IDENTIFICATION DETAILS

Degree: Child Education

Field of Knowledge: Social and Legal Science

Faculty/School: Education and Humanities

Course:

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
---|---
Gretchen Matilda Obernyer Copenhaver | g.obernyer@ufv.es

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.
GOAL

Develop a love for reading and an appreciation of the role children's literature plays in language acquisition and in the development of young readers. At the same time, develop and improve the learner's overall communicative skills in English through active listening and speaking, and in particular, increase the learner's understanding and use of vocabulary and language structure as well as reading and writing skills within this particular field of study.

PRIOR KNOWLEDGE

A minimum B2 level of English is recommended to study this course. (See: the Common European Framework of Reference for Languages)

COURSE SYLLABUS

1. Why read? What to read?
   - Reflecting on one's own experience with reading, both in one's mother tongue and in a second language
   - Discovering the benefits of encouraging reading from an early age
   - Exploring various ways of exploiting the reading in order to encourage future teachers and, consequently through them, children to become readers from an early age, thus improving their mastery of the second language as well as increasing their knowledge of the language and culture of English-speaking countries.

2. An historical map of Children’s English Literature
   - Classics in Children’s English Literature of British Origen
   - Classics in Children’s English Literature of American Origen

3. Literature for Early Childhood
   - Familiarizing students with literature which early learners grow up with, and which is already part of a child's repertoire. This can be further exploited particularly in the first cycle of primary education, allowing the child to move from the familiar to the new.
   - Demonstrating the art of reading out loud.
     - The Little Engine that Could (Anonymous)
     - Traditional Nursery Rhymes, Songs and Poems
     - The Tale of Peter Rabbit by Beatrix Potter
     - Stories by Eric Carle, Dr. Seuss & others...
   - Reflecting on and experimenting with how to work with and teach literature.
   - Early Learning through Literature: Discovering the vast number of stories and songs that encourage young learners to learn basic concepts such as numbers, letters, colours and more and exploring ways to exploit this literature.
   - Illustrations & the Illustrator

5. Children’s Literature through Song
   - Demonstrating how singing helps the learner remember the words and the concepts, as well as improves second language pronunciation, rhythm and stress.

6. Literature for Primary Age
   - The Selfish Giant by Oscar Wilde
   - The Happy Prince by Oscar Wilde
   - A Christmas Carol by Charles Dickens
   - Charlotte’s Web by E.B. White
- Reflecting on and experimenting with different ways to work with and teach literature.

7. Values through Children’s Literature
   - Discovering the human values which permeate children's literature and exploring different ways of working with them with children.

8. Writing about Children's Literature
   - Expressing and sharing one's own ideas by writing opinionated essays on the literary works dealt with in the subject.

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.

This communicative, eclectic, collaborative methodology implies,

IN CLASS:
• Interactive class lectures
• Student presentations and student-led discussions
• Group and pair activities: role-plays, simulations, interviews, research, project work, online forums, etc.
• Feedback mechanisms
• Midterm and final written and/or oral exams

OUTSIDE OF CLASS:
• Independent study and preparation of class/group/pair work
• Online task completion and participation
• Individual and group tutorials
• Self-assessment

TUTORIALS:
Tutorial hours will be announced on the first day of class. As well, tutorials may be requested by sending an e-mail to the teacher.

The focus of this subject is on content, knowledge and skills relevant to the chosen degree area.

DISTRIBUTION OF WORK TIME

<table>
<thead>
<tr>
<th>CLASSROOM-BASED ACTIVITY</th>
<th>INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>69 hours Interactive Theoretical/Practical Classes</td>
<td>81 hours Reading 26h</td>
</tr>
<tr>
<td>30h Group Discussions / Individual Presentations</td>
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<tr>
<td>22h</td>
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<tr>
<td>Individual / Group Tutorials</td>
<td>6h</td>
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<tr>
<td>Feedback Sessions</td>
<td>6h</td>
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<tr>
<td>Written / Oral Assessment</td>
<td>5h</td>
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**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 develop analytical, synthetic, reflective, critical, theoretical and practical thought.

