UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Literacy Learning and Teaching - A-L

2122-3-G8501R041-G8501R063M-AL

Course title

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

Topics and course structure

- Reading and writing real-world texts and real-world purposes.
- Writing as the development of a symbolic tool: children's conceptualization of written language.
- The problem of "didactic transposition" in literacy practice.
- The purposes of reading and writing.
- Theory of composing processes: emotional issues, strategies and writing and 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*:*
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Articles available in copy center " Fronte-Retro":

-Teruggi, L. "Tanti modi di scrivere", in: L Teruggi (a cura di) Percorsi di lingua scritta. Esperienze didattiche dai 3 ai 13 anni", Bergamo, Ed. Junior, 2007 (pp. 169-190)

-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).

-Ferreiro, E. (2003), "Lo spazio per la lettura e la scrittura nella scuola dell'infanzia", in: Ferreiro E. "Alfabetizzazione. Teoria e pratica, Raffaello Cortina, Milano (pp. 107-111).

Programme and references for non-attending students

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.

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Assessment methods

an interview that will focus on the topics analyzed during the lessons and in the volumes present in the bibliography, as well as on those dealt with during the specific workshops.

Office hours

Appointments during the 2021-2022 academic year must be requested by email.

Programme validity

Programs are worth two accademic years

Course tutors and assistants

Bassi Francesca: francesca.bassi@unimib.it

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Zedda Angelica: angelica.zedda@unimib.it