

Form and Aspects of Childrens and Youth Literature

Code: 42956
ECTS Credits: 6

2025/2026

Degree	Type	Year
School Library and Reading Promotion	OP	1

Contact

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Teachers

(External) Emma Bosch (Responsable del Mòdul)

(External) Marc Alabart

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

The curs has not prerequisites.

Objectives and Contextualisation

The main objective of this module is to know the diversity of ways in which Children's and Young People's Literature materializes.

As part of these aproach, we will analyze the function of the image in literary productions, especially those where the interest of the authors focuses on formal materialization.

We will also reflect on the textuality of literary works and the narrative elements that can be explored.

Learning Outcomes

1. CA18 (Competence) Adopt quality criteria to promote the revitalisation of the library's pictorial-textual collection and ensure there is a balance of genres and textual typologies in terms of the selection of fiction books.
2. CA19 (Competence) Develop text analysis and transmission media oriented by ethics and human rights (social justice, gender equality, etc.) in the study of children's and young people's books, both in the context of the school library and the educational community.

3. CA20 (Competence) Present a project involving the analysis, selection and evaluation of children's and young people's literature, including wordless picture books, in a structured and convincing way to specialised audiences.
4. KA19 (Knowledge) Identify opportunities for their use as well as the relationship between the school library collection and academic learning in all areas of the educational curriculum.
5. KA20 (Knowledge) Describe the theoretical frameworks that allow us to detect the value of the editing, both graphic (illustration, layout) and textual (translation, faithfulness, adaptation), as well as bibliographic information (text, authorship, and genre) and its specific use in the field of books and school libraries.
6. SA29 (Skill) Evaluate fiction books by discerning between dissemination and banalisation, and between relevance and opportunism.
7. SA30 (Skill) Propose fiction books according to criteria based on the appropriateness of the formal, textual, and material elements of fiction books according to the age and reading context of the pupils.
8. SA31 (Skill) Develop innovative strategies in the field of the study of children's and young people's books for research into and the analysis of fiction books.

Content

- Tipology of illustrated children's book.
- Role of the image in literary productions.
- Textual and narrative aspects in literary productions.
- Activities to help the reading of words and images in the school library.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis of reading mediation projects	10	0.4	CA18, KA19, SA29, CA18
Type: Supervised			
Design of a iconic or textual mediation project	60	2.4	KA20, SA30, SA31, KA20
Type: Autonomous			
Reading and selection of children's books	65	2.6	CA18, CA19, CA20, SA29, SA30, CA18
Reading papers	15	0.6	CA19, KA19, KA20, CA19

Lectures.

Location and text analysis and media streaming.

Analysis, evaluation and selection of works by various parameters.

Reading and presentation of works and texts with different ICT applications.

Bibliographic reading and discussion in classroom and in virtual forums.

Online tutoring.

* 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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Design of a iconic or textual mediation project	44%	0	0	CA18, CA20, KA19, KA20, SA29, SA30, SA31
Poster and dossier of a selection of children's books (iconic criterion)	28%	0	0	CA19, CA20, KA19, SA29, SA30
Poster and dossier of a selection of children's books (textual criterion)	28%	0	0	CA19, CA20, KA19, SA29, SA30

Important note:

Copying or plagiarism in any type of activity will be penalized with a 0 grade, losing the possibility of retaking it, whether it is an individual or group assignment. A project, activity, or exam will be considered "copied" when it reproduces all or a significant part of another student's work. A project or activity will be considered "plagiarized" when an author's text is presented as own without quoting the sources.

The use of Artificial Intelligence (AI) technologies is not allowed in any phase. Any work that includes AI-generated fragments will be considered a breach of academic dishonesty and may result in a partial or total penalty in the activity grade.

Class attendance is mandatory.

Students must attend a minimum of 80% of classes, regardless of the type of assessment they choose.

CONTINUOUS ASSESSMENT

Two individual activities to explore prior knowledge: 8%

Two activities in pairs to analyse and select a bibliographic fund, according to previous criteria: 40%

Design in pairs of a mediation activity, according to a few criteria agreed with teachers (TFA): 40%

This assignment will be delivered (approximately) two weeks after finishing the course.

The teacher will give feedback on the activities in a period not exceeding 20 working days of the academic calendar.

Students who do not deliver the assessment activities or whose delivery percentage does not exceed 20% will be listed as NOT assessed.

SINGLE ASSESSMENT

Students who take this modality must deliver all the assignments at the end of the course.

Consequently, they will not receive feedback neither from the teachers nor from the peers.

The TFA will not be tutorized.

These are the activities to do individually:

-Two activities to explore prior knowledge: 4%

-Two activities to analyse and select a bibliographic fund, according to previous criteria: 36%

-Design of a mediation activity, according to a few criteria agreed with teachers: 40%

-Test (written and oral) about the course's contents: 20%

Bibliography

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- Bellorín, B. (2015). *De lo universal a lo global: nuevas formas del folklore en los álbumes para niños*. Tesis Doctoral. Universidad Autónoma de Barcelona.
- Bellorín, B. (2016). Describir el ADN de los cuentos de hadas. *Linternas y bosques*, abril. Disponible a: <https://internasybosques.wordpress.com/2016/03/30/descifrar-el-adn-de-los-cuentos-de-hadas/>
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- Bosch, E. (2018). Al servei de la narració. *Faristol*, 87, 5-8.
- Bosch, E.; Díaz-Plaja, A.; Duran, T.; Manuel, J.; Prats, M. (2016). Una aproximació als trets característics del llibre poètic experimental. A: Pons, Margalida; Reynés, Josep Antoni (eds.) (2016) *Poètiques liminars: imatge, escena, objecte, trànsit*, 109-122. Edicions Universitat de les Illes Balears, TECSED, 5.
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- Martínez Pardo, E. (2017). *Sota la pell del llop. Acompanyar les emocions amb els contes tradicionals*. Graó.
- Munita, F. (2013). El niño dibujado en el verso: Aproximaciones a la nueva poesía infantil en la lengua española. *Anuario de Investigación en Literatura Infantil y Juvenil* (ANILIJ), 11, 105-117.
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Software

It is not necessary special software.

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
(TEm) Theory (master)	1	Catalan	first semester	afternoon