Syllabus

Course Description

Course Title	Literacy for Beginning Readers and Writers
Course Code	13447
Course Title Additional	
Scientific-Disciplinary Sector	FLMR-01/B
Language	Ladin
Degree Course	5 year master degree in Primary Education - Ladin section
Other Degree Courses (Loaned)	
Lecturers	Dr. Sabine Hofer, Sabine.Hofer1@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35859 Dott. Mag. René Pescoll, Rene.Pescoll1@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35860 Dipl. Log. Irene Verra, Irene.Verra@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44451 Dott. Carla Willeit, Carla.Willeit@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49184
Teaching Assistant	
Semester	First semester
Course Year/s	4.
CP	8
Teaching Hours	60
Lab Hours	40
Individual Study Hours	100

Planned Office Hours	24
Contents Summary	See the individual course modules.
Course Topics	See the individual course modules.
Keywords	Multilingualism, first reading, first writing, ELI
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Keynote speeches, group work, presentation of teaching and support materials, design of didactic units
Mandatory Attendance	In accordance with the regulation.
Specific Educational Objectives and Learning Outcomes	- Students know the basics of the writing system and orthography - Students acquire knowledge of current models of written language processing and written language acquisition - Students can apply methods of written language didactics in the primary sector (also with regard to multilingual literacy) - They know the basics of written language acquisition (phonological awareness, vocabulary development, general language development, extra-linguistic cognitive development) and methods of support for this. - They have knowledge of the aetiology and symptoms of dyslexia, spelling/reading difficulties - They know selected methods for diagnosing and promoting phonological awareness and can apply them - They know procedures for diagnosing and promoting the development of written language. - They know suitable methods of grammar teaching (insight into language) Expected learning outcomes and competences: Knowledge and understanding - Knowledge of the writing system of Ladin, German and Italian in comparison - Knowledge of the phonological system of Ladin, German and Italian as well as important phonological concepts related to the writing system - Knowledge of the cognitive processes involved in written language processing - Knowledge of cognitive models of written language acquisition

	- Knowledge of and reflection on methods of written language didactics - Knowledge of the basics of written language acquisition - Knowledge of didactic methods for writing, reading, phonological awareness, orthography, insight into language - Knowledge of diagnostic procedures in the areas of reading, writing and phonological awareness and their application - Knowledge of language support measures for phonological awareness, written language acquisition, spelling and insight into language in kindergarten and primary school - Knowledge of multilingual literacy methods Applying knowledge and understanding - Apply and reflect on competences in subject-specific and didactic-methodological content in exercises. - Linking the learning content of the module with practical experience (in the work placement) - Support approaches for difficulties in reading and writing acquisition Judgement - Critically evaluate didactic methods and use them appropriately - Reflect on the use of screening procedures to assess the foundations for literacy acquisition in kindergarten - Reflect on the use of different methods depending on individual abilities in literacy acquisition - Reflect on the use of support tools in different support needs situations within the framework of the legal possibilities for primary school teachers - Recognising the different needs of children in terms of inclusive teaching (with a view to learning disorders, specific disorders, etc.) - Recognising the different needs of children with regard to any existing multilingualism Communication - Be able to use specialised terminology in a professional environment - Be able to make strategic decisions and communicate them appropriately to pupils - be able to justify and communicate learning and support

	measures for the acquisition of basic skills and written language in first/native language, second and foreign languages. Learning strategies - Linking academic knowledge of writing and sound systems and grammatical phenomena with knowledge of acquisition processes and didactic/diagnostic methods
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	READINGS: Didactics of first reading and first writing and Insight into language and spelling: Oral examination on the content of the two lectures. LABORATORIES: Prosody, Phonetics and Phonological Awareness (LAB) and Multilingual Literacy (LAB): Homework: planning, writing and reflecting on a didactic unit. (Deadline will be announced on OLE at the beginning of the semester).
Evaluation Criteria	Criteria for the assessment of oral examinations and assignments: - Careful interpretation of the content - Completeness of content with cohesive and coherent linguistic presentation - Deepening and reflection - Clarity of argumentation - Consideration of the Ladin multilingual school system - Collaboration The performance shown in the oral examination and in the assignments is weighted according to the ECTS points of the associated sub-courses in the overall assessment. In the event of a negative assessment of the overall module, any positively assessed parts of the module will be credited when the next module examination is taken. Please note, however, that a negative assessment will also be included in the count of examination attempts in this case. According to the examination regulations, three attempts without passing will result in a block for three examination dates. (see also Article 6, Paragraph 4 of the current examination regulations).

