Syllabus

Course Description

Course Title	Literacy for Beginning Readers and Writers
Course Code	12447
Course Title Additional	
Scientific-Disciplinary Sector	GERM-01/C
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	
Lecturers	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 Dott. Mag. Judith Kerschbaumer, Judith.Kerschbaumer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45891 Dr. Marjan Asgari, Marjan.Asgari@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35903
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	See the individual course modules.
Course Topics	See the individual course modules.
Keywords	Emergent Literacy, Early Literacy, Reading, Writing
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures and Laboratories
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	- 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 L1 and L2 (and other languages). Learning strategies - Linking academic knowledge about writing systems with knowledge about acquisition processes and didactic/diagnostic methods
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The two lectures and the laboratory "Literacy teaching in multilingual settings" are examined as a written exam (135 min). For the "Prosody, Phonology, and Phonological Awareness" laboratory, a scientific term paper (this may also involve the creation of didactic-methodological materials including scientific reflection) is graded as an intrinsic achievement.
Evaluation Criteria	Assignment of a single final assessment for the module as a whole. The weighting of the individual examination parts corresponds to the proportion of hours in the module (lectures 60%, LABs 20% each) The assessment is based on the syllabus, the topics covered, the expected learning outcomes and the specific educational objectives. The criteria for assessment are as follows: technical correctness, logical structure, clear argumentation, reference to specialist literature, ability to critically analyse and (self-)reflect, linguistic correctness, use of scientific terminology, independent and well-founded judgement. 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. 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).

Required Readings	See the individual course modules.
Supplementary Readings	See the individual course modules.
Further Information	
Sustainable Development Goals (SDGs)	Quality education

Course Module

Course Constituent Title	Literacy for Beginning Readers and Writers
Course Code	12447A
Scientific-Disciplinary Sector	GERM-01/C
Language	German
Lecturers	Prof. Dr. Sven Andreas Jens Nickel, SvenAndreasJens.Nickel@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44524
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 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.
Course Topics	- 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.
Teaching Format	Lecture integrating interactive elements and periods of self-directed learning
Required Readings	• Hillesheim, K./Menzel, D. (2023). *Schriftspracherwerb im Kontext digitaler Medien*. Klinkhardt. • Nickel, S. (2022). Grundlagen des Schriftspracherwerbs. Schriftkultur leben, Schriftlichkeit erwerben, Schriftstruktur durchdringen. In M. Gutzmann & U. Carle (Hrsg.), *Anfangsunterricht – Willkommen in der Schule!* (S. 78-92),

	Grundschulverband. • Rosebrock, C. & Nix, D. (2025). *Grundlagen der Lesedidaktik und der systematischen schulischen Leseförderung* (10. erw. und akt. Aufl.). *S*chneider Hohengehren.
Supplementary Readings	• Bartnitzky, H., et. al. (Hrsg.) (2016). *Kinder entwickeln ihre Handschrift.* Grundschulverband. • Bredel, U., Fuhrhop, N. & Noack, C. (2011). *Wie Kinder lesen und schreiben lernen*. Narr/Francke. • Brinkmann, E. (Hrsg.) (2015). *Rechtschreiben in der Diskussion: Schriftspracherwerb und Rechtschreibunterricht*. Grundschulverband. • Brügelmann, H. & Brinkmann, E. (2022). *Die Schrift erfinden.* 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.), *Pädagogische Leistungskultur: Materialien für Klasse 1 und 2*. Grundschulverband. • Jeuk, S. & Schröder, J. (2013). *Schriftsprache erwerben* (5. Aufl.), Cornelsen. • Scheerer-Neumann (2020). *Schreiben lernen nach Gehör? Freies Schreiben contra Rechtschreiben von ANfang an.* Klett/Kallmeyer. • Schüler, L. (Hrsg.) (2021). *Elementare Schriftkultur in heterogenen Lernkontexten. Zugänge zu Schrift und Schriftlichkeit.* Klett / Kallmeyer. • More articles on individual aspects will be made available in OLE during the semester.

