

Academic year	2016-17
Subject	22161 - Children's Language and Literature in English
Group	Group 1, 2S, GEDP, GEP2
Teaching guide	C
Language	English

## Subject identification

<b>Subject</b>	22161 - Children's Language and Literature in English
<b>Credits</b>	2 de presencials (50 hours) 1 de no presencials (25 hours) 3 de totals (75 hours).
<b>Group</b>	Group 1, 2S, GEDP, GEP2 (Campus Extens)
<b>Teaching period</b>	Second semester
<b>Teaching language</b>	English

## Professors

Lecturers	Horari d'atenció als alumnes					
	Starting time	Finishing time	Day	Start date	Finish date	Office
Marta Villalba Lázaro <a href="mailto:marta.villalba@uib.es">marta.villalba@uib.es</a>	15:00	16:00	Wednesday	15/02/2017	29/03/2017	AB09 (RLL) previa cita

## Contextualisation

~All information supplied through Campus Extens will have the same validity as this teaching guide.

Prof. Marta Villalba Lázaro. Office: AB09 RL

Tutorials: before or after class with prior notice to email: [marta.villalba@uib.es](mailto:marta.villalba@uib.es).

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 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. Especial emphasis will be paid to literary commentary on texts.

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 do readings in English regularly.

## Skills

### Specific

- \* \* C20. Ability to understand, interpret and analyse academic documents related to the students' field of study. \* C22. Ability to find and manage information related to the discipline in online databases, and to use software applications related to the field..
- \* Knowledge of the didactics of the English language, culture and literature..

### Generic

- \* \* CG3 Ability to communicate in English. \* CG1 Teamwork skills development. \* CG6 (CB4) Ability to communicate information, ideas, problems, and solutions to an audience, both specialised and non-specialised..
- \* Capacity to relate and integrate ideas and information from different sources and disciplines, as well as to apply them in practice..
- \* Self-critical attitude fostering the student's concern for quality and continuous improvement..

### Basic

- \* You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

## Content

This subject is arranged diachronically and combines the theory with readings, in-class debates and on-line debates, literary commentaries and essays.

### Theme content

#### Unit 1. Defining Children's Literature

Children's literature definitions and its features and genres.

#### Unit 2. The origins up the 18th century

Period between the first instances of children's literature (dated in Europe in the 15th century) up to the 18th century. Focus on Daniel Defoe's *Robinson Crusoe*.

#### Unit 3. The 19th c. The Golden Age of Children's Literature.

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19th century. The emergence of fantasy fiction for children (including brothers Grimm, Andersen, the concept of the fairytale). Special attention is paid to Lewis Carroll in England and Mark Twain in America.

**Unit 4. The early 20th century.**

The turn of the century and the Interwar period. Children's books reaction to the adult's world.  
A. A. Milne and E. Blyton

Pioneering fantasy fiction: J.R.R. Tolkien

**Unit 5. The mid 20th century. The Saga fever**

Fantasy Fiction vs Neorealism. J.R.R. Tolkien, C.S. Lewis, R. Dahl.

**Unit 6. The late 20th century. The 2nd Golden Age**

The Second Golden Age. J.K. Rowling and the rise of the Internet.

**Unit 7. The 21st century. Multiliteracies**

Fiction of the new millenium. Books vs. Screens. Multiliteracies

## Teaching methodology

~The theory and practical sessions will have a twofold aim:

1) the study of the main theoretical, cultural and textual production of each period and author; and

2) the critical reading and commentary of texts, with student's participation. Students are expected to participate actively and critically in the discussions.

## In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Attendance	Large group (G)	Attendance to the lessons is crucial, especially those lessons devoted to practical sessions. However, it is not compulsory.	50

At the beginning of the semester a schedule of the subject will be made available to students through the UIB digital 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.

## Distance education work activities

Modality	Name	Description	Hours
Individual self-study		On-line activities. Forum debates and individual writings (essays and literary commentaries)	20
Individual self-study		<b>Final Exam</b>	5

Modality	Name	Description	Hours
		Students shall sit a final exam with short questions and an essay-type question or a literary commentary.	

### 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.

### Student learning assessment

Students will be evaluated throughout different tasks:

1. Forum debates (10%)
- 2.- Individual on-line writings -essays or literary commentaries- (40%)
3. Final exam (50%)

**REMINDER:** Plagiarism will be penalised in accordance with the UIB Academic Regulation (Article 33).

**Please note:** mistakes in the use of correct English in any of the academic activities will be negatively reflected in the final mark.

#### Individual self-study

Modality	Individual self-study
Technique	Real or simulated task performance tests ( <b>retrievable</b> )
Description	On-line activities. Forum debates and individual writings (essays and literary commentaries)
Assessment criteria	Students will participate in forum debates and shall do writings to be uploaded on line following the teacher instructions. These writings will consist of literary commentaries of the texts read in class or essays on the theory taught in class.

Final grade percentage: 50%

#### Individual self-study

Modality	Individual self-study
Technique	Extended-response, discursive examinations ( <b>retrievable</b> )
Description	Final Exam Students shall sit a final exam with short questions and an essay-type question or a literary commentary.
Assessment criteria	Students shall 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-type question or, optionally, a literary commentary.

Final grade percentage: 50%

### Resources, bibliography and additional documentation

#### Basic bibliography

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The professor will provide a set of copies which will be available in the copy room or through campus extens.

### 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 Josh 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.

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 Balearics, 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.