

(Table 5.2) Course unit description

Study program: Preschool Teacher				
Type and level of studies: Bachelor Studies				
Course unit: Children's literature				
Teacher in charge: Ljiljana Kostic, PhD, Assistant Professor; Aleksandra Bjelic, MA, Teaching Assistant				
Language of instruction: English				
ECTS: 5				
Prerequisites: /				
Semester (Winter or Summer Semester)				
Course unit objective				
Introducing students to the literary and theoretical poetic issues of literature for children; acquiring knowledge about poetic characteristics of certain genres; training students to take an analytical approach to literary works for children as an artistic, aesthetic, psychological and pedagogical phenomenon, and to apply that knowledge in future teaching work.				
Learning outcomes of Course unit				
Theoretical and Practical classes Students acquire knowledge in literature for children as a specific type of literature. They acquire new knowledge of literary theory, literary history and are trained for aesthetic and literaryhistorical analysis and independent interpretation of the specific literary work.				
Course unit contents				
Literature for children as a specific aspect of literary creativity. Basic characteristics of literature for children: child's play, fantasy, humor, nonsense. Themes, characters, style, language, composition in the works of literature for children. Literature genres for children: poetry (lyric poem, poems), prose (fairy tale, narrative, novel). Literature for children and oral literature. Scientific-popular literature.				
References				
Nikolajeva, Maria. <i>Power, voice and subjectivity in literature for young readers</i> . New York – London: Routledge, 2010. Nikolajeva, M. and Scott, C. <i>How picture books work</i> . New York: Garland, 2001. Nikolajeva, M. <i>Reading for Learning. Cognitive Approaches to Children's Literature</i> . Amsterdam: John Benjamins Publishing Company. Nikolajeva, M. <i>Children's literature comes of age. Toward a new aesthetic</i> . New York – London: Garland, 1996. Hunt, Peter. <i>Children's Literature</i> . 4 vols. Abingdon and New York: Routledge, 2006. Grenby, M. O. and Andrea Immel (eds.). <i>Cambridge Companion to Children's Literature</i> . Cambridge: Cambridge University Press, 2009. Mickenberg, Julia and Lynne Vallone (eds.). <i>The Oxford Handbook of Children's Literature</i> . New York: Oxford University Press, 2011. Wolf, Shelby, Karen Coats, Patricia A. Enciso, and Christine Jenkins (eds.). <i>Handbook of Research on Children's and Young Adult Literature</i> . Abingdon and New York: Routledge, 2011.				
Number of active teaching hours				Other classes
Lectures: 2	Practice: 1	Other forms of classes: mentoring and monitoring: 1	Independent work	
Teaching methods				
Interactive classes and practical application of knowledge acquired; verbal-textual and analytical; popular lectures, discussion, workshops, presentations and mentoring.				
Examination methods (maximum 100 points)				

Exam prerequisites	No. of points:	Final exam	No. of points:
Student's activity during lectures	10	oral examination	20
practical classes/tests	20	written examination	20
seminars/homework	30	
Project			
Other			
Grading system			
Grade	No. of points	Description	
10	91–100	Excellent	
9	81–90	Exceptionally good	
8	71–80	Very good	
7	61–70	Good	
6	51–60	Passing	
5	Less than 51	Failing	