advantage of our meetings together.
- **In giro per Roma: about** once each week, we'll explore the city together, with the goal of practicing your new skills, immersing you in Roman culture, enriching your ability to communicate, and enhancing your vocabulary.

Learning Outcomes

The course is designed to develop listening, speaking, reading, and writing skills in Italian and to explore the richness and diversity of Italian culture. At the end of this course, students should be able to:

- Enter an upper elementary level (102 or higher) course. The course is specifically designed to prepare you for Italian 102 on campus.

- Read and understand texts, picking out the main information.
- Understand and interpret spoken language by analyzing audio recording and interacting with the teacher; as well as understand the teacher and fellow students when they speak in Italian.
- Engage in simple conversations on everyday topics and situations.
- Provide and obtain basic information in Italian about themselves, their families, interests, likes and dislikes, and daily activities; provide general information about Italy (e.g., geography, weather, food, etc.).
- Write simple texts on familiar subjects
- Use and understand essential vocabulary that they have been studying during the semester (e.g., days of the week, colors, numbers, months, seasons, telling time, stores, family members, modes of transportation, etc.)
- Produce Italian with enough grammatical accuracy and accurate pronunciation as to be comprehensible to a native speaker of Italian.

Required Materials

Avanti! Beginning Italian – Student Edition (5th edition), with Connect

ISBN10: 1264073240 | **ISBN13:** 9781264073245

Available for purchase here:

<https://www.mheducation.com/highered/product/avanti-aski-musumeci/M9781260015898.html>

***N.B. Do not purchase the standalone eBook, it does not include the required Connect platform! Click the furthest tab to the right (Connect) and choose 180-day or 2-year access.**

This package includes the eBook (you are not required to purchase a hard copy, although you may choose to do so) and the Connect platform, where you will complete the homework required to prepare class. If you intend to continue with Italian 102 on campus (and we hope you do!), the 2-year access plan will save you about \$22.

Expectations

It is expected that students participate with their full attention and ask questions whenever something is unclear. Note-taking is a key component of the course and strategies for recording information will be addressed early on; students are expected to come prepared to take notes throughout the lessons.

In all activities in or outside the classroom students are expected to behave with maturity and respect for their classmates, professors, and the public. When on-site, the group must stay close together.

All work must be completed on time following precise instructions regarding file-types and names.

Students should expect professional performance from instructors and staff.

Attendance and Participation

Being a student in Rome is a wonderful experience but prioritizing all courses is a must.

Attendance is required and will be taken at the beginning of classroom meetings and weekly outings. This includes program excursions which are all mandatory.

Students are allowed no more than 2 unexcused absences; beginning with the 3rd absence the grade will decrease by 1/2 letter grade or 5% per absence.

Unexcused absences include injury and illnesses that do not require medical attention; therefore, while it is your choice to skip class to travel or spend time with a guest who is visiting, you may regret that choice if you later become ill and have already used up your allowed absences. If you experience prolonged illness that will adversely affect your attendance, you will be asked to provide documentation of the illness and a plan approved by the instructor for making up for the missed work.

As soon as you know you will not be attending a class for whatever reason you are responsible for informing both your instructor and Gustolab International's Learning Facilitator.

Notes on on-site lessons

In addition to our classroom work together, about once a week, we will immerse ourselves in the language we hear and see out and about in the city of Rome. These notes are to help students get the most out of the unique field learning experience:

- Stay close and stay alert. Ask questions.
- Take notes.
- Students will be required to have all the needed material with them, including the right clothes for outdoor visits.

During the visits the students will need the following material/items:

- Handouts and vocabulary sheets (posted on Connect).
- Comfortable walking clothes and shoes
- Bottle of water
- Depending on the weather, umbrella and rain boots /sunscreen, hat, sunglasses
- When visiting church: no shorts or short skirts, no tank top
- Notebook with rigid cover, pen

During the onsite classes students will be provided with audio headsets. All students are responsible for the integrity and safety of their own headset and headphones. The audio-guides must be returned to the professor at the end of the class.

