



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Umanistiche		
ACADEMIC YEAR	2017/2018		
MASTER'S DEGREE (MSC)	ITALIAN STUDIES		
SUBJECT	ITALIAN LITERATURE TEACHING METHODOLOGY		
TYPE OF EDUCATIONAL ACTIVITY	C		
AMBIT	20895-Attività formative affini o integrative		
CODE	18543		
SCIENTIFIC SECTOR(S)	L-FIL-LET/10		
HEAD PROFESSOR(S)	CARTA AMBRA	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	9		
INDIVIDUAL STUDY (Hrs)	180		
COURSE ACTIVITY (Hrs)	45		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	CARTA AMBRA Tuesday 9:00 12:00 Edificio 12, V piano, stanza 5.06		

DOCENTE: Prof.ssa AMBRA CARTA

PREREQUISITES	It requires the student: - good knowledge of literary history from the beginning to the twentieth century - good analytical skills and commentary on literary texts - good knowledge of the main critical perspectives and the main theories of literature
LEARNING OUTCOMES	At the end of the course, the student will acquire a fuller and more thorough knowledge of the history of Italian didactics and will practice the skills identified in the course objectives. In particular: KNOWLEDGE: At the end of the course the student will acquire a general understanding of the history and the most significant historical moments in the teaching of literature in Italy CAPACITY OF COMPRESSION: the student will have developed the ability to understand the main educational reforms of their theoretical assumptions and the effects on the cultural and educational level CAPACITY TO APPLY KNOWLEDGE AND COMPRESSION: at the end of the course the student will have the ability to translate content, themes and literary forms into concrete didactic proposals for upper secondary education JUDICIAL AUTONOMY: the student will be able to evaluate the effects of the different didactic and theoretical approaches to the study of literary texts and will be able to choose which methods and instruments to adopt certain training and specific objectives COMMUNICATIVE SKILLS: At the end of the course the student will have acquired a specific technical language LEARNING CAPACITIES: at the end of the course, the student will be able to independently orientate the field of didactics by applying the acquired knowledge and by making valid and scientifically motivated choices
ASSESSMENT METHODS	The final exam is made up of a written test and an oral exam. The vote is expressed in thirty-five and will be the outcome of the arithmetic mean of the script and the oral. The oral test is designed to ascertain the candidate's knowledge and will be divided into a couple of questions about some of the topics in the course. The written test, on the other hand, is aimed at ensuring the possession of didactic skills on the texts of Italian literature. The vote will be organized according to the following ranking for both the oral and the written: 28-30 and praise: excellent knowledge, expressed in relevant and specialized language, in a clear and correct way. Excellent teaching skills in the content of literature 24-27: Good enough knowledge; Expression that is not always pertinent or always clear and smooth; Didactic skills from good to good 18-23: mediocre knowledge; Oral and written expression, obscure and just acceptable; Just enough teaching skills Rejected: severely lacking knowledge; Morphological and syntactic improprieties and inaccuracies; Serious teaching skills
EDUCATIONAL OBJECTIVES	In line with the profile of a student graduated in Italian, the course objectives of the course are as follows: - full awareness of the didactic application of the contents and questions of Italian literature - Possessing specific competences in the field of disciplinary teaching useful for the continuation of the vocational training of the teacher - deepening aspects related to the study of literary texts such as formation and definition of the canon; Literary theories; The agents of school education; Metal-theric reflection
TEACHING METHODS	Lectures and Seminars
SUGGESTED BIBLIOGRAPHY	G. Alfano, A. Cortellesa, D. Dalmas, M. Di Gesu, S. Jossa, D. Scarpa, dove siamo? Nuove posizioni della critica, :duepunti edizioni, 2011. Le competenze dell'italiano, a cura di N. Tonelli, QdR 5, Loescher, 2016 Imparare dalla lettura, a cura di S. Giusti e F. Batini, QdR 05, Loescher, 2013. H. Bloom, Il canone occidentale: i libri e la scuola delle ere, Bompiani, 1996. F. Brioschi-C. Di Girolamo-M. Fusillo, Introduzione alla letteratura, Carocci,

	2013. J. Bruner, La cultura dell'educazione. Nuovi orizzonti per la scuola, Feltrinelli 1997. R. Ceserani, Convergenze, Bruno Mondadori, 2010. R. Ceserani e G. Benvenuti, La letteratura nell'eta' globale, Il mulino, 2012. R. Ceserani, Guida allo studio della letteratura, Laterza, 1999. Y. Citton, Future Umanita. Quale avvenire per gli studi umanistici?, :duepunti edizioni, 2012. S. Giusti, Per una didattica della letteratura, Pensa MultiMedia, 2014 (con relativa ampia bibliografia di riferimento). S. Giusti, Didattica della Letteratura 2.0, Carocci, 2015 P. Italia, Editing Novecento, Salerno, 2013. Il testo letterario, a cura di M. Lavagetto, Laterza, 1996. R. Luperini, La riforma della scuola e l'insegnamento della letteratura, Manni, 1998. R. Luperini, Tramonto e resistenza della critica, Quodlibet Studio, 2013. R. Mordenti, Didattica della letteratura, in Letteratura italiana, a cura di A. Asor Rosa, Il vol., Einaudi, 1983. P. Perrenoud, Costruire competenze a partire dalla scuola, trad. it. di G. Galdino, Anicia, 2010. E. Raimondi, Il senso della letteratura, Il Mulino, 2008. E. Raimondi, Le voci del libri, Il Mulino, 2012. E. Raimondi, Letteratura e identita' nazionale, Bruno Mondadori, 1998. F. Rico, Il romanzo, ovvero le cose della vita, Aragno, 2012. C. Ruozzi, Raccontare la scuola. Testi, autori e forme del secondo Novecento, QdR 2, Loescher, 2014. J.-M., Schaeffer, Piccola ecologia degli studi letterari. Come e perche' studiare la letteratura?, QdR, 1, 2014. C. Segre, Avviamento all'analisi del testo letterario, Einaudi, 1985. Per una letteratura delle competenze, a cura di N. Tonelli, I Quaderni della Ricerca, 6, Loescher, 2013.
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SYLLABUS

Hrs	Frontal teaching
6	History of didactics of Italian literature
6	What is literature? Teaching the or with the literature?
6	The canon. Nature, history and effects of school canon
6	The main theories of literature and the canon
Hrs	Practice
6	The comment
6	Textual analysis
15	Examples of readings and textual comments