

Childrens and Youth Books

Code: 42954
ECTS Credits: 6

Degree	Type	Year	Semester
4313816 School Library and Reading Promotion	OB	0	1

Contact

Name: Martina Fittipaldi Fittipaldi
Email: martina.fittipaldi@uab.cat

Use of Languages

Principal working language: catalan (cat)

Teachers

Joan Portell Rifà

Prerequisites

None.

Objectives and Contextualisation

This is a compulsory module whose main objective is to describe, analyse and present a selection of books for children and young people with a high educational value to educate literature readers. The criteria for the selection and evaluation of children's books of narrative, poetry, picturebooks and books of knowledge will be treated, as well as the underlying social values and ideology in literary texts.

Competences

- Detect, assess and select fiction and non-fiction resources that are suited to the different types of recipients of educational or promotional interventions .
- 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.

Learning Outcomes

1. Assess the quality of works using visual, textual and multimodal artistic methods.
2. Assess works according to their appropriateness for school-based learning.
3. Choose the most appropriate children's and teenagers' books for the school library and promotion activities in accordance with the age groups and contexts that are targeted.
4. Detect educational value and the underlying ideology in works.
5. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
6. Maintain respectful relations with all members of the educational community and the wider community, regardless of their cultural identity and customs.
7. Use ICT as learning and communication tools for activities.

Content

1. Current types of print and digital books for children and adolescents.
2. Analysis of books for children and adolescents as artistic systems, as marketing products and as socialisation instruments and tools to construct cultural identities.
3. Criteria to select books for different ages and educational goals.

Methodology

The course combines theory and practice. Teacher-centred lessons will introduce the contents necessary to take part in practical activities to be carried in groups in the classroom. Outside the classroom, participants will be expected to read the compulsory course readings and to elaborate individual assignments.

Assignments will include the analysis, selection and assessment of works from different parameters.

Online and face-to-face assignments must be elaborated using some sort of ICT tool.

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			
Active participation in the activities proposed in class.	18	0.72	
Type: Supervised			
Participation in online debate forums, elaboration of course assignments and participation in the activities proposed in class.	36	1.44	
Type: Autonomous			
Reading the articles and materials related to the contents covered in the course. Reading a selection of books for children and adolescents.	96	3.84	

Assessment

Course Assignments

1. Analysis of the traits found in current literary works targeted at children and adolescents.
2. Assessment of literary works accordingly to the role they can play at schools as tools to enhance literature education.
3. Activities to reflect upon the use of books at schools and on how to engage children and adolescents in reading activities.
4. Participation in the activities set in class and in the virtual forums.

In order to pass this course, participants should obtain a pass mark in 80% of the Course Assignments. Participants will not be assessed if they fail to submit a minimum of 80% of the Course Assignments.

All the Course Assignments will be assessed and participants will receive feedback from the teacher. If they need to talk to go through their assignments with the teacher, they can ask for individual appointments. Participation in the virtual forums is also compulsory and will be part of the assessment procedure.

Assignments should reflect participants understood the contents of the course compulsory readings.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of school literary activities	15%	0	0	4, 5, 3, 7, 1, 2
Poetry recitation	10%	0	0	3, 7, 1, 2
Puzzle of the classics of children's literature and TOP 10	10%	0	0	4, 5, 7
Reading animation work of a picture book	25%	0	0	4, 5, 3, 7, 2
Report of a bookstore	20%	0	0	6, 5, 7
Two reflection forums based on theoretical readings	20%	0	0	6, 5

Bibliography

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

Chambers, A. (2009): *Dime. Los niños, la lectura y la conversación*. México D.F.: Fondo de Cultura Económica.

Chambers, A. (2007): *El ambiente de la lectura*. México D.F.: Fondo de Cultura Económica.

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

Colomer, T. (2010): La literatura infantil: una minoría dentro de la literatura. 32 Congreso Internacional de IBBY. Santiago de Compostela: 8-12 septiembre, 2010.

Colomer, T. (dir) (2002): *Siete llaves para valorar las historias infantiles*. Madrid: Fundación Germán Sánchez Ruipérez (descargable en <http://www.gretel.cat/es/lecturas/pdf-per-descargar-siete-llaves-para-valorar-historias-infantiles/>). Data de visita: 9 de juliol de 2019.

Colomer, T. (1998): *La formació del lector literari*. Barcelona:Barcanova (trad. cast. *La formación del lector literario. Narrativa infantil y juvenil*. Madrid: Anaya, 2009, 2ªed.)

Colomer, T. (coord) (2008): *Lectures adolescents*. Barcelona: Graó. (trad. cast. *Lecturas adolescentes*. Barcelona: Graó, 2009, 2ªed.)

Colomer, T. (2005): *Andar entre libros*. México D.F.: Fondo de Cultura Económica.

Colomer, T.; Fittipaldi, M. (2012): *La literatura que acoge. Inmigración y álbumes ilustrados*. Barcelona: Banco del Libro.

