Syllabus

Course Description

Course Title	Literacy for Beginning Readers and Writers
Course Code	11447
Course Title Additional	
Scientific-Disciplinary Sector	LIFI-01/A
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	
Lecturers	Prof. Livia Taverna, Livia.Taverna@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/4202 Prof. Silvia Dal Negro, Silvia.DalNegro@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12838 Prof. Lorenzo Spreafico, Lorenzo.Spreafico@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/13255 Dr. Cecilia Varcasia, Cecilia.Varcasia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/16396 dr. Irina Suzana Stan, IrinaSuzana.Stan@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/53079
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	The module aims to present theories and didactic models for literacy and the development of writing and reading skills in Italian, and for language reflection, also in a multilingual context.
Course Topics	The main topics covered and critically discussed within the course are: - the written and oral modes of verbal communication, in relation to first language teaching; - the functioning of the phonological, orthographic and interpunctural system of Italian, also in relation to those of other languages and in particular Ladin and German; - the prerequisites for the promotion and learning of writing and reading in Italian; - the methodologies for promoting metaphonological and grammatical awareness aimed at teaching writing and reading in Italian; - the manifestations and aetiology of atypical developments of writing and reading skills in Italian.
Keywords	literacy oracy and writing metalinguistic awareness
Recommended Prerequisites	basic knowledge of linguistics and Italian grammar
Propaedeutic Courses	
Teaching Format	face-to-face lessons workshop activities distance learning lessons in synchronous and asynchronous mode
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Disciplinary skills Knowledge and understanding At the end of the module, the student has adequate knowledge of learning theories and practices for teaching the writing and reading of Italian, also in the context of interaction with other languages. Furthermore, he/she has adequate knowledge of the phonology,

	orthography and punctuation of Italian, as well as good contrastive knowledge of the same systems for Ladin and German. Ability to apply knowledge and understanding At the end of the course, the student is able to reflect on the typical and atypical development of the writing and reading skills of mono- and multilingual children in Italian; he/she is able to evaluate the resources available for the teaching of writing and reading in Italian; he/she is able to design and produce autonomously paths and materials for the education and promotion of writing and reading in Italian, as well as for grammatical reflection. Transversal skills Autonomy of judgement At the end of the module, the student has achieved critical and interpretative skills that enable him/her to make observations and formulate autonomous judgements on the learning of writing and reading in Italian, also with reference to contexts of interaction with other languages. Communicative skills At the end of the module, the student has acquired specific communicative skills, in particular the formal accuracy of exposition and selection of terms, argumentative skills and the ability to synthesise in written and spoken Italian. The insistence on the comparison between the phonological, orthographic and interpunctive systems of Italian, Ladin and German stimulates greater control of the linguistic resources available, also for teaching in a multilingual context. The workshop activities, in plenum and in small groups, contribute to developing specific communicative skills such as argumentative ability, formal accuracy and the ability to synthesise. Learning skills At the end of the module, students have acquired knowledge and specific reflective skills that enable them to update and deepen their study of the processes of acquiring and teaching writing and reading in Italian autonomously, as well as to update critically on

	new teaching proposals. Furthermore, the teaching methodologies tested during the workshops develop the ability to reflect and apply teaching methods that can be used in the future profession of pre-school and primary school teachers.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Oral exam and elaboration (in written form) of teaching activities.
Evaluation Criteria	The accuracy, completeness and correctness of the answers, as well as the ability to critically analyse and independently elaborate on them in the oral interview; the appropriateness and relevance to the objectives in the written elaboration of proposed teaching activities are considered and assessed. In the event of a failing grade for the entire course, any partial exams taken with a positive result will be considered as passed in the subsequent attempt to take the entire examination. It should be noted that, even in this case, a negative mark for the entire course will be counted towards the number of attempts available to take an examination. According to the Examinations Regulations, if a student fails an examination in three consecutive attempts, he/she may not register for the same examination in the three sessions following the last attempt (Art. 6, para. 4 of the current Regulations for Proficiency Examinations). Active participation in workshops is also taken into account.
Required Readings	• Lo Duca, M.G. (2018), *Viaggio nella grammatica. Explorations and pathways for primary school children*, Rome, Carocci **(first part: chapters I and II)**. • Cignetti, L., Demartini, S., Fornara, S., Viale, M. (2022), *Didactics of Italian as a first language*. Bologna, Il Mulino **(Chapters II, IV and VI)**. • De Beni, R., Cisotto L., Carretti, B. (2013). *Psychology of reading and writing. Teaching and rehabilitation* **(Chapters 1 and 4)**. Trento, Erikson.
Supplementary Readings	• Tolchinsky L. (2003). What children know about writing before being formally taught to write. In Liliana Tolchinsky (Ed.), *The Cradle of Culture* (pp. 53-96), Mahwah, New

	Jersey, Laurence Erlbaum Associates. • Chauveau, G. (2000). *How the child becomes a reader. For a cognitive and cultural psychology of reading*. Rome, Armando Editore. • Ong, W. (2014), *Orality and writing. Le tecnologie della parola*, Bologna, Il Mulino. • Cignetti, L. & Demartini, S. (2016), *L'ortografia*, Roma, Carocci [Bussole]. • Andorno, C. (2003), *La grammatica italiana*, Milano, Mondadori. • Carbonara, V. & Scibetta, A. (2020), Imparare attraverso le lingue. Il translanguaging come pratica didattica, Rome, Carocci. Additional information will be provided in class and during the workshops. .
Further Information	
Sustainable Development Goals (SDGs)	Zero hunger

