Syllabus

Descrizione corso

Titolo insegnamento	Letteratura e letteratura per l'infanzia
Codice insegnamento	12425
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	GERM-01/B
Lingua	Tedesco
Corso di Studio	Corso di laurea magistrale a ciclo unico in Scienze della Formazione primaria - sezione in lingua tedesca
Altri Corsi di Studio (mutuati)	
Docenti	Dr. habil. Andreas Hapkemeyer, andreas.hapkemeyer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/890 dr. Alessandra Basile, Alessandra.Basile@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36063 prof. dr. Jeanette Hoffmann, Jeanette.Hoffmann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/43621 mag. Elisabeth von Leon, Elisabeth.vonLeon@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46635
Assistente	
Semestre	Secondo semestre
Anno/i di corso	4.
CFU	12
Ore didattica frontale	70

Ore di laboratorio	50
Ore di studio individuale	180
Ore di ricevimento previste	36
Sintesi contenuti	In this module, students acquire both theoretical knowledge about literature and didactic knowledge in dealing with literary texts. Based on findings from literary studies and literary didactics, and with special consideration of the primary school sector, the theoretical foundations of the subject are presented, didactic approaches and methods are introduced and worked on together using selected literary texts. The module is divided into two parts, each consisting of a lecture and an accompanying laboratory. The first part deals with literature from the entire German-speaking world and focusses on the students as readers. The second part covers children's literature (German-language and translated into German) and focuses on its didactic integration in kindergarten and primary school.
Argomenti dell'insegnamento	See the individual course modules.
Parole chiave	Children's literature, literature reception, literature didactics, literacy and literariness, language and literature acquisition, literary aesthetic learning, reading aloud, storytelling, multilingualism, interculturality
Prerequisiti	
Insegnamenti propedeutici	
Modalità di insegnamento	See the individual course modules.
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	Educational goals in detail: - Experience the joy of reading and make it tangible for others - Gain familiarity with reading as part of lifelong (literary) education: aesthetic experience, finding identity and understanding others, developing imagination and creativity in connection with literature - Build up exemplary knowledge of literature throughout the German-speaking world and familiarise themselves with children's literature (German-language and translated into German), especially contemporary literature, also in the media network

	- Acquire methodological approaches for analysing and interpreting literary texts: biographical, work-immanent, reception-aesthetic, intertextual, etc. - View literature in the context of diverse narrative forms (intermedial, multimodal, multilingual) - Recognising and describing the diverse ways in which literature can be received - Experience literature as a cultural practice and participate in it, express themselves orally and in writing about texts and visual narratives (reading aloud, literary discussion, picture book cinema discussion, scenic reading, free writing, creative writing, dictation writing, writing to specifications, literary criticism) - Recognising complexity and polysemy as a central feature of literary texts and gaining the insight that meaning-forming processes cannot be completed - Recognise that linguistic and literary learning are interconnected and enrich each other Expected learning outcomes and competences: Knowledge and understanding: - Build up and deepen knowledge of literature and literary narrative forms - Experience, describe and reflect on possible modes of reception of language and text design - Exploring cultural, social and historical literary contexts and establishing links between them Applying knowledge and understanding - Build up, consolidate and further develop knowledge of the application of didactic concepts in dealing with literary texts in kindergarten and primary school - Know and consciously select different didactic approaches to texts, apply methods in a target group and subject-orientated way Make judgements: - Evaluate and differentiate literary texts with regard to their aesthetic content and possible didacticisation Communication:

	- Speaking and writing appropriately about literature: analysing a text in writing and reflecting on one's own reception process as well as designing didactic arrangements, contributing one's own understanding of a text in literary conversations and discussions about literature - Formulate literary interpretations, develop arguments and justify them with textual evidence - Engage with the interpretations of others and try to understand them - Engage with the inconclusiveness of the process of creating meaning Learning strategies: - Apply different modes of reception and reading habits in a targeted manner - Combining linguistic and literary learning - Learning to use literature in its multilingual and intercultural context
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	
Modalità di esame	The module examination consists of four parts: 1) Oral examination on the lecture 'German Literature' (topics and media) 2) Grading of the intrinsic performance of the laboratory 'Reading and working with texts, text comprehension, storytelling and talking to each other' (literary essay on a selected novel) 3) Oral examination on the lecture 'Children's Literature' (topics and media) 4) Grading of the intrinsic performance of the laboratory 'Children's Literature' (designing, exploring and reflecting on a literary encounter with a selected children's book, PPP with vignette)
Criteri di valutazione	Critical and independent examination of the literature, application and further development of knowledge and skills, appropriate and clear written and oral expression, linguistic and formal correctness, correct and consistent citation, confident use of specialised terminology, logical structure, clear argumentation, ability to reflect, theory-practice relationship In the event of a negative assessment of the overall module, any