Required Readings	• Brinkmann, E. (Hrsg.) (2015). Rechtschreiben in der Diskussion: Schriftspracherwerb und Rechtschreibunterricht. Grundschulverband. • Ursula Bredel/ Nanna Fuhrhop/ Christina Noack *Wie Kinder lesen und schreiben lernen.* Francke Verlag • Schenk, Christa (2019): Lesen und Schreiben lernen und lehren. Eine Didaktik des Schriftspracherwerbs. 11th revised edition. • Rubatscher, Claudia, Rubatscher, Veronica, and Departimënt Educazion y Cultura Ladina - Inovaziun y Consulënza, Bozen. *Alfabetier : Material für die Mehrsprachige Alphabetisierung* (2018). Print. • Hofer, Sabine; Rubatscher, Veronica. *Quaky : [jüc por le svilup dla cosciënza di sonns*. Bolzano: Departimënt Educaziun y Cultura Ladina, 2014. print. • Videsott Ruth; Rubatscher Veronica; Valentin Daria. *Junde! Bita y Cëch nes mostra...* Liber de gramatica. Bu.press, 2018. print.
Supplementary Readings	• Cavagnoli, Stefania, and Passarella, Mirca. *Educare Al Plurilinguismo : Riflessioni Didattiche, Pedagogiche E Linguistiche*. Milan: Angeli, 2011. print. Lingua, Traduzione, Didattica. • Erika Brinkmann, Nina Bode-Kirchhoff. ABC Lernlandschaft, vpm, 2019. • Bernd Ganser; Karin Kobl. *Wortarten - einfach märchenhaft*, Auer Verlag, 2014 • Anne Eicken, *Mit Montessori die Rechtschreibung begreifen 2-4_Kreative Lernangebote zum richtigen Schreiben für jeden Schüler*, Auer Verlag, 2015. • Franziska Püller. *Hurra, jetzt bin ich Rechtschreibkönig! Sicher Rechtschreiben lernen mit Montessori-Pädagogik*, Brigg Verlag, 2020. • Maria G. Lo Duca. *Viaggio nella grammatica_Esplorazioni e percorsi per i bambini della scuola primaria.* Carocci editore S.p.A., Roma, 2019.
Further Information	
Sustainable Development Goals (SDGs)	Sustainable cities and communities, Reduced inequalities

Course Module

Course Constituent Title	Literacy for Beginning Readers and Writers
Course Code	13447A
Scientific-Disciplinary Sector	FLMR-01/B

Language	Ladin
Lecturers	Dipl. Log. Irene Verra, Irene.Verra@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44451
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	20
Planned Office Hours	6
Contents Summary	The lecture provides knowledge about the basics of the Ladin, German and Italian writing systems as well as models of written language processing and written language acquisition, in each case from the perspective of reading and writing. In addition, students acquire knowledge of didactic concepts of written language teaching as well as development-related error analyses to reconstruct the learning path. This will be used to develop support measures and recognise disorders in written language acquisition.
Course Topics	- Basics of the writing system of Ladin, German and Italian - Models of written language processing - Models of written language acquisition - Different methods of teaching written language - Fundamentals of written language acquisition; phonological awareness, pronunciation, vocabulary and grammar, other cognitive abilities (such as attention, working memory, sensorimotor skills) - Disorders in the area of reading and writing learning processes; effects if the child shows deficits - Development-related diagnostics and reconstruction of errors and learning paths - Coconstructive learning environments in the area of literacy - Difference between the direct and indirect way of reading - Promoting the child's reading skills (letters, syllables, words, sentences, texts, punctuation, reading accuracy, reading speed

