



Academic year	2013-14
Subject	22161 - Children's Language and Literature in English
Group	Group 1, 2S, GEDP, GEP2
Teaching guide	A
Language	English

Subject identification

Subject	22161 - Children's Language and Literature in English
Credits	2.5 in-class (62.5 hours) 0.5 distance (12.5 hours) 3 totals (75 hours).
Group	Group 1, 2S, GEDP, GEP2(Campus Extens)
Teaching period	2nd semester
Teaching language	English

Lecturers

Lecturers	Timetable for student attention					
	Starting time	Finishing time	Day	Start date	Finish date	Office
M ^a Magdalena Vázquez Amer magdalena.vazquez@uib.cat	09:00h	11:00h	Tuesday	02/09/2013	31/07/2014	Ramon Llull AB09

Degrees where the subject is taught

Degree	Character	Course	Studies
Degree in Primary Education (2009)	Optional	Fourth year	Degree
Degree in Primary Education (2013)	Optional	Fourth year	Degree

Contextualisation

This subject attempts to provide a complete and comprehensive overview of literature for children in English, from its early representations to the latest creations in the 21st century. Throughout the course the students will learn about the origins and development of what it is understood nowadays as Children's Literature. In order to do so, they will read passages from well-known canonical texts such as Alice's Adventures in Wonderland, Peter Pan, or Winnie the Pooh, as well as less known and more contemporary ones. Students will also be equipped with the analytical tools which are used nowadays in the assessment of books written for children.

The purpose of the course is to familiarize students with the history and current state of the literature produced for children, in order to stimulate their critical perspective on this kind of literature and to provide them with those analytical tools that shall enable them to choose books for children professionally.

Requirements

In order to follow, enjoy and profit from this course students must be aware of two basic concepts:

1. This course will be conducted in **English**.
2. Students will be required to **read texts**.



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Essential requirements

Students are expected to possess a reasonable level of the English language, meaning that they should be able to follow a lesson in English and read literary texts. Moreover, students shall be encouraged to participate in academic oral discussions in English.

Recommendable

It is recommended, although not necessary, that the students who enrol in this course practice reading in English regularly.

Skills

Specific

1. Ability to communicate in English, orally and in written form, with the fluency, correction and complexity demanded by the context..
2. Ability to analyze texts in English from a literary and cultural perspective..
3. Ability to interpret and to produce academic documents (essays, commentaries, etc.).

Generic

1. Capacity to relate and integrate ideas and information from different sources and disciplines, as well as to apply them in practice..
2. Self-critical attitude fostering the student's concern for quality and continuous improvement..
3. Knowledge of the didactics of the English language, culture and literature..

Content

This subject is arranged diachronically.

Theme content

Unit 1. Defining Children's Literature

Before dealing with specific texts and periods, it is important to stop and reflect on the mere concept of children's literature. Students must be aware of the different and exclusive genres that children's literature has (picture books, fairytales, board books, wordless books, fiction, nonfiction...).

Through debate and discussion the most important perspectives and concepts will be dealt with and analysed.

Unit 2. The origins

The first unit covers briefly the long period between the first instances of children's literature (dated in Europe in the 15th century) until the early 19th century.

Unit 3. The Golden Age of Children's Literature

This unit stops in the 19th century and the flourishing of fantasy fiction for children as a response to the Enlightenment period. This unit covers the brothers Grimm, Hans Christian



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Andersen, and focuses on the concept of the fairytale. However, special attention will be paid to Lewis Carroll in England and Mark Twain in America.

Unit 4. The 20th century I - The Second Golden Age

This unit will cover the first period of the 20th century, with relevant works such as Frank Baum's *The Wonderful wizard of Oz*, Edith Nesbit's *Five Children and It*, or A.A. Milne's *Winnie-the-Pooh*, among many others. This is one of the most important units in the course, as it helps understand the position of children's literature nowadays, as well as the striking differences between reading habits in Spain as opposed to the anglophone context.

Unit 5. The 20th century II - The Saga Fever

Roughly during the period between wars many authors chose to write longer fictions in stallments (like J.R.R. Tolkien and C.S. Lewis) or either re-use the same familiar characters over and over again in a series of different adventures (as did Enid Blyton or Laura Ingalls). This is one of the most prolific periods for children's literature, and it established the basis for many dearly beloved sagas that are still in vogue nowadays.

