



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2023/2024		
MASTER'S DEGREE (MSC)	PRIMARY EDUCATION		
SUBJECT	ITALIAN LITERATURE FOR PRIMARY AND CHILDREN'S SCHOOL AND LABORATORY		
TYPE OF EDUCATIONAL ACTIVITY	B		
AMBIT	70007-Discipline letterarie		
CODE	16006		
SCIENTIFIC SECTOR(S)	L-FIL-LET/10		
HEAD PROFESSOR(S)	SPALANCA LAVINIA	Ricercatore a tempo determinato	Univ. di PALERMO
	DEIDIER ROBERTO	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	13		
INDIVIDUAL STUDY (Hrs)	229		
COURSE ACTIVITY (Hrs)	96		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	1		
TERM (SEMESTER)	Annual		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p>DEIDIER ROBERTO Tuesday 11:00 13:00 Studio docente, ed. 15, piano III, stanza 12</p> <p>SPALANCA LAVINIA Tuesday 11:00 13:00 Studio del docente, Ed. 15, Piano III, stanza 12</p>		

<p>PREREQUISITES</p>	<p>Knowledge and it persuades' of understanding • has shown knowledges and it persuades' of understanding of the bases epistemological of the literary search and the historical-literary trial of level secondary post and is to a level that, characterized by the use of books of text advanced, it also includes the knowledge of some methods and themes of avant- garde of this field of studies.</p>
<p>LEARNING OUTCOMES</p>	<p>Knowledge and it persuades' of understanding • has shown knowledges and it persuades' of understanding of the bases epistemological of the literary search and the historical-literary trial of level secondary post and is to a level that, characterized by the use of books of text advanced, it also includes the knowledge of some methods and themes of avant- garde of this field of studies; It persuades' to apply knowledge and understanding •s are able of to apply their knowledges and it persuades' of understanding in him study and in the analysis of the literary texts in way to be shown an approach professional to their job, and possesses suitable competences to conceive and to sustain useful critical reasonings to delineate new perspectives in this field of studies; Autonomy of judgment •s have it persuades her/it' to pick up and to interpret, through the careful reading and analysis of the texts, the data held profits to determine autonomous judgments and more' ample possible, included the reflection on social, scientific or ethical themes to them connected; It trains' communicativeness •s know how to communicate information, ideas, problems and solutions to interlocutory experts and not experts with ownership' suitable and functional linguistics grate; It persuades' of learning • has developed those it persuades' of learning of the critical methods, of lettura/ scrittura, of analysis and of historical-literary perspective that l/you/they am them necessary to undertake following studies with a tall degree of autonomy.</p>
<p>ASSESSMENT METHODS</p>	<p>Vote 30/30 Evaluation criteria: 18/23 the student must demonstrate a basic achievement of the objectives, namely the acquisition of a basic knowledge of the topics argued and the ability to operate minimal links, and to expose them with a basic linguistic-communicative skills. 24/26 the student must demonstrate a good achievement of the objectives, namely the acquisition of a robust knowledge of the topics argued and the ability to operate well-bringed links, and to expose them with good linguistic-communicative skills. 27/29 the student must demonstrate to have surely achieved objectives: full knowledge of subjects, reflexive mastery, significant expressive skills. 30/30 cum laude, the student must demonstrate to have achieved excellent objectives: full knowledge of subjects, critical mastery, ability to transfer acquired skills, linguistic-communicative skill, both general and specific, absolutely pertinent and definitely noteworthy; creativity and originality.</p>
<p>EDUCATIONAL OBJECTIVES</p>	<p>1b. Literary disciplinary circle The literary education within the formation of the future teachers of the primary school and the infancy contemplates to: - to create habit to the reading as continuous formation of the person; - to know the formative potentialities of the literary texts, understood as model of true dialogue with the other from itself, based on the respect ermeneutico; - to know the Italian literary tradition; - to learn to interpret, to analyze and to comment the literary texts, poetic in kind; - to understand the narrative thought and his/her structures; - to offer tools to individualize the aesthetical qualities and the values of which the texts are carriers, with the purpose to choose passages or works to propose in reading to his/her/their children, educating the taste of it; - to know criterions of analysis and evaluation of works of fiction for the infancy; - understanding of the different characteristics of the literary son-in-laws for the infancy. Didactic formality for the pursuit of the objectives As it regards the didactic methodology they foresee him: - frontal lessons; - participated lessons; - exercises and application laboratories;</p>
<p>TEACHING METHODS</p>	<p>Frontal Lessons; laboratories.</p>

SUGGESTED BIBLIOGRAPHY	<p>Italo Calvino, I nostri antenati, Oscar Mondadori</p> <p>Roberto Deidier, Le forme del tempo. Miti, fiabe, immagini di Italo Calvino, Sellerio, nuova edizione 2023.</p> <p>Franco Di Carlo, Come leggere I nostri antenati, Mursia</p> <p>V.Ja Propp, Morfologia della fiaba, Einaudi</p> <p>Claudio Marazzini, Le fiabe, Carocci</p>
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SYLLABUS

