

**Teaching Written Language and Literature in Early
Childhood Education**

Code: 103680
ECTS Credits: 7

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	3	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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

Martina Fittipaldi
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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.

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.

Competences

- 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.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
7. Apply the knowledge gained to the selection, reading and interpretation of literary texts.
8. Communicate using language that is not sexist or discriminatory.
9. Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.

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.

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, including the gender perspective.

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.

All these contents are worked on in the gender perspective.

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
Theory	18		TF.8, EI.13, DDIL.1.1, DDIL.2.1, DDIL.3.1,

Lectures on the contents and key issues in the course followed by discussions in which students are expected to participate actively.

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).

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face seminar sessions	35	1.4	4, 1, 5, 7, 30, 18, 17, 15, 16, 29, 13, 14, 9, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 11, 31
Theory	18	0.72	4, 1, 5, 7, 30, 18, 17, 15, 16, 29, 13, 14, 9, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 11, 31
Type: Supervised			
Preparation and elaboration of evaluation activities and assignments	35	1.4	4, 1, 5, 7, 30, 18, 17, 15, 16, 29, 13, 14, 9, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 11, 31
Type: Autonomous			
Study hours, searching for materials, readings, preparation of activities and elaboration of the various assignments	87	3.48	4, 1, 5, 7, 30, 18, 17, 15, 16, 29, 13, 14, 9, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 11, 31

Assessment

PRELIMINARY CONDITIONS:

The achievement of Level 2 of the Catalan Language for Teachers of Primary and Infant Education is an

indispensable requirement to be able to pass the subject. To show that this level is available, the student must pass the Level 2 test that is done at the end of the semester for students enrolled in the subject (or have passed one of the calls during June).

Students who have the Catalan Language Level C2 Certificate awarded by the General Directorate of Language Policy or the UAB Language Service will be exempt from the test, since the level will be certified by the presentation of this certificate.

In the event that the student has not obtained the Level 2 of the Catalan Language for Teachers of Primary and Infant Education, the grade that will be included in the grade will be 3.

The next academic year the student will have to show that s/he has achieved it. With respect to the course as a whole, s/he will have to proceed with the synthetic evaluation that the teacher foresees.

Students must also show a compatible attitude with the educational profession as a requirement to pass the subject, which implies active listening, respect, participation, cooperation, empathy, kindness, punctuality and proper use of electronic devices.

EVALUATION (ONLY WITH PRELIMINARY CONDITIONS ACOMPLISHED):

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 on Written Language	20%	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, EI.1.1, EI.9.1, EI.10.1, EI.11.1, EI.11.2, EI.11.4, G01, G01.26, TF.1.1
	Group Work Assignments on Written Language	15%	
	Individual and Groupal Seminar Activities on Written Language	10%	
Blocks D-E	Group work assignment on literature: a written paper and an oral presentation	15%	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 (Literature): written paper and oral presentation	20%	
	Final Individual Diagnosis Exercise on Literature	20%	

Blocks A-C. To pass this part of the course (written language), 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 (literature), students must obtain a pass mark (a minimum of 5 out of 10) in the individual assignment on literary analysis and in the final individual diagnosis exercise. 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.

Individual and groupal seminar activities on written language will be assessed during the development of the subject, between November and December. In case of a fail, specific activities that the teacher will specify at the time of delivery of the marks should be carried out and submitted on February (recovery date).

The final individual diagnosis exercise on literature will take place on November and will be evaluated during the month of December. If recovery is required, this will be done through an equivalent exercise on February (recovery date).

The works will be evaluated between December and February depending on being individual or collective and corresponding to the block of written language or of literature. There will be no recovery option as they all are the result of long processes, under teachers tutorship and with enough time to avoid serious problems that, if they occur, would indicate in themselves the inadequacy of learning results that can not be achieved, then, in the short time that could be offered for recovery.

The test on written language will take place during the week following the end of the subject. In case of a fail with a mark equal to or higher than 3.6 points out of 10, there will be a recovery option by means of another exam on February. In case of a fail with a mark equal to or less than 3.5 points out of 10, there will be no recovery option.

