UAB
Universitat Autònoma de Barcelona

Form and Aspects of Childrens and Youth Literature	**2016/2017**

Code: 42956
ECTS Credits: 6

Degree	Type	Year	Semester
4313816 School Library and Reading Promotion	OT	0	0

Contact

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Teachers

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Use of languages

Principal working language: catalan (cat)

Prerequisites

This course, during 2016-17 shall be issued in the first half.

Objectives and Contextualisation

The purpose of this module is to raise some reflections on the relevance and timeliness of the school library collection. The children's literatura works, especially the classic narrative and poetry - presented new editions, new types of books or visual and sound documents .

The module proposes critical tools to choose appropriate documents to the iconic and textual needs of the readers.

It also proposes the foundation of the reception of new languages and reading forms and the analysis of the iconic, textual and cultural references relevance shared by various cultures or specific to some of them.

Skills

- Contextualise professional activity in the reading habits of today's society and in the processes of school-based learning.
- Continue the learning process, to a large extent autonomously.
- Develop professional values that include ethical work practices.
- Incorporate ICT for learning, communicating and sharing in education.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Link up and promote reading and cultural activities, both internal and external, using the appropriate tools.
- Manage the collection, resources and services of the library.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning outcomes

1. Assess bibliographic documents with due respect for text, author and genre.

2. Assess the appropriateness of formal, textual and material elements in fictional works to the age and reading context of the addressees
3. Continue the learning process, to a large extent autonomously.
4. Detect publishing values, both for graphics (illustration and layout) and for text (translation, fidelity and adaptation) and their functional use.
5. Determine the ways in which library collections can be linked up with learning and teaching.
6. Distinguish between dissemination and trivialisation and between relevance and opportunism.
7. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
8. Maintain a balance between the genres and types of fictional works in the school library.
9. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
10. Use ICT in research and analysis of the library's fictional works.
11. Use the network to share educational, communicative and bibliographic strategies.

Content

-The classic narrative and literary iconic broadcast today .

-Traditional and autor lyric: existing forms of support and transmission.

- Theoretical and critical trends on illustration and on the canon.

Methodology

Lectures
Location and text analysis and media streaming
Analysis, evaluation and selection of works by various parameters
Reading and virtual presentation of works and texts with different ICT applications
Bibliograpfhic reading and discussion in classroom and in virtual forums.
Online tutoring

Activities

Title	Hours	ECTS	Learning outcomes
Type: Supervised			
Activities and work during the module	82	3.28	4, 5, 6, 8, 7, 3, 9, 11, 10, 1, 2
Participation in online forums	18	0.72	4, 5, 6, 8, 7, 3, 9, 11, 10, 1, 2
Type: Autonomous			
Read articles	25	1	6, 7, 3, 9
Reading children's and youth works E5.1 , I5.3	25	1	4, 2

Evaluation

Attendance and participation in the activities and virtual 25%
Delivery of work 75%

The evaluation will be based activities delivered.
Account shall also participate in the forums and in the classroom. In the assessment of the activities will take into account the references to the readings of each subject.

To be able to accommodate the continuous assessment students must submit and approve 80% activities. Otherwise, it will be not presented.
The review procedure of the tests will be done individually.

Activities for analyzing textual and graphical products E7.1, E5.2
Reading, analysis of theoretical texts GT4.2,
Activities valuation of works according to their function in school learning. I1.2, GT4.2
Participation in classroom activities and forums I5.3 according to the guidelines, GT2.1, GT4.1

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Activities for analyzing textual and graphical products	25%	0	0	4, 5, 3
Assessment activities of the works according to their function in school learning.	25%	0	0	6, 11, 1, 2
Participation in classroom activities and forums according to given instructions	25%	0	0	8, 10
Reading and analysis of theoretical texts GT4.2 B.08	25%	0	0	7, 9

Bibliography

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MENDOZA, Antonio (2001). El intertexto lector. El espacio de encuentro de las aportaciones del texto con el lector. Cuenca: Ediciones de la Universidad de Castilla-La Mancha.
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