	and fluency, automatisation, reading comprehension)
Teaching Format	Lecture with integrated exercises
Required Readings	• Ursula Bredel/ Nanna Fuhrhop/ Christina Noack *Wie Kinder lesen und schreiben lernen.* Francke Verlag • Schenk, Christa (2019): Lesen und Schreiben lernen und lehren. Eine Didaktik des Schriftspracherwerbs. 11. überarbeitete Auflage. • Rubatscher, Claudia, Rubatscher, Veronica, and Departimënt Educazion y Cultura Ladina - Inovaziun y Consulënza, Bozen. *Alfabetier : Material für die Mehrsprachige Alphabetisierung* (2018). Print. • Hofer, Sabine; Rubatscher, Veronica. *Quaky : [jüc por le svilup dla cosciënza di sonns*. Bozen: Departimënt Educaziun y Cultura Ladina, 2014. Print. • Videsott Ruth; Rubatscher Veronica; Valentin Daria. *Junde! Bita y Cëch nes mostra...* Liber de gramatica. Bu.press, 2018. Print.
Supplementary Readings	• Cavagnoli, Stefania, and Passarella, Mirca. *Educare Al Plurilinguismo : Riflessioni Didattiche, Pedagogiche E Linguistiche*. Milano: Angeli, 2011. Print. Lingua, Traduzione, Didattica. • Erika Brinkmann, Nina Bode-Kirchhoff. ABC Lernlandschaft, vpm, 2019. • Bernd Ganser; Karin Kobl. *Wortarten – einfach märchenhaft*, Auer Verlag, 2014 • Anne Eicken, *Mit Montessori die Rechtschreibung begreifen 2-4_Kreative Lernangebote zum richtigen Schreiben für jeden Schüler*, Auer Verlag, 2015. • Franziska Püller. *Hurra, jetzt bin ich Rechtschreibkönig! Sicher Rechtschreiben lernen mit Montessori-Pädagogik*, Brigg Verlag, 2020. • Maria G. Lo Duca. *Viaggio nella grammatica_Esplorazioni e percorsi per i bambini della scuola primaria.* Carocci editore S.p.A., Roma, 2019.

Course Module

Course Constituent Title	Phonetics, Phonology, and Phonological Awareness (Lab.)
Course Code	13447B
Scientific-Disciplinary Sector	FLMR-01/B
Language	Ladin
Lecturers	Dr. Sabine Hofer, Sabine.Hofer1@unibz.it

	https://www.unibz.it/en/faculties/education/academic-staff/person/35859
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The laboratory deals in depth with phonological processing (segmental and prosodic processing) and the meta-linguistic awareness of sound structure at kindergarten and primary school age. Students learn methods of diagnosing and promoting phonological awareness.
Course Topics	- Concepts of phonological awareness - Different forms of phonological awareness - Development of phonological awareness - Linguistic foundations for analysing spoken language (definition and function of linguistic units such as phoneme, syllable, onset rhyme) - Exercises to determine phonemes - Connection between phonological awareness and written language acquisition - Cognitive foundations for phonological awareness - Motor development at kindergarten age (graphomotor skills, hand-eye coordination) - Methods of diagnosing phonological awareness at kindergarten and primary school age - Methods of promoting phonological awareness at kindergarten and primary school age (different types of tasks depending on development) - Phonological awareness in multilingualism - Other linguistic foundations
Teaching Format	Keynote speeches, group work, presentation of teaching, diagnostic and support materials, design of didactic units

