

Syllabus

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Titul dl curs	Didattica dell'avviamento alla lettura e alla scrittura
Codesc dl curs	12447
Titul suplementar	
SSD	GERM-01/C
Lingaz	Tedesco
Curs de laurea	Corso di laurea magistrale a ciclo unico in Scienze della Formazione primaria - sezione in lingua tedesca
D'autri cursc de laurea (cursc deberieda)	
Dozenc	dr. Alexander Glück, Alexander.Glueck@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35490 dr. Marjan Asgari, Marjan.Asgari@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35903 prof. dr. Sven Andreas Jens Nickel, SvenAndreasJens.Nickel@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44524
Assistent didatich	
Semester	Primo semestre
Ann/Agn de stude	4.
Credic universitars	8
Ores de insegnament	60
Ores de laboratorio	40
Ores de stude individual	100
Ores de riceviment prevedudes	24
Ressumé di contegnus	See the individual course modules.

Argomenc dl curs	See the individual course modules.
Paroles clef	Emergent Literacy, Early Literacy, Reading, Writing
Prerequisic aconsiés	
Cursc propedeutics	
Modalité de enseignament	Lectures and Laboratories
Oblianza de frecuencia	In accordance with the regulation
Obietifs formatifs y competenzes da arjonje	- Students can explain different dimensions of literacy (written structure, literacy, written culture) - Students can explain the importance of family literary socialisation (home literacy environment) - Students can explain the basics of the German writing system and orthography - Students can explain models of written language processing and written language acquisition - Students know the learning fields of written language acquisition (phonological awareness, vocabulary development, etc.) and methods of support for this - Students know the benefits of direct access to writing (sight word and basic vocabulary) and corresponding teaching methods to promote this - Students can design a learning environment that stimulates reading and writing and apply methods of written language didactics in the primary sector (also with regard to multilingual writing acquisition) - Students know different methods and evidence-based programmes for reading promotion and can create texts suitable for the learning level - Students can analyse errors in terms of a development-related, learning process-oriented diagnosis of written language skills and derive practical teaching consequences from this - Students are familiar with selected screening and test procedures in the area of written language development and can apply them - Students have basic knowledge of the developmental conditions and manifestations of LRS (reading and spelling difficulties) Expected learning outcomes and competences: Knowledge and understanding

	- Knowledge of the writing system of German, Italian and other languages in comparison - Knowledge of the phonological system of German and important (meta-)phonological concepts related to the writing system - Knowledge of the basics of written language acquisition (vocabulary, reading socialisation, etc.) - Knowledge of the cognitive processes involved in written language processing - Knowledge of cognitive models of written language acquisition - Reflective knowledge of methods of written language didactics - Knowledge of diagnostic procedures and their application - Knowledge of written language support measures Application of knowledge and understanding - Applying and reflecting 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) Judgement - Reflect on the use of screening procedures to assess the basics of literacy acquisition in kindergarten - Critically evaluate didactic methods and use them appropriately - Reflect on the use of different methods depending on individual abilities in literacy acquisition - Reflect on the use of support tools in various support situations within the framework of the legal possibilities for primary school teachers - Recognising the different needs of children in terms of inclusive teaching (with regard 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 appropriately to pupils - be able to justify and communicate learning and support measures for the acquisition of basic skills and written language in
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	L1 and L2 (and other languages). Learning strategies - Linking academic knowledge about writing systems with knowledge about acquisition processes and didactic/diagnostic methods
Obietifs formatifs y competenzes da arjonje (informazions suplementares)	
Sort de ejam	Written final examination (exam) covering both lectures. The assessment of performance in the two laboratory sessions is factored into the overall assessment on a weighted basis.
Criters de valutazion	Assignment of a single final assessment for the module as a whole. The overall mark for the module is determined as follows: A final written examination covering the lectures is held. This comprises both closed and open-ended questions. The performance demonstrated in this examination contributes 60 per cent to the overall mark, weighted in proportion to the number of contact hours within the module. The assessment criteria are: Substantive accuracy, logical structure, clear argumentation, reference to specialist literature, ability to analyse and reflect critically, linguistic accuracy, use of academic terminology, and independent and well-reasoned judgement. The assessment of the two laboratory sessions is included in the overall assessment with a weighting of 40 per cent in total (20 per cent per laboratory session), in proportion to the number of hours within the module. The following factors are taken into account when determining the respective performance in the two laboratories: a) the assessment of a final written assignment (which may also take the form of the production of didactic and methodological materials, including academic reflection), b) the assessment of a short presentation, either individually or in pairs.