Assignments

20% Class preparation and participation

Students' preparation for and attentive presence in class is an important component of the final grade. To prepare for class, complete all readings and assignments, and be ready to participate actively in classroom activities and excursions. Active and informed participation in all class and field activities is essential to everyone's learning experience.

5% Visual journal

To demonstrate their full attention and curiosity about the course material and to practice writing in Italian, students will take photos during each *giro* (class excursion) and then annotate each photo with a short and thoughtful caption in Italian. As your language skills develop, your captions should become longer and more grammatically complex.

DEADLINES: Posts must be submitted by email to courtney.quaintance@gustolab.com each week by Thursday at midnight. Please provide at least two images (as jpegs) and caption text in the body of the email and the subject heading "WEEK X Italian 101 Posts Lastname, Firstname"

15% McGraw-Hill Connect Assignments

A complete schedule of online work on McGraw-Hill connect is posted on our course site. The exercises are due no later than 11:59 p.m. on the day indicated. Before you complete the exercises, please read the pages in the textbook indicated in the course schedule. This preliminary work will help you to prepare for class so our time together can focus on communicative activities. The readings and exercises are due before class on the day indicated. You will have unlimited attempts to complete a Connect exercise for credit; your highest score will be stored.

If you need any help with your online work or other course tasks, please don't be shy. It's better to ask right away rather than wait until you are completely confused. Grab me after class or email me at courtney.quaintance@gustolab.com so we can talk about it.

15% Quizzes

After each capitolo (chapter) of *Avanti*, you will take a short, in-class quiz (7 total, your lowest grade will be dropped). To prepare, complete and study the Connect exercises assigned for each chapter.

15% Writing assignments

Over the course of the semester, you will write five short journal entries describing and reflecting on our class excursions. As your writing skills develop, your entries will be expected to increase in length and complexity.

This work is to be an individual effort. Your assignments must not be written in collaboration with other students or native speakers. The use of computer or online translation programs is not permitted. Any work that is not entirely your own will receive a score of '0'.

15% Presentation

In collaboration with a small group of other students, you will prepare a 30-minute presentation entirely in Italian focusing on a Roman *rione* (neighborhood) of your choice, to take place on site. You should take charge and lead the group to and through your *rione*. Please prepare a 1-page handout with essential information and vocabulary for the rest of the students. Topics you might cover include: the history of the *rione*, its stemma (coat of arms), people who live and work in the neighborhood, social communities and activities, monuments and memorials, art, restaurants and cafes, etc.

15% Final written exam

The final exam will assess your mastery of the vocabulary, grammatical structures, and cultural content we have studied together throughout the semester. To prepare, review chapters 1-8 and the exercises you have completed throughout the quarter. You will also write several short answers to questions based on our excursions.

Grading Criteria

Final grades are reported at the end of each term in the following way:

100%	A+	Exceptional; significantly exceeds the highest expectations for undergraduate work
95%	A	Outstanding; meets the highest standards for the assignment or course
90%	A-	Excellent; meets very high standards for the assignment or course
85%	B+	Very good; meets high standards for the assignment or course
80%	B	Good; meets most of the standards for the assignment or course
75%	B-	More than adequate; shows some reasonable command of the material
70%	C+	Acceptable; meets basic standards for the assignment or course
65%	C	Acceptable; meets some of the basic standards for the assignment or course
60%	C-	Acceptable, while falling short of meeting basic standards in several ways
55%	D	Minimally acceptable; lowest passing grade
50%	F	Failing; very poor performance

Class Organization

Communication

The professor is always available during and after class to answer questions and can be contacted by email for additional feedback or clarification. Emails will be answered within 24 hours, unless otherwise indicated. To request an appointment to speak in person or via videoconference, send an email indicating the issue and possible times.

First-name basis is welcome but there is an expectation of professional tone in verbal and written communication. Salutation and sign-off are required in emails (essential to determine the intended recipient and sender) and avoid emojis and slang.