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Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group work assignments on teaching how to write and on literature	30%	0	0	4, 1, 6, 5, 7, 8, 30, 18, 17, 15, 16, 29, 13, 14, 9, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 11, 31
Individual and groupal seminar activities on teaching how to write	10%	0	0	4, 1, 5, 7, 30, 18, 17, 15, 16, 29, 13, 14, 9, 23, 24, 25, 10, 2, 3, 12, 26, 28, 27, 19, 21, 20, 22, 11, 31
Individual exam on teaching how to write, individual work	60%	0	0	4, 1, 6, 5, 8, 30, 18, 17,

Bibliography

Bibliography and other sources of information (elaborated taking into account the gender perspective, with predominance of female authors)

BLOCKS A, B and C

DDAA (2006). "El primer aprenentatge de la lectura i l'escriptura" (monogràfic). *Articles de Didàctica de la Llengua i la Literatura* 40.

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

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

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.

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.; 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

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

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

BLOCKS D-E

Mandatory readings

Correro, C. i Real, N. (coord.) (2017). *La literatura a l'educació infantil*. Barcelona: Associació de Mestres Rosa Sensat.

Colomer, T. (dir.) (2002). *Siete llaves para valorar las historias infantiles*. Madrid: Fundación Germán Sánchez Ruipérez.

General

Bosch, E. (2020). *Sense paraules. Sis tallers de lectura d'àlbums sense mots per a totes les edats*. Barcelona: Rosa Sensat.

Chambers, A. (2007). *El ambiente de la lectura*. México: FCE.

Chambers, A. (2009). *Dime. Los niños, la lectura y la conversación*. México: FCE.

Colomer, T. (2005). *Andar entre libros. La lectura literaria en la escuela*. México: FCE.

Colomer, T. (2010). *Introducción a la literatura infantil y juvenil actual*. Madrid: Síntesis.

Correro, C.; Gil, M. R.; Juan, A.; Real, N. (2016). "Joc, llengua i literatura: de l'oralitat a la multimodalitat". Dins Edo, M.; Blanch, S.; Anton, M. (eds.). *El joc a la primera infància* (pp. 109-124). Barcelona: Octaedro.

Correro, C.; Real, N. (2014). Literatura infantil digital 0-6. Present i futur. *Faristol* 79. En línia: http://www.clijcat.cat/faristol/paginas/detall_articulos.php?recordID=294.

Molist, P. (2008). *Dins del mirall. La literatura infantil explicada als adults*. Barcelona: Graó.

Munita, F.; Real, N. (2019). Simple o ximple? Una reflexió sobre la poesia infantil. *Faristol* 89. En línia: https://www.clijcat.cat/faristol/descargas/89/6_89.pdf.

Teixidor, E. (2007). *La lectura i la vida*. Barcelona: Columna.

Oral tradition literature

Bullich, E.; Maure, M. (1996). *Manual del rondallaire*. Barcelona: La Magrana.

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

Pelegrín, A. (2004). *La aventura de oír. Cuentos tradicionales y literatura infantil*. Madrid: Anaya.

Books for very young learners

Bonnafé, M. (2008). *Los libros, eso es bueno para los bebés*. México: Océano.

Duran, T. (2002). *Leer antes de leer*. Madrid: Anaya.

Teberosky, A. (2001). *Proposta constructivista per aprendre a llegir i a escriure*. Barcelona: Vicens Vives.

History of Children's Literature

Duran, T.; Luna, M. (2002). *Un i un i un... fan cent!* Barcelona: La Galera.

Valriu, C. (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.fundaciongsr.es/>

- GRETEL: Pàgina de Literatura infantil de la UAB: <http://www.gretel.cat/>
- JOCS DE FALDA (blog):<https://jocsdefaldablog.wordpress.com/>
- Revista *Faristol*, publicació de referència en l'àmbit de la LLJ 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): <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/> 8en 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.)

Software

Teams