



AUF

*The American  
University of Florence*

SYLLABUS

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Academic Affairs

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Syllabus revised 2025

Florence University of the Arts (FUA) is an academic institution for study abroad in Florence, Italy. FUA collaborates with The American University of Florence (AUF), an international university offering US-style undergraduate and graduate degrees, in a cooperation to offer study abroad programs with a diverse breadth and depth of academic curriculum.

FUA study abroad programs may include AUF offerings, which are US-aligned in terms of higher education standards as per the university's institutional structure. Common courses offered by FUA and AUF have been jointly selected by both institutions as eligible for mutual recognition and delivery. As such, equal academic standards, credibility, and outcomes are vetted by the Academic Offices of the institutions for all courses and syllabi offered in the study abroad program.

## **SCHOOL OF ITALIAN STUDIES AND LINGUISTICS**

### **DEPARTMENT OF ITALIAN LANGUAGE**

#### **COURSE TITLE: ITALIAN LANGUAGE BEGINNER**

#### **COURSE CODE: ISITIB101**

**3 semester credits**

### **1. DESCRIPTION**

This course develops basic conversation, reading and writing skills. Equal focus will be given to grammatical structures, vocabulary and conversation skills. Students will develop a vocabulary that will enable them to engage in simple but useful everyday conversations, thus enhancing and supporting their Italian experience. Upon course conclusion, students will be able to express themselves in basic sentences, recognize gender and number in both nouns and adjectives, and begin approaching the Passato Prossimo. Emphasis will be given to the oral expression of practical vocabulary and newly acquired grammar structures. This level is for absolute beginner students who have never studied Italian before.

### **2. OBJECTIVES**

During the course emphasis will be given to all four different abilities to be developed while learning a language: listening, speaking, reading and writing. Students will be encouraged to try to speak both in and outside class, to have them become more familiar with the Italian language and culture environment in which they are immersed. Students will be required to complete written hand-in assignments to strengthen the structures and vocabulary they acquired.

During this course, students will learn to communicate in everyday situations, recounting past events, make future plans and ask polite requests.

#### **Grammar:**

Acquiring the basic structures of the language.

Simple grammatical structures and sentence patterns.

#### **Vocabulary:**

Understanding and using the basic vocabulary regarding the concepts of space, time, quantity and quality.

Mastering the basic vocabulary necessary for the most common and concrete communicative situations.

#### **Listening:**

Understanding the most commonly used expressions in daily verbal communication, such as simple information and very brief dialogues, instructions addressed carefully and slowly.

#### **Speaking:**

Using the most common colloquial expressions in daily social communication for self-identification, greetings, asking for and giving basic information.

#### **Reading:**

Understanding simple texts for practical use.

#### **Writing:**

Writing short texts.

### **3. REQUIREMENTS**

There are no prerequisites for this course.

### **4. METHOD**

This course consists of lectures, class discussions, projects, and interaction with the local community. Mediums for instruction used will include, but are not limited to, interactive and hands-on activities which challenge thought processes, integrate relevant academic sources, may include multimedia references, propose creative problem-solving, and other appropriate forms of delivery as deemed appropriate to the course's purpose.

### **5. TEXTBOOK – FURTHER READINGS – RESOURCES**

TEXTBOOK (Copy available at the university library):

Matteo La Grassa – *L'italiano all'università 1*, Corso di lingua per studenti stranieri A1-A2, Edizioni Edilingua

Webster or Oxford Italian – English Dictionary

The textbook is mandatory for course participation and completion. Where applicable additional materials may be provided by the instructor.

These texts have been pre-ordered and should be purchased after the first class meeting **FELTRINELLI, Via de' Cerretani 40**.

The textbook is mandatory for successful completion of the course.

Where applicable, additional materials, handouts and/or notes will be provided by the instructor.

### **LIBRARY**

Course participants may access the campus library. Please consult the library site for resources such as collections, borrowing, scanning and wifi connection, and research:

<https://www.auf-florence.org/Library/the-library/>

### **6. COURSE MATERIALS**

No additional course materials are necessary.

### **7. COURSE FEES**

Course fees cover course-related field learning activities, visits, and support the instructor's teaching methodologies. Book costs are not included in the course fee. If this course requires a fee, the exact amount is communicated prior to enrollment.

### **8. GRADING AND EVALUATION & ATTENDANCE**

20% Quiz 1

20% Quiz 2

20% Final Exam

20% Oral Presentation

20% Attendance and Participation

The above grade breakdown percentages reflect the grading scale standards in the “Grading and Evaluation System” section of the catalog.

