UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Consolidation of Written Italian 2

2627-1-E2007P011

Learning area

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

Learning objectives

Knowledge and comprehension
• Consolidation of language skills to reach a C1 level at the end of the course.
• Acquisition of strategies for using the Italian language in various professional contexts, as required by the profession for which they are training.
• Acquisition of formulas for expressing oneself clearly and appropriately on various topics: academic, professional, recreational and institutional.
• Understanding and acquiring idiomatic expressions and proverbs.
• Understanding and identification of the content and ideas expressed in articles or other journalistic texts of a certain extent, both general and specialised.

Ability to apply knowledge and understanding
• Development of the ability to produce written texts on various topics, paying particular attention to grammatical correctness and clarity of expression.
• Ability to produce texts in different styles and linguistic registers, reflecting on the addressee of such texts.
• Stimulation to read complex texts in order to broaden vocabulary and analyse certain linguistic structures.
• Identification and overcoming of emotional filters which 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.

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Contents

• Introduction to the Italian language used in formal and informal contexts.
• Writing exercises on personal and professional topics, with individual feedback.
• Ad hoc grammar focuses based on students' common errors, with a personalised approach.
• In-depth study of vocabulary maps through reading and discussion of texts.

Detailed program

• Introduction to the course and objectives.
• Circular, interdependent lessons: text reading and lexical analysis (Thursday), and written production (Friday), return to students with grammar focus based on common errors (Tuesday).
• Exercises to identify students' linguistic needs.
• Preparation for writing on topical subjects and texts with different styles and registers.
• Exercises in note-taking by watching a video (in Lis or with subtitles), focusing on the most important information.
• Writing, with due correctness and formality, formal correspondence addressed to public or private institutions (presenting a complaint or complex question, providing detailed information and relevant arguments).
• Development of revision strategies for one's own work with subsequent self-analysis.
• Consolidation of skills for achieving C1 level.

Prerequisites

Basic competence in the Italian language of at least CEFR level B1.

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

• Delivered teaching (13 hours): Lectures with in-depth study of grammatical rules and language structures.
• Interactive teaching (50 hours): Writing exercises, participative corrections and group discussions. Use of Google Drive for drafting texts, revision and comments in real time.
• Individual activities: One written text per week to practise production and reflection on grammar 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

Additional teaching materials and resources will be available on Google Drive to facilitate access to corrections and feedback.

Sustainable Development Goals

QUALITY EDUCATION | REDUCED INEQUALITIES