	The criteria for assessing the written assignment are as follows: academic accuracy; logical structure, clear argumentation, linguistic and spelling accuracy, and appropriate use of academic terminology; reference to relevant specialist literature; the ability to engage in critical analysis and (self-)reflection, as well as independent and well-reasoned judgement. When producing didactic and methodological materials, creativity and the degree of innovation are also taken into account. In accordance with the Faculty's examination regulations, in order to achieve a positive overall assessment of the module, the assessment for each individual course component belonging to the module must also be positive. In the event of a negative assessment of the overall module, any positively assessed parts of the module will be credited the next time you take the module examination, provided this takes place in the same academic year. 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 suspension for three examination dates (see also Article 6, Paragraph 4 of the current examination regulations).
Bibliografia obbligatora	See the individual course modules.
Bibliografia aconsieda	See the individual course modules.
Deplù informaziuns	
OSS	Istruzione di qualità

Modul

Titul	Didattica dell'avviamento alla lettura e alla scrittura
Codesc dl curs	12447A
SSD	GERM-01/C
Lingaz	Tedesco
Dozenc	prof. dr. Sven Andreas Jens Nickel, SvenAndreasJens.Nickel@unibz.it

	https://www.unibz.it/en/faculties/education/academic-staff/person/44524
Assistent didatich	
Semester	Primo semestre
Credic universitars	2
Dozent/a responsabel/bla	
Ores de ensegnament	30
Ores de laboratore	0
Ores de stude individual	20
Ores de riceviment prevedudes	6
Ressumè di contegnus	The lecture introduces fundamental theories and models of written language acquisition and written language processing, from the perspective of both reading and writing. In addition, didactic concepts of written language teaching are discussed. Complementing this, methods of development-related error analysis as well as screening and testing procedures are presented, which serve to identify difficulties in written language acquisition and to derive appropriate support measures. The linguistic examination of the subject of writing is covered in the parallel lecture Insight into Language and Spelling. The content of both courses is closely coordinated.
Argomenc dl curs	- Students will acquire in-depth knowledge of the key dimensions of literacy in educational contexts, including script structure, written language, and writing culture. - They will critically reflect on their own literacy trajectories, with particular attention to family reading practices and the home literacy environment. - They will examine approaches to fostering literacy in early childhood, with a focus on dialogic reading and family-based educational interventions (Family Literacy). - They will engage with core areas of literacy acquisition, such as phonological awareness, phoneme–grapheme correspondence, phonemic blending, morphological segmentation, the development of a basic and sight vocabulary, concepts of print, handwriting fluency, and reading socialization. - They will analyze diverse approaches to early literacy instruction,

	including programmatic, learner-centered, and syllable-based/structure-oriented models. - They will study pedagogical strategies for text production in grades 1–5, considering the writing process, peer feedback through writing conferences, and collaborative author circles. - They will critically engage with evidence-based approaches to reading instruction and promotion, addressing reading motivation, reading behavior, reading fluency, and comprehension, as well as organizational models (e.g., reading bands, sustained silent reading). - They will explore the motor foundations of writing, with a particular emphasis on the development of handwriting. - They will develop competencies in developmental observation and assessment, including the analysis and reconstruction of errors and learning pathways.
Modalité de enseignement	Lecture integrating interactive elements and periods of self-directed learning
Bibliografia obligatoria	• Hillesheim, K./Menzel, D. (2023). <i>Schriftspracherwerb im Kontext digitaler Medien</i>. Klinkhardt. • Nickel, S. (2022). Grundlagen des Schriftspracherwerbs. Schriftkultur leben, Schriftlichkeit erwerben, Schriftstruktur durchdringen. In M. Gutzmann & U. Carle (Hrsg.), <i>Anfangsunterricht – Willkommen in der Schule!</i> (S. 78-92), Grundschulverband. • Rosebrock, C. & Nix, D. (2025). <i>Grundlagen der Lesedidaktik und der systematischen schulischen Leseförderung</i> (10. erw. und akt. Aufl.). Schneider Hohengehren.
Bibliografia aconsiada	• Bartnitzky, H., et. al. (Hrsg.) (2016). <i>Kinder entwickeln ihre Handschrift</i>. Grundschulverband. • Brinkmann, E. (Hrsg.) (2015). <i>Rechtschreiben in der Diskussion: Schriftspracherwerb und Rechtschreibunterricht</i>. Grundschulverband. • Brügelmann, H. & Brinkmann, E. (2022). <i>Die Schrift erfinden</i>. Beobachtungshilfen und methodische Ideen für einen offenen Anfangsunterricht im Schreiben und Lesen. Libelle Verlag. • Brügelmann, H. & Brinkmann, E. (2005). Deutsch. In H. Bartnitzky, H. et al. (Hrsg.), <i>Pädagogische Leistungskultur: Materialien für Klasse 1 und 2</i>. Grundschulverband. • Jeuk, S. & Schröder, J. (2013). <i>Schriftsprache erwerben</i> (5. Aufl.), Cornelsen. • Reichardt, A. & Wildemann, A. (2024). Schriftspracherwerb -

