Children’s Literature

COURSE DESIGNATOR VENZ 3590

NUMBER OF CREDITS 3 credits

Language of Instruction Spanish

Contact Hours 45 hours

COURSE DESCRIPTION
This course is designed to study children’s literature and its formative and educational powers. In this course students will reflect upon the specific language used, the content of the works, and the artistic form of children’s literature in order to better understand the genre and appreciate the transcendence of its impact on its young readers.

Not only will the students study the language and text, but also the integral form of the genre, appreciating its ethical, esthetic, and psychological dimensions.

INSTRUCTOR
Venusa Staff (TBD)

COURSE OBJECTIVES
The objective of this course is to survey traditional narrative genres by presenting the student with classic children’s literature and classic children’s authors (universal and national), which will allow them to approach children’s literature as an instrument of cultural interaction and discovery.

METHODOLOGY
This class will be taught through lecture and discussions. Each student is expected to participate both during and outside of class through class discussions, workshops, and projects.

COURSE PREREQUISITES
Spanish 1004

REQUIRED READING/MATERIALS


GRADING

CRITERIA FOR GRADING AND GRADING STANDARDS
Achievement that is outstanding relative to the level necessary to meet course requirements.

Achievement that is significantly above the level necessary to meet course requirements.

Achievement that meets the course requirements in every respect.

Achievement that is worthy of credit even though it fails to meet fully the course requirements.

Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of how grades are weighted:

<table>
<thead>
<tr>
<th>Lexicon</th>
<th>10%</th>
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<tbody>
<tr>
<td>Commentaries on Literary Texts</td>
<td>25%</td>
</tr>
<tr>
<td>Creating Poems</td>
<td>15%</td>
</tr>
<tr>
<td>Creating Narrative Story</td>
<td>10%</td>
</tr>
<tr>
<td>Literary Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>10%</td>
</tr>
<tr>
<td>Full Participation in the course</td>
<td>10%</td>
</tr>
<tr>
<td>Overall Grade</td>
<td>100%</td>
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</tbody>
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CLASS SCHEDULE

WEEK 1

Unit I:
- Origins of Children’s Literature
- Classifying genres. Function.
- Importance and key concepts

WEEK 2

- Developing the Lexicon

WEEK 3

Unit II:
- Children’s Literature and Oral Tradition in Latin America
- Legend of the Sun and Moon
- The Corn Legend
- The tales of Tío Tigre and Tío conejo.
- Commentary
### WEEK 4

**Unit III**
- Children’s Narrative in Venezuela
- Read and Discuss: ‘La tortuga gigante de Horacio Quiroga.’
- ‘Los nuevos dientes de la tía Nora’ by Armando José Sequera
- ‘Arcalía la gran tejedora’ by María del Pilar Quintero.

### WEEK 5

- Commentary and Portfolio

### WEEK 6

- Creating a Narrative Story

### WEEK 7

- Unit IV / Latin America and Poetic Text for Children
- ‘Cascarita de nuez’ by Renée Ferrer.
- ‘La avispa Ahogada’ by Aquiles Nazoa,
- ‘Píntame angelitos negros’ by Andrés Eloy Blanco.
- Commentary

### WEEK 8

- Creating Poetry

### WEEK 9

- Unit V: History of Infant Literature
- Japan and China
- ‘El pescadorcito de Urashima.’
- India and Greece
- Lecture and discussion of literature from these countries

### WEEK 10

- Commentary and Portfolio

### WEEK 11

- Unit VI: History of Children’s Literature and its most representative texts
- Rome
- The Hebrew World
- A Thousand and One Nights
- ‘Orbis Pictus’
- Commentary

**WEEK 12**

- Unit VII:
  - The book as an esthetic object
  - The importance of illustrations in children’s books
  - Illustrative Techniques
  - Characteristics of Illustrated texts

**WEEK 13-14**

- Literary Essay
- Final Grades

**ATTENDANCE POLICY**

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

**UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

**SCHOLASTIC DISHONESTY:**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

**STUDENT CONDUCT**

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.