Course Module

Course Constituent Title	Literacy for Beginning Readers and Writers
Course Code	11447A
Scientific-Disciplinary Sector	LIFI-01/A
Language	Italian
Lecturers	Prof. Livia Taverna, Livia.Taverna@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/4202
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 course introduces the study of theories and models for literacy and the development of writing and reading skills in Italian, as well as their teaching in typical and atypical developmental contexts.
Course Topics	- Theories of writing and reading acquisition; - General, psychomotor, cognitive, environmental and linguistic prerequisites for the acquisition of writing and reading in Italian, with particular reference to phonological awareness; - Approaches and models for teaching Italian writing and reading; - Typical and early development paths in writing and reading in the Italian language; - Promotion of writing and reading skills in the Italian language; - History of the didactics of writing and reading in the Italian language; - Introduction to Italian spelling and punctuation.
Teaching Format	Lecture with multimedia tools, debate and guided discussions, flipped classroom.
Required Readings	De Beni, R., Cisotto L., Carretti, B. (2013). Psicologia della lettura e della scrittura. L'insegnamento e la riabilitazione **(Cap. 1 e 4)**. Trento, Erikson.
Supplementary Readings	Tolchinsky L. (2003). What children know about writing before being formally taught to write. In Liliana Tolchinsky (Ed.), The Cradle of Culture (pp. 53-96), Mahwah, New Jersey, Laurence Erlbaum Associates.

Course Module

Course Constituent Title	Phonetics, Phonology, and Phonological Awareness (Lab.)
Course Code	11447B
Scientific-Disciplinary Sector	LIFI-01/A
Language	Italian
Lecturers	Prof. Lorenzo Spreafico, Lorenzo.Spreafico@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/13255

Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1, 2 e 3: Prof. Spreafico Lorenzo
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The laboratory focuses on the study of phonetic and phonological features and practical exercises designed to introduce, understand and encourage phonological awareness, which is a fundamental requirement for the development of reading and writing skills in Italian.
Course Topics	- Elements of Italian phonetics and phonology; - Phonological awareness and its development in the child; - Transcoding of the written code: grapheme/phoneme conversion; - Teaching practices for early literacy.
Teaching Format	Laboratory-based, with exercises and individual and group work.
Required Readings	The materials presented and discussed during the laboratory.
Supplementary Readings	

Course Module

Course Constituent Title	Insights into Language and Orthography
Course Code	11447C
Scientific-Disciplinary Sector	LIFI-01/A
Language	Italian
Lecturers	Prof. Silvia Dal Negro, Silvia.DalNegro@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12838
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 course explores one of the central objectives of language education, namely reflection on language. The ability to reflect on language, either spontaneously or in a guided manner, is one of the prerequisites for the development of the written language in its various aspects, from grapheme to spelling control and the conscious use of punctuation. The course will present the different topics by referring to the most recent didactic approaches based on inductive methodologies.
Course Topics	- Reflection on language as an objective of language education according to national and provincial indications; - Principles and examples of inductive experimental teaching methods on selected topics of Italian grammar; - Development of textuality and reflection on oral and written modes; - Notion of norm, error and principles of error correction.
Teaching Format	Lessons are conducted remotely, both synchronously and asynchronously.
Required Readings	• Lo Duca, M.G. (2018), *Viaggio nella grammatica. Esplorazioni e percorsi per i bambini della scuola primaria*, Roma, Carocci **(chapters I and II)**. • Cignetti, L., Demartini, S., Fornara, S., Viale, M. (2022), *Didattica dell'italiano come lingua prima*. Bologna, Il Mulino **(chapters II, IV and VI)**.
Supplementary Readings	• Ong, W. (2014), *Oralità e scrittura. Le tecnologie della parola*, Bologna, Il Mulino. • Cignetti, L. & Demartini, S. (2016), *L'ortografia*, Roma, Carocci [Bussole]. • Andorno, C. (2003), *La grammatica italiana*, Milano, Mondadori.

Course Constituent Title	Literacy teaching in multilingual settings (Lab.)
Course Code	11447D
Scientific-Disciplinary Sector	LIFI-01/A
Language	Italian
Lecturers	Dr. Cecilia Varcasia, Cecilia.Varcasia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/16396 dr. Irina Suzana Stan, IrinaSuzana.Stan@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/53079
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1 e 2: Dr. Stan Irina Suzana Gruppo 3: Dr. Varcasia Cecilia
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The workshop introduces the reflection and teaching of simultaneous learning and teaching of several writing systems in a multilingual context.
Course Topics	- Promoting the didactics of writing and reading in a multilingual context; - Analysis of experiences of teaching writing and reading in a multilingual context; - Development of methods and materials for the didactics of writing and reading in a multilingual context.
Teaching Format	Description of teaching and learning methods Laboratory-based, with individual and group exercises and work.
Required Readings	The materials provided during the workshop.

Supplementary Readings	Carbonara, V. & Scibetta, A. (2020), Learning through languages. Il translanguaging come pratica didattica, Rome, Carocci. .