Syllabus

Descrizione corso

Titolo insegnamento	Letteratura per l'infanzia
Codice insegnamento	87008
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	GERM-01/B
Lingua	Tedesco
Corso di Studio	Corso di formazione per insegnanti di tedesco seconda lingua della scuola primaria in lingua italiana della Provincia di Bolzano
Altri Corsi di Studio (mutuati)	
Docenti	prof. dr. Jeanette Hoffmann, Jeanette.Hoffmann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/43621
Assistente	
Semestre	Summer school
Anno/i di corso	1
CFU	3
Ore didattica frontale	30
Ore di laboratorio	0
Ore di studio individuale	45
Ore di ricevimento previste	0
Sintesi contenuti	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.

Argomenti dell'insegnamento	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
Parole chiave	Children's literature, visual narrations, second language learning, multilingualism, aesthetic language experiences
Prerequisiti	
Insegnamenti propedeutici	
Modalità di insegnamento	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)
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	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
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	
Modalità di esame	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).
Criteri di valutazione	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.
Bibliografia obbligatoria	• 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.
Bibliografia facoltativa	• 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.
Altre informazioni	
Obiettivi di Sviluppo Sostenibile (SDGs)	Istruzione di qualità