Unit 6. The late 20th century

From Roald Dahl to Philip Pullman and, of course, J.K. Rowling, the late 20th century deeply changed the skyline of children's literature. Also, the rise of the ICT affected the role of literature both in schools and at home.

Unit 7. The 21st century - Books vs Screens

One of the ongoing debates related to education nowadays is how the ICTs -the Internet, videogames, interactive TV...- may have affected reading, and consequently, learning habits and techniques of digital natives. Has literature for children evolved in order to rise up to the challenge?

Teaching methodology

Students will be evaluated throughout two different tasks:

1. A research project (50%)
2. Final exam (50%)

In-class work activities

Modality	Name	Typ. Grp.	Description
Theory classes	Attendance	Large group (G)	Attendance to the lessons is crucial, especially those lessons devoted to practical sessions. However, it is not compulsory.

Distance education work activities

Modality	Name	Description
Individual self-study		Final Exam



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Modality	Name	Description
		Students will sit a final exam with short questions and an essay question on topics dealt with in class.
Group or individual self-study		Final research project. Students will be asked to complete a research project throughout the year. The topics and extension will be discussed with the professor.

Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Workload estimate

Modality	Name	Hours	ECTS	%
In-class work activities		62.5	2.5	83.33
Theory classes	Attendance	62.5	2.5	83.33
Distance education work activities		12.5	0.5	16.67
Individual self-study		3	0.12	4
Group or individual self-study		9.5	0.38	12.67
Total		75	3	100

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.

Student learning assessment

Please note:

La presència d'errades ortogràfiques i/o gramaticals a qualsevol activitat acadèmica lliurada per l'alumnat serà qualificada negativament.





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Individual self-study

Modality	Individual self-study
Technique	Extended-response, discursive examinations (Retrievable)
Description	Final Exam Students will sit a final exam with short questions and an essay question on topics dealt with in class.
Assessment criteria	Students will have to sit a final exam. The exam will consist of a series of questions related to topics, concepts, texts and authors seen in class. There will also be an essay question included.

Percentage of final qualification: 50% following path A

Group or individual self-study

Modality	Group or individual self-study
Technique	Papers and projects (Retrievable)
Description	Final research project. Students will be asked to complete a research project throughout the year. The topics and extension will be discussed with the professor.
Assessment criteria	Students will have to complete a research project throughout the course. A permanent evaluation system will provide partial marks, while the final result will be assessed as well.

Percentage of final qualification: 50% following path A

Resources, bibliography and additional documentation

Basic bibliography

The professor will provide a set of copies which will be available in the copy room before the beginning of the course.

Complementary bibliography

Other resources

Immel, A. & Grenby, M. (2009). *The Cambridge Companion to Children's Literature*. Cambridge: Cambridge University Press.

Lesnik-Oberstein, K. (1998). *Children in Culture. Approaches to Childhood*, Basingstoke: Macmillan

Lesnik-Oberstein, K. (1994). *Children's Literature: criticism and the Fictional Child*, Oxford: Clarendon Press

McKee, D. (1985). *I Hate my Teddy Bear*. London: Andersen Press Ltd.

Nodelman, P. (2008). *The Hidden Adult. Defining Children's Literature*. Baltimore: The Johns Hopkins University Press.

Nodelman, P. (1992). *The Pleasures of Children's Literature*. New York: Longman Publishing Group.

Oinas-Kukkonen, H. & Kurki H. (2009). 'Internet through the eyes of 11-year-old children: first hand experiences from the technological environment children live in. *Human Technology. An Interdisciplinary Journal on Humans in ICT Environments*. Volume 5, 2, pp. 146-162.

Townsend, J. R. (1971). *A Sense of Story*. London: Longman.



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Trolley, B.C. & Hanel, C. (2010). *Cyber Kids, Cyber Bullying, Cyber Balance*. London: SAGE Ltd.

Tucker, N. (1991). Good Friends or just Acquaintances? The Relationship between Child Psychology and Children's Literature. *Literature for Children. Contemporary Criticism*. Ed. Hunt, P. London: Routledge.

Valriu, C. (2010). *Imaginari Compartit. Estudis sobre Literatura Infantil i Juvenil*. Barcelona: Col·lecció Biblioteca Miquel dels Sants Oliver. Edicions UIB, Institut d'Estudis Baleàrics, Publicacions de l'Abadia de Montserrat.

Wartella, H. A. & Jennings, N. Children and Computers: New Technology-- Old Concerns. *The Future of Children*, 10, 2, pp. 31-43.

