UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Literacy Learning and Teaching - M-Z

2526-3-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.
- Didactic design for spelling linguistic reflection.
- The purposes of reading and writing.
- Theory of composing processes: emotional issues, strategies and writing and theory of comprehension processes: strategies and shared reading.
- Reading comprehension and study.
- Engaging and effective practices in early literacy.
- Origin of mistakes and their importance for learning processes.

Objectives

Thanks to active and engaged participation in the lectures and the connected Workshop, the following learning outcomes will be promoted, in line with the objectives outlined in the Programme Regulations and the Tuning framework.

Knowledge and Understanding

- Knowledge and understanding of the process of conceptualising written language and the social interactions that foster emergent literacy.
- Knowledge and understanding of the process of textual composition and the strategies employed by children in early childhood and primary education.
  -Knowledge and understanding of different theoretical models of the reading process and related didactic methodologies.
- Knowledge and understanding of the interrelation between teachers, pupils, and written language in educational contexts.
- Knowledge and understanding of various didactic approaches aimed at fostering reflection on language.

Applying Knowledge and Understanding

- Ability to assess pupils' writing skills (both in terms of the writing system and the textual dimension).
- Ability to assess pupils' reading comprehension when dealing with different discourse genres.
- Ability to design teaching paths and activities that take into account the functions of written language, pupils' prior knowledge, and their learning styles.
- Ability to design linguistic reflection activities either based on pupils' hypotheses and questions or on the analysis of emerging issues identified during the assessment of oral and written competences
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Learning Skills

- Wlingness to improve one's knowledge and practice by reflecting on personal teaching experience (if already teaching) and/or on practices observed during the internship.

Methodologies

The course includes 28 hours of lessons and 24 hours of workshop. To access the exam, it is required to have completed the workshop.

Course Structure**
The course includes a total of 28 contact hours, distributed as follows:

8 sessions of 3 hours each, conducted in person, combining lecture-based and interactive teaching methods.

2 sessions of 2 hours each, conducted in person in a fully interactive format.

- The lessons will be discussion based and will revolve around the students' experiences as teachers or their observations of teachers during the previous year's internship.

- Each lesson includes 30 minutes of participated teaching.

- Workshop: topics discussed at lessons will be the subject of hands-on activites carried out in small groups (analysis of preschool and elementary school students' work, didactic design of reading-writing learning situations, personal experimentation with some literacy practices).

Online and offline teaching materials

- Lesson slides, including examples of preschool and elementary school children's work and transcripts of verbal interaction collected in teaching situations, will be posted on the teaching e-learning page

- On occasion, specifically when lessons focus on the in-depth study of a specific topic, part of the lesson will be recorded and shared.

-Optional materials on these in-depth topics can be made available to anyone unable to attend the lesson.

- Scientific articles.

Programme and references

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 * **

- **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 (optional from pag. 31 to pag. 85).
- **Teruggi, L; E. Farina** (a cura di), "L'alfabetizzazione nella scuola dell'infanzia", Roma, Carocci, 2022.

Articles available in copy center " Fronte-Retro":

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

- Demartini S., Fornara S. (2013) (a cura di), *La punteggiatura nei bambini. Uso apprendimento e didattica*, Roma, Carocci (da pag. 109 a127; da pag.159 a 165; da pag. 171 a 182).
- Cardarello, R., Bertolini, C. (2020) (a cura di), *Didattiche della comprensione del testo*, Roma, Carocci. (Introduction da pag. 11 a17; cap. 3 da pag. 69 a 89).

BIENNIALIZATION
Students must agree on a specific bibliography with the professor.
Students writing their thesis under the professor's supervision will agree on a specific bibliography related to the topics covered in the thesis.

SPECIAL NEEDS
Students with a PUo.I or specific needs are encouraged to contact the professor to arrange any necessary individualized tools or methods.

ERASMUS
Erasmus students are encouraged to contact the professor to agree on a individualized bibliography. The exam can be taken in Italian or Spanish.

Assessment methods

- **Final assesment
- ***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.**
- No interim assessments are scheduled during the course.

- Evaluation criteria

1) Communicative and Argumentative Skills

- Clarity of presentation: mastery of the Italian language
- Logical sequence of content

2) Knowledge

- Relevance to the assignment: exposition consistent with the request
- Use of appropriate and specific vocabulary
- Definition of studied concepts and association of concepts with studied sources

3) Learn and Reflect

- Connections between theory and practice, as well as with laboratory experiences
- Creation of links between topics and learned concepts
- Critical reworking of studied topics and evaluation of one's own teaching and/or internship experiences
- Personal reflections and evaluations

To view the assessment rubric, click on the link https://drive.google.com/file/d/1T05rxzPoBLSO07EM43Qxhga5GWcMXVri/view

Office hours

Appointments during 2025/26 will always be on Wednesday afternoon (U16, fourth floor on the left).
Appointments should be requested by email (elisa.farina@unimib.it).

Programme validity

Programs are worth two accademic years.

Course tutors and assistants

Bassi Francesca: francesca.bassi@unimib.it

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Sustainable Development Goals

QUALITY EDUCATION