Check your spelling and grammar before submitting any written work, including an email to your professor.

Learning Facilitator

Students may also reach out to the Learning Facilitator (Lindsay Maldari, programs@gustolab.com) to discuss general matters related to the course. The GLi Learning Facilitator is available to provide practical support as well as assist students should any misunderstandings emerge in relation to their academic courses. For instance, any needs related to learning accommodations, drop/add period, or attendance policy should be taken up directly with the GLi Learning Facilitator.

The GLi Learning Facilitator is not a Teaching Assistant and as such cannot provide personal assistance related to course content.

First Amendment Protection

Gustolab International/Borromini Institute supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

Non-Discrimination, and Anti-Harassment Policy

Gustolab International/Borromini Institute is committed to a work environment in which all individuals are treated with respect and dignity; discrimination and harassment of any form are strictly prohibited, as better explained in the Student Handbook.

Plagiarism

Plagiarism is a serious academic violation and should be taken seriously. One is responsible for plagiarism when: the exact words of another writer are used without using quotation marks and indicating the source of the words; the words of another are summarized or paraphrased without giving the credit that is due; the ideas from another writer are borrowed without properly documenting their source.

Accommodation for Students with Disabilities

Per our policy, students with a documented disability are entitled to, and will receive, reasonable academic accommodations to ensure their ability to successfully participate in and complete this course. Such students must make an appointment during office hours to discuss any such disability with the instructor, and are responsible for bringing to the instructor's attention any accommodation needs prior to or early in the term (no later than week 2).

COVID-19 Health and Safety Requirements

Students are responsible for abiding by their university's and Gustolab International/Borromini Institute's safety and health expectations including for COVID-19. All students attending this course are required to follow Gustolab International/Borromini Institute policies regarding health, safety, and face coverings. Please see <https://www.gustolab.com/covid-19/>

Course Calendar

This outline is intended merely to present the course and its main themes. Please check the Academic calendar daily for meeting times and places. All required homework will be posted on the Connect website.

	In class	Tasks
WK 1		
Jan 16	<i>Benvenuti!</i> Introduction to the course.	
Jan 18	<p>IN GIRO PER ROMA: Trastevere neighborhood walk: History, shops, community gathering places</p> <p>Group 1: Meet in Piazza S. Maria in Trastevere at 2:00, between the church and the fountain</p> <p>Group 2: Meet in Piazza S. Maria in Trastevere at 3:30, between the church and the fountain</p>	Download and read vocabulary handout. Bring the handout, a hard-back notebook, and a pen or pencil to our meeting.
Jan 19	<p><i>Saluti</i> (Greetings)</p> <p><i>Come ti chiami?/Come si chiama?</i> (Finding out someone's name)</p> <p><i>Di dove sei? Di dov'è?</i> (Finding out where someone is from).</p> <p><i>L'alfabeto</i> (the alphabet)</p>	<p>Capitolo 1</p> <p>STRATEGIE DI COMUNICAZIONE: Study pp. 4-10 (Saluti, pronuncia)</p> <p>Connect: Strategie, Pronuncia</p>
WK 2		
Jan 23	<p><i>I giorni della settimana</i> (Days of the week)</p> <p><i>I numeri</i> (numbers)</p> <p><i>Stagioni e mesi</i> (Seasons and months of the year)</p> <p><i>Gli articoli indeterminativi</i> (indefinite articles)</p> <p><i>Singolare-Plurale</i> (Number)</p> <p>How to express the date</p> <p>How to give your age</p>	<p>Capitolo 1</p> <p>LESSICO:</p> <p>Study pp. 12 (days of the week), 13-14 (months, seasons, numbers)</p> <p>STRUTTURE</p> <p>Study 1.1 (Gender) p.17</p> <p>1.2 (Indefinite Articles), pp. 18-19</p> <p>1.3 (Numbers) p. 20</p>