Hrs	Frontal teaching
80	<p>Fairy tale and allegory. Analysis of Italo Calvino's I nostri antenati.</p> <p>4 hours. Introduction. Fairy-tales and allegory</p> <p>4 hours. Italo Calvino. A portrait</p> <p>24 hours. Il visconte dimezzato. Reading and analysis.</p> <p>24 hours. Il barone rampante. reading and analysis.</p> <p>24 hours. Il cavaliere inesistente. Reading and analysis.</p>
Hrs	Workshops
16	Laboratory reading/writing

PREREQUISITES	<p>Knowledge and understanding ability</p> <ul style="list-style-type: none"> • has shown knowledges and understanding ability of epistemological bases of the literary research and the historical-literary trial of post secondary level and has shown a level that, characterized by the use of advanced books of text, it also includes the knowledge of some methods and avant-garde themes of this field of studies.
LEARNING OUTCOMES	<p>Knowledge and understanding ability has shown knowledges and understanding ability of epistemological bases of the literary research and the historical-literary trial of post secondary level and has shown a level that, characterized by the use of advanced books of text, it also includes the knowledge of some methods and avant-garde themes of this field of studies.</p> <p>Ability to apply knowledge and understanding are able to apply their knowledges and understanding ability in their studies and in the analysis of the literary texts in order to shown a professional approach to their job, and have suitable competences to conceive and to sustain useful critical reasonings to delineate new perspectives in this field of studies;</p> <p>Autonomy of judgment have abilities to obtain and interpret, through the careful reading and analysis of the texts, the data held profits to determine autonomous judgments and more ample possible, included the reflection on social, scientific or ethical themes to them connected;</p> <p>Communication skill are able to communicate information, ideas, problems and solutions to interlocutory experts and not experts with ownership suitable and functional linguistic grate;</p> <p>Learning ability has developed those learning abilities of the critical methods, of lettura/ scrittura, of analysis and of historical-literary perspective necessary to undertake following studies with a high degree of autonomy.</p>
ASSESSMENT METHODS	<p>Oral test. Vote 30/30. Evaluation criteria:</p> <p>18/23 the student must demonstrate a basic achievement of the objectives, namely the acquisition of a basic knowledge of the topics argued and the ability to operate minimal links, and to expose them with a basic linguistic-communicative skills.</p> <p>24/26 the student must demonstrate a good achievement of the objectives, namely the acquisition of a robust knowledge of the topics argued and the ability to operate well-bringed links, and to expose them with good linguistic-communicative skills.</p> <p>27/29 the student must demonstrate to have surely achieved objectives: full knowledge of subjects, reflexive mastery, significant expressive skills.</p> <p>30/30 cum laude, the student must demonstrate to have achieved excellent objectives: full knowledge of subjects, critical mastery, ability to transfer acquired skills, linguistic-communicative skill, both general and specific, absolutely pertinent and definitely noteworthy; creativity and originality.</p>
EDUCATIONAL OBJECTIVES	<p>1b. Literary disciplinary sector</p> <p>The literary education within the formation of the future teachers of the primary and infancy school aims to:</p> <ul style="list-style-type: none"> - create reading habit as continuous formation of the person; - know the formative potentialities of the literary texts, understood as model of true dialogue with the other from itself, based on the hermeneutic respect; - know the Italian literary tradition; - learn to interpret, to analyze and to comment the literary texts, specially poetic; - understand the narrative thought and its structures; - offer tools to individualize the aesthetical qualities and the values of which the texts are carriers, with the purpose to choose passages or works to propose in reading to the children, educating the taste of them; - know criterions of analysis and evaluation of works of fiction for the infancy; - understanding of the different characteristics of the literary son-in-laws for the infancy. <p>Didactic formality for the pursuit of the objectives As it regards the didactic methodology they foresee:</p> <ul style="list-style-type: none"> - frontal lessons; - participated lessons; - exercises and application laboratories.
TEACHING METHODS	<p>Frontal Lessons; Laboratories</p>
SUGGESTED BIBLIOGRAPHY	<p>V. Ja. Propp, <i>Morfologia della fiaba</i>, Torino, Einaudi, 1966. C. Marazzini, <i>Le fiabe</i>, Roma, Carocci, 2004. I. Calvino, <i>I nostri antenati</i>, Milano, Mondadori, 2016. F. Di Carlo, <i>Come leggere i nostri antenati</i>, Milano, Mursia, 1978. R. Deidier, <i>Le forme del tempo</i>, Palermo, Sellerio, 2023.</p>

I testi per l'approfondimento critico saranno disponibili alla Nuova Copisteria (Ed. 7).

SYLLABUS

Hrs	Frontal teaching
80	Fairy-tale and Allegory 9 Introduction to the course and explanation of its training objectives The fairy tale: origins, features and main collections 6 Fairy tale's Morphology 3 Fairy tales and literature 6 XIX century fairy tale: Collodi and Capuana 16 XX century fairy tale: Gozzano, Landolfi, Morante, Rodari 6 Fabulous, fantastic, allegorical 34 Calvino: "Our ancestors"
Hrs	Workshops
16	Analysis of selected passages on reading and creative writing exercises