**-. Italian language and grammar**

Prof. Monica Bisi

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The general aim of the course is to provide students with a higher-level knowledge of the Italian language, grammar, and syntax, considering its performative effects and specific function in relation to the formation of thoughts and their expression. The aim is also to refine students' analysis and synthesis skills when faced with complex texts and to guide them in translating these acquisitions into educational projects.

Specifically, the course aims are:

1. Consolidate the student's skills through a general theoretical framework of Italian grammar (morphology, syntax, word formation, phonology, elements of rhetoric).
2. Retrace the constitutive principles of the written text and the specific features of the various textual typologies in view of their concrete application depending on the recipient and the purpose of the communication.
3. Focus on the expressive and performative potential of the parts of speech through the analysis of their use in the literary work.
4. Make people reflect on the one-to-one link between word and thought, between the quality of contents and the quality of their expression.
5. Identify some fundamental characteristics of today's written and spoken Italian.
6. Translate some of the topics addressed during the lessons into didactic approach.

Intended learning outcomes

Scope: *knowledge and understanding*

* At the end of the course students will have consolidated and refined their knowledge of the morphological, lexical, syntactic structures of the Italian language and the techniques for teaching it;
* rigorously master the specific language of the discipline.

Scope: *ability to apply knowledge and understanding*

* At the end of the course students will be more aware of the educational responsibility of the word and will recognise the educational potential inherent in the various types of text, managing to develop a reflection on the relationships between the use of the language and the pedagogical requirements specific to the context in which they operate;
* will therefore be able to independently build original multidisciplinary learning paths, transforming the knowledge acquired into effective teaching practices in relation to the needs of minors, who will have to acquire the main grammatical and syntactic structures of the Italian language.

Scope: *independent judgment, communication skills and learning abilities*

* At the end of the course students will recognise the interconnection between the grammatical and syntactic levels in the texts and will be able to express judgments regarding their relationship with the ethical level;
* will be able to communicate information, ideas, problems and solutions to specialist and non-specialist interlocutors.

***COURSE CONTENT***

**First part**

- morphology and grammatical analysis

- period syntax

- word formation

- lexicon and phonology

- texts production and typologies

- elements of rhetoric

**Second part**

Analysis of the language and of some specific characteristics of grammar and syntax used in narrative, descriptive and reflective passages in the prose of *Gli amori difficili*, *La giornata d’uno scrutatore*, *Palomar* di Italo Calvino.

The course is supplemented by didactic-workshop activities held by expert conductors and characterised by specific themes and methodologies agreed with the teacher. Each workshop session will be aimed at producing a project/artefact assessed by the conductor on the basis of parameters shared with the teacher and of criteria, such as: completeness, consistency, originality, didactic usability.

***READING LIST***

M. Dardano – P. Trifone, *Grammatica italiana con nozioni di linguistica*, Zanichelli, Bologna, 3rd edition, chapters 3-12; 14-18.

I. Calvino, *Gli amori difficili*, *La giornata d’uno scrutatore*, *Palomar*, any editions, as long as they are complete.

Giovanni Bardazzi, *La morale del racconto. «L’avventura di uno sciatore» di Italo Calvino*, «Per Leggere», IX, 16, primavera 2009, pp. 65-105: 75-85 in particular.

Monica Bisi, *Il broglio metafisico: lacci del pensiero, urgenze della volontà nella città invisibile del Cottolengo*, in *Oltre il limite. Letteratura e disabilità*, edited by D. de Liso, V. Merola, F. Millefiorini, F. Pierangeli, Paolo Loffredo, Neaples, 2022, pp. 131-144.

Teresa Bava, *«Profondo in superficie»: la lingua del signor Palomar dai testi sui quotidiani al libro*, «Autografo», XLVIII, 2, 2012, pp. 63-68.

Any further materials useful for an in-depth study of the topics addressed will be available on the Blackboard platform on the University website.

***TEACHING METHOD***

Frontal lessons in the classroom. Some lessons can also be held in seminar form, especially regarding the second part.

***ASSESSMENT METHOD AND CRITERIA***

The exam is oral and consists of:

* the first part aimed at verifying knowledge of the contents of the subject and the use of specific language, as well as testing the students’ analytical ability through some concrete examples (short exercises in grammatical, logical, period analysis, recognition of the different text typologies).
* The second part focuses on the grammar of the literary text and is aimed at verifying the student's ability to recognise the purposes and effectiveness of the use of some grammatical and syntactic constructs in the passages analysed during lectures.

***NOTES AND PREREQUISITES***

There are no content-related prerequisites for attending the course, other than at least a scholastic knowledge of the Italian language.

Information on office hours available on the teacher's personal page at <http://docenti.unicatt.it/>.