### **Attendance**

Class participation is mandatory. Based on the hours defined in the Academic Catalog's attendance policy, students may miss up to 2 class encounters delivered as lecture hours. A third absence constitutes a course failure.

Please note that absence hours may vary according to the learning methodology, as per the academic catalog policy on credit hours:

## 9. EXAMS / PROJECTS / ASSIGNMENTS

Two **quizzes** will account for a total of 40% of the final course grade. For time and date consult the course website. **The time and date of the exam cannot be changed for any reason.** Format:

- Quizzes are cumulative and will be based on grammar topics presented in class from the beginning of the session.
- The number of points given for each exercise will be clearly stated at the top of the exercise itself.
- Time will be clearly stated at the top of the test.

The **Final** exam accounts for 20% of the final course grade. For exam time and date consult the course website. **The time and date of the exam cannot be changed for any reason.** Format:

- Exams are cumulative and will be based on grammar topics presented in class from the beginning of the session and will test all four abilities (Listening, Reading, Writing, Speaking).
- Exams may include multiple choice questions, fill-in the blanks, vocabulary exercises, reading with true/false replies, a listening comprehension, and an essential writing exercise.
- The number of points given for each exercise will be clearly stated at the top of the exercise itself

The **Oral Presentation** accounts for 20% of the course grade. Topic, length, guidelines, and due date will be provided on the course website.

- Vocabulary knowledge and appropriate usage, comprehensibility, pronunciation, content (not reading from notes), ability to answer instructor/classmates and questions during class and completion of all tasks assigned will be assessed.

## 10. COURSE OUTLINE

Lesson 1	
Meet	In class
Lecture	<p><b>COMMUNICATIVE FUNCTION:</b></p> <ul style="list-style-type: none"><li>• Introductory and greeting expressions</li><li>• Asking about pronunciation and spelling, asking about meaning and translation of a word, asking someone to repeat something</li></ul> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"><li>• Personal pronouns</li><li>• Present tense: conjugation of <i>essere</i> and <i>avere</i></li><li>• Present tense: singular forms of <i>chiamarsi</i></li><li>• Negation form <i>non</i></li></ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"><li>• Greetings</li><li>• Country names and adjectives of nationalities</li></ul>
Objectives	Be able to initiate and respond to basic social exchanges, including greetings and self-introductions, using appropriate expressions and pronunciation. Be able use personal pronouns, the present tense conjugation of <i>essere</i> and <i>avere</i> , and relevant vocabulary (including country names and nationalities) to describe identity and ask about others. Be able to use key communicative phrases, including the negation form <i>non</i> , to ask about the meaning, spelling, or pronunciation of a word, and request that someone repeat what they have said.
Readings/ Assignments	Read: relevant activities will be selected from Matteo La Grassa textbook. Assignment assigned, due by next class meet: The instructor will provide students with specific homework.

Lesson 2	
Meet	In class
Lecture	<p><b>COMMUNICATIVE FUNCTION:</b></p> <ul style="list-style-type: none"> <li>Address and telephone number related words</li> <li>Description of the classroom environment</li> </ul> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>Italian alphabet, Italian spelling with examples and question words</li> <li>Singular and plural forms of nouns ending with -o and -a</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Classroom objects</li> <li>Cardinal numbers from 0 to 100</li> </ul>
Objectives	<p>Be able to communicate personal contact information (address and telephone number) and spell Italian words clearly and accurately using the Italian alphabet and common question words.</p> <p>Be able to identify and describe the classroom environment, correctly naming common classroom objects and converting their nouns between singular and plural forms</p> <p>Be able to recognize, pronounce, and use the cardinal numbers from 0 to 100 when giving or asking for information.</p>
Readings/ Assignments	<p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p>

Lesson 3	
Meet	In class
Lecture	<p><b>COMMUNICATIVE FUNCTION:</b></p> <ul style="list-style-type: none"> <li>Introducing someone</li> <li>Asking for someone's profession and mentioning one's occupation</li> <li>Talking about different kind of jobs</li> </ul> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>Nouns of the second group (ending in -e)</li> <li>Present tense: regular verbs in the three conjugations <i>-are, -ere, -ire</i></li> <li>Present tense: irregular verb <i>fare</i></li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li><i>What do you study?</i></li> <li>Profession names and workplaces</li> </ul>
Objectives	<p>Be able to introduce a third person and ask for or state a profession using appropriate communicative expressions and vocabulary for different types of jobs.</p> <p>Be able to conjugate regular verbs in the present tense across all three conjugations and use the irregular verb <i>fare</i> to discuss actions related to work or study.</p> <p>Be able to identify, differentiate, and correctly use plural forms of the second group of nouns (those ending in</p>
Readings/ Assignments	<p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p>

