



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
<b>ACADEMIC YEAR</b>	2024/2025		
<b>BACHELOR'S DEGREE (BSC)</b>	EDUCATIONAL SCIENCE		
<b>SUBJECT</b>	CHILDREN'S LITERATURE		
<b>TYPE OF EDUCATIONAL ACTIVITY</b>	C		
<b>AMBIT</b>	10677-Attività formative affini o integrative		
<b>CODE</b>	04470		
<b>SCIENTIFIC SECTOR(S)</b>	M-PED/02		
<b>HEAD PROFESSOR(S)</b>	ROMANO LIVIA	Professore Associato	Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>			
<b>CREDITS</b>	8		
<b>INDIVIDUAL STUDY (Hrs)</b>	160		
<b>COURSE ACTIVITY (Hrs)</b>	40		
<b>PROPAEDEUTICAL SUBJECTS</b>			
<b>MUTUALIZATION</b>			
<b>YEAR</b>	2		
<b>TERM (SEMESTER)</b>	1° semester		
<b>ATTENDANCE</b>	Not mandatory		
<b>EVALUATION</b>	Out of 30		
<b>TEACHER OFFICE HOURS</b>	<b>ROMANO LIVIA</b> Monday 12:00 13:30 EDIFICIO 15 - VII PIANO - STANZA 013		

<b>PREREQUISITES</b>	Mastery of the oral and written Italian language.
<b>LEARNING OUTCOMES</b>	<p>Knowledge and understanding - Knowledge and understanding of the theoretical and foundational aspects of children's literature and fairy tales from the perspective of classical and contemporary authors</p> <p>Applying knowledge and understanding - Knowledge and understanding applied to the preparation of educational paths of literature for children and reading theoretically motivated on the basis of the specific framework of services for early childhood;</p> <p>Making judgments - Autonomy of judgment as the ability to critically grasp / compare / relate themes and representations of childhood in children's literature; and autonomy of judgment as the ability to evaluate / select quality narrative proposals</p> <p>Communication skills - Communication skills such as expressive mastery and properties of specific language as well as awareness of a specific attention to the quality of communication in the narrative context</p> <p>Learning skills - Ability to learn as the ability to independently and critically re-elaborate proposed texts and materials, showing the acquisition of interpretative tools that allow a problematic and non-mnemonic approach to the complexity of the discipline also seen in an interdisciplinary and multidisciplinary perspective.</p>
<b>ASSESSMENT METHODS</b>	<p>Written placement test (during the teaching break) on the content covered in the first month's lessons (optional). first month of lectures (optional). Final oral test.</p> <p>Grade in thirtieth or full marks. Distribution of votes 30 - 30 or full marks: Advanced knowledge of topics and critical understanding of the theories and principles of discipline; b) Advanced ability to apply knowledge and problem solving also innovatively; c) Full property of specific language; d) Capacity to organize work autonomously and innovatively; 26-29: a) Comprehensive and specialist knowledge accompanied by critical awareness; B) Complete ability to apply acquired knowledge and develop creative solutions to abstract problems; c) Good mastery of specialized language; d) Capacity to independently organize the work; 22-25: a) Knowledge of the facts, principles, processes and general concepts of teaching; b) Basic skills to apply materials and methods of the teaching; c) Basic skills of specialized language; d) Basic skills of specialized language to organize in an autonomous way. 18-21: a) Minimal knowledge of the main subjects of the teaching; b) Minimal ability to apply the acquired knowledge independently; c) Minimal mastery of the technical language; d) minimal capacity to organize the work autonomously.</p> <p>Compensatory tools and dispensatory measures will be guaranteed by the Disability and Neurodiversity Center - University of Palermo (Ce.N.Dis.) to students with disabilities and neurodiversity, based on specific needs and in implementation of current legislation.</p>
<b>EDUCATIONAL OBJECTIVES</b>	<p>In general, the course aims to provide students with basic knowledge on the main cultural and historical-literary paths of children's literature, as well as on pedagogical and psycho-pedagogical references regarding the evolutionary lines of early childhood, which specifically concern reading.</p> <p>The specific learning objectives are:</p> <p>Knowledge and understanding the complexity of children's literature Knowledge and understanding traditional fairy tales and their variants Evaluate the literature for children that promotes, generates otherness and empathic relationships Apply interpretative tools of the plurality of expressive modes of children's literature</p> <p>Knowledge and understanding childhood portraits Understanding the importance of adopting an attitude characterized by an attentive gaze and an observational posture in the context of early childhood Knowledge and understanding the importance of the care to be devoted to the time (a fundamental pedagogical variable) dedicated to stories / reading Knowledge and understanding the importance of the environment as a "third educator" (spaces, structures and furnishings) Knowledge and understanding the importance of listening as comfort, safety, acceptance of children's expressions To be able to communicate the centrality of storytelling and reading aloud Knowledge and knowing how to use the variety of text types that make up the current panorama of narratives aimed at children, including digital ones Knowledge resources for children's literature made available on the internet (archives, collections, online libraries, catalogs, websites of children's literature publishing houses, ...), knowing how to evaluate and use them also for their own updating</p>

	Making judgments to critical evaluate the children's editorial productions, including the digital ones.
<b>TEACHING METHODS</b>	Lesson; critical reading and analysis of printed and digital materials; watching videos, movies.  Innovative teaching methods The face-to-face lesson will be enriched with debates and insights, starting with the viewing of videos on the most recent studies on reading and on the "first books" for children.
<b>SUGGESTED BIBLIOGRAPHY</b>	L. Acone, S. Barsotti, W. Grandi, Da genti e paesi lontani. La fiaba nel tempo tra canone, metamorfosi e risonanze, Marcianum Press 2023. L. Romano, Storia, Scholé 2024 Materiale didattico messo dal docente a disposizione degli studenti, anche non frequentanti, nella piattaforma Unipa. L. Acone, S. Barsotti, W. Grandi, From distant people and countries. The fairy tale over time between canon, metamorphosis and resonances, Marcianum Press 2023. L. Romano, History, Scholé 2024 Teaching materials made available by the lecturer to students, including those not attending, on the Unipa platform.

### SYLLABUS

Hrs	Frontal teaching
6	Foundational questions. Children's literature: from its origins to 1970.
4	Children's literature: from its origins to 1970
4	Literature for children and the adolescents in the last forty years.
4	Educate and motivate to read. Which books for the subject of education?
2	Pedagogical critique of some writing directions and narrative currents.
10	Reading and comparison between different versions of traditional fairy tales taken from some collections.
Hrs	Practice
3	HISTORY AS A LIFE TEACHER
4	HISTORY IN TEACHING
3	HISTORY AND HISTORICAL CONSCIOUSNESS IN THE TIME OF LIQUIDITY.