UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Didattica della Letteratura

2627-4-G8501R037-G8501R038M

Course title

Teaching of Literature

Topics and course structure

The main objective of the course is to guide students in recognizing and appreciating the educational potential of literature education in primary and middle school. It will be divided into several closely interconnected phases: an in-depth study of the mechanisms of literary reading, the experience of reading (both aloud and silently), and an introduction to creative writing practices, exploring various forms, especially verse writing.

Objectives

- Awareness of the educational potential of literature education in kindergarten and primary school;
- knowledge and understanding of the most effective methods and strategies for designing and conducting reading and text discussion pathways, as well as introducing forms of literary writing.

Methodologies

Lectures will alternate with periods of discussion, practical exercises, and direct experimentation with the

knowledge and teaching strategies presented.

Online and offline teaching materials

To facilitate the study of "non-traditional" students who cannot attend in person, the teaching materials will be uploaded to the website. Specifically, video recordings of the lectures, the slides used, and additional copyright-free literary materials in PDF format will be uploaded.
The materials will obviously be uploaded in time for exam preparation.

Programme and references

The exam syllabus requires the mandatory reading of:
Vittorio Spinazzola, La fatica di leggere, in id., L'esperienza della lettura, Milan, Unicolpi, 2010, pp. 99-136. The essay is available as a PDF scan on e-learning.

Two texts of your choice from the list below:

J. Gottschall, The Storytelling Animal: How Stories Made Us Human, Bollati Boringhieri, Turin 2014. (Note: translating the published English title)

J. Gottschall, Il lato oscuro delle storie. Come lo storytelling cementa le civiltà e talvolta le distrugge, Bollati Boringhieri, Turin 2022.

D. Greenham, Close reading. Il piacere della lettura, Einaudi, Turin 2023.

A. Chambers, The Reading Environment: How Adults Help Children Enjoy Books, EquiLibri, Modena 2015. (Note: translating the published English title)

K. Koch, Wishes, Lies, and Dreams: Teaching Children to Write Poetry, Babalibri, Milan 2022. (Note: translating the published English title)

G. Rodari, The Grammar of Fantasy: An Introduction to the Art of Inventing Stories, Einaudi, Turin 2010. (Note: translating the published English title)

C. Carminati, Perlaparola. Bambini e ragazzi nelle stanze della poesia, equilibri, Modena 2011.

A.R. Paolone, Crescere e vivere con la poesia. Spunti dal modello educativo di Kenneth Koch, ETS, Pisa 2018.

C. Carminati, Fare poesia con voce, corpo, mente e sguardo, Lapis, Rome 2019.

Please note, for those interested, the essay by:

Franco Brioschi, Spiegare, in id., Critica della ragion poetica, Bollati Boringhieri, Turin, 2002, pp. 177-194. The indicated title is only recommended, but will not be the subject of exam questions.

Assessment methods

An oral exam focused on the bibliography readings and a teaching intervention project on a topic chosen from those covered in class or in the set texts, to be presented on the day of the exam: students are required to design an educational project—on a topic chosen from those addressed during lessons or in the bibliography—to present and discuss on the day of the exam.

When drafting the concise project proposal outline, students must explicitly specify the target audience and project objectives, the underlying hypotheses, the planned activities, the estimated timeline, the teaching methodologies, and the assessment practices.

Starting from the presented project, the exam interview will cover the entire course syllabus. Students may choose whether to use a PowerPoint presentation, a PDF, an oral presentation, or a handwritten project draft.
In line with the course objectives, the evaluation criteria adopted for the oral exams will concern:
– The degree of acquisition of theoretical knowledge regarding the reasons for literature education in school;
– The degree of knowledge and comprehension of the critical texts chosen for the exam;
– The relevance, completeness, and originality of the literature-based teaching project conceived for the exam and presented within the context of the oral interview;
– The degree of precision and expressive accuracy.

Office hours

To be agreed upon with the professor

Programme validity

Syllabi are valid for two academic years. Students who attended Professor Martino Negri's classes can naturally take the exam using the old syllabus throughout the 2026–2027 academic year.

Course tutors and assistants

Sustainable Development Goals

QUALITY EDUCATION