Lesson 4	
Meet	In class
Lecture	<p><b>COMMUNICATIVE FUNCTION:</b></p> <ul style="list-style-type: none"> <li>Describe people and things using adjectives</li> </ul>

	<ul style="list-style-type: none"> <li>Express motion to and from a place</li> </ul> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>Definite articles, use of definite articles in front of <i>consonant, s + consonant</i> and <i>z, vowel</i></li> <li>Singular and plural forms of adjectives ending with -o, -a and -e</li> <li>Articles – nouns - adjectives agreement</li> <li>Present tense: conjugation of irregular verbs <i>stare, andare, venire</i></li> <li>Simple prepositions <i>di, a, da, in</i></li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Opposite pairs of common adjectives</li> <li><i>Come stai? / Come va?</i></li> </ul>
<b>Objectives</b>	<p>Be able to describe people and objects using a variety of common adjectives and their opposite pairs, ensuring correct article-noun-adjective agreement in both singular and plural forms</p> <p>Be able to use the irregular verbs <i>stare, andare, and venire</i> to express well-being (e.g., <i>Come stai? / Come va?</i>) and describe movement to and from places.</p> <p>Be able to demonstrate correct use of definite articles and the simple prepositions (<i>di, a, da, in</i>) when indicating motion or location and referencing people and things.</p>
<b>Readings/ Assignments</b>	<p>Read: relevant activities will be selected from <i>Matteo La Grassa</i> textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p>

Lesson 5	
Meet	In class
<b>Lecture</b>	<p><b><u>QUIZ 1</u></b></p> <p><b>COMMUNICATIVE FUNCTIONS:</b></p> <ul style="list-style-type: none"> <li>Ordering in a café</li> <li>Reading a menu</li> <li>Asking for things in a polite way</li> <li>Thanking someone</li> <li>Asking for, saying prices and paying</li> <li>Expressing one's likes and dislikes</li> <li>Expressing opinions and preferences about food and beverages</li> </ul> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li><i>Piacere: mi piace / non mi piace, mi piacciono / non mi piacciono</i></li> <li>Present tense: third conjugation of -<i>isc</i> verbs</li> <li>Use of <i>vorrei</i></li> <li>Irregular verbs <i>dare e bere</i></li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Food, beverages and objects in a café</li> <li><i>Per favore, per cortesia, per piacere, grazie, prego</i></li> </ul>
<b>Objectives</b>	<p>Be able to read a menu, order food and beverages in a café, and effectively use polite language (<i>per favore, per cortesia, vorrei</i>) to ask for things and thank someone (<i>grazie, prego</i>).</p> <p>Be able to express likes, dislikes, opinions, and preferences about food and beverages using the structure of the verb <i>piacere</i> (<i>mi piace / mi piacciono</i>).</p>

	Be able to conjugate and use the third conjugation of -isc verbs and the irregular verbs dare and bere when discussing food, drinks, and asking for or stating prices and paying.
<b>Readings/ Assignments</b>	Read: relevant activities will be selected from Matteo La Grassa textbook. Assignment assigned, due by next class meet: The instructor will provide students with specific homework.

<b>Lesson 6</b>	
Meet	In class
<b>Lecture</b>	<p><b>COMMUNICATIVE FUNCTION:</b></p> <ul style="list-style-type: none"> <li>• Asking for permission</li> <li>• Asking someone to do something</li> <li>• Doing grocery shopping: writing a shopping list</li> </ul> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>• Use of <i>ci locativo</i></li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>• Measurement units: <i>grammo, etto, chilo, litro</i></li> <li>• Food packaging</li> <li>• Shops and stores</li> <li>• <i>Mi scusi</i></li> </ul>
<b>Objectives</b>	Be able to perform a simulated grocery shopping task, including writing a basic shopping list and asking for items and prices using the correct Italian measurement units (grammo, etto, chilo, litro) and vocabulary for food packaging. Be able to ask for permission or request someone to do something using polite forms of address, such as <i>Mi scusi</i> , when interacting in a shopping or other practical environment. Be able to use the <i>ci</i> locative particle to refer to a place already mentioned, particularly when discussing shops and stores and describing location or presence.
<b>Readings/ Assignments</b>	Read: relevant activities will be selected from Matteo La Grassa textbook. Assignment assigned, due by next class meet: The instructor will provide students with specific homework.

