Syllabus

Course Description

Course Title	Children's literature
Course Code	87008
Course Title Additional	
Scientific-Disciplinary Sector	GERM-01/B
Language	German
Degree Course	Training course for teachers of German as a second language in Italian-speaking primary schools in the province of Bozen-Bolzano
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Jeanette Hoffmann, Jeanette.Hoffmann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/43621
Teaching Assistant	
Semester	Summer school
Course Year/s	1
CP	3
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	0
Contents Summary	This course provides an overview of the current state of research in the fields of literary socialisation and empirical reception studies relating to children's literature in a multilingual context. Against this backdrop, the diversity of contemporary narrative forms in children's literature – multimodal, intermedial and multilingual – will be presented, explored collectively and analysed from the perspectives of literary aesthetics, linguistics and the teaching of literature.
Course Topics	Theoretical Framework

	• Children's literature as a space for experience • Linguistic, literary and aesthetic learning Research into literary socialisation and reception • Research into reading biographies • Research into reading and media socialisation • Reception research (Imagination) • Second language and written language acquisition through children's literature (literacy and literary awareness) Literary analyses • Picture books • Children's novels and other narrative forms • Children's poetry • Non-fiction • Multilingual children's literature
Keywords	Children's literature, visual narrations, second language learning, multilingualism, aesthetic language experiences
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lecture with exercises and preparatory reading, group media analysis and writing exercises, text analysis, individual and group work, reflection and discussion sessions, short talks and presentations, and presentations on a selected children's medium (including PowerPoint slides)
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and understanding: • Build and deepen knowledge of literature and literary narrative forms • Explore cultural, social and historical literary contexts and establish connections between them Applying knowledge and understanding: • Experience, describe and reflect on possible ways of interpreting language and text structure • Organise shared reading sessions and present literary narrative forms Evaluation: • Assess literary texts in terms of their aesthetic content and their linguistic and literary educational potential, and select them with discernment

	Communication: • Speaking and writing appropriately about literature: engaging analytically with a text in writing and reflecting on one's own reception process; contributing one's own understanding of the text to literary conversations and discussions about literature • Formulating literary interpretations, developing arguments to support them, and substantiating them with textual evidence • Engage with others' interpretations and attempt to understand them • Accept the open-ended nature of the process of meaning-making Learning strategies: • Apply different modes of reception and reading habits in a goal-oriented manner • Combine linguistic and literary learning • Learn to use literature within its multilingual and intercultural context
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Oral examination with preparatory written work: creating a vignette based on one's own reading history, writing a review of a selected children's book, preparing a literary analysis presentation (PPT slides) on an nominated title in children's literature, and an oral examination on the course content (based on the written work).
Evaluation Criteria	A critical and independent engagement with literature; the application and further development of knowledge and skills; appropriate and clear written and oral expression; linguistic and formal accuracy; confident use of specialist terminology; logical structure; clear reasoning; and the ability to reflect.
Required Readings	• Belke, Gerlind (2011): Literarische Sprachspiele als Mittel des Spracherwerbs. In: Fremdsprache Deutsch, (44), 15–21. • Hodaie, Nazli (2024): Literarische Bildung in der Migrationsgesellschaft – Tendenzen und Relevanzen im Umgang mit sprachlicher und kultureller Vielfalt im Literaturunterricht. In: Ritter, Michael; Jantzen, Christoph; Ritter, Alexandra (Hrsg.): Literarische Bildung für die Grundschule. Kinder – Literatur – Didaktik (S. 158-168).

	Frankfurt a.M.: Grundschulverband. • Hoffmann, Jeanette (2023): *Io sono foglia* – Erzählen mit Bilderbüchern in mehrsprachigen Kontexten. Das Südtiroler Projekt IMAGO. In: Zeitschrift für Interkulturellen Fremdsprachenunterricht, 28 (1), 57–85. https://doi.org/10.48694/zif.3603 • Naujok, Natascha (2018): Erzählbrücken – Szenisches Erzählen für neu zugewanderte Kinder und das unterstützende Potenzial von Literalität. In: Leseforum Schweiz – Literalität in Forschung und Praxis. 28 (2), 1–17. www.leseforum.ch • Vishek, Svetlana (2019): Mehrsprachige Bilderbücher aus sprachdidaktischer, literaturdidaktischer und erziehungswissenschaftlicher Perspektive. In: Danilovich, Yauheniaya; Putjata, Galina (Hrsg.): Sprachliche Vielfalt im Unterricht. Fachdidaktische Perspektiven auf Lehre und Forschung im DaZ-Modul. Wiesbaden: Springer VS, 15–32. • Wieler, Petra (2018): Fiktionale Geschichten als Beitrag zur Literacy-Förderung und Erweiterung der kulturellen Identität mehrsprachiger Grundschulkinder. In: Hövelbrinks, Britta; Fuchs, Isabel; Maak, Diana; Duan, Tinghui; Lütke, Beate (Hrsg.): Der-Die-DaZ – Forschungsbefunde zu Sprachgebrauch und Spracherwerb von Deutsch als Zweitsprache. Berlin: De Gruyter, 101–115.
Supplementary Readings	• Ballis, Anja/Mirjam Burkard (2014): Kinderliteratur im Medienzeitalter. Grundlagen und Perspektiven für den Unterricht in der Grundschule. Berlin: Erich Schmidt. • Becker, Susanne H. (2018): Schatzkarte oder Wünschelrute? Ein Blick auf Auswahlkriterien zum Deutschen Jugendliteraturpreis. In: Jantzen, Christoph; Josting, Petra; Ritter, Michael (Hgg.): Ästhetik – Leserbezug – Wirkung. Ansprüche an Kinder- und Jugendliteratur im Wandel der Zeit. kjl&m 18. extra. München: kopaed, 97–106. • Belke, Gerlind (2021): Poesie und Grammatik. Kreativer Umgang mit Texten im Deutschunterricht mehrsprachiger Lerngruppen. 8. Aufl. Baltmannsweiler: Schneider Hohengehren. • Dehn, Mechthild (2019): Visual Literacy, Imagination und Sprachbildung. In: Knopf, Julia; Ulf Abraham (Hgg.): BilderBücher. Band 1 Theorie. 2., vollständ. überarb. u. erw. Aufl. Baltmannsweiler: Schneider Hohengehren, 121–130. • Eder, Ulrike (2009): Mehrsprachige Kinder- und Jugendliteratur für mehrsprachige Lernkontexte. Wien: Praesens. • Eder, Ulrike, & Dirim, Inci (Hrsg.) (2017). Lesen und Deutsch lernen: Wege der Förderung früher Literalität durch Kinderliteratur. Wien: Praesens.

	• Hoffmann, Jeanette, & Mastellotto, Lynn (2023): Themenschwerpunkt: Erzählen in multilingualen und interkulturellen Kontexten. Zeitschrift für interkulturellen Fremdsprachenunterricht, 28 (1). https://zif.tujournals.ulb.tu-darmstadt.de/issue/89/info/ • Ritter, Michael; Jantzen, Christoph; Ritter, Alexandra (Hrsg.) (2024): Literarische Bildung für die Grundschule. Kinder – Literatur – Didaktik. Frankfurt a.M.: Grundschulverband. • Spinner, Kaspar H. (2006): Literarisches Lernen. In: Praxis Deutsch, 34 (200), 6–16. The primary reading list will be announced on the learning platform set up for the module before the course begins.
Further Information	
Sustainable Development Goals (SDGs)	Quality education