	positively assessed parts of the module will be credited when the next module examination is taken. In this case, a negative assessment also counts towards the number of examination attempts. According to the examination regulations, three attempts without passing will result in a block for three examination dates. (see article 6, paragraph 4 of the current examination regulations).
Bibliografia obbligatoria	**German literature and reading and dealing with texts** Giesa, Felix (2020): Grafisches Erzählen in Comics, Manga und Graphic Novels. In: Der Deutschunterricht 72 (5), 46-54 Hoffmann, Jeanette (2018): Interkulturalität. In: Boelmann, Jan M. (ed.): Empirische Forschung in der Deutschdidaktik. Band 3: Forschungsfelder. Baltmannsweiler: Schneider Hohengehren, 89-109 Kepser, Matthis/Ulf Abraham (2016): Literaturdidaktik Deutsch. Eine Einführung. 4th completely revised and expanded ed. Berlin: Erich Schmidt Neuhaus, Stefan (2017): Grundriss der Literaturwissenschaft. 5th ed. Ed. Tübingen: Narr Francke Attempto Spinner, Kaspar H. (2006): Literarisches Lernen. In: Praxis Deutsch, 34 (200), 6-16 Staiger, Michael (2008): Filmanalyse – ein Kompendium. In: Der Deutschunterricht, 60 (3), 8-18 Zabka, Thomas (2013): Literarische Texte werten. In: Praxis Deutsch, 40 (241), 4-12 **Kinderliteratur** 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/Petra Josting/Michael Ritter (eds.): Ästhetik – Leserbezug – Wirkung. Ansprüche an Kinder- und Jugendliteratur im Wandel der Zeit. kjl&m 18. extra. Munich: kopaed, 97-106 Belke, Gerlind (2012): Poesie und Grammatik. Kreativer Umgang mit Texten im Deutschunterricht mehrsprachiger Lerngruppen. 3rd, corr. ed. Baltmannsweiler: Schneider Hohengehren

	Dehn, Mechthild (2019): Visual Literacy, Imagination und Sprachbildung. In: Knopf, Julia/Ulf Abraham (eds.): BilderBücher. Volume 1 Theory. 2nd, completely revised and expanded ed. Baltmannsweiler: Schneider Hohengehren, 121-130 Eder, Ulrike (2009): Mehrsprachige Kinder- und Jugendliteratur für mehrsprachige Lernkontexte. Vienna: Praesens Graf, Werner (2011): Lesegenese in Kindheit und Jugend. Einführung in die literarische Sozialisation. 3rd ed. Baltmannsweiler: Schneider Hohengehren Hoffmann, Jeanette (2019): Grafisch erzählte Geschichten im Bilderbuchkinogespräch – David Wiesners Herr Schnuffels in der Grundschule. In: MiDU - Medien im Deutschunterricht, 1 (1), 43-65 Näger, Sylvia (2017): Literacy: Kinder entdecken Buch-, Erzähl- und Schriftkultur. Revised. New edition. Freiburg i. Br.: Herder 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 Nentwig-Gesemann, Iris/Katharina Nicolai (2011): ErzählKultur 1. Voraussetzungen und Formen des Erzählens. In: kindergarten heute. 50 (1), 8-16 Wieler, Petra (2018): Linguistic-aesthetic literary experience as a contribution to the identity and language development of younger children. In: Reading spaces. Journal for Literacy in Schools and Research, 5 (4), 35-48
Bibliografia facoltativa	Further secondary literature and the primary literature will be announced at the beginning of the lectures and laboratories on the learning platform set up for the module.
Altre informazioni	
Obiettivi di Sviluppo Sostenibile (SDGs)	Istruzione di qualità

