

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	3	1

## Contact

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## Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

## Teachers

Maria Rosa Gil Juan

Martina Fittipaldi

Nayme Daniela Salas

## Prerequisites

Students are advised to have taken and passed the course entitled Teaching Oral Language in Early Childhood Education, offered during the second year of this study programme, before enrolling in this course.

In order to pass this course, students must prove they have a very good command of Catalan (C2 level, as described here: <http://www.uab.cat/web/els-estudis/-competencia-linguistica-1345698914384.html>). To do so, at the end of the semester they should sit an C2 language test (tests can also be taken in June).

Important: If students possess a C2 Catalan certificate issued by either Direcció General de Política Lingüística or the language service of this university, they should not take the test.

## Objectives and Contextualisation

**The course focuses mainly on the following areas:**

- a) the features of written language discourse and the nature of reading and writing tasks;
- b) children learning processes, especially those concerned with the development of reading and writing skills;
- c) teaching and learning how to write and how to organise written tasks in the classroom;

d) the different purposes of literary education at early ages, especially in the context of language immersion schools;

e) the characteristics of children books and literature: types and formats of printed and digital books.

f) the value of children books as educational tools to promote adult-children interaction: selection criteria to meet diverse educational goals.

### **At the end of the course, students must:**

- Possess (linguistic, psycholinguistic, sociolinguistic and didactic) knowledge related to the processes of teaching and learning how to write.
- Know how children acquire language and how teachers should support early writers.
- Recognize and identify the crucial role of written language in all school subjects.
- Understand the purposes of early literary education and be familiar with the various characteristics of children's books.
- Have made a proposal on the kind of criteria they would use to select books for a classroom library.
- Have sketched a literary educational plan on how they would mobilise a classroom library. Some of the proposals in the plan should be implemented.

### **Skills**

- Acquire literary education and especially get to know children's literature.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- Know and master oral and written expression techniques.
- Know and properly use resources to encourage reading and writing and develop strategies for use of the school library.
- Know the language, reading and writing curriculum at this stage as well as theories on the acquisition and development of relevant learning.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Manage information related to the professional environment for decision-making and reporting.
- Promote speaking and writing skills.
- Properly express oneself orally and in writing and master the use of different expression techniques.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Understand oral tradition and folklore.
- Understand the learning process of reading and writing and how to teach it. Address language learning situations in multilingual contexts. Recognize and value the appropriate use of verbal and non-verbal language.
- Understand the shift from orality to writing and understand the different registers and uses of language.

### **Learning outcomes**

1. Acquire a thorough knowledge of the social and cognitive dimensions of written language and the various dynamics of orality.
2. Acquire knowledge of the written language curriculum at this stage as well as theories on the acquisition and development of learning related to it.
3. Acquire literary education and especially to be familiar with children's literature.
4. Adapt the use of language to social contexts and communicative situations in the professional field.
5. Analyse situations for learning written language. Analyse and defend the proper use or not of written, oral verbal and nonverbal language.
6. Apply the knowledge gained to the selection, reading and interpretation of literary texts.
7. Critically selecting the information, the consulting tools and the resources provided by virtual platforms.
8. Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
9. Demonstrate sufficient knowledge of the Catalan language to level C2 of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment.
10. Express oneself and know how to use different languages ??for educational purposes: corporal, musical, audiovisual.
11. Having the knowledge and knowing how to use the methodological strategies that aid and stimulate the development of children's capacities for acquiring written language.
12. Integrate a respectful attitude to the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
13. Know about books for young readers and have adequate criteria for school selection on the basis of formal and literary characteristics.
14. Know about resources to encourage reading and writing and appreciate their contribution to literary education.
15. Know and appreciate appropriate educational software and web sites for the teaching and learning of infant literature.
16. Know and appreciate the characteristics of audiovisual and digital literary products for early readers.
17. Know and use information and communications technology (ICT) and technologies for learning and knowledge relating to the use of oral language at school.
18. Know and use the main resources and tools of inquiry for ones language.
19. Knowing how to analyse and manage information relating to the professional sphere in order to make decisions.
20. Knowing how to use the different registers and uses of oral Catalan language.
21. Knowing how to use the oral tradition and also folklore in the process of acquiring written language.
22. Learning how to use childrens literature in relation to oral language learning, first learning of written language and literary education with didactic devices appropriate to their objectives.
23. Master the formal and colloquial registers for professional use in oral and written Catalan and Spanish.
24. Master the use of different expression techniques and express oneself adequately both orally and in writing in situations in the professional field.
25. Orally and in writing explain the objectives, curriculum content and evaluation criteria of spoken language in infant education.
26. Recognising and evaluating the social reality and the interrelationship of the factors involved, as a necessary prelude to action.
27. Recognising and, knowing how to analyse and produce the discursive genres pertaining to the academic and professional sphere with enough theoretical and argumentative foundation.
28. Recognising the literary techniques pertaining to narration and poetry.
29. Understand oral tradition and folklore and evaluate them with literary and educational criteria.
30. Understand the different registers and uses of written language and recognize, in children's written productions, the shift from orality to writing
31. Using verbal interaction in the classroom to promote an exchange of ideas about literary texts that teach children to talk about books and to interpret them.
32. Using virtual platforms as a work tool that allows effective communication in Catalan and Spanish and the development of critical thinking.

