



Universitat de Lleida

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

Coordination: CASADO GUAL, NURIA

Academic year 2022-23

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 Pre-school Education and Degree in Primary Training	5	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	3	
CAÑADAS RICO, ARIADNA	ariadna.canadas@udl.cat	3	

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 :

Module 1: Introduction to Children's Literature for the SL Classroom

Module 2: Poetry, Stories and Picture Books in English

Module 3: Theatre in English as a Learning Tool in the Primary Classroom

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 1-2: Module 1 – Introduction to children's literature for the SL classroom

- Definitions and potential functions of children's literature in the English classroom: revisiting the canon, methodological approaches
- Development of literary competence through children's literature

Weeks 3-9: Module 2 - Poetry, stories and picture books in English.

Weeks 3-4: Classic short stories in English: establishing the basis of children's literature

Week 5-6: Contemporary short stories in English: toward a global world

Week 7: Why poetry? Characteristics of children literature. Poetry in the classroom: poems to be seen, poems to be read and poems to be heard.

Week 8: Rhythm, rhyme and formal structure.

Week 9: The importance of songs in the English classroom: music as a memorization tool.

Weeks 10-14: Unit 4 - Theatre in English as Integral Teaching Tool

Week 10: Let's Play!: Theatre as a Pedagogical Resource

Week 11: Classics in Performance: Dramatic Texts and Performative Strategies for the English Classroom

Week 12: Verbatim Drama: Theatre as Resource for CLIL Projects

Week 13: Devised Theatre: The English Classroom as a Performance Lab

Week 14: "The World Is a Stage": Design of Projects and Final Showcase

Week 15: Assessment of all modules through synthesis evaluation

Evaluation

The evaluation will consist of the following tasks:

- Students' class-based productions (Module 1) - 15% of final mark
- Follow-up activities and group work activity (Module 2) - 15% + 20% of final mark
- Group work assignment (Module 3) - 20% of final mark
- Synthesis test (all modules) - 30% of final mark (with, if necessary, resit exam on agreed date)

* It is compulsory to have a passing grade in all the parts of the evaluation in order to obtain a final mark.

** The students' level of English will be taken into account in all the parts of the evaluation.

*** Any form of plagiarism will result in a failing grade of 0 in the evaluation task where plagiarism has been detected.

Bibliography

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- Nicholson, Helen. *Theatre and Education*. Palgrave Macmillan, 2009.
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