Modulo del corso

Titolo della parte costituente del corso	Letteratura tedesca

Codice insegnamento	12425A
Settore Scientifico-Disciplinare	GERM-01/B
Lingua	Tedesco
Docenti	prof. dr. Jeanette Hoffmann, Jeanette.Hoffmann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/43621
Assistente	
Semestre	Secondo semestre
CFU	3
Docente responsabile	
Ore didattica frontale	30
Ore di laboratorio	0
Ore di studio individuale	45
Ore di ricevimento previste	9
Sintesi contenuti	The lecture offers an overview of literature in the German-speaking world and opportunities to analyse selected texts in literary studies.
Argomenti dell'insegnamento	- Texts from the literary genres of prose, drama, poetry, film, comics, exemplarily with a thematic focus on "migration" - Hermeneutics, understanding texts and the inconclusiveness of the process of creating meaning, complexity and polysemy - Analysis and interpretation, methodological approaches: biographical, immanent to the work, aesthetics of reception, intertextual, etc. - Aesthetics of reception: horizon of expectation and innovation, blank spaces, effect and readership - Intertextuality and intermediality: interrelationships with other texts and other aesthetic forms of expression, especially music and art - Aesthetic experience, reading comprehension and reading enjoyment - References to literary history, genres/genres and eras/currents - Cultural, social and historical contexts of literary texts - Discussion of a literary canon - Literary dialogue and literary criticism: presentations and reviews

Modalità di insegnamento	The lesson takes place remotely. Lecture with home text reading and joint text analysis, common media reception, individual and group work, reflection and discussion rounds
Bibliografia obbligatoria	**Literature** Akin, F. (2016). *Tschick: Verfilmung des Romans von Wolfgang Herrndorf*. Studiocanal. (Film) Krug, N. (2018). *Heimat: Ein deutsches Familienalbum*. Penguin. (Comic) Mahlknecht, S. (2018). *Gruß und Kuss vom Pluralus*. Volksbühne Naturns. (Drama) Obexer, M. (2017). *Europas längster Sommer*. Verbrecher. (Prosa) Schmidbauer, W., Pollina, P., & Kälberer, M. (2019): *Süden II*. Jazzhaus Records. (Lyrik) **References** Giesa, F. (2020). Grafisches Erzählen in Comics, Manga und Graphic Novels. *Der Deutschunterricht, 72*(5), 46–54. Hoffmann, J. (2018). Interkulturalität. In J. M. Boelmann (Ed.), *Empirische Forschung in der Deutschdidaktik: Band 3: Forschungsfelder* (pp. 89–109). Schneider Hohengehren. Kepser, M., & Abraham, U. (2016). *Literaturdidaktik Deutsch: Eine Einführung* (4th compl. new rev. a. suppl. ed.) Erich Schmidt. [Chapter 1: Literaturdidaktisches Fundament, pp. 11–68] Neuhaus, S. (2017). *Grundriss der Literaturwissenschaft* (5th rev. ed.) Narr Francke Attempto. [Chapter 2–9, pp. 8–258] Spinner, K. H. (2006). Literarisches Lernen. *Praxis Deutsch, 34*(200), 6–16. Staiger, M. (2008). Filmanalyse – ein Kompendium. *Der Deutschunterricht, 60*(3), 8–18. Zabka, T. (2013). Literarische Texte werten. *Praxis Deutsch, 40*(241), 4–12.
Bibliografia facoltativa	s. lecture slides

Modulo del corso

Titolo della parte costituente del corso	Lettura ed approccio ai testi, comprensione testuale, narrazione e comunicazione (lab.)
Codice insegnamento	12425B
Settore Scientifico-Disciplinare	GERM-01/B
Lingua	Tedesco
Docenti	Dr. habil. Andreas Hapkemeyer, andreas.hapkemeyer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/890 dr. Alessandra Basile, Alessandra.Basile@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36063
Assistente	
Semestre	Secondo semestre
CFU	2
Docente responsabile	
Ore didattica frontale	0
Ore di laboratorio	20 Gruppe 1 und 2: Dr. Alessandra Basile Gruppe 3 und 4: Dr. habil. Andreas Hapkemeyer
Ore di studio individuale	30
Ore di ricevimento previste	6
Sintesi contenuti	Building on the theoretical foundations from the lecture, the laboratory offers opportunities to practise working with texts as well as storytelling and conversations about literature.
Argomenti dell'insegnamento	- Text from the literary genre of prose, thematic focus on "life journeys" - Narrative theory: fiction, narrative instances, suspense, motifs and themes, characters, rhetorical devices, language styles, etc. - Multilingualism and varieties of the German language in literature - Text analysis and text interpretation - Oral and written communication

