

### 1.3. Module/ course form

To be completed by Course Team	Module name :					Module code:	
	Course name: <b>Children's literature in English</b>					Course code:	
	Faculty: <b>Instytut Pedagogiczno-Językowy</b>						
	Field of study: <b>Education</b>						
	Mode of study : <b>Stationary Studies</b>			Learning profile: <b>Practical</b>		Speciality:	
	Year/ semester:			Module/ course status: <b>Optional/ elective</b>		Module/ course language: <b>English</b>	
	Type of classes	lecture	lessons	lab	project	tutorial	other (please specify)
	Course load				<b>20</b>	<b>10</b>	

Module/ course coordinator	dr Piotr Kallas
Lecturer	dr Piotr Kallas
Module/ course objectives	<ol style="list-style-type: none"> <li>1. Defining literary terms: "literary genre", "children's literature", „young adult literature (YAL)", etc..</li> <li>2. Discussing the historical and contemporary literary genres and subgenres of children's literature / YAL</li> <li>3. Looking briefly at the history of children's literature and YAL in the English language</li> <li>4. Considering selected theoretical works on the subject of children's literature and YAL in the English language</li> <li>5. Looking at the issue of English-language children's literature and YAL in translation into other languages</li> <li>6. Expanding the knowledge of English by extensive reading, translation analyses and classroom discussions</li> </ol>
Entry requirements	English-language competence, equivalent to the B1 (or higher) level of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

LEARNING OUTCOME		
Nr	LEARNING OUTCOME DESCRIPTION: <b>Konwledge</b>	Learning outcome reference
01	Students acquire a systematic knowledge of selected aspects of contemporary English-language literary culture and of literary studies (appropriate for use in the EFL classroom), as well as of the relevant English vocabulary and terminology.	Ped2P_W01
02	Students become familiar with the theoretical approaches and methodology of the discipline of literary studies applicable to the study of children's literature as well as of their possible EFL-classroom uses.	Ped2P_W04

03	Students acquire a basic understanding of the role of people as creators and consumers of foreign-language cultures (specifically, of children's literature created in the British Isles and the USA).	Ped2P_W0 5
<b>Skills</b>		
05	Students learn to retrieve and make use of information from a variety of sources both written (printed) and oral (lecture, tutorial, course-book, dictionary, encyclopaedia, website, documentary, film, and the like), allowing them to note, interpret and explain literary phenomena taking place in the contemporary societies of the British Isles and the USA.	Ped2P_U0 1
06	Students learn to produce coherent oral and written texts/utterances of diverse character on the basis of theoretical input and source analysis (expositions, speeches, notes, essays, multimedia and other presentations, etc.) in the English language.	Ped2P_U0 4 Ped2P_U1 5
<b>Social competences</b>		
07	Students acquire an in-depth awareness of their linguistic competence and performance in the contemporary English language as well as of their knowledge of the past and present literary scene of the British Isles and the USA; they also acquire the ability to engage in self-study and continuous learning, and inspire others to learn in their turn.	Ped2P_K0 1
08	Students learn to communicate fluently in the English language, making use of various media channels and techniques available (conversation, the British and Irish press, radio and television, the Internet and books, and the like).	Ped2P_K0 7

## CURRICULUM CONTENTS

### Tutorials:

1. Introductory class: defining the basic literary terms and introducing the genres of children's literature
2. An overview of the history of children's literature in the English language
3. The present day: children's literature/young adult literature and the other media
4. English-language children's literature in translation
5. The fantastic in literature

### Projects (suggested topics):

Case studies, or discussions (or presentations/essays/reviews) devoted to the reading, analysis and interpretation of specific literary texts (see the list below).

