



Universitat de Lleida

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

Coordination: CASADO GUAL, NURIA

Academic year 2023-24

Subject's general information

<b>Subject name</b>	CHILDREN'S LITERATURE IN ENGLISH FOR THE PRIMARY EDUCATION CLASSROOM			
<b>Code</b>	100970			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	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
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	1		1
<b>Coordination</b>	CASADO GUAL, NURIA			
<b>Department</b>	FOREIGN LANGUAGES AND LITERATURES			
<b>Teaching load distribution between lectures and independent student work</b>	Every ECTS corresponds to 10 hours of class and 25 hours of the student's independent work. The total number of hours for the course are 150h, with 60h devoted to in-person classes and 90h to independent study time.			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CASADO GUAL, NURIA	nuria.casado@udl.cat	0	Mondays from 12h to 13.30h at office 3.12 of the Faculty of Education.
CASADO GUAL, NURIA	nuria.casado@udl.cat	4	Mondays from 12h to 13.30h at office 3.12 of the Faculty of Education.
ORO PIQUERAS, MARICEL	maricel.oro@udl.cat	2	
ORO PIQUERAS, MARICEL	maricel.oro@udl.cat	0	

## Subject's extra information

One of the assessment blocks of this subject is related to the Faculty of Education's Internationa Week, to be held on November 22nd. See the evaluation section for more details.

## 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: Fiction in English: Picture Books, Short Stories and Novels for All Ages

Module 3: Poetry in English for the Primary Classroom

Module 4: Theatre as a Learning Tool and Source of Expression in English

## 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**

Week 1: Definitions and potential functions of children's literature in the English classroom: revisiting the canon, methodological approaches

Week 2: Development of literary competence through children's literature

### **Weeks 3-5: Module 2 - Fiction in English: picture books, short stories and novels for all ages**

Week 3: Picture books. Main characteristics and analysis of examples.

Week 4: Contemporary short stories and the child narrator. Analysis and comment on *Alice's Adventures in Wonderland* by Lewis Carroll as an example of temporal children's literature.

Week 5: Analysis and comment on *Matilda* by Roal Dahl. Oral presentations by students corresponding to Bloc 1 of the evaluation.

### **Weeks 6-10: Module 3 - Poetry in English for the primary school classroom**

Week 6: Classic and contemporary poems for children and their teachers

Week 7: The multimodality of the poem: to see, to listen, to say and to perform poetry

Week 8: Poetry workshop: experimenting poetry

Weeks 9-10: Block 2 Evaluation (this activity is linked to the participation in the International Week organised by the Faculty of Education on 22nd November)

### **Weeks 11-14: Module 4 - Theatre as a pedagogical resource and an expression tool in English language**

Week 11: Dramatic texts for the classroom: theatre plays and literary adaptations

Week 12: Documentary theatre: theatre as a resource for teaching projects

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

Week 14: The school is a stage: Design of Projects and Final Showcase

**Week 15: Assessment of all modules through synthesis evaluation - exam of all the modules, 8th January from 9.00 to 12.00** (if necessary, a resit exam will be scheduled in January in due course).

## Evaluation

The evaluation will consist of the following blocks and their corresponding value in the final mark:

- Block 1: Oral presentations in groups - Module 1 and 2 (20%)
- Block 2: Class activities - Module 3 (25 %)

- Block 3: Group work - Module 4 (20%)
- Block 4: Written exam that will include all modules (35%)

**\* It is compulsory to complete all the parts/activities of the evaluation in order to get a final mark.**

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

## **Plagiarism:**

The 2/2022 law of university coexistence regulates what is considered to be an academic fraud. Article 9 of the evaluation rules in UdL is based on this law and in the university coexistence regulation approved by our university. When plagiarism is detected:

- If it implies direct cheating or plagiarism with fraudulent means, the evaluation activity is failed and a report must be sent to the coordinator of the degree as well as to the heads of study in order to start a disciplinary report with the pertinent proof of such copy or plagiarism. The penalty includes, among others and depending on the seriousness of the plagiarism, the loss of the right to be evaluated for that specific subject, the loss of the enrolment of a whole semester or the expulsion of the university for three years.

- If there is cheating among students or any other deceitful practice (students speaking in an exam, or looking at someone else's exam, etc.) the lecturer may ask the student to leave the exam and, thus, the student will fail that part of the evaluation. In this case, the lecturer will send a report of the situation to the coordinator of the degree and to the head of studies of the faculty to evaluate whether a disciplinary report should be started.

## **Alternative evaluation:**

Students that have a contract or who must reconcile their studies with a situation of care can ask for 'alternative evaluation'. They have to apply for this to the Faculty and submit an application together with the documentation required. For this subject, 'alternative evaluation' will consist of:

- A written exam of all the modules: 60%
- Attendance to 4 sessions (one corresponding to each of the modules), a reflective assignment of the 4 sessions and reading assignments related to each module: 40%

## **Bibliography**

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Duncan, Diane. *Teaching Children's Literature. Making stories work in the classroom*. London: Routledge, 2009.

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- Morgan, John, and Mario Rinvolutri. *Once Upon a Time: Using Stories in the Language Classroom*. CUP, 1988.
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- . *Modern Children's Literature: An Introduction*. Palgrave Macmillan, 2004.
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