	Gegenstand, Aneignung und Lernräume. In: Götz, M., Hartinger, A., Heinzl, F., Kahlert, J., Miller, S. & Sandfuchs, U. (Hrsg.), Handbuch der Grundschulpädagogik und Grundschuldidaktik. 5. Aufl. (S. 518-529). Bad Heilbrunn: Klinkhardt. • Schüler, L. (Hrsg.) (2021). <i>Elementare Schriftkultur in heterogenen Lernkontexten. Zugänge zu Schrift und Schriftlichkeit</i>. Klett / Kallmeyer. • More articles on individual aspects will be made available in OLE during the semester.
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Modul

Titul	Fonetica, fonologia e consapevolezza fonologica (lab.)
Codesc dl curs	12447B
SSD	GERM-01/C
Lingaz	Tedesco
Dozenc	dr. Marjan Asgari, Marjan.Asgari@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35903 prof. dr. Sven Andreas Jens Nickel, SvenAndreasJens.Nickel@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44524
Assistent didatich	
Semester	Primo semestre
Credic universitars	2
Dozent/a responsabel/bla	
Ores de ensegnament	0
Ores de laboratore	20 Gruppe 1, 2 und 3: Prof. Dr. Sven Andreas Jens Nickel Gruppe 4: Dr. Marjan Asgari
Ores de stude individual	30
Ores de riceviment prevedudes	6

Ressumé di contegnus	The laboratory deepens knowledge of spoken language processing, both in the segmental and prosodic areas, as well as metalinguistic awareness of sound structure. Students acquire skills in diagnosing and promoting phonological awareness and reading synthesis. In addition, they deal with low-level aspects of early writing.
Argomenc dl curs	- Students acquire the linguistic foundations for the prosodic and phonological analysis of spoken language and practise determining phonemes and analysing stress patterns in German. - Students develop skills in the developmental promotion of phonological awareness, letter recognition and grapheme-phoneme correspondence. - Students deal with concepts of early writing, in particular the use of phonetic tables and structure-orientated and syllable-analytical models. - Students familiarise themselves with strategies for teaching early spelling skills and apply these.
Modalité de enseignament	Keynote speeches, group work, presentation of diagnostic and teaching materials, design of didactic units
Bibliografia obligatora	• Brügelmann, H. & Brinkmann, E. (2022). <i>Die Schrift erfinden</i>. Beobachtungshilfen und methodische Ideen für einen offenen Anfangsunterricht im Schreiben und Lesen. Libelle Verlag. • Brinkmann, E. & Brügelmann H. (2001). <i>Ideenkiste Schrift-Sprache 1</i>. Verlag für pädagogische Medien. • Gall, M. (2021). <i>Bausteine für frühen Schriftspracherwerb</i>. Praesens. • Hillesheim, K./Menzel, D. (2023). <i>Schriftspracherwerb im Kontext digitaler Medien</i>. Klinkhardt.
Bibliografia aconsiada	Articles on individual aspects will be made available in OLE or PADLET during the semester.

Modul

Titul	Riflessione sulla lingua e conoscenze ortografiche
Codesc dl curs	12447C
SSD	GERM-01/C
Lingaz	Tedesco
Dozenc	prof. dr. Sven Andreas Jens Nickel,

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Assistent didatich	
Semester	Primo semestre
Credic universitars	2
Dozent/a responsabel/bla	
Ores de ensegnament	30
Ores de laboratore	0
Ores de stude individual	20
Ores de riceviment prevedudes	6
Ressumè di contegnus	The lecture introduces the basics of the German writing system. It covers the scientific fundamentals of relevant linguistic phenomena and their respective acquisition specifics. The didactic implementation of this content is the subject of the parallel lecture Didactics of Early Reading and Writing. The content of both courses is closely coordinated.
Argomenc dl curs	- Students acquire basic knowledge of analysing spoken language, particularly with regard to the definition and function of linguistic units (phoneme, syllable, onset rhyme and other prosodic units). - Students deal with typologies of writing systems and deepen their knowledge of language-contrastive phonology and graphematics. - Students gain an insight into basic school-specific written linguistic aspects of German, including phonographic, syllabic, morphological and syntactic principles. - Students develop segmental and structural methods of early spelling. - Students reflect on the connection between spelling competence and cognitive activation in the process of orthography acquisition. - Students deal with the cognitive and affective components of reading competence. - Students familiarise themselves with criteria for easy readability and apply these. - Students develop skills in the use of observation methods to assess individual learning developments. - Students acquire basic knowledge of reading and spelling