Correro, C (2018): *Els llibres infantils del segle XXI*. (Tesi doctoral no publicada: https://ddd.uab.cat/pub/tesis/2018/hdl_10803_665173/cci1de1.pdf)

- Duran, T.; Luna, M. (2002): *Un iun i un... fan cent*. Barcelona: La Galera.
- Equipo Peonza (2004): *Cien libros para un siglo*. Madrid: Anaya.
- Garralón, A. (2013). *Leer y saber*. [Los libros informativos para niños](#). Madrid: Tarambana libros.
- GRETEL (2014) [Actas del Simposio internacional "la literatura en pantalla. Textos, lectores y prácticas docentes"](#). Barcelona: UAB.
- Hunt, P. (ed) (1996): *International companion encyclopedia of children's literature*. London: Routledge.
- Lluch, G.; Valriu, C. (2013): *La literatura per a infants i jovesencatalà. Anàlisi, gèneres i història*. Alzira: Bromera.
- Lluch, G. (2003): *Análisis de narrativas infantiles y juveniles*. Cuenca:Publicaciones de la UCLM-CEPLI.
- Lluch, G. (ed) (2000): *De la narrativa oral a la literatura per a infants. Invenció d'una tradició literària*. Alzira:Bromera (trad. *Invención de una tradición literaria. De la narrativa oral a la literatura para niños*. Cuenca: Ediciones de UCLM, 2007).
- Molist, P. (2003): *Els llibres tranquils*. Lleida: Pagès editor.
- Molist, P. (2008): *Dins del mirall. La literatura infantil explicada als adults*. Barcelona: Graó.
- Munita, F. (2019). Hacia una «poesía para niños también»: Tendencias de la poesía infantil en dos premios del ámbito hispanoamericano (2004-2017). En Córdova, A. (coord.): *Renovar el asombro. Un panorama de la poesía infantil y juvenil contemporánea en español* (pp. 103-141). Cuenca: Ediciones Universidad de Castilla La Mancha.
- Muñoz-Tebar, J. I.; Silva Díaz , M. C. (ed.) (1999). *El libro-álbum: invención y evolución de un género para niños*. Parapara Clave. Caracas:Banco del Libro.
- Nikolajeva, M. (2005): *Aesthetic Approaches to children's Literature*. Oxford: The Scarecrow Press.
- Olid, B. (2011): *Les heroïnes contraataquen. Models literaris contra l'universal masculí a la literatura infantil i juvenil*. Lleida: Pagès editor.
- Pagès, V. (2006): *De Robinson Crusoe a Peter Pan. Un canon de literatura infantil i juvenil*. Barcelona: Proa (trad. Barcelona: Ariel, 2009).
- Pelegrín, A. (2004): *La aventura de oír: cuentos tradicionales y literatura infantil*. Madrid: Anaya.
- Prats, M. (2002): "La poesia per a infants: ungènere entre el folklore i l'obra d'autor". A Colomer, Teresa (ed.): *La literatura infantil i juvenil catalana: un segle de canvis*. Bellaterra: ICE-UAB, 45-56.
- Ramada, L. (2018) ["Infantil, digital, aumentada y virtual: los mil y un apellidos de una realidad literaria"](#). Diablotexto Digital 3, 8-31.
- Teixidó, E. (2007): *La lectura i la vida*. Barcelona: Columna (trad. *La lectura y la vida*, Barcelona: Ariel).
- Turrión, C. (2012): "LIJ Digital: nuevas formas narrativas para niños". *CLIJ* 248, 40-47.
- Van Der Linden, S. (2015): *Álbum(es)*. Caracas: Banco del Libro y Variopinta Ediciones.
- Webs of resources and selections of children's and YA books
- Biblioteca Artur Martorell: <http://w110.bcn.cat/portal/site/ArturMartorell/index209c.html>
- 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/>

Club Kirico. Selecció de 150 llibres i altres recomanacions. <http://www.clubkirico.com/150-libros-infantiles-para-leer-y-releer>

Fundación Germán Sánchez Ruipérez. Centro de Documentación e Investigación: www.fundaciongsr.es. Selecció de webs per a infants i joves de la FGSR <http://recursos.fgsr.es/wfavo/>

GRETEL: base de dades dels llibres actuals més recomanats per la crítica: www.gretel.cat, secció "Recomanats crítica".

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

GRUP POCIÓ: <http://www.viulapoesia.com/>

Llibres al replà: <http://llibresalrepla.blogspot.com.es/>

UOC: <http://lletra.uoc.edu/>

Quins llibres...?: Tria feta pel Seminari de Bibliografia infantil i juvenil de l'Associació de Mestres RosaSensat. S'hi pot accedir tant a través del web de l'Associació (<http://www.rosasensat.org/textos/16/>), com a través del web del Departament d'Educació, dins del'apartat d'Escola Oberta: <http://www.xtec.net/epergam/quins/quins.htm?codi=quinsllib>

Tantàgora: associació de foment d'activitats de literatura oral: <http://www.tantagora.net/doc/home.php?l=ca>

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/>).

Recommended talks

"Arnal Ballester". Presentació de l'il·lustrador al seu taller. 26/04/2011. <http://www.youtube.com/watch?v=kTSzyz4YxOc>

Cassany, D.: "Literatura juvenil electrònica: remix, fanfic, posts y blogs": <http://www.slideshare.net/DanielCassany/literatura-juvenil-electrnica-remix-fanfic-post-blogs>.

Colomer, T.: "Literatura infantil y alfabetización inicial". Ministerio de Educación de Argentina-OEI. 2010. <http://www.youtube.com/watch?v=TG0GIQC�LYc> y <http://www.youtube.com/watch?v=TtcdULrt98>

Duran, T.: "Los sabores de la literatura infantil". Fundación Jordi Sierra i Fabra. Medellín 2011. <http://www.youtube.com/watch?v=OesERzXRQUc>

Reyes, L.: "El préstec dellibres en una aula de primària". <http://www.uab.es/servlet/Satellite/videos/reproduccio-1193208676085.html?param1=10divulgacio¶m2=40c>

Talks by several experts: <http://master10ed.gretel.cat/category/conferencias/>

Software

-