UAB
Universitat Autònoma de Barcelona

Children'S Literature

Code: 103537
ECTS Credits: 6

2025/2026

Degree	Type	Year
Primary Education	OT	4

Contact

Name: Martina Fittipaldi

Email: martina.fittipaldi@uab.cat

Teachers

Anna Juan Cantavella

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

To pass this course, the student should show a good general communicative competence, both orally and in writing and a good command of the language and communication language contained in the syllabus.

In all activities (individual and group) will be considered, therefore, proofreading, writing and formal presentation. Students should be able to express themselves with fluency and accuracy and should show a high degree of understanding of academic texts. Recall that in the case of Catalan in 1st and 2nd year students are required to have an ability equivalent to Level 1 for teachers and Primary Education; and from 3rd year Bachelor students must have demonstrated competence equivalent to Level 2 for Teachers and Primary Education (more on this level desktop athttp: //www.uab.cat/web/ the-studies / -Terms-linguistic-1345698914384.html)

We recommend you have previously approved Languages and Curriculum and Languages and Learning.

Objectives and Contextualisation

Elective course aimed at deepening the literary education of children in school. Takes the form of practical workshop on acquired knowledge about the literary corpus and develop skills and dynamism of literary material through fictional literary projects and encourage reading.

The main objectives are to achieve knowledge and develop skills on:

1. Planning literary education at the primary stage.

2. The characteristics of children's literature in different formats and media, print and screen.

1

3. The criteria for evaluation and selection of texts for school learning activities.

4. The design of educational activities according to different targets and different techniques of realization.

5. The familiarity with a broad outlook and digital library resources, both in production for children as sources of support for the activities, which is useful for the professional work of teachers.

Competences

- Acquire literary training and know about children's literature.
- Be familiar with the languages and literature curriculum.
- Effectively address language learning situations in multicultural and multilingual contexts.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Foster reading and encourage writing.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Know and apply the processes of interaction and communication in the classroom and master the social skills required to foster a classroom atmosphere that facilitates learning and coexistence.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Apply the knowledge gained to the selection, reading and interpretation of texts from different scientific and cultural domains.
2. Assessing the value of reading and writing encouragement practices with literary education criteria.
3. Being able to develop activities and didactic material focusing on language learning adapted to the social and specific contexts of each educational centre.
4. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
5. Communicate using language that is not sexist or discriminatory.
6. Consider how gender stereotypes and roles impinge on the exercise of the profession.
7. Design practices to promote reading and writing that incorporate the criteria of literary education at the different school levels
8. Design proposals for teaching and assessment that address the different forms of language learning, so as to adequately address all curricular content in the area and respond to cultural diversity.
9. Know and appreciate appropriate educational software and web sites for the teaching and learning of primary school literature.
10. Know and appreciate the characteristics of audiovisual and digital literary products for children.
11. Know and appreciate the production of children's literature for selecting texts aimed at the different areas of literary reading at school.
12. Know and use children's literature for the development of language learning activities in primary education.
13. Manage teamwork and know how to analyse the aspects and difficulties of interest.
14. Selecting literature appropriate to the school's different educational goals.
15. Using children's literary production for the educational goals of literary education at school.
16. Using ICTs and CLTs in developing and drawing up practical work and in designing didactic proposals.
17. Using the processes of interaction and communication in the classroom in discussions about literary texts that help build detailed interpretations of the texts collaboratively.

Content

1. The corpus and sources of support

1.1. Types and genres of contemporary children's literature production.

1.2. Graphic and multimodal literatures. Transfers and modifications. Relations and interactions between texts, readers and authors.

1.3. The assessment of the quality of texts. 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.

1.4. The selection of literary texts, literature and popular literature for children in school. Adaptations for children, children's classics and the collective imagination.

1.5. Establishing a personal experience suitable text in the primary stage.

2. The design of literary activities

2.1. The use of digital and bibliographical sources for the selection and design of the corpus of literary activities.

2.2. Organization of space planning and teaching different types of literary activities.

2.3. Project design and literary activities according to the chosen parameters: specific educational objectives, areas of action school recipients and type of text.

2.4. Techniques and types of activities: literary writing, oral narration, expressive reading, drama, group discussion, games, poetry, etc.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Presencial	45	1.8	11, 17, 2
Type: Supervised			
Tutoring in the preparation activities	30	1.2	4, 13
Type: Autonomous			
Preparation work, preparation of activities and lectures	75	3	1, 12, 9, 11, 10, 7, 8, 14, 15, 2

Practical workshops that will allow students to carry out and experience a wide range of classroom practices, through which the contents of the subject will be developed.

The course is aimed at preparing materials directly usable in classrooms. The work program on complementary aspects and made available to the whole group so that every student ends up having a range of ready resources for the classroom.

The work is programmed on complementary aspects and is made available to the whole group so that each student ends up with a range of resources already prepared for the classroom.

