UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Consolidation of Written Italian 1

2627-1-E2007P009

Learning area

I. Learning area: Acquisition of language skills in LIS, LIST and Italian

Learning objectives

Knowledge and comprehension
• Reinforcement of language skills to reach a B1 (where possible B2) level at the end of the course.
• Preparation for reaching the C1 level, an expected goal for the next course.
• Acquisition of strategies for using the Italian language in varied professional contexts, such as the profession for which they are training.

Ability to apply knowledge and understanding.
• Development of the ability to produce written texts on various topics, with emphasis on grammatical correctness and clarity of exposition.
• Stimulation of reading complex texts for vocabulary expansion and analysis of certain language structures.
• Identification and overcoming of emotional filters that hinder language learning, through reflection and self-analysis exercises.

Making Judgements
Students will be able to critically evaluate the communicative and logical coherence of complex texts. They will be capable of selecting the most reliable sources for drafting a paper.

Communication Skills
By the end of the course, students will be able to produce written texts characterized by appropriate register, terminological precision, and complex syntactic structure. They will be able to adapt style according to the target audience (academic, professional, or general public).

Learning Skills
Students will develop self-correction skills through the regular use of Italian language dictionaries, as well as dictionaries of synonyms and antonyms. This habit of self-monitoring will enable them to independently verify the accuracy of their word choices and grammatical correctness, ensuring clear, precise writing suited to various professional environments.

Contents

• Introduction to Italian for use in formal and informal contexts.
• Writing exercises on personal and professional topics, with individual feedback.
• Tailored grammar instruction based on common student errors, with a personalized approach.
• Expansion of vocabulary through reading and discussion of texts.

Detailed program

• Course introduction and objectives; visualization exercises to identify future language needs; analysis of CEFR levels with a focus on B1 and B2. Emotional exercise to explore personal relationships with the Italian language.
• Circular, interdependent lessons: text reading and lexical analysis (Thursday), and written production (Friday), feedback to students with a focus on grammar based on common errors (Tuesday).
• Development of strategies for revising one's own work.
• Consolidation of skills to achieve level B1 (B2); preparation for writing on current events; introduction to the skills required for level C1 in preparation for the next course.

Prerequisites

Basic proficiency in Italian equivalent to at least CEFR Level A2.

For the academic year 2026/2027 it will not be possible to select this course as a single-course entry.
Exam not selectable from the study plan by students not enrolled in Interpretariato e Traduzione in Lingua dei Segni Italiana (LIS) e Lingua dei Segni Italiana Tattile (LIST) *(Italian Sign Language (LIS) and Tactile Italian Sign Language (LIST) Interpretation)*.

Teaching methods

• Lecture-Based Instruction (13 hours): Lectures with in-depth coverage of grammatical rules and linguistic structures.
• Interactive Instruction (50 hours): Writing exercises, collaborative corrections, and group discussions. Use of Google Drive for drafting texts, revision, and real-time feedback.
• Individual Activities: One written text per week to practice writing and reflect on grammatical rules.

Assessment methods

The examinations will be conducted in written form only. The exam is designed to assess the consolidation of the linguistic and communicative skills:
• Morphosyntactic Proficiency: the ability to correctly use complex grammatical structures.
• Lexical Competence: the appropriate use of vocabulary and the ability to choose the most suitable register for the context.
• Textual Comprehension and Production: assessing the ability to understand complex texts and to produce coherent and well-structured written compositions.

Students' written work will be assessed according to the following rubric:

30 cum laude – The text is fully relevant to the prompt and rigorously and effectively structured, with excellent integration and analysis of sources. The formal register is flawless, the vocabulary is broad and specialised, and there are no grammatical or syntactic errors.

30 – 29 – Strong, advanced writing skills. The text is fluent, well-organised and coherent. Complex syntactic structures are handled very well, academic vocabulary is used appropriately and the conventions of written language are fully observed, with only negligible inaccuracies.

28 – 26 – Thorough linguistic and textual skills. The text fully addresses the prompt and is clearly and coherently organised. Language use is appropriate and morphosyntactic rules are respected, with occasional, non-systematic errors that do not impair readability.

25 – 23 – Satisfactory skills, with some uncertainties. The text is understandable and broadly relevant, but the argument may at times be simplistic or lack depth. There are minor syntactic inaccuracies, the vocabulary is sometimes generic, and the formal register is not always used confidently.

22 – 20 – Barely satisfactory skills. The student produces a text whose basic content is understandable, but the logical and argumentative structure is weak. Syntax is basic, with recurring uncertainties (punctuation, connectives, agreement), and the register is poorly controlled.

19 – 18 – Limited skills. The text only partly meets the requirements of the prompt. There are problems with cohesion, repeated vocabulary and a limited ability to develop academic discourse, though the text remains understandable overall at a minimal level.

Below 18 – Seriously deficient skills. The text is incoherent, fragmentary or not relevant to the prompt. Serious spelling, morphosyntactic and punctuation errors throughout make the written text hard to understand.

Textbooks and Reading Materials

Teaching materials and additional resources will be available on Google Drive to make it easier to access corrections and feedback.

Sustainable Development Goals

QUALITY EDUCATION | REDUCED INEQUALITIES