Syllabus

Course Description

Course Title	Promoting Reading Literacy in Subject Teaching (Lab)
Course Code	83006
Course Title Additional	
Scientific-Disciplinary Sector	GERM-01/C
Language	German
Degree Course	University course for initial training of secondary school teachers in the German language - 60CP
Other Degree Courses (Loaned)	Training course 30 KP - German section Training course 60 KP - Ladin section Training course 30 KP - Ladin section
Lecturers	Prof. Dr. Ildikò Erika Stephanie Risse, Stephanie.Risse@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12298
Teaching Assistant	
Semester	First semester
Course Year/s	1
CP	1
Teaching Hours	0
Lab Hours	8 Gruppe 1, 2, 3 und 4: Prof. Dr.in Risse Stephanie
Individual Study Hours	19
Planned Office Hours	
Contents Summary	In modern educational research, mastery of formal language skills is regarded as a fundamental prerequisite for academic success and social participation. Whilst the basic acquisition of written language should largely be complete by the end of primary school, pupils in lower and upper secondary school face qualitatively new challenges. Non-fiction and subject-specific texts are characterised by a high density of information, complex syntactic structures (e.g. nominal style, passive constructions, complex attributes) and

	specific subject-specific vocabulary that differs significantly from everyday language. Reading competence must therefore not be assumed in subject teaching to be a static skill that has already been fully acquired in German lessons. Rather, it should be understood as a dynamic, domain-specific process that must be explicitly guided and practised within the relevant subject context. A mechanistic understanding of reading as mere 'extraction of meaning' – the so-called container metaphor, which regards the text as a passive receptacle for ready-made meanings – falls short in this regard. Successful reading is, instead, an active cognitive construction of meaning based on the interplay of textual features, linguistic prior knowledge and the reader's conceptual schemata.
Course Topics	• Academic language vs. colloquial everyday language • Teaching methods for language-sensitive subject teaching and scaffolding • Modelling reading styles and reading strategies • Interventions for reading difficulties in secondary education • Digital reading and media literacy
Keywords	Promotion of reading, language of instruction
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Group work, workshop
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Communication Students • are able to provide pupils with clear, process-oriented and encouraging feedback on their reading skills in order to positively influence their reading-related self-concept. • consciously act as linguistic role models in their own subject teaching. Learning strategies

	Students • develop a professional, inquisitive and self-reflective approach to their own subject teaching and continually question their everyday assumptions about young people's reading behaviour. • are able to identify their own barriers to comprehension when reading complex academic texts and apply metacognitive strategies to their own information processing. • can plan and structure their own professional development process in the field of reading promotion in a self-directed manner by independently reviewing and evaluating current developments in education policy, empirical studies and subject-specific teaching materials.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Oral examination interview
Evaluation Criteria	Accuracy of content and language, clear reasoning, reference to specialist literature
Required Readings	Leisen, J. (2020). *Handbuch Lesen im Fachunterricht: Sachtexte sprachsensibel bearbeiten. Verstehendes Lesen vermitteln*. Klett Sprachen.
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Quality education