Students will also perform independent activities and group work outside the classroom and eventually make their presentation and class discussion. They will also make reading literature and children's books indicated.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Elaboration of a literary review (individual)	15%	0	0	1, 5, 12, 14, 3, 15, 6
Elaboration of a literary writing corner (group)	20%	0	0	1, 12, 7, 8, 14, 3, 17, 15, 2
Selection group corpus of children's books for a classroom grade	30%	0	0	11, 10, 4, 13, 14, 16
Theoretical and practical individual reasoned reflection on literary education	35%	0	0	1, 9, 11, 7, 8, 14, 16, 15, 2

Whether students opt for continuous assessment or single assessment, attendance at face-to-face classes is necessary (initiate part of the exercises and reflections in the classroom).

In order to pass the course, all activities must be presented and approved with a minimum grade of 5 (five). Any presentation, work, written or oral activity that does not demonstrate a good command of the language will not be approved.

Students who, during the course, have followed the course properly, but do not achieve the minimum requirements to pass the course, will have the opportunity to pass the course by retaking some of the activities or through specific mechanisms established by the teaching staff. Each case will be studied and the specific procedure will be established according to the situation of each student.

No synthesis test is offered in the course.

Dates for handing in assignments in continuous assessments

Literary Criticism: November 21, 2025.

Selection of 30 children's works for literary education in the classroom, for a primary school year: December 4, 2025.

Elaboration of a literary writing corner: December 11, 2025

Elaboration of a reflection on literary education: December 18, 2025

Reassesment: February 5, 2026 (rewriting of the assignments that do not reach the required minimum).

In order to be able to go to make-up, 2/3 of the evaluation tasks must be completed. Make-ups will be graded

out of 5 (max.).

SINGLE ASSESSMENT

Students who choose the single assessment must complete all assignments individually and submit them at the end of the course. In addition, to pass the course, they must attend a personal interview with the professor, during which they will be asked questions about the topics covered in the course. Students whoopt for the single assessment will not submit or receive grades or or assessment feedback for the continuous assessment activities completed during the course. All assignments must be submitted on a single day (December 11).

The % of each activity for the single assessment are as follows:

- Literary Criticism 10%
- Selection of 30 children's works for literary education in the classroom, for a primary school year 30% (to be submitted via campus virtual)
- Elaboration of a literary writing corner 20%
- Elaboration of a theoretical-practical reflection on literary education 25%
- Individual interview 15%.

Submission of all assignments + interview: December 11, 2025

Reassessment date: February 5, 2026 (rewriting of the assignments that do not reach the required minimum).

In order to be able to go to a make-up class, 2/3 of the evaluation assignments must be completed. The recoveries will be graded out of 5.
The results of each of the evaluations will be returned to the students within a maximum period of two weeks after their submission and a review date will be offered within 10 days of their publication.

In this course, the use of Artificial Intelligence (AI) technologies is permitted as an integral part of the assignment, provided that the final result reflects a significant contribution by the student in analysis and personal reflection. Students must clearly identify which sections were generated with this technology, specify the tools used, and include a critical reflection on how they influenced the process and final outcome of the assignment. Lack of transparency in the use of AI will be considered academic dishonesty and may result in a penalty on the assignment grade (zero out of ten).

According to UAB regulations, plagiarism orcopyingof any work willbe penalised with a 0 as a mark for this work, losing thepossibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0). If during the completion of an individual work in class, the teacher considers that a student is plagiarising or copying work, the grade will be 0.

Bibliography

Bang, M. (2023). *Imagínatelo. Cómo funcionan las imágenes en los libros ilustrados*. Ekaré

Bassa, R. i altres (2009). *Ombra viatgera. Els poemes a l'educació infantil i primària.* Moll.

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

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

Chambers, Aidan (2007). *¿Quieres que te cuente un cuento? Una guía para narradores y cuentacuentos*. "Fomentos lectores". Banco del Libro.

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

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

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

Cox, M. (2022). *La màgia de llegir en veu alta. El miracle de la lectura compartida en l'era de la distracció*, Viena Editorial.

Desclot, M. "Parlar de poesia amb infants", text escrit per a Gretel:
http://literatura.gretel.cat/content/miquel-desclot

Juan Cantavella, A.; Martínez López, Sonia (2025). *Cada uno ve lo que sabe*. Gustavo Gili.

McCloud, S. (2023). *Entender el cómic: El arte invisible.* Astiberri.

Mccullen, S. (2022). Picturebook makers. DPICTUS.

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

Montes, G. (2015). La gran ocasión: la escuela como sociedad de lectura:
http://www.bnm.me.gov.ar/giga1/documentos/EL002208.pdf

Montes, G. (2017). *Buscar indicios, construir sentido*, Babel libros.

Munita, F. (2021). *Yo, mediador(a). Mediación y formación de lectores,* Octaedro.

Olid, Bel (2011). *Les heroïnes contraataquen.Models literaris contra l'universal masculí a la literatura infantil i juvenil.* Pagès editor.

Petit, M. (2024). *Los libros y la belleza: Somos animales poéticos*. Kalandraka.

Rodari, G. (2017). *Escola de fantasia*. Blackie Books.

Teberosky, A. [amb col·laboració de COLOMER, T.] (2001). *Proposta constructivista per aprendre a llegir i a escriure.* Vicens Vives.

Van der Linden, S. (2018). *Álbume(s).* Ekaré

Software

no

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TE) Theory	70	Catalan	first semester	morning-mixed