UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Literacy Learning and Teaching - A-L

2627-3-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.
- 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.
- The *Nuove Indicazioni Nazionali* 2025

Objectives

-**Knowledge and Understanding**

1. Knowledge and understanding of the process of conceptualising written language and the social interactions that foster emergent literacy.
2. Knowledge and understanding of the process of textual composition and the strategies employed by

children in early childhood and primary education.
3. Knowledge and understanding of different theoretical models of the reading process and related didactic methodologies.
4. Knowledge and understanding of the interrelation between teachers, pupils, and written language in educational contexts.
5. Knowledge and understanding of various didactic approaches aimed at fostering reflection on language.

-**Applying Knowledge and Understanding**

1. Ability to assess pupils' writing skills (both in terms of the writing system and the textual dimension).
2. Ability to assess pupils' reading comprehension when dealing with different discourse genres.
3. Ability to design teaching paths and activities that take into account the functions of written language, pupils' prior knowledge, and their learning styles.
4. 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.

-**Learning Skills**

1. Willingness 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

Course Structure**
The course consists of a total of 28 hours of face-to-face interactive teaching, organized as follows:
8 sessions of 3 hours each
2 sessions of 2 hours each
The course will introduce the fundamental concepts and content of the subject while fostering active participation through critical reflection on participants' own school-based experiences, whether as teachers, student teachers, or former pupils.

In addition, the course includes 24 hours of workshop. Successful completion of the laboratory component is a prerequisite for taking the final examination.
The topics covered during the lectures will be explored through practical activities, including the analysis of work produced by preschool and primary school pupils, the design of literacy learning activities, and hands-on experience with selected early literacy practices. These activities will be carried out in small groups (see the Laboratory Syllabus for further details).

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.
- -**Teruggi, L; E. Farina** (a cura di), "L'alfabetizzazione nella scuola dell'infanzia", Roma, Carocci, 2022.
  Un libro a scelta tra:

- Farina, E. “Il dettato nella scuola primaria. Analisi di una pratica di insegnamento”, Milano, Franco Angeli, 2014 (no/facolatativo cap.1 e 2)
- Ujcich, V.* (2026), Correggere il testo scritto, Roma, Carocci

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).

All lecture slides and any video recordings made available on the course e-learning page form an integral part of the required course materials.

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. Students are strongly encouraged to attend all lectures. Please note that attendance at the laboratory sessions is compulsory.

Assessment methods

- ***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 inerim assessment are scheduleed during the course.

Evaluation criteria
1) Communicative and Argumentative Skill

- Relevance to the task: exposition consistent with the request
- Clarity of expression: mastery of the Italian language
- Logical sequence of content
  2) Conceptual Knowledge
- Use of appropriate and specific vocabulary
- Definition of studied concepts and association of concepts with studied sources
  3) Ability to Learn and Reflect
- Connections between theory and practice, including laboratory experiences
- Establishing links between topics and learned concepts
- Critical re-elaboration of studied topics and evaluation of one's teaching and/or internship experiences
- Personal reflections and evaluations

The evaluation rubric can be viewed at the following link

Office hours

Appointments for the 2026-27 academic year will be arranged by email.

Programme validity

Programs are worth two accademic years.

Course tutors and assistants

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Sustainable Development Goals

QUALITY EDUCATION