

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Child Education		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Psychology		
Course:	CHILDREN'S LITERATURE IN THE ENGLISH LANGUAGE AND ITS TEACHING		
Type:	Optional	ECTS credits:	6
Year:	4	Code:	7352
Teaching period:	Seventh semester		
Area:	Language learning and literacy		
Module:	Teaching and discipline		
Teaching type:	Classroom-based		
Language:	English		
Total number of student study hours:	150		

Teaching staff	E-mail
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## SUBJECT DESCRIPTION

Equip learners with the knowledge and skills which will enable them to use the English language in their future work environment as true professionals in the field of early childhood education. Educate and enable learners so that they may stimulate and strengthen reading and the use of children's English literature amongst their own future pupils.

Children's English Literature & the Art of Teaching brings to the forefront the importance of reading as an essential skill to be learned, encouraged and thoroughly enjoyed from an early age and onwards. An affinity with reading eases the way to all learning. In addition, it provides food for thought, inspiration for the imagination as a source of creativity, as well as endless hours of entertainment for the ever restless and insatiable human mind.

Whether through the oral tradition of story-telling and song, or the exploration of illustrations, of authors' lives, or of one's own tastes and preferences in the rich world of Children's English Literature... this subject will foster, in some measure, curiosity and surprise at the rich variety available to young learners. Optimally, it will awaken a renewed and/or encountered eagerness and passion for the world of books, of literature and of reading, for this is truly the first step to encouraging young, enthusiastic readers.

In a more global sense, this subject forms part of a well-rounded, integral education focused on the learner. In the area of early childhood education, the aim is for future teachers to become true professionals with a true love and vocation for teaching, for awakening within their pupils an interest and passion for communicating in other languages, for raising questions about and exploring other cultures; and all this, because getting to know other languages and other cultures makes the person more aware of their own language and culture, that is, of one's self. Above all, the aim is to train and educate teachers who are not so much concerned with the subject matter at hand as with the encounter with the learner in front of them at that moment, together with the full reality and lifetime project enclosed within that person.

## GOAL

The intention behind Children's English Literature is to create an awareness and appreciation of the role and value of reading from an early age in the learning of language, of culture and of life itself. This course harbors the intention to awaken interest and curiosity in the world of children's English literature and to discover the magic, wealth and abundance thereof. It also aspires to foster favorable attitudes towards reading in future teachers; to familiarize them with children's literature in the English language; and to explore, experience and experiment with different methods and good practices which encourage reading.

## PRIOR KNOWLEDGE

It is highly recommended that the student have a B2 level of English. (See the Common European Framework of Reference for Languages)

## COURSE SYLLABUS

1. Why and what to read? Who, where and when?
  - The benefits of reading from an early age

2. Well-known Children's English Literature of British and American Origin
3. Literature for children ages 0-7
  - The art of reading out loud.
  - Early Learning through Literature.
4. Illustrations & the Illustrator
5. Children's Literature through Song
6. Literature for children ages 8-12
7. Values through Children's Literature
8. Writing and expressing opinion regarding Children's Literature

## EDUCATION ACTIVITIES

In second-language teaching-learning methodology, the how is as important as the what or even the final result. The methodology applied in this course is therefore communicative, eclectic and collaborative. 'Communicative' implies active participation and involvement. 'Eclectic' takes into account different teaching-learning styles, allowing the student to develop and activate his/her own learning. 'Collaborative' provides the learner with the opportunity, both individually and in collaboration with others, to acquire more autonomy as well as a greater sense of responsibility for self and others. The teacher is a guide in this learning process.

## DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours
Theoretical Classes / Lectures Workshops, projects, presentations, discussions. Individual, pair and group work Assessment and Feedback Individual or group tutorials.	Individual, pair and group work Theoretical and practical study Reading and writing. Completion of assignments on UFV Virtu@I and /or other multimedia platforms.

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

### General Skills

To reflect on classroom practices to innovate and improve teaching duties. To acquire habits and skills for independent, cooperative learning and to foster this learning process among pupils.

To develop analytical, synthetic, reflective, critical, theoretical and practical thought.

To develop abilities for interpersonal and intercultural communication.

To be familiar with the evolution of language in early childhood, to be able to identify possible dysfunctions and help to ensure their smooth resolution. To effectively address language learning situations in multicultural and multilingual contexts. To express oneself orally and in writing and to master the use of different expression techniques.

### Specific skills

To favour speaking and writing skills.

To be familiar with and master oral and written expression techniques.

To acknowledge and value the appropriate use of verbal and non-verbal language.

To be familiar with and suitably use the right resources to encourage reading and writing.

To acquire knowledge regarding literature and, in particular, children's literature.

To be able to promote and foster the first steps in learning a foreign language.

## LEARNING RESULTS

Demonstrate an increase in knowledge and understanding of the English language, above all in the level of lexicon and in oral and written expression.

Manifest a favorable and positive attitude towards reading.

