

## 26515 - Children's Literature and Literary Education

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 26515 - Children's Literature and Literary Education

**Faculty / School:** 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

**ECTS:** 6.0

**Year:** 2

**Semester:** First semester

**Subject type:** Compulsory

**Module:**

### 1. General information

The main goal of the subject is that students acquire the knowledge and skills necessary for the teaching of Children's Literature and the promotion of reading habits in Early Childhood Education. Students should know, therefore, a basic corpus of Children's Literature, as well as the theoretical foundations of Literary Education at this stage. The subject also seeks to develop their own criteria for the analysis of texts, based on the pertinent use of the necessary theoretical foundations. Therefore, it is required to master basic notions of literary theory acquired in previous educational stages. It would also be advisable to have a certain reading habit. These approaches and goals are aligned with the Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>). Specifically, the learning activities foreseen in this subject will contribute to the achievement of goals 3, 4, 5, 8, 9, 10, 11, 16 and 17.

### 2. Learning results

1. Identifies, examines, and judiciously uses the key concepts of literary terminology, as well as the most prominent theoretical models related to literary education. 2. Discriminate the different actions and procedures involved in literary learning (comprehension, interpretation and evaluation of texts) through an adequate application of theoretical concepts. 3. Identifies the various factors involved in the formation of the literary reader. 4. Analyzes with aesthetic criteria and formative the different textual proposals that compose the corpus of children's literature. 5. Adequately interprets the non-verbal codes that appear in children's literary discourse as well as the new transmission supports of the aforementioned discourse. 6. Knows the set of works that make up the corpus of children's literature.

### 3. Syllabus

1.- Children's literary discourse: Concept and limits. 2.- Keys to literary education. 3.- Literature and oral tradition. The classic genres: Poetry, Narrative and Theater for Early Childhood Education. 4. - The book-album and the illustrated book. New genres, new media.

### 4. Academic activities

Face-to-face activities (60 hours): 1. Master classes (30 h.): Presentation of contents by the teaching staff. 2.

Practical classes (30 h.): a) Participation in lectures and large group discussions. b) Carrying out activities directed, in small groups. c) Preparation of individual assignments. They will involve critical reflection, mastery of children's literary discourse, bibliographic search and scientific research. d) Possible field trips or sessions with guest speakers. 3.

Final evaluation test (3 h.).

Non-face-to-face activities (90 hours): a) Individual autonomous work. Reading and personal study of scientific texts and creative works. b) Carrying out directed academic activities.

## 5. Assessment system

The subject will be evaluated in the global test modality with the following instruments:

1. Theoretical-practical written test (60 %). Final individual written test on the theoretical contents of the subject and practical applications. The format of the test, which will be specified by the faculty at the beginning of the year, may include multiple choice, essay and text commentary questions.

Assessment criteria:

- Mastery of academic discourse.
- Relevance of the knowledge acquired.
- Ability to apply knowledge in a didactic way, to exemplify adequately, to link literary texts with their contexts and to use specific terminology.

2. Learning portfolio. Joint delivery of the work done in the course (40%). The teacher will select three practical tasks to be presented at the beginning of the year, sequenced, from among the following: a) Reviews and critical commentaries on theoretical works. b) Critical analysis of literary works and texts. c) Monographic work on authors, genres, works, etc. d) Design of educational intervention projects. e) Report on activities and critical readings carried out. f) Attendance at complementary activities, conferences, etc. g) Monographic work. h) Reading promotion practices.

Assessment criteria:

- Theoretical foundation.
- Linkage between contents and their practical development.
- Reflection and personal elaboration.
- Relevant use of analog and digital information sources.
- Mastery of academic discourse.

Students must pass 50% in each of the evaluation instruments (test and practicals) in order to be able to average.

In any case, as part of the evaluation, the teacher may request, at random, the oral defense of the test or assignment submitted in writing, for the verification of the grade.

Students in 5th and 6th call will be evaluated with the same evaluation system as the rest of the students, but their evaluation will be carried out by an examining board.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.}