## Content

### SECTION 1: TEACHING HOW TO WRITE

Block A. The object of knowledge: the written language.

1. Literacy value and social functions of written language today.
2. The relationship between spoken and written language.
3. What is writing? The process of writing. Cognitive activities involved in the activity of writing.
4. What to read? The reading process: interactive model. Reading strategies. Cognitive activities involved in the activity of reading.

Block B. The child learns.

5. Learning the language written from a constructivist perspective.
6. The process of acquiring the ability to read and write.

Block C. The process of education.

7. The role of the teacher / teacher.
8. Planning: objectives, content, activities.
9. Methodological aspects.
10. Evaluation.

## SECTION 2: LITERATURE

Block D. Books and literature for children.

11. Type in the production of books and literature for children and non-readers to readers first. Books and printed literature, audiovisual and digital.
12. The assessment of the quality of texts in different codes and elements. Children's literature as a reflection of the world value proposition educational situation in the artistic trends of the time and situation in Catalan cultural tradition.

Block E. The planning school literature at the infant stage.

13. The functions of the literary education: language development, cognitive, emotional and artistic, cultural socialization, access to the collective imagination and social cohesion.
14. Educational planning literary library and classroom space, orality, exploration and reading independently, guided and shared reading.
15. The selection criteria of literary texts by quality, educational objectives and recipients.
16. The interaction between books, adult and children. Teach you to talk about books and interpret them. Learning reading and writing literary texts.
17. The relationship between the school and family literary activities.

## Methodology

The methodology of the course is planned on the premise that the student is the protagonist of the teaching-learning process, as shown in the following table:

Activity	Hours	Methodology	Learning Results
Face-to-face sessions with the whole group	18	Lectures on the contents and key issues in the course followed by discussions in which students are expected to participate actively.	TF.8, EI.13, DDIL.1.1, DDIL.2.1, DDIL.3.1, DDIL.3.2, DDIL.3.3, DDIL.4, DDIL.5, DDIL.7, DDIL.8, DDIL.8.1, DDIL.8.2, EI.11.3, EI.11.4,
Face-to face seminar sessions	35	Seminar sessions in split groups to discuss the practical application of theoretical content.	TF.8, DDIL.3.1, DDIL.3.2, DDIL.3.3, DDIL.4, DDIL.4.1, DDIL.6, EI.1.1, EI.9.1, EI.10.1, EI.11.1, EI.11.2, EI.11.3, TF.1.1

Either independently and / or through supervised tuition, students must spend a significant number of studying hours to the preparation of the class activities to be presented in class, reading literature on the issues discussed and elaborating the various assignments (see the section on assessment).

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Face-to-face seminar sessions	35	1.4	4, 1, 5, 6, 30, 18, 17, 15, 16, 29, 13, 14, 8, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 7, 11, 32, 31
Face-to-face sessions with the whole group	18	0.72	4, 1, 5, 6, 30, 18, 17, 15, 16, 29, 13, 14, 8, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 7, 11, 32, 31
<b>Type: Supervised</b>			
Preparation and elaboration of evaluation activities and assignments	35	1.4	4, 1, 5, 6, 30, 18, 17, 15, 16, 29, 13, 14, 8, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 7, 11, 32, 31
<b>Type: Autonomous</b>			
Study hours, searching for materials, readings, preparation of activities and elaboration of the various assignments	87	3.48	4, 1, 5, 6, 30, 18, 17, 15, 16, 29, 13, 14, 8, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 7, 11, 32, 31

## Evaluation

The evaluation of the course will take into account the fact that it deals with two main content areas: teaching and learning how to write (Blocks A, B & C) and teaching literature (Blocks D & E). In order to pass the course, students must get a minimum of a pass mark (5 out of 10) in both content areas. For each area, students must submit three types of evaluation activities as shown in the grid below:

	Evaluation Activities	% of the results	Learning Results
Blocks A-C	Individual Exam	40%	TF.8, DDIL.1.1, DDIL.2.1, DDIL.3.1, DDIL.3.2, DDIL.3.3, DDIL.4, DDIL.4.1, DDIL.5, DDIL.6, DDIL.7,
	Group work assignments	30%	EI.1.1, EI.9.1, EI.10.1, EI.11.1, EI.11.2, EI.11.4, G01, G01.26, TF.1.1
	Seminar Activities	30%	
Blocks D-E	Group work assignment: a written paper and an oral presentation	40%	TF.8, EI.13, DDIL.3.3, DDIL.4, DDIL.4.1, DDIL.7, DDIL.8, DDIL.8.1, DDIL.8.2, EI.9.1, EI.10.1, EI.11.1, EI.11.2, EI.11.3, EI.11.4, G01, G01.26, TF.1.1
	Individual Assignments on Literary Analysis	30%	
	Seminar Activities	30%	

Blocks A-C. To pass this part of the course, students must obtain a pass mark (a minimum of 5 out of 10) in the individual exam but can get a minimum of 4 out of 10 in a maximum of 4 seminar activities. To pass this part, it is also compulsory to demonstrate a good command of Catalan.

Blocks D-E. To pass this part of the course, students must obtain a pass mark (a minimum of 5 out of 10) in the individual exam but can get a minimum of 4 out of 10 in a maximum of 4 seminar activities. To pass this part, it is also compulsory to demonstrate a good command of Catalan.

The evaluation will be carried out:

- (A) continuously throughout the course,
- (B) by correcting the final versions of the course assignments listed above.

Marks will be published on the campus 20 days after the delivery of the assignments. In case students want to revise their work with their teachers, they must ask for an appointment not later than two weeks after the publication of the marks. Tutorials will only be scheduled during the office hours made public in the course program. Plagiarism of any kind will result in a FAIL.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
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Group work assignments (on teaching literature and how to write)	40%	0	0	4, 1, 5, 6, 30, 18, 17, 15, 16, 29, 13, 14, 8, 9, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 7, 11, 32, 31
Individual exam on teaching how to write	20%	0	0	4, 1, 5, 30, 18, 17, 8, 9, 23, 24, 25, 2, 12, 26, 27, 19, 21, 20, 7, 11, 32
Seminar activities (on teaching literature and how to write)	40%	0	0	4, 1, 5, 6, 30, 18, 17, 15, 16, 29, 13, 14, 8, 9, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 7, 11, 32, 31

## Bibliography

### Bibliography and other sources of information

#### Blocks A, B and C

DDAA (2006): "El primer aprenentatge de la lectura i l'escriptura". Número monogràfic de la revista Articles de Didàctica de la Llengua i la Literatura, n. 40.

BIGAS, M. i CORREIG, M.(eds.) (2000): Didáctica del lenguaje en la Educación Infantil. Madrid: Síntesis

CARLINO Y SANTANA, D. (coord.) (1999): Leer y escribir con sentido: una experiencia constructivista en educación infantil y primaria. Madrid: Visor

DIEZ, C (2004): La Escritura colaborativa en educación infantil: estrategias para el trabajo en el aula. Barcelona: ICE/Horsori

DIEZ, A. (1998): L'aprenentatge de la lectoescriptura des d'una perspectiva constructivista. Vol. I i II. Barcelona: Graó.

FONS, M. (1999): Llegir i escriure per viure. Barcelona: La Galera.

JULIA, T. (1995): Encetar l'escriure. Per un aprenentatge lúdic i funcional de la llengua escrita. Barcelona: Rosa Sensat, n.50.

NEMIROVSKY, M. (2009): Experiencias escolares con la lectura y la escritura. Barcelona: Graó.

NEMIROVSKY, M. (1999): Sobre la enseñanza del lenguaje escrito y temas aledaños. Barcelona: Paidós,

RIBERA, P. (2008): El repte d'ensenyar a escriure. Perifèric Edicions SL

TEBEROSKY, A. (1992): Aprendiendo a escribir. Barcelona: ICE/Horsori,

TOLCHINSKY, L. (1993). Aprendizaje del lenguaje escrito. Procesos evolutivos e implicaciones didácticas. Barcelona: Anthropos.

TOLCHINSKY, L. i SIMÓ, R. (2001): Escribir y leer a través del currículum. Barcelona: ICE-Horsori.

TOLCHINSKY, L. (2003). The cradle of culture and what children know about writing and numbers before being taught. Mahwah, NJ: Lawrence Erlbaum

#### Portals and digital resources

##### Early steps in the process of learning to write:

- <http://www.xtec.es/~mjulia/projecte/> i

- <http://www.xtec.es/~mmulas/projecte/index.htm>

## **BLOCKS D-E**

### **Mandatory readings**

COLOMER, Teresa (2005): Andar entre libros. La lectura literaria en la escuela. México: FCE.

