# History of Reading and Literature during the Developmental Age

Prof. Sabrina Fava

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course intends to introduce students to critical thinking and historical-educational reconstruction regarding the value of reading and literature during the developmental age, bearing in mind teaching to new generations about the current media and multi-media context.

Students will become acquainted with the historical process of development of writing and reading, and will compare historical complexities with changes which have taken place within the current multi-media context. Students will be able to recognise the fundamental aspects of the cultural debate on reading today. The course includes the reading of a selection of works for children; students will be able to present them and develop a critical analysis of their literary aspects and educational value, whilst showing independent judgement as well as the ability to select appropriate literary works for children.

***COURSE CONTENT***

The course closely examines issues related to reading pedagogy, and the dynamics between writer, book and reader, in reference to changes caused by the multi-media. Students will explore the main changes which have taken place in history with regard to reading and writing. The course includes the reading and analysis of literary works which as well as possessing literary representation are also emblematic of polysemic educational value.

***READING LIST***

M. Wolf,*Lettore, vieni a casa,*Vita e Pensiero, Milan, 2018.

R. Lollo,*Lo spazio del leggere come crocevia di relazioni,* in S. Fava (ed. by), *La letteratura per l’infanzia a partire dagli studi di Renata Lollo. Linee di ricerca,* Bari, Lecce, Pensa Multimedia, 2021, pp. 67-83.

S. Fava, *Piccoli lettori del Novecento. I bambini di Paola Carrara Lombroso sui giornali per ragazzi,* Pensa Multimedia, Brescia, 2016 (Chapters 1, 4, and pages 229-258).

S. Fava, *Representing the Reading Experience. The Reader’s Education through Picture Books,* Proceedings, 2017, 1, 864 (the article is available on Blackboard).

Read the following:

A) *choose one of the following:*

C. Collodi, *Le avventure di Pinocchio,* any unabridged edition.

E. De Amicis, *Cuore,* any unabridged edition.

L. Carroll, *Alice nel paese delle meraviglie,* any unabridged edition.

B) *choose one of the following:*

M. Ende, *La storia infinita,* Longanesi, Milan, 1981.

R. Dahl, *Matilde,* Salani, Milan, 1988.

B. Selznick, *La straordinaria invenzione di Hugo Cabret,* Mondadori, Milan, 2007.

A. Chambers, *Muoio dalla voglia di conoscerti,* Mondadori, Milan, 2012.

D. Almond, *La storia di Mina,* Salani, Milan, 2011.

F. Degl’Innocenti, *La libraia,* Edizioni San Paolo, Cinisello Balsamo, 2014.

***TEACHING METHOD***

Lectures; reading and analysis of literary texts; use of visual and audiovisual resources, the teaching material is available on the Blackboard platform on the University website. Lectures may occasionally take the form of seminars and include visits by scholars or writers.

***ASSESSMENT METHOD AND CRITERIA***

There will be an oral examination which will test students’ grasp of course content, their ability to think critically, their presentation skills in terms of relevance, clarity and fluency.

***NOTES AND PREREQUISITES***

There are no prerequisites for attendance of the course. However, students should have basic knowledge of educational and literary history; any good school textbook is recommended.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.