Course Module

Course Constituent Title	Phonetics, Phonology, and Phonological Awareness (Lab.)
Course Code	12447B
Scientific-Disciplinary Sector	GERM-01/C
Language	German
Lecturers	Dr. Alexander Glück, Alexander.Glueck@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35490 Dott. Mag. Judith Kerschbaumer,

	Judith.Kerschbaumer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45891 Dr. Marjan Asgari, Marjan.Asgari@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35903
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1, 3 und 4: Dr. Marjan Asgari Gruppe 2: Dott. Mag. Judith Kerschbaumer Gruppe 5: Dr. Alexander Glück
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	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.
Course Topics	- 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 deal with the development from the initial script to handwriting. - Students familiarise themselves with strategies for teaching early spelling skills and apply these.
Teaching Format	Keynote speeches, group work, presentation of diagnostic and

	teaching materials, design of didactic units
Required Readings	• Bartnitzky, H., et. al. (Hrsg.) (2016). *Kinder entwickeln ihre Handschrift.* Grundschulverband. • Brügelmann, H. & Brinkmann, E. (2022). *Die Schrift erfinden.* 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.), *Pädagogische Leistungskultur: Materialien für Klasse 1 und 2*. Grundschulverband.Brinkmann, E. & Brügelmann H. (2001). *Ideenkiste Schrift-Sprache 1*. Verlag für pädagogische Medien. • Gall, M. (2021). *Bausteine für frühen Schriftspracherwerb*. Praesens. • Hillesheim, K./Menzel, D. (2023). *Schriftspracherwerb im Kontext digitaler Medien*. Klinkhardt.
Supplementary Readings	Articles on individual aspects will be made available in OLE or TEAMS during the semester.

Course Module

Course Constituent Title	Insights into Language and Orthography
Course Code	12447C
Scientific-Disciplinary Sector	GERM-01/C
Language	German
Lecturers	Prof. Dr. Sven Andreas Jens Nickel, SvenAndreasJens.Nickel@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44524
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 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.
Course Topics	- 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).
Teaching Format	The lesson takes place remotely. Lecture, largely structured as a phase of self-directed learning.
Required Readings	• Betzel, D. & Droll, H. (2020). *Orthographie. Schriftstruktur und Rechtschreibdidaktik*. Paderborn: Schöningh • Bredel, U. (2024). *Das Schriftsystem des Deutschen. Graphetik – Graphematik – Orthographie – Erwerb. Eine Einführung*. Erich Schmidt • Günther, Hartmut (1997). Mündlichkeit und Schriftlichkeit. In H. Balhorn & H. Niemann (Hrsg), *Sprachen werden Schrift. Mündlichkeit - Schriftlichkeit - Mehrsprachigkeit*. Libelle. S. 64-73. • Dürscheid, C. (2016). *Einführung in die Schriftlinguistik* (5. Aufl.). UTB.

Supplementary Readings	Articles on individual aspects will be made available in OLE during the semester.

Course Module

Course Constituent Title	Literacy teaching in multilingual settings (Lab.)
Course Code	12447D
Scientific-Disciplinary Sector	GERM-01/C
Language	German
Lecturers	Prof. Dr. Sven Andreas Jens Nickel, SvenAndreasJens.Nickel@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44524
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1, 2, 3, 4 und 5: Prof. Dr. Sven Andreas Jens Nickel
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	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.
Course Topics	- 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.
Teaching Format	Keynote speeches, group work, presentation of teaching and

	support materials, design of didactic units
Required Readings	• Brügelmann, H, Brinkmann, E. (2020). Was ist leicht zu lesen für echte Leseanfänger*innen? Kriterien zur Textgestaltung am Beispiel der Regenbogen-Lesekiste. 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 • Rosebrock, C, Nix, D., Rieckmann, C., Gold, A. (2011). Leseflüssigkeit fördern: Lautleseverfahren für die Primar- und Sekundarstufe. Klett Kallmeyer. • Rosebrock, C. & Nix, D. (2025). *Grundlagen der Lesedidaktik und der systematischen schulischen Leseförderung* (10. erweiterte und aktualisierte Aufl.). *S*chneider Hohengehren. • Schweizerisches Institut für KInder- und Jugendmedien (2017). *Leitfaden Dialogisches Lesen*. Fachhochschule Nordwestschweiz.
Supplementary Readings	• Baldaeus, A.; Rothweiler, M.; Ruberg, T. & Nickel, S. (2021). *Sprachbildung mit Bilderbüchern. Ein videobasiertes Fortbildungsmaterial zum Dialogischen Lesen*. Waxmann. • Kutzelmann, S., Rosebrock, C., (Hrsg.) (2018). Praxis der Lautleseverfahren. Klett Kallmyer. • Videoreihe "Das Leseband" Articles on individual aspects will be announced in OLE during the semester and made available if necessary.