



Universitat de Lleida

DEGREE CURRICULUM
**CHILDREN'S LITERATURE IN
ENGLISH FOR THE PRIMARY
EDUCATION CLASSROOM**

Coordination: CASADO GUAL, NURIA

Academic year 2021-22

Subject's general information

Subject name	CHILDREN'S LITERATURE IN ENGLISH FOR THE PRIMARY EDUCATION CLASSROOM			
Code	100970			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	4	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	5	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	1		1
Coordination	CASADO GUAL, NURIA			
Department	ENGLISH AND LINGUISTICS			
Important information on data processing	Consult this link for more information.			
Language	English			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CASADO GUAL, NURIA	nuria.casado@udl.cat	2	
CAÑADAS RICO, ARIADNA	ariadna.canadas@udl.cat	1,5	
ORO PIQUERAS, MARICEL	maricel.oro@udl.cat	2,5	

Learning objectives

- To know the foundations of children's literature in English.
- To study and analyze children's literature through different genres: picture books, classic and modern short stories, poetry and drama.
- To use theatre techniques as integral pedagogical instrument.
- To approach children's literature in English as a didactic resource that promotes democratic values within multicultural and plurilingual contexts.
- To reinforce the knowledge and use of English language at oral and written levels.
- To use literature and theatre in English as an innovative teaching resource in the Primary-Education classroom.

Competences

The students will develop the following competences throughout the course:

CB2. To apply their knowledge to their future job or vocation in a professional way and to show their competence through the elaboration and defence of arguments and problem-solving skills within their case studies.

CG1. To promote democratic values, with a special emphasis on tolerance, solidarity, justice, non-violence, and to disseminate and value human rights.

CG2. To know the intercultural reality and develop attitudes of respect, tolerance and solidarity towards different social and cultural groups.

CG5. To develop the capacity to analyze and reflect critically about the need to eliminate any form of direct or indirect discrimination, in particular forms of discrimination related to race, gender, sexual identity or disability.

CG6. To commit to one's personal and professional development, as well as that of the community. To adapt learning proposals to significant and ever-changing cultural environments.

CE3. To deal with learning situations within multicultural and plurilingual contexts efficiently.

CE14. To reflect on classroom practices in order to innovate and improve one's own teaching practice.

CE15. To acquire habits and skills related to individual and cooperative forms of learning, and to be able to promote

them.

Subject contents

This course consists of the following modules or Units:

Unit 1: Introduction to World Children's and YAL Literature

Unit 2: Classic and Contemporary Short Stories in English

Unit 3: Poetry in English: Poems, Songs and Rhymes

Unit 4: Theatre in English as Integral Teaching Tool

Methodology

This course combines the following teaching methodologies derived from the subject with which it is associated:

Debate

Reading and Study

Individual assignment

Tutorial

Seminar

Team work

Reflective learning

Reading assignments and critical reading

Workshops

Didactic proposals / oral presentations / debate

Supervision of individual and cooperative work

Written tests

Development plan

The work calendar for this subject is as follows:

Weeks 1-3: Unit 1 – Introduction to children's literature in the world (13 - 27 September)

Weeks 1-2: Theoretical basis of children's literature.

Week 3: Picture books: main characteristics and analysis of examples

Weeks 4-7: Unit 2 – Classic and contemporary short stories in English (1-25 October)

Weeks 4-5: Classic short stories in English: establishing the basis of children's literature

Week 6-7: Contemporary short stories in English: toward a global world

WRITTEN TEST UNITS 1 and 2: 25 October

Weeks 8 - 10: Unit 3 - Poetry in English: poems, songs and rhymes (29 October - 15 November)

Week 8: Why poetry? Characteristics of children literature. Poetry in the classroom: poems to be seen, poems to be read and poems to be heard.

Week 9: Rhythm, rhyme and formal structure.

Week 10: The importance of songs in the English classroom: music as a memorization tool.

Weeks 11-15: Unit 4 - Theatre in English as Integral Teaching Tool

Week 1: Let's Play!: Theatre as a Pedagogical Resource

Week 2: Shakespeare and Other Classics: Dramatic Texts and Performative Strategies for the English Classroom

Week 3: Verbatim Drama in English: Theatre as Resource for CLIL Projects

Week 4: Devised Theatre in English: Theatre as a Source of Creativity

Week 5: "The World Is a Stage": Design of Projects and Final Showcase

Evaluation

The evaluation will consist of the following tasks:

- Written test (Units 1 and 2)
- Oral presentation (Units 1 and 2)
- Group work assignments (Units 3 and 4)
- Follow-up activities (Units 3 and 4)

The percentages of the evaluation will be the following:

Units 1 & 2: Oral presentation (15%) and Written exam (25%)

Unit 3: Follow up activities (10%) and group work (15%)

Unit 4: Follow up activities (20%) and group work (15%)

Bibliography

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- Nicholson, Helen. *Theatre and Education*. Palgrave Macmillan, 2009.
- Prescott, Linda. *A World of Difference: An Anthology of Short Stories from Five Continents*. Macmillan, 2008.
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