	In class	Tasks
		Connect: Lessico, Strutture 1.1, 1.2, and 1.3
Jan 25	No class <i>giro</i> this week, but if you are feeling adventurous, you could explore the beautiful and unique Quartiere Coppedè on your own: https://www.romeing.it/it/quartiere-coppede-roma/	
Jan 26	Gli <i>articoli determinativi</i> (definite articles) <i>Piace/piacciono</i> (Talking about likes and dislikes) <i>La Repubblica italiana</i> (The Italian political system)	Capitolo 1 STRUTTURE Study 1.4 (Definite Articles), pp 22-23. Study 1.5 (The Verb <i>Piacere</i>), p 24. Connect: Strutture 1.4 and 1.5
By Jan 28		Connect: Capitolo 1 Review
WK 3		Capitolo 2
Jan 30	Quiz 1 (capitolo 1) in class <i>Come stai?/Come sta?/Come va</i> (asking people how they are) <i>Di dove sei?/Di dov'è?</i> (nationalities)	STRATEGIE DI COMUNICAZIONE: Study pp 34-37 Connect: Comunicazione, Pronuncia
Feb 1	GIRO: Rione Regola. History, artisans, caffè. S. Maria in Monticelli, Caffè Pica, Sandro il corniciaio. Group 1: Meet at Caffè Alberto Pica (via della Seggiola, 12) at 2:00 pm Group 2: Meet at Caffè Alberto Pica (via della Seggiola, 12) at 3:30 p.m.	Download and read vocabulary handout. Bring the handout, a hard-back notebook, and a pen or pencil to our meeting.
Feb 2	<i>I colori</i> (colors) <i>Com'è?</i> (Describing people, places, and things) <i>Aggettivi</i> (adjectives)	Capitolo 2 LESSICO: Study pp. 39-40 (describing people, places, and things) STRUTTURE: Study 2.1, pp. 43-45 (adjectives) Connect: Lessico, Strutture 2.1

	In class	Tasks
Feb 5		Writing assignment 1: Caffè Pica
WK 4 Feb 6	<i>Essere e avere</i> (to be and to have) <i>Cosa c'è?</i> (There is/There are) <i>Aggettivi possessivi</i> (possessive adjectives) Talking about what belongs to you	Capitolo 2 STRUTTURE: Study 2.2 (essere and avere), pp. 48-50; 2.3 (there is/there are), p. 52; 2.4 (possessive adjectives), pp 54-55. Connect: Strutture 2.2, 2.3, 2.4
Feb 8	GIRO: Museo di Roma in Trastevere (whole class). Trastevere then and now.	Download and read vocabulary handout. Bring the handout, a hard-back notebook, and a pen or pencil to our meeting.
Feb 9	Quiz Capitolo 2 Discussion Museo di Roma in Trastevere	Review Capitolo 2 (Esercizio di Ripasso on Connect)
WK 5 Feb 13	<i>Scusi, che ora è?</i> (Asking the time) <i>A che ora?</i> (Asking when something will happen) <i>Cosa ti piace fare?</i> (Talking about free time) <i>Le attività</i> (Talking about daily activities)	Capitolo 3 STRATEGIE DI COMUNICAZIONE: Study pp. 64, 66, 68 LESSICO, study pp. 70-72 Connect: Comunicazione, Pronuncia, Lessico
Feb 15	GIRO: Antico Caffè Greco, Rome's oldest coffee bar, literary caffè, and meeting place for political activists. Class will be divided into two groups. Both groups will meet at Caffè Greco. Group 1: 2-3:30 Group 2: 3:30-5	Download and read vocabulary handout. Bring the handout, a hard-back notebook, and a pen or pencil to our meeting.

