Course Unit	-		Field of study	-		
	-		School	School of Education		
Academic Year	2015/2016	Year of study	1	Level		ECTS credits	5.0
Type	Semestral	Semester	1	Code	9993-546-1105-00-15	

| Workload (hours) | 135 | Contact hours | T | - | TP | - | PL | - | TC | - | S | - | E | - | OT | - | O | - |

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s)	Elisabete Rosário Mendes Silva

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:
1. Reflect on Children's Literature, especially in its relation with institutionalised literature, on the one hand, and oral and traditional literature, on the other.
2. Get to know several texts of English-speaking Children's Literature from a diachronic and sinchronic perspective.
3. Understand the various literary genres, as well as its reception and production contexts.
4. Analyse critically relevant texts, examples of English-speaking Children's Literature.

Prerequisites

Before the course unit the learner is expected to be able to:
1. demonstrate previous knowledge about basic concepts of literary analysis and literary genres;
2. demonstrate knowledge of literary movements throughout the history of western Europe.

Course contents

Concept and history of Children's Literature. Reality versus fantasy. Verbal and non-verbal language. Literary genres for children: narratives, theatre, poetry and authors' biographies.

Course contents (extended version)

1. Concept of Children's Literature:
   - way to define it and its relations with traditional and oral literature, and with adult literature.
2. History of English-speaking Children's Literature:
   - the discovery of childhood in the 17th c. ;
   - Romanticism as a literary landmak for this type of literature;
   - the development of public education and public libraries;
   - from Romanticism to current days.
3. Reality versus fantasy: oral tradition and fairy tales; author literature.
4. Verbal and non-verbal language: picture books; the illustration and other possible means.
5. Literary genre for children: concept books; comic books, narratives, theatre, poetry, biographies.

Recommended reading

1. Hunt, Peter (1994). "An introduction to children's literature. Oxford: Oxford University Press.
2. Hunt, Peter (ed.) (1996). "International Companion Encyclopedia of Children's Literature". London; New York: Routledge.
3. MAY, Jill P. (1995). "Children's Literature & Critical Theory: Reading and Writing for Understanding". New York, Oxford: Oxford University Press.
4. Tatar, Maria. (2003). "The Hard Facts of the Grimms' Fairy Tales". Expanded Second Edition. Princeton, New Jersey: Princeton University Press.
5. Zipes, Jack (2001). "Sticks and Stone: the Troublesome Success of Children's Literature from Slovenly Peter to Harry Potter". New York: Routledge.

Teaching and learning methods

This course will be based on the use of several theoretical texts and the written works of numerous authors of compulsory reading available on IPB.Virtual.

Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
   - Intermediate Written Test - 50%
   - Projects - 25% (Written assignment on one or several authors recommended in the syllabus)
   - Practical Work - 25% (Practical work developed in class and at home)
2. Final exam. - (Regular, Student Worker) (Supplementary, Special)
   - Final Written Exam - 100% (Final exam with an oral component.)

Language of instruction

1. English
2. Portuguese, with additional English support for foreign students.

Electronic validation

Elisabete Rosário Mendes Silva	Elisabete Rosário Mendes Silva	António Francisco Ribeiro Alves
29-09-2015	29-09-2015	30-09-2015