	disorders (dyslexia).
Modalité de enseignement	The lesson takes place remotely. Lecture with inputs and phases of self-directed learning.
Bibliografia obligatoria	• Betzel, D. & Droll, H. (2020). <i>Orthographie. Schriftstruktur und Rechtschreibdidaktik</i>. Paderborn: Schöningh • Eisenberg, P. (2022). Grundlagen der deutschen Wortschreibung. In: U. Bredel (Hrsg.): Weiterführender Orthographieerwerb. Baltmannsweiler. • Günther, Hartmut (1997). Mündlichkeit und Schriftlichkeit. In H. Balhorn & H. Niemann (Hrsg), <i>Sprachen werden Schrift. Mündlichkeit - Schriftlichkeit - Mehrsprachigkeit</i>. Libelle. S. 64-73. • Dürscheid, C. (2016). <i>Einführung in die Schriftlinguistik</i> (5. Aufl.). UTB.
Bibliografia aconsieda	Bredel, U. (2024). <i>Das Schriftsystem des Deutschen. Graphetik – Graphematik – Orthographie – Erwerb. Eine Einführung</i>. Erich Schmidt Articles on individual aspects will be made available in OLE during the semester.

Modul

Titul	Alfabetizzazione (multilingue) (lab.)
Codesc dl curs	12447D
SSD	GERM-01/C
Lingaz	Tedesco
Dozenc	dr. Alexander Glück, Alexander.Glueck@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35490 prof. dr. Sven Andreas Jens Nickel, SvenAndreasJens.Nickel@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44524
Assistent didatich	
Semester	Primo semestre
Credic universitars	2

Dozent/a responsabel/bla	
Ores de ensegnament	0
Ores de labore	20 Gruppe 1, 2, 3: Prof. Dr. Sven Andreas Jens Nickel Gruppe 4: Dr. Alexander Glück
Ores de stude individual	30
Ores de riceviment prevedudes	6
Ressumè di contegnus	The laboratory builds on the lecture Didactics of Early Reading and Writing and explores selected aspects of reading acquisition in kindergarten and primary school age children. The conditions and challenges of multilingual contexts are taken into account.
Argomenc dl curs	- Students learn about the typical structure of picture books for different age groups and acquire knowledge of the method of dialogue-based reading in pre-school, kindergarten and primary school. - Students will familiarise themselves with methods for promoting low-level reading skills, in particular for building a visual vocabulary and for promoting reading synthesis and reading fluency. - Students learn about and apply criteria for the selection and design of texts for (multilingual) beginning readers.
Modalité de ensegnament	Keynote speeches, group work, presentation of teaching and support materials, design of didactic units
Bibliografia obligatoria	• Kutzelmann, S. et al..(Hrsg.) (2017). Mehrsprachiges Lesetheater. Handbuch zu Theorie und Praxis. Opladen. • Kutzelmann, S., Rosebrock, C., (Hrsg.) (2018). Praxis der Lautleseverfahren. Klett Kallmeyer. • Rosebrock, C, Nix, D., Rieckmann, C., Gold, A. (2011). Leseflüssigkeit fördern: Lautleseverfahren für die Primar- und Sekundarstufe. Klett Kallmeyer. • Rosebrock, C. & Nix, D. (2025). <i>Grundlagen der Lesedidaktik und der systematischen schulischen Leseförderung</i> (10. erweiterte und aktualisierte Aufl.). Schneider Hohengehren. • Schweizerisches Institut für Kinder- und Jugendmedien (2017). Leitfaden Dialogisches Lesen. Fachhochschule Nordwestschweiz.
Bibliografia aconsiada	• Brügelmann, H, Brinkmann, E. (2020). Was ist leicht zu lesen für echte Leseanfänger*innen? Kriterien zur

	Textgestaltung am Beispiel der Regenbogen-Lesebox. https://doi.org/10.25656/01:20526 • Brügelmann, H., Brinkmann, E. (2021). Selber Lesen leicht gemacht. Begleitheft zur Reihe (Leseleichte Lesehefte zum Leseanfang). Heinevetter. https://doi.org/10.25656/01:23625 • Kutzelmann, S. & Massler, U. (Hrsg.) (2018). Mehrsprachige Leseförderung: Grundlagen und Konzepte. Narr. • Videoreihe "Das Leseband" Articles on individual aspects will be announced in OLE during the semester and made available if necessary.
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