	- Literary and linguistic learning - Reading motivation, reading attitudes and reading modes - Literary conversations and literary criticism
Modalità di insegnamento	Short lectures and presentations, individual and group work, discussion and reflection sessions, literary term paper
Bibliografia obbligatoria	**Literature** contemporary novel (to select in the laboratory) **References** Neuhaus, S. (2017). Grundriss der Literaturwissenschaft (5th rev. ed.). Narr Francke Attempto. [Chapter 3: Erzähltexte, pp. 34–63; Chapter 6: Literarische Techniken, pp. 109–125] Spinner, K. H. (2006). Literarisches Lernen. *Praxis Deutsch, 34*(200), 6–16. Steinbrenner, M. (2018). Sprachliche Bildung, Bildungssprache und die Sprachlichkeit der Literatur. *Leseräume: Zeitschrift für Literalität in Schule und Forschung*, 5(4), 7–21.
Bibliografia facoltativa	(to be searched in the laboratory)

Modulo del corso

Titolo della parte costituente del corso	Letteratura per l'infanzia
Codice insegnamento	12425C
Settore Scientifico-Disciplinare	GERM-01/B
Lingua	Tedesco
Docenti	prof. dr. Jeanette Hoffmann, Jeanette.Hoffmann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/43621
Assistente	
Semestre	Secondo semestre
CFU	4

Docente responsabile	
Ore didattica frontale	40
Ore di laboratorio	0
Ore di studio individuale	60
Ore di ricevimento previste	12
Sintesi contenuti	The lecture provides an overview of the state of empirical reception research as well as an insight into the diversity of contemporary narrative forms in children's literature. Didactic integration possibilities in kindergarten and primary school in the context of linguistic and literary learning are shown and reading cultures in educational contexts are presented.
Argomenti dell'insegnamento	Theoretical conception - Children's literature as a space of experience - Linguistic, literary and aesthetic learning Empirical reception research - Reading biography research - Reading and media socialisation research - Reception research (imagination) - Literacy acquisition with children's literature (literacy and literariness) Literary analyses - Picture books - Children's novels and other media narrative forms - Children's poetry - Non-fiction literature Didactic concepts - Storytelling - Playing with language(s) - Reading aloud in dialogue - Talking about children's literature - Writing and creating children's literature - Staging children's literature Children's literature in different contexts - Children's literature awards and reviews - Multilingual children's literature and children's literature translations - Children's literature organisations and initiatives - Author readings and discussions

Modalità di insegnamento	Lecture with home text reading and text analysis, individual and group work, reflection and discussion sessions
Bibliografia obbligatoria	**Children's literature** Award-winning children's novel of the German Youth Literature Prize 2025 **References** Ballis, A., & Burkard, M. (2014). *Kinderliteratur im Medienzeitalter: Grundlagen und Perspektiven für den Unterricht in der Grundschule*. Erich Schmidt. Belke, G. (2012). *Poesie und Grammatik: Kreativer Umgang mit Texten im Deutschunterricht mehrsprachiger Lerngruppen* (3rd, rev. ed.). Schneider Hohengehren. Dehn, M. (2019). Visual Literacy, Imagination und Sprachbildung. In J. Knopf, & U. Abraham (Eds.), *BilderBücher: Band 1 Theorie* (2nd, compl. rev. a. suppl. ed., pp. 121–130). Schneider Hohengehren. Graf, W. (2011). *Lesegenese in Kindheit und Jugend: Einführung in die literarische Sozialisation* (3rd ed.). Schneider Hohengehren. Hoffmann, J. (2019). Grafisch erzählte Geschichten im Bilderbuchkinogespräch – David Wiesners *Herr Schnuffels* in der Grundschule. *MiDU: Medien im Deutschunterricht, 1*(1), 43–65. Näger, S. (2017). *Literacy: Kinder entdecken Buch-, Erzähl- und Schriftkultur* (rev. new ed.). Herder. Naujok, N. (2018). Erzählbrücken: Szenisches Erzählen für neu zugewanderte Kinder und das unterstützende Potenzial von Literalität. *Leseforum Schweiz: Literalität in Forschung und Praxis, 28*(2), 1–17. Nentwig-Gesemann, I., & Nicolai, K. (2011). ErzählKultur 1: Voraussetzungen und Formen des Erzählens. *kindergarten heute, 50*(1), 8–16.
Bibliografia facoltativa	Further children's literature and media will be jointly received in the lecture.