COLOMER, Teresa (dir.) (2002): Siete llaves para valorar las historias infantiles. Madrid: Fundación Germán Sánchez Ruipérez.

### **General**

CHAMBERS, Aidan. (2009): Dime. Los niños, la lectura y la conversación. México: FCE.

COLOMER Teresa (2010): Introducción a la literatura infantil y juvenil actual. Madrid: Síntesis.

CORRERO IGLESIAS, Cristina; GIL, M. Rosa; JUAN, Anna; REAL, Neus (2016). "Joc, llengua i literatura: de l'oralitat a la multimodalitat". Dins Mequè Edo, Sílvia Blanch i Montserrat Anton (eds.), El joc a la primera infància. Barcelona: Octaedro. Pp. 109-124.

CORRERO, Cristina i Neus Real (2014): "Literatura infantil digital 0-6. Present i futur". Faristol 79. En línia: [http://www.clijcat.cat/faristol/paginas/detall\\_articles.php?recordID=294](http://www.clijcat.cat/faristol/paginas/detall_articles.php?recordID=294)

MOLIST, Pep (2008): Dins del mirall. La literatura infantil explicada als adults. Barcelona: Graó.

TEIXIDOR, Emili (2007): La lectura i la vida. Barcelona: Columna.

### **Oral tradition literature**

BULLICH, E.; MAURE, Mercè (1996): Manual del rondallaire. Barcelona: La Magrana

LLUCH, Gemma (ed.) (2000): De la narrativa oral a la literatura per a infants. Invenció d'una tradició literària. Alzira: Bromera.

PELEGRIN, Ana (2004): La aventura de oír. Cuentos tradicionales y literatura infantil. Madrid: Anaya.

### **Books for very young learners**

BONNAFÉ, Marie (2008): Los libros, eso es bueno para los bebés. México: Océano.

DURAN, Teresa (2002): Leer antes de leer. Madrid: Anaya.

TEBEROSKY, Ana [amb col·laboració de COLOMER, T.] (2001): Proposta constructivista per aprendre a llegir i a escriure. Barcelona: Vicens Vives.

### **History of Children's Literature**

DURAN, Teresa; LUNA, Marta (2002): Un i un i un... fan cent. Barcelona: La Galera.

VALRIU, Caterina (2010): Història de la literatura infantil i juvenil catalana. Barcelona: La Galera.

### **Webs of resources and documentation centres:**

- Biblioteca Xavier Benguerel. Centre de Documentació del Llibre infantil:  
<http://www.bcn.cat/bibxavierbenguerel>

- ClijCAT (Consell Català del Llibre Infantil i Juvenil): <http://www.clijcat.cat/>

- Fundación Germán Sánchez Ruipérez. Centro de Documentación e Investigación:  
<http://www.fundacionsr.es>

- GRETTEL: Pàgina de Literatura infantil de la UAB: <http://www.gretel.cat/>

- Revista Faristol, publicació de referència en l'àmbit de la LIJ a Catalunya:  
<http://www.clijcat.cat/faristol/paginas/>
- Per a educació infantil (amb poemes recitats, escrits i il·lustrats per temes i d'autors molt diversos):  
<http://www.edu365.cat/infantil/poesia/portada.htm>
- Musiquetes.cat: recull de cançons infantils tradicionals per escoltar en xarxa, forma part d'un dels projectes de la Bressola de la Catalunya Nord: <http://www.musiquetes.cat/canco/num/16>.
- Seminari de bibliografia infantil i juvenil de "Rosa Sensat": llibres recomanats (<http://www2.rosasensat.org/pagina/el-garbell>).
- Canal Lector (FGSR): llibres recomanats (<http://canallector.com/>).
- Una mà de contes: contes per veure i escoltar, que es poden triar a partir del tema, l'autor, l'il·lustrador, l'origen geogràfic... (<http://www.unamadecontes.cat/>).
- ANIN: Associació de narradores i narradors (<http://www.anincat.org/narradores-i-narradors/>).
- XTEC, web del Departament d'Educació (<http://www.xtec.cat/>). En podem destacar l'apartat "Escola oberta", que inclou materials de tot tipus per a totes les assignatures i tots els nivells educatius (<http://www.xtec.cat/escola/index.htm>). A l'apartat de llengua catalana: "Una mà de contes", "Racó de contes", "El pou de la goja. Revista interactiva de literatura oral", "Els contes d'en Tom i la Laia", etc.