Defend and argue the value of reading for oneself as a future teacher and as a person, as well as for one's future students.

Recognise and reflect on life-long values and experiences found within children's English literature.

Identify and discuss works of literary renown in children's English literature together with their authors and genres, situating them in their historical context.

Read and present an author and story of one's choice to familiarize colleagues with more English and/or American literary works.

Perform and bring alive a 'nursery rhyme' with corresponding body language and use of voice to aid in understanding.

Formulate and express thought and opinion on literary works read in coherent, organized written form.

## LEARNING APPRAISAL SYSTEM

CONTINUOUS EVALUATION: (There are 4 main blocks.)

65% (WRITTEN EXAMS + ORAL ASSESSMENT)

BLOCK 1: WRITTEN EXAMS – 40%

BLOCK 2: ORAL ASSESSMENT - 25%

25% (INDEPENDENT WORK ASSESSMENT)

BLOCK 3: INDEPENDENT WORK ASSESSMENT - 25%

10% (ATTITUDE AND PARTICIPATION)

BLOCK 4: ATTITUDE AND PARTICIPATION – 10%

NOTE: Within the modality of in-person education, the Early Childhood Education Degree at Universidad Francisco de Vitoria embraces a continuous evaluation system based on presence: students are under the obligation to attend classes, to participate in the teaching activities that are carried out and to sit any exams foreseen by the teacher, whether on-site or on the virtual campus. This is in conformance with the Verification Document of the Degree (Memoria de Verificación del Título) approved by the Verification Commission for Study Plans (Comisión de Verificación de Planes de Estudios) as specified by the Council of Universities (Pleno del Consejo de Universidades) and in accordance with that which is stated in Article 11 of the Evaluation Regulations and Norms (Normativa de Evaluación) of the UFV for the academic year.

NOTE: Students must obtain an overall PASS (5/10) in EACH of BLOCKS 1,2 and 3 in order to calculate an overall grade average between all 4 BLOCKS. -----

-----ORDINARY EXAM PERIOD: December-January (1st SEMESTER COURSES)

EXTRAORDINARY EXAM PERIOD: June-July (1st and 2nd SEMESTER COURSES)

NOTE:

1. Within one academic period, all passed marks from the different BLOCKS will be transferred from the ordinary to the extraordinary exam period.
2. Within one academic period, only those BLOCKS which have NOT been passed in the ordinary exam period may be repeated in the extraordinary exam period.
3. No grades will be transferred from one academic calendar year to the following academic calendar year.

---ALTERNATIVE EVALUATION:

NOTE: The Alternative Evaluation only applies for those students who are repeating the course and/or have an official dispensation due to extraordinary circumstances signed by the Director of the Degree. It is the student's responsibility to be informed regarding course requirements, deadlines and exam dates, as well as to contact their teacher for pertinent instructions and indications.

NOTE: The Alternative Evaluation is in essence the same as the Continuous Evaluation.

NOTE: The ORDINARY and the EXTRAORDINARY EXAM PERIODS and indications for the Alternative Evaluation are exactly the same as those for Continuous Evaluation.

FURTHER NOTES:

1. Coursework DEADLINES will be established at the beginning of the course and published in the Virtual Campus.
2. All students are responsible for being informed regarding and complying with the course requirements.
3. An HONORABLE MENTION is recognition of excellence. It is awarded exclusively to students who stand out from their peers academically, as well as in attitude, dedication and teamwork. This decision lies exclusively with the subject teacher.
4. In the event of plagiarism or otherwise manifested dishonesty in coursework and/or evaluation processes, the UFV Norms (la normativa de convivencia) will be applied. (Las conductas de plagio, así como el uso de medios ilegítimos en las pruebas de evaluación, serán sancionados conforme a los establecido en la Normativa de Evaluación y la Normativa de Convivencia de la Universidad.)
5. All degree students are subject to the rules of coexistence (la normativa de convivencia) of the UFV. Students may request an academic dispensation (dispensa académica) in the event of extraordinary, duly documented circumstances. Upon approval granted by the Director of the Degree, an alternative evaluation system may be considered.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

by Beatrix Potter. The Tale Of Peter Rabbit / London :Frederick Warne,2002.

Charles Dickens ; introduced by Anthony Horowitz ; Illustrations by Mark Peppé. A Christmas Carol / London :Puffin,2008.

E.B. White Charlotte's Web 1952

Gretchen Obernyer Children's English Literature & the Art of Teaching 2022-2024  
Course Manual

Oscar Wilde. The happy prince and other tales / Marston Gate,2014.

### Additional

Alfonso López Quintás. Literatura y formación humana: García Lorca, Unamuno, Hesse, Kafka, Buero Vallejo, R. Bach / Madrid :San Pablo,D.L.1997.

edited by Gail Ellis and Jean Brewster. The storytelling handbook for primary teachers: a guide for primary teachers of English / London :Penguin English,1991.