Basic literature	<ol style="list-style-type: none"> <li>1. <i>The Oxford Companion to English Literature</i>. Edited by Dinah Birch (7<sup>th</sup> ed., 2009)</li> <li>2. <i>The Oxford Encyclopedia of Children's Literature</i>. Edited by Jack Zipes (2006)</li> <li>3. Daniel Hahn, <i>The Oxford Companion to Children's Literature</i> (2<sup>nd</sup> ed., 2015)</li> <li>4. The Oxford University Press' <i>Children's Literature Studies</i> (<a href="https://global.oup.com/academic/category/arts-and-humanities/literature/childrens-literature-studies/?cc=pl&amp;lang=en&amp;">https://global.oup.com/academic/category/arts-and-humanities/literature/childrens-literature-studies/?cc=pl&amp;lang=en&amp;</a>)</li> </ol>
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	<ol style="list-style-type: none"> <li>5. <i>The Routledge Companion to International Children's Literature</i>. Edited by John Stephens (2017)</li> <li>6. Routledge's <i>Children's Literature and Culture Series</i> (<a href="https://www.routledge.com/Childrens-Literature-and-Culture/book-series/SE0686">https://www.routledge.com/Childrens-Literature-and-Culture/book-series/SE0686</a>)</li> <li>7. <i>The Cambridge Companion to Children's Literature</i> (2009)</li> </ol>
Additional literature (suggested texts for case studies)	<ol style="list-style-type: none"> <li>1. Jonathan Swift, <i>Gulliver's Travels</i> (1726)</li> <li>2. Edward Lear, <i>The Book of Nonsense</i> (1846)</li> <li>3. Thomas Hughes, <i>Tom Brown's Schooldays</i> (1857)</li> <li>4. Lewis Carroll, <i>Alice in Wonderland</i> (1865)</li> <li>5. R. L. Stevenson, <i>Treasure Island</i> (1883)</li> <li>6. Rudyard Kipling, <i>Jungle Books</i> (1894-95)</li> <li>7. Beatrix Potter, <i>Peter Rabbit</i> (1902)</li> <li>8. J. M. Barrie, <i>Peter Pan</i> (1904)</li> <li>9. Kenneth Grahame, <i>The Wind in the Willows</i> (1908)</li> <li>10. F. H. Burnett, <i>The Secret Garden</i> (1911)</li> <li>11. A. A. Milne, <i>Winnie the Pooh</i> (1926)</li> <li>12. J. R. R. Tolkien, <i>The Hobbit</i> (1937)</li> <li>13. T. H. White, <i>The Sword in the Stone</i> (1938)</li> <li>14. C. S. Lewis, <i>The Chronicles of Narnia</i> (1950-56)</li> <li>15. Michael Bond, <i>A Bear Called Paddington</i> (1958)</li> <li>16. J. K. Rowling, <i>Harry Potter and the Philosopher's Stone</i> (1997)</li> <li>17. Stephenie Meyer, <i>The Twilight Saga</i> (2005-2008)</li> <li>18. Suzanne Collins, <i>The Hunger Games</i> (2008)</li> </ol>

Teaching methods	PowerPoint multimedia presentation, discussion, mini-lecture and self-study; research and practical project.	
	Assessment methods	Learning outcome number
	The student participates in discussion and analysis of the issues covered during the tutorials	K_U01, K_K04, K_K07.
	The student submits a 'project' (written text: essay, research paper, literary review, or a PowerPoint presentation) on a literary text (selected by the student and approved by the supervisor) discussed or suggested during the tutorials (see the list above).	
Form and terms of an exam	Written and/or oral work to be completed by the end of the semester.	

<b>STUDENT WORKLOAD</b>	
	Number of hours
Participation in lectures	
Independent study of lecture topics	
Participation in tutorials, labs, projects and seminars	10
Independent preparation for tutorials*	20
Preparation of projects/essays/etc.*	60

Preparation/ independent study for exams	
Participation during consultation hours	10
Other	
<b>TOTAL student workload in hours</b>	<b>100</b>
<b>Number of ECTS credit per course unit</b>	<b>4</b>
Number of ECTS credit associated with practical classes	
Number of ECTS for classes that require direct participation of professors	