<b>Lesson 7</b>	
Meet	In class
<b>Lecture</b>	<p><b>COMMUNICATIVE FUNCTION:</b></p> <ul style="list-style-type: none"> <li>• Describing a city, a neighborhood, a street</li> <li>• Giving and following street directions</li> <li>• Asking and telling time</li> <li>• Reading timetables</li> <li>• Asking for and giving information about shops and stores opening hours</li> <li>• Expressing indecision and ability</li> </ul> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>• Indefinite articles, use of indefinite articles in front of <i>consonant, s + consonant</i> and <i>z vowel</i></li> <li>• Present tense: conjugation and use of modal verbs <i>potere, dovere, volere</i></li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>• Cities and buildings, signposts, urban landscape (street, boulevard, square, bridge, traffic lights, junctions etc.)</li> <li>• Street directions</li> <li>• Expressions denoting position: <i>davanti a / prima di, dietro a / dopo, a destra, a sinistra, dritto, di fronte, in mezzo a / tra, accanto a</i></li> <li>• Means of transport</li> </ul>

<b>Objectives</b>	<p>Be able to describe and give directions for navigating a city, including using vocabulary for urban landscapes and signposts (e.g., street, square, bridge) and expressions denoting position (davanti a, a destra, dritto, di fronte).</p> <p>Be able to ask for and tell the time, read timetables, and ask for/give information about shop opening hours, incorporating the correct use of indefinite articles.</p> <p>Be able conjugate and use the modal verbs potere, dovere, and volere to express ability, obligation, and desire/indecision when discussing movement, transport, or shop activities.</p>
<b>Readings/ Assignments</b>	<p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p>

<b>Lesson 8</b>	
Meet	In class
Lecture	<p><b>QUIZ 2</b></p> <p><b>COMMUNICATIVE FUNCTION:</b></p> <ul style="list-style-type: none"> <li>• Read the timetable and giving</li> <li>• Be able to express abilities and competencies</li> <li>• Describing a house: talking about rooms, objects and furniture found inside a typical Italian house.</li> <li>• Home cleaning routine</li> </ul> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>• Present tense: conjugation of <i>sapere</i> and use in different situations</li> <li>• <i>E' / C'è, Sono / Ci sono</i></li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Timetable and opening hours</li> <li>• Adjectives referring to houses or apartments</li> </ul>
<b>Objectives</b>	<p>Be able to describe a house or apartment using appropriate adjectives, vocabulary for rooms and furniture, and the structures È / C'è and Sono / Ci sono to indicate existence and location.</p> <p>Be able to discuss and ask about abilities and competencies using the present tense conjugation and various meanings of the verb <i>sapere</i>.</p> <p>Be able to read and give information from a timetable or opening hours list, and discuss a basic home cleaning routine using the days of the week and relevant time vocabulary.</p>
<b>Readings/ Assignments</b>	<p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p>

<b>Lesson 9</b>	
Meet	
Lecture	<p><b>COMMUNICATIVE FUNCTION:</b></p> <ul style="list-style-type: none"> <li>• Booking a hotel room: asking for information on accommodation and services</li> <li>• Describing a typical day</li> <li>• Describing your morning routine</li> </ul> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>• Compound prepositions</li> <li>• Present tense: reflexive verbs in the three conjugations -are, -ere, -ire</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>• Words referring to university: main university programs</li> <li>• Houses, apartments and rooms</li> </ul>

<b>Objectives</b>	<p>Be able to describe their typical day and morning routine using appropriate reflexive verbs in the present tense</p> <p>Be able to book a hotel room by effectively asking for and giving information on accommodation, services, and room types using vocabulary related to houses, apartments, and rooms.</p> <p>Be able to use compound prepositions to specify location or time when discussing university programs or describing activities within a routine</p>
<b>Readings/ Assignments</b>	<p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p>

Lesson 10	
Meet	In class
Lecture	<p><b><u>ORAL PRESENTATION</u></b></p> <p><b>COMMUNICATIVE FUNCTION:</b></p> <ul style="list-style-type: none"> <li>Describing habits</li> <li>Everyday actions</li> </ul> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>Adverbs of frequency</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Common daily actions</li> </ul>
<b>Objectives</b>	<p>Be able to describe their daily routine and habits by sequencing common everyday actions using the appropriate present tense verb forms.</p> <p>Be able to use adverbs of frequency (e.g., sempre, spesso, mai) to specify how often they perform various daily activities and actions.</p> <p>Be able to ask and answer questions about habits and routines, incorporating a wide range of common daily action vocabulary.</p>
<b>Readings/ Assignments</b>	<p>Read: relevant activities will be selected from Matteo La Grassa textbook.</p> <p>Assignment assigned, due by next class meet: The instructor will provide students with specific homework.</p>

Lesson 11 Final Exam	
Meet	In class
Lecture	FINAL EXAM