UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Didattica della Lettura e della Scrittura - M-Z

2122-3-G8501R041-G8501R063M-MZ

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 *(in the Covid-19 emergency period, other more easily available alternatives will be reported in case of difficulties in finding texts):*
:

- **Teruggi, L.** "Leggere e scrivere a scuola: dalla ricerca alla didattica", Roma, Carocci, 2019.
- **Farina, E.** “Il dettato nella scuola primaria. Analisi di una pratica di insegnamento”, Milano, Franco Angeli, 2014

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

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 schools

- **Teruggi, L.** "Leggere e scrivere a scuola: dalla ricerca alla didattica", Carocci, Roma, 2019.
- **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, Junior, 2007
- **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)

Assessment methods

- **Final assesment for attendant and non attendant student**
- ***Oral test:*** **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.**
- Evaluation criteria

  - Relevance to delivery: exposure congruent with the delivery request;

  - Organisation of the content: 1) clarity of the exhibition; 2) logical sequentiality of the topics (coherence and cohesion); 3) possible reflections and personal evaluations.

Office hours

Appointments during 2021/22 accademic year must be requested by email

Programme validity

Programs are worth two accademic years

Course tutors and assistants

Bassi Francesca: francesca.bassi@unimib.it

Cassani Martina: martina.cassani@unimib.it

Centurelli Luigia: luigia.centurelli@unimib.it

Pandolfi Sara: sara.pandolfi@unimib.it

Ryolo Ilaria: ilaria.ryolo@unimib.it

Zedda Angelica: angelica.zedda@unimib.it