	In class	Tasks
Feb 16	<p><i>L'infinito</i> (the infinitive)</p> <p><i>Il presente</i> (the present indicative)</p> <p>Talking about what people do, daily activities</p>	<p>Capitolo 3</p> <p>STRUTTURE</p> <p>Study 3.1, p. 75 (the infinitive); 3.2, pp. 78-80 (present indicative, regular -are verbs); and 3.3, pp. 82-83 (present indicative, regular -ere and -ire verbs).</p> <p>Connect: Strutture 3.1, 3.2, 3.3</p>
Feb 19		Writing assignment 2: L'Antico Caffè Greco
WK 6		Capitolo 3
20 Feb	<p><i>Verbi irregolari</i> (irregular verbs)</p> <p>Scopriamo la musica, p. 82</p> <p>Avere una doppia vita, pp 91-92</p>	<p>Strutture: Study 3.4, pp. 86-88 (irregular verbs)</p> <p>Connect: Strutture 3.4</p>
22 Feb	Classroom: Quiz Capitolo 3	RIPASSO Capitolo 3
23 Feb	<p><i>Chi sei? Cosa fai?</i> Meeting people and finding out what they do for a living</p> <p><i>Che bello!</i> Commenting on things and complimenting people.</p> <p><i>Che bella famiglia!</i> Talking about your family</p>	<p>Capitolo 4</p> <p>STRATEGIE DI COMUNICAZIONE</p> <p>Study pp. 99-100.</p> <p>LESSICO</p> <p>Study pp. 102-103 (family)</p> <p>Connect: Strategie, Lessico</p>
WK 7		Capitolo 4
27 Feb	<p><i>Com'è tua madre?</i> Possessives with family members</p> <p><i>Quanti anni hai?</i> The interrogatives <i>quanto</i> and <i>quale</i>. Talking about age, amounts, preferences.</p>	<p>STRUTTURE</p> <p>Study 4.1, pp. 106-107 (possessives with family members).</p> <p>Study 4.2 (<i>quanto</i> and <i>quale</i>), p. 109.</p> <p>Study 4.3 (more irregular verbs), pp. 112-114.</p> <p>Study 4.4 (the comparative), p. 118.</p> <p>Connect: Strutture 4.1, 4.2, 4.3, 4.4</p>

	In class	Tasks
1 Mar	GIRO (entire class): 3 p.m.: Meet on the steps of the Basilica di S. Pietro in Vincoli. We'll visit the church to see Michelangelo's Mosé and then join Tom's Sapienza engineering students (in Via Eudossiana, 18).	Download and read vocabulary handout. Bring the handout, a hard-back notebook, and a pen or pencil to our meeting.
2 Mar	Classroom: Quiz Capitolo 4	CONNECT: RIPASSO capitolo 4
WK 8	BREAK	
WK 9 13 Mar	Inviting someone to do something Declining an invitation and making excuses Talking about food and restaurants	Capitolo 5 STRATEGIE DI COMUNICAZIONE Study pp. 127-130 LESSICO Study pp. 132-133 (restaurant menus), p. 135 (Apparecchiamo!) Connect: Strategie, Lessico
15 Mar	GIRO: whole class, visit to Villa Medici, tour of gardens/bee-hives with focus on biodiversity.	Download and read vocabulary handout. Bring the handout, a hard-back notebook, and a pen or pencil to our meeting.
16 Mar	Talking about extreme qualities/best and worst. Talking about what you have to do, want to do, and can do.	Capitolo 5 STRUTTURE : Study 5.1 (the superlative), pp. 139-140: Study 5.2 (verb +infinitive), 143-144
19 Mar		Writing Assignment 3: Villa Medici
WK 10 20 Mar	<i>Andiamo al ristorante!</i> Talking about when, where, and with whom activities take place. <i>Compro del pane.</i> Expressing unspecific quantities of things	Capitolo 5 STRUTTURE Study 5.3 (prepositions), pp. 146-148 Study 5.4 (the partitive), pp. 152-153 Connect: Strutture 5.3, 5.4