Modulo del corso

Titolo della parte	Letteratura per l’infanzia (lab.)

costituente del corso	
Codice insegnamento	12425D
Settore Scientifico-Disciplinare	GERM-01/B
Lingua	Tedesco
Docenti	Dr. habil. Andreas Hapkemeyer, andreas.hapkemeyer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/890 dr. Alessandra Basile, Alessandra.Basile@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36063 mag. Elisabeth von Leon, Elisabeth.vonLeon@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46635
Assistente	
Semestre	Secondo semestre
CFU	3
Docente responsabile	
Ore didattica frontale	0
Ore di laboratorio	30 Gruppe 1: Dr. Alessandra Basile Gruppe 2 und 4: Mag. Elisabeth von Leon Gruppe 3: Dr. habil. Andreas Hapkemeyer
Ore di studio individuale	45
Ore di ricevimento previste	9
Sintesi contenuti	The laboratory will deepen the contents of the lecture and, building on the theoretical foundations of the lecture, will present possibilities for the didactic integration of children's literature in kindergarten and primary school, using selected examples of contemporary children's literature.
Argomenti dell'insegnamento	- Joint analysis and discussion of key incidents from empirical reception research (on reading biography, reading and media socialisation, the reception process or literacy acquisition)

	- Selecting, reading, analysing and presenting narrative forms of contemporary children's literature from the current nominations for the Youth Literature Prize (picture books, non-fiction, children's novels and other media narrative forms) - Discussion and exemplary application of didactic concepts for the integration of children's literature in the classroom (storytelling, playing with language(s), reading aloud in dialogue, talking about children's literature, writing and creating children's literature, staging children's literature) - Designing and testing literary encounters with kindergarten or primary school children with subsequent reflection in the form of writing vignettes
Modalità di insegnamento	Short presentations and presentations, individual and group work, discussion and reflection sessions, designing, presenting and exploring literature encounters (incl. PPP slides), writing a vignette
Bibliografia obbligatoria	**Children's literature** A self-selected book (picture book, children's book or non-fiction book) nominated for the 2025 German Youth Literature Prize. **References** Agostini, E., Peterlini, H. K., Donlic, J., Kumpusch, V., Lehner, D., & Sandner, I. (2023). *Die Vignette als Übung der Wahrnehmung: Zur Professionalisierung pädagogischen Handelns.* Barbara Budrich. [Chapter 3: Die Vignette als Reflexionsinstrument, pp. 35–44] Becker, S. H. (2018). Schatzkarte oder Wünschelrute? Ein Blick auf Auswahlkriterien zum Deutschen Jugendliteraturpreis. In C. Jantzen, P. Josting, & M. Ritter (Eds.), *Ästhetik – Leserbezug – Wirkung: Ansprüche an Kinder- und Jugendliteratur im Wandel der Zeit* (pp. 97–106). kjl&m extra. kopaed. Dehn, M. (2005). Schreiben als Transformationsprozess. Zur Funktion von Mustern: literarisch – orthografisch- medial. In M. Dehn, & P. Hüttis-Graff (Eds.), *Kompetenz und Leistung im Deutschunterricht: Spielraum für Muster des Lernens und Lehrens* (pp. 8–32). Fillibach. Kruse, I. (2010). Das Vorlesen lernförderlich gestalten. Astrid Lindgrens Märchen „Sonnenau“: Ein Unterrichtsbeispiel zum „Höreraktivierenden Vorlesen“. *Grundschulunterricht Deutsch, 57*(1), 18–22.

	Spinner, K. H. (2007). Literarisches Lernen in der Grundschule. *kjl&m* (3), 3–10. Wieler, P. (2018). Sprachlich-ästhetische Literaturerfahrung als Beitrag zur Identitäts- und Sprachentwicklung jüngerer Kinder. *Leseräume, 5*(4), 35–48.
Bibliografia facoltativa	