To develop abilities for interpersonal and intercultural communication.

**Specific skills**

To favour speaking and writing skills.

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

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**

Identify works of literary renown in children's English literature together with their authors and genres, situating them in their historical context.
Identify, analyse and compare cultural aspects of English-speaking countries found within children’s English literature with one’s own culture.

Select and read a story by a different author and prepare a subsequent presentation to familiarize the group with more English and/or American authors and their literary works.

Present a ‘nursery rhyme’ with the corresponding, appropriate body language and use of voice.

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

Create and lead a meaningful discussion on literary works read.

LEARNING APPRAISAL SYSTEM

CONTINUOUS EVALUATION:

BLOCK 1: WRITTEN EXAMS – 40%
-10% - Mid-term Exam. If a student does not sit the mid-term exam and does not present a formal excuse IN DUE TIME AND IN PROPER FORM, authorized by the PEC or the Director of the Degree, he/she loses this 10%.
-30% - Final Exam. To calculate an average with the Mid-term Exam, the student must obtain a minimum of 5/10 on the Final Exam. The average between the two marks will be taken into account only if it is to the student’s benefit. On the contrary, the Final Exam mark will carry the full weight of BLOCK 1, i.e., 40%.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 1, to calculate an overall grade average with BLOCKS 2, 3 and 4.

BLOCK 2: ORAL ASSESSMENT - 25%
-Evaluated ORAL tasks completed in class throughout the semester, individually, in pairs and/or in groups (presentations, debates, discussions, simulations, interviews, etc).
-Minimum 2 evaluated tasks.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 2, to calculate an overall grade average with BLOCKS 1, 3 and 4.

BLOCK 3: INDEPENDENT STUDY-WORK ASSESSMENT - 25%
-Completion of minimum 2-3 evaluated pieces of work, as stipulated by the teacher.
-Completion of regular homework assignments
-Completion of and participation in any online tasks.
-Attendance to tutorials when required.

NOTE: All tasks and assignments must be handed in IN DUE TIME AND PROPER FORM, as stipulated in the course calendar uploaded to Aula Virtual. If tasks and assignments are not handed in IN DUE TIME AND PROPER FORM, the mark for aforementioned tasks and assignments will be ‘zero’ (0). They will NOT be marked within the ordinary exam period if handed in after the deadline.

BLOCK 4: ATTITUDE AND PARTICIPATION – 10%
NOTE: Students who do not attend class on a regular basis and who do not have a formal “dispensa” authorized and communicated by the Degree automatically lose this 10%.

CONTINUOUS EVALUATION:
ORDINARY EXAM PERIOD: Dec-Jan (1st SEMESTER) – May (2nd SEMESTER)

EXTRAORDINARY EXAM PERIOD: June-July (1st and 2nd SEMESTERS)
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 been failed 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.

BLOCK 1: WRITTEN EXAM – 40%
-If BLOCK 1 has been failed, the student will be required to sit one written exam based on the contents covered throughout the course.
NOTE: Students must obtain an overall PASS (5/10) in BLOCK 1 to calculate an overall grade average with BLOCKS 2, 3 and 4.

BLOCK 2: ORAL ASSESSMENT - 25%
- If BLOCK 2 has been failed, the student will be required to carry out two ORAL tasks: Task One is a prepared piece of work based on the course topics. Task Two is an open question / interview related to the course content, to be announced at the time of the oral assessment.
- The ORAL ASSESSMENT will take place on or before the officially published extraordinary exam date, unless indicated otherwise by the teacher.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 2 to calculate an overall grade average with BLOCKS 1, 3 and 4.

BLOCK 3: INDEPENDENT STUDY-WORK ASSESSMENT - 25%
- If BLOCK 3 has been failed, the student will have the opportunity to repeat and/or submit one or more major pieces of course-related work BY OR BEFORE the official final exam date in the extraordinary period.

BLOCK 4: ATTITUDE AND PARTICIPATION – 10%
- The mark for this BLOCK will be transferred from the ordinary period to the extraordinary period.