Required Readings	• Ursula Bredel/ Nanna Fuhrhop/ Christina Noack *Wie Kinder lesen und schreiben lernen.* Francke Verlag • Schenk, Christa (2019): Lesen und Schreiben lernen und lehren. Eine Didaktik des Schriftspracherwerbs. 11. überarbeitete Auflage. • Rubatscher, Claudia, Rubatscher, Veronica, and Departimënt Educazion y Cultura Ladina - Inovaziun y Consulënza, Bozen. *Alfabetier : Material für die Mehrsprachige Alphabetisierung* (2018). Print. • Hofer, Sabine; Rubatscher, Veronica. *Quaky : [jüc por le svilup dla cosciënza di sonns*. Bozen: Departimënt Educaziun y Cultura Ladina, 2014. Print. • Videsott Ruth; Rubatscher Veronica; Valentin Daria. *Junde! Bita y Cëch nes mostra...* Liber de gramatica. Bu.press, 2018. Print.
Supplementary Readings	• Cavagnoli, Stefania, and Passarella, Mirca. *Educare Al Plurilinguismo : Riflessioni Didattiche, Pedagogiche E Linguistiche*. Milano: Angeli, 2011. Print. Lingua, Traduzione, Didattica. • Erika Brinkmann, Nina Bode-Kirchhoff. ABC Lernlandschaft, vpm, 2019. • Bernd Ganser; Karin Kobl. *Wortarten – einfach märchenhaft*, Auer Verlag, 2014 • Anne Eicken, *Mit Montessori die Rechtschreibung begreifen 2-4_Kreative Lernangebote zum richtigen Schreiben für jeden Schüler*, Auer Verlag, 2015. • Franziska Püller. *Hurra, jetzt bin ich Rechtschreibkönig! Sicher Rechtschreiben lernen mit Montessori-Pädagogik*, Brigg Verlag, 2020. • Maria G. Lo Duca. *Viaggio nella grammatica_Esplorazioni e percorsi per i bambini della scuola primaria.* Carocci editore S.p.A., Roma, 2019.

Course Module

Course Constituent Title	Insights into Language and Orthography
Course Code	13447C
Scientific-Disciplinary Sector	FLMR-01/B
Language	Ladin
Lecturers	Dott. Carla Willeit, Carla.Willeit@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49184

Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	20
Planned Office Hours	6
Contents Summary	This lecture follows on from the lecture "Didactics of First Reading and First Writing" and Module 6 and deals with further areas of written language acquisition that relate to the acquisition of orthographic knowledge and skills in the area of language reflection "Insight into Language". It takes into account the scientific fundamentals of the relevant linguistic phenomena, the respective acquisition specifics and didactic methods.
Course Topics	- Stage models of learning to spell - Spelling strategies (alphabetic, orthographic and morphemic strategies) - Orthographic fields that go beyond the initial area and include morphological and syntactic principles (word fields/word families, spelling together and apart, upper and lower case) - Punctuation - Comparison of orthographic features of Ladin, German and Italian - Phonetically correct writing / orthographically correct writing - Dealing with errors and their meaning - Dealing with several languages in the classroom - Didactic methods of early spelling
Teaching Format	The lesson takes place remotely.
Required Readings	• Brinkmann, E. (ed.) (2015). Rechtschreiben in der Diskussion: Schriftspracherwerb und Rechtschreibunterricht. Grundschulverband. • Ursula Bredel/ Nanna Fuhrhop/ Christina Noack *Wie Kinder lesen und schreiben lernen.* Francke Verlag • Schenk, Christa (2019): Lesen und Schreiben lernen und lehren. Eine Didaktik des Schriftspracherwerbs. 11. überarbeitete Auflage. • Rubatscher, Claudia, Rubatscher, Veronica, and Departimënt Educazion y Cultura Ladina - Inovaziun y

