SYLLABUS DEL CORSO

Didattica della Lettura e della Scrittura con Laboratori e Metodologia della Ricerca Pedagogica

1819-3-G8501R041

Course title

G8501R041 *- M/PED 03 - Reading and Writing: from Process to Practice*

Topics and course structure

- The problem of "didactic transposition" in literacy practice

- Reading and writing real-world texts and real-world purposes

- Writing as the development of a symbolic tool: children's conceptualization of written language

- Teacher's relationships with written language

- Theory of composing processes: emotional issues, strategies and writing

- Theory of comprehension processes: strategies and shared reading

- Engaging and effective practices in early literacy

- Origin of mistakes and their importance for learning processes

- Teaching the grammar: analysis of different approaches

Objectives

In terms of knowledge and understanding this course promotes:

- To know how to assess the writing competences of pupils

- To know how to evaluate the pupil's ability to comprehend the content of different types of texts.

- To know how to plan reading and writing projects, activities and tasks considering both the use of written language and the ways in which pupils learn.

- To know and understand of different theories of learning
- To know and understand different teaching methods and approaches

In terms of the ability to transfer this knowledge in teacher practices, this course promotes:

- The ability to put in relation different theoretical models

- The ability to apply different theoretical models

Methodologies

- Lessons

- Teamwork

- Workshop

Online and offline teaching materials

- Lesson's slides

- Scientific articles

Programme and references for attending students

During the lessons issues concerning the processes of teaching and learning of written language will be explained and discussed. The course aims to consider the close relations and interrelationships between written language (as a cultural object), pupils (as an active learners) and teachers (as facilitators of learning processes). Therefore the teaching approach mainly used during the lessons will be the analysis of teaching and learning real practices from kindergarten to primary school.

Bibliographical references:

- **Farina, E.** "Il dettato nella scuola primaria. Analisi di una pratica di insegnamento", Milano, Franco Angeli, 2014

- **Teruggi, L.** (a cura di) "Percorsi di lingua scritta. Esperienze didattiche dai 3 ai 13 anni", Bergamo, Ed. Junior, 2007
- **Zucchermaglio, C.** (2016) "Gli apprendisti della lingua scritta", Trento UnoEdizioni

- **Articles available in copy center " Fronte-Retro"**

  -Stella, G. e Pippo, J. (1993) "Apprendere a leggere a scrivere. Guida alla lettura", Bologna, Sigmun Scuola. (pp. 13-15; 19-24; 27-35)

  -Pascucci, M. (2005) "Come scrivono i bambini" Carocci, Roma. (pp.96-115)

  -Boscolo, P. (1999) Scrivere testi. In: Pontecorvo, C. (a cura di) "Manuale di psicologia dell'educazione", Bologna, Il Mulino. (pp. 195-220).

  -Lo Duca, M. G. (2005) "Esperimenti grammaticali", Roma, Carocci. Capitolo: 3. Grammatica in classe (pp. 49-93).

  -Colombo, A. (2011), "A me mi. Dubbi, errori, correzioni nell'italiano scritto". Milano, Franco Angeli. (pp. 109-128).

  -Ferreiro, E. (1996), I confini del discorso: la punteggiatura, in E. Ferreiro, C. Pontecorvo, N. Moreira, I. Garcìa Hidalgo, "Cappuccetto Rosso impara a scrivere. Studi psicolinguistici in tre lingue romanze", Firenze, La Nuova Italia, (pp. 147-191).

Programme and references for non-attending students

During the lessons issues concerning the processes of teaching and learning of written language will be explained and discussed. The course aims to consider the close relations and interrelationships between written language (as a cultural object), pupils (as an active learners) and teachers (as facilitators of learning processes). Therefore the teaching approach mainly used during the lessons will be the analysis of teaching and learning real practices from kindergarten to primary school.

- **Bibliographical references:**

- **Farina, E.** "Il dettato nella scuola primaria. Analisi di una pratica di insegnamento", Milano, Franco Angeli, 2014

- **Teruggi, L.** (a cura di) "Percorsi di lingua scritta. Esperienze didattiche dai 3 ai 13 anni", Bergamo, Ed. Junior, 2007
- **Zucchermaglio, C.** (2016) "Gli apprendisti della lingua scritta", Trento UnoEdizioni.
- Ferreiro, E. (2003) "Alfabetizzazione. Teoria e pratica." Raffaello Cortina Editore.
- **Articles available in copy center " Fronte-Retro"**

-Stella, G. e Pippo, J. (1993) "Apprendere a leggere a scrivere. Guida alla lettura", Bologna, Sigmun Scuola. (pp. 13-15; 19-24; 27-35), 18 pagine su un totale di 93.

-Pascucci, M. (2005) "Come scrivono i bambini" Carocci, Roma. (pp.96-115)

-Boscolo, P. (1999) Scrivere testi. In: Pontecorvo, C. (a cura di) "Manuale di psicologia dell'educazione", Bologna, Il Mulino. (pp. 195-220).

-Lo Duca, M. G. (2005) "Esperimenti grammaticali", Roma, Carocci. Capitolo: 3. Grammatica in classe (pp. 49 a p.93).

-Colombo, A. (2011), "A me mi. Dubbi, errori, correzioni nell'italiano scritto". Milano, Franco Angeli. (pp. 109-128).

-Ferreiro, E. (1996), I confini del discorso: la punteggiatura, in E. Ferreiro, C. Pontecorvo, N. Moreira, I. Garcìa Hidalgo, "Cappuccetto Rosso impara a scrivere. Studi psicolinguistici in tre lingue romanze", Firenze, La Nuova Italia, (pp. 147-191).

Assessment methods

- **Final assesment**
- Final written multiple choise test (in order to pass the written test, the minimum required is 18/30) and then and oral examination.
- The written test consists of open and closed questions about both the topics developed during the lessons and workshops, and the concepts found in the bibliography.

Office hours

Wednesday from 14.30 to 16.30

Programme validity

Programs are worth two accademic years.

Course tutors and assistants

Bassi Francesca: francesca.bassi@unimib.it

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