	In class	Tasks
22 Mar	(Classroom) Quiz Capitolo 5 "Aggiungi un posto a tavola", p. 151 Il galateo, p. 156	Connect: Capitolo 5 review
23 Mar	<i>Mi puoi...? Mi può? Posso?</i> Making polite requests <i>Cosa porti? Si abbinano?</i> Talking about clothes and fashion	Capitolo 6 STRATEGIE DI COMUNICAZIONE: Study pp. 162-163 LESSICO: Study pp. 165-167 (Clothes, parts of the body) Connect: Strategie, Lessico
WK 11 27 Mar	<i>Che stai facendo?</i> Talking about actions in progress <i>Cosa mi metto oggi?</i> Reflexive verbs <i>Parlo bene l'italiano!</i> Using adverbs	Capitolo 6 STRUTTURE: Study 6.1, p. 172 (present progressive): 6.2, pp. 174-176 (Reflexive verbs), 6.3, Connect: Strutture 6.1, 6.2, 6.3
29 Mar	Quiz Capitolo 6	Capitolo 6 review
30 March	No class: Trip South	
WK 12 3 April	<i>Dai!</i> Common interjections to express surprise, pain, etc. Talking about your weekend activities	Capitolo 7 STRATEGIE DI COMUNICAZIONE: Study p. 188, 190 LESSICO: Study pp. 191-193 (weekend activities) Connect: Strategie, Lessico
5 April	GIRO: Galleria Borghese (whole class)	

	In class	Tasks
6 April	<p><i>Cosa hai fatto questo weekend?</i></p> <p>How to ask and tell what happened.</p> <p>Talking about weekend activities, talking about what you did in the past.</p> <p>Using negative expressions to say what you don't do, never do, etc.</p>	<p>Capitolo 7</p> <p>STRUTTURE:</p> <p>Study 7.1, pp. 197-199 (The present perfect of regular verbs)</p> <p>Study 7.2 (The present perfect of Irregular verbs), p. 203</p> <p>Study 7.3 (Negative expressions), pp. 206-207</p> <p>Connect: 7.1, 7.2, 7.3</p>
WK 13		
10 April	Quiz Capitolo 7	Connect: Ripasso Capitolo 7
12 April	<p>GIRO: Caravaggio's Rome. Whole class meets in front of S. Luigi dei Francesi at 3 p.m.</p> <p>San Luigi dei Francesi, Sant'Agostino, S. Maria del Popolo</p>	Download and read vocabulary handout. Bring the handout, a hard-back notebook, and a pen or pencil to our meeting.
13 April	No class: TRIP EAST	
16 April		Writing assignment 4: Caravaggio a Roma
WK 14		
17 April	<p><i>Auguri!</i> How to wish someone good luck, a good trip, happy birthday, etc.</p> <p><i>Buone feste!</i> Holiday wishes</p>	<p>Capitolo 8</p> <p>STRATEGIE DI COMUNICAZIONE</p> <p>Study p. 188, p. 190</p> <p>LESSICO: Study pp. 221-222 (holiday celebrations)</p> <p>Connect: Strategie, Lessico</p>
19 April	NO CLASS	
20 April	<p><i>I verbi reciproci</i> (reciprocal verbs)</p> <p><i>Il passato prossimo dei verbi riflessivi e reciproci</i> (the present perfect of reflexive and reciprocal verbs)</p>	<p>Capitolo 8</p> <p>STRUTTURE: Study 8.1, pp. 226-227 (reciprocal verbs); 8.2, pp 226-227 (present perfect of reflexive and reciprocal verbs)</p> <p>Connect: Strutture 8.1, 8.2</p>
WK 15		
24 April	<i>Gli articoli</i> (articles)	

	In class	Tasks
	<i>Le preposizioni</i> (prepositions)	STRUTTURE: Study 8.3, pp. 233-234 (Indefinite and definite articles); 8.4, p. 237 (the prepositions <i>in</i> and <i>a</i>) Connect: Strutture 8.3, 8.4
26 April	GIRO: Student <i>rione</i> presentations on site.	Writing assignment 5: Il nostro rione
27 April	RIPASSO (REVIEW)	Review capitoli 1-4
WK 16		
1 May	No class: Festa dei lavoratori	
3 May	RIPASSO (REVIEW)	Review capitoli 5-8
4 May	Final exam	