UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Didattica della Lettura e della Scrittura

1819-3-G8501R041-G8501R063M

Course title

Reading and Writing: from Process to Practice

Topics and course structure

The problem of “didactic transposition” in literacy practices.

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

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.

Methodologies

Lessons

Group work

Workshop

During the workshop's meetings students will analyze teaching a learning practices of reading and writing within pre-school and primary school.

Students will also read and write texts in order to conceptualize the features of some teaching practices.

Online and offline teaching materials

Programme and references for attending students

1. Farina, E. "Il dettato nella scuola primaria. Analisi di una pratica di insegnamento", Milano, Franco Angeli, 2013 (tranne Capitolo 2 pag.53-93)

2. Teruggi, L. (a cura di) "Percorsi di lingua scritta. Esperienze didattiche nella scuola dell'infanzia e nella scuola primaria", Bergamo, Ed. Junior, 2013.

3. Zucchermaglio. C. "Gli apprendisti della lingua scritta", Trento UnoEdizioni, 2016

Dispensa disponibile in copisteria (Fronte Retro, Viale Sarca, 191) con i seguenti testi:

1. Pascucci, M. (2005) "Come scrivono i bambini" Carocci, Roma. (pp.96-115)
2. Boscolo, P. (1999) Scrivere testi. In: Pontecorvo, C. (a cura di) "Manuale di psicologia dell'educazione", Bologna, Il Mulino. (pp. 195-220).
3. Stella, G. e Pippo, J. (1993) "Apprendere a leggere a scrivere. Guida alla lettura", Bologna, Sigmun Scuola. (pp. 13-15; 19-24; 27-35),
4. Lo Duca, M. G. (2005) "Esperimenti grammaticali", Roma, Carocci. Capitolo: 3. Grammatica in classe (pp. 25 a 65)
5. Colombo, A. (2011), "A me mi. Dubbi, errori, correzioni nell'italiano scritto". Milano, Franco Angeli. (pp. 109-128)

Programme and references for non-attending students

The same books as for attending students plus:

Ferreiro, E(2003)“Alfabetizzazione. Teoria e pratica.” Raffaello Cortina Editore.

Assessment methods

Final written and oral test.

The written test is structured with multiple choice questions. In order to proceed to the oral test, the minimum required is 18. During the oral test students are required to analyze and project teaching and learning practices.

The written and oral test for attending students considers topics developed during the lessons and workshops, and the concepts found in the bibliography.

The written and oral test for non-attending students considers topics developed during workshops, and the concepts found in the bibliography

Office hours

Programme validity

Course tutors and assistants