	Consulënza, Bozen. *Alfabetier : Material für die Mehrsprachige Alphabetisierung* (2018). Print. • Hofer, Sabine; Rubatscher, Veronica. *Quaky : [jüc por le svilup dla cosciënza di sonns*. Bozen: Departimënt Educaziun y Cultura Ladina, 2014. Print. • Videsott Ruth; Rubatscher Veronica; Valentin Daria. *Junde! Bita y Cëch nes mostra...* Liber de gramatica. Bu.press, 2018. Print.
Supplementary Readings	• Cavagnoli, Stefania, and Passarella, Mirca. *Educare Al Plurilinguismo : Riflessioni Didattiche, Pedagogiche E Linguistiche*. Milano: Angeli, 2011. Print. Lingua, Traduzione, Didattica. • Erika Brinkmann, Nina Bode-Kirchhoff. ABC Lernlandschaft, vpm, 2019. • Bernd Ganser; Karin Kobl. *Wortarten – einfach märchenhaft*, Auer Verlag, 2014 • Anne Eicken, *Mit Montessori die Rechtschreibung begreifen 2-4_Kreative Lernangebote zum richtigen Schreiben für jeden Schüler*, Auer Verlag, 2015. • Franziska Püller. *Hurra, jetzt bin ich Rechtschreibkönig! Sicher Rechtschreiben lernen mit Montessori-Pädagogik*, Brigg Verlag, 2020. • Maria G. Lo Duca. *Viaggio nella grammatica_Esplorazioni e percorsi per i bambini della scuola primaria.* Carocci editore S.p.A., Roma, 2019.

Course Module

Course Constituent Title	Literacy teaching in multilingual settings (Lab.)
Course Code	13447D
Scientific-Disciplinary Sector	FLMR-01/B
Language	Ladin
Lecturers	Dott. Mag. René Pescoll, Rene.Pescoll1@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35860
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	

Teaching Hours	0
Lab Hours	20
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The laboratory follows on from the lecture "Didactics of first reading and first writing" and deals in particular with the simultaneous acquisition of several orthographic systems in a multilingual context. In particular, methods and materials for multilingual literacy are presented.
Course Topics	- Teaching written language with several school languages - Support methods in the area of written language acquisition - Trilingual alphabetisation using the "Alfabetier trilingual" material and other didactic resources available for (multilingual) alphabetisation - Observation aids for children in the course of literacy training - Language contrastive phonology - Lesson planning for various learning areas of written language acquisition covered in the lectures - Typology of writing systems - Orthographic parallels between Ladin, German and Italian
Teaching Format	Keynote speeches, group work, presentation of teaching and support materials, design of didactic units
Required Readings	• Ursula Bredel/ Nanna Fuhrhop/ Christina Noack *Wie Kinder lesen und schreiben lernen.* Francke Verlag • Schenk, Christa (2019): Lesen und Schreiben lernen und lehren. Eine Didaktik des Schriftspracherwerbs. 11. überarbeitete Auflage. • Rubatscher, Claudia, Rubatscher, Veronica, and Departimënt Educazion y Cultura Ladina - Inovaziun y Consulënza, Bozen. *Alfabetier : Material für die Mehrsprachige Alphabetisierung* (2018). Print. • Hofer, Sabine; Rubatscher, Veronica. *Quaky : [jüc por le svilup dla cosciënza di sonns.* Bozen: Departimënt Educaziun y Cultura Ladina, 2014. Print. • Videsott Ruth; Rubatscher Veronica; Valentin Daria. *Junde! Bita y Cëch nes mostra...* Liber de gramatica. Bu.press, 2018. Print.
Supplementary Readings	• Cavagnoli, Stefania, and Passarella, Mirca. *Educare Al Plurilinguismo : Riflessioni Didattiche, Pedagogiche E*

	Linguistiche. Milano: Angeli, 2011. Print. Lingua, Traduzione, Didattica. • Erika Brinkmann, Nina Bode-Kirchhoff. ABC Lernlandschaft, vpm, 2019. • Bernd Ganser; Karin Kobl. *Wortarten – einfach märchenhaft*, Auer Verlag, 2014 • Anne Eicken, *Mit Montessori die Rechtschreibung begreifen 2-4_Kreative Lernangebote zum richtigen Schreiben für jeden Schüler*, Auer Verlag, 2015. • Franziska Püller. *Hurra, jetzt bin ich Rechtschreibkönig! Sicher Rechtschreiben lernen mit Montessori-Pädagogik*, Brigg Verlag, 2020. • Maria G. Lo Duca. *Viaggio nella grammatica_Esplorazioni e percorsi per i bambini della scuola primaria.* Carocci editore S.p.A., Roma, 2019.