ALTERNATIVE EVALUATION:
NOTE: This system only applies for those students who are: repeating the course; have an official ‘dispensa’ signed by the dean of the corresponding faculty; or are on an international exchange program, therefore automatically having a ‘dispensa’. It is the student's responsibility to be informed regarding course requirements, deadlines and exam dates, as well as to contact his/her teacher.

BLOCK 1: WRITTEN EXAM – 40%
- The student will be required to sit one written exam based on the contents covered throughout the course.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 1 to calculate an overall grade average with BLOCKS 2 and 3.

BLOCK 2: ORAL ASSESSMENT- 25%
- The student will be required to carry out two ORAL tasks: Task One is a prepared piece of work based on the course topics. Task Two is an open question / interview related to the course content, to be announced at the time of the oral assessment.
- The ORAL ASSESSMENT will take place on or before the officially published ordinary exam date, unless indicated otherwise by the teacher.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 2 to calculate an overall grade average with BLOCKS 1 and 3.

BLOCK 3: INDEPENDENT STUDY-WORK ASSESSMENT - 35%
- Completion of minimum 2-3 evaluated pieces of work, as stipulated by the teacher.
- Completion of regular homework assignments (to be handed in through the Aula Virtual or by email).
- Completion of and participation in any online tasks.
- Attendance to tutorials when required.

NOTE: All tasks and assignments must be handed in BY OR BEFORE THE LAST CLASS DAY ACCORDING TO THE OFFICIAL COURSE CALENDAR. If tasks and assignments are not handed in by or before this date, the mark for aforementioned tasks and assignments will be ‘zero’ (0). They will NOT be marked within the ordinary exam period if handed in after this deadline.

ALTERNATIVE EVALUATION:
ORDINARY EXAM PERIOD: Dec-Jan (1st SEMESTER) – May (2nd SEMESTER)

ALTERNATIVE EVALUATION:
EXTRAORDINARY EXAM PERIOD: June-July (1st and 2nd SEMESTERS)
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 been failed 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.

BLOCK 1: WRITTEN EXAM –40%
- The student will be required to sit one written exam based on the contents covered throughout the course.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 1 to calculate an overall grade average with
BLOCKS 2 and 3.

BLOCK 2: ORAL ASSESSMENT- 25%
- The student will be required to carry out two ORAL tasks: Task One is a prepared piece of work based on the course content. Task Two is an open question / interview related to the course content, to be announced at the time of the oral assessment.
- The ORAL ASSESSMENT will take place on or before the officially published extraordinary exam date, unless indicated otherwise by the teacher.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 2 to calculate an overall grade average with BLOCKS 1 and 3.

BLOCK 3: INDEPENDENT STUDY-WORK ASSESSMENT – 35%
- The student will have the opportunity to repeat and/or submit one or more major pieces of course-related work BY OR BEFORE the official final exam date in the extraordinary period.

FURTHER NOTES:
1. Coursework deadlines are established at the beginning of the course. No work will be accepted after the due date.
2. Plagiarism is penalized with a FAIL grade, taking the student directly to the extraordinary exam period.
3. Students are responsible for contacting their subject teacher within the first week after receiving notification of having obtained a 'dispensa'. Students are also responsible for being informed regarding and complying with the course requirements.
4. Honorable Mention: 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.
5. All degree students are subject to the rules of coexistence (la normativa de convivencia) of the university, with special attention to any infraction attributed to plagiarism and/or cheating on an exam which will be considered as serious faults in agreement with Article 7 in the aforementioned rules.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Coursepack: CHILDREN'S ENGLISH LITERATURE & the ART OF TEACHING - 4th Year - Early Childhood Education

- The Little Engine that Could (Anonymous)
- The Tale of Peter Rabbit by Beatrix Potter (OV)
- The Selfish Giant by Oscar Wilde (OV)
- The Happy Prince by Oscar Wilde (OV)
- Traditional Nursery Rhymes, Songs and Poems (OV = Original Version)
Additional


