

## COURSE OUTLINE

### 1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Teaching Literature			
COURSE CODE	ΛΓ0606	SEMESTER	6
HOURS per WEEK	4	ECTS	6
COURSE CATEGORY	Compulsory	COURSE TYPE	General background
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	-
OFFERED TO ERASMUS	NO	ECLASS PAGE	<a href="https://eclass.uth.gr/courses/PRE_U_202/">https://eclass.uth.gr/courses/PRE_U_202/</a>

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
Upon successful completion of the course, students are expected to: discuss a series of specific problems of teaching literature in primary schools assess literature curricula design and implement teaching scenarios assess practices for a more effective teaching of literature at school
<b>General Competencies</b>
Data and information search, analysis and synthesis, using IT as needed Decision-making Teamwork Work in interdisciplinary contexts Production of novel scientific ideas Project design and management Critical and self-critical thinking Advancement of free, creative and inductive thinking

### 3. CONTENT

The aim of the course is to explore the relationship between literature and education and, in particular, the approach of literature as a teaching subject in Primary Education. The focus is on both the theoretical foundations and principles underlying the approach to literature in schools and on contemporary teaching practices. In particular, the course aims to familiarize students with current trends (reading and critical theories) and issues (reading responses, literary discussions, creative writing techniques, interdisciplinary approaches) concerning the methodology of teaching the literature course, focusing on the process of literary reading. Curricula, Literary Text Anthologies and teaching practices will be critically analysed. In addition, students will be guided to become able to organize their ideas about teaching specific literary texts and prepare teaching scenarios.
<b>Content</b> Literature at school: Introductory remarks Literature and the Curriculum. Anthologies of Literary Texts. General and specific objectives of a literature course Theoretical approaches to the teaching of literary texts School hermeneutics - Text-centred theories Reading Response theories Critical Literacy and Literature

Issues of Teaching Methodology: Bprinciples and strategies
Interdisciplinary approaches to literature
Literature and Visual Arts
Literature and Dramatic Arts in Education
Teaching poetry at school
Approaches to poetic texts in the first grades
Approaches to poetic texts in the upper grades
The importance of the word in poetry
Poetic image
Poetic metaphor
Teaching prose at school
Teaching prose texts in the first grades
Teaching prose texts in the upper grades
Plot and literary characters

#### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING MODE</b>	In person		
<b>USE OF ICT</b>	Teaching and learning: Slide show / Power point for lectures and students's presentations, visual and acoustic documents Communication: Webmail / eClass / MStears		
<b>COMPULSORY ATTENDANCE</b>	YES	<b>MAXIMUM NUMBER OF ABSENCES:</b>	4
<b>TEACHING ORGANIZATION</b>	<b>Activity</b>		<b>Semester Workload (hours)</b>
	Lectures		52
	Literature study & analysis		30
	Implementation of a study (project)		20
	Essay writing		10
	Study		30
	Examination		50
	Course total		<b>162</b>
<b>EVALUATION</b>	<b>Type</b>	<b>Format</b>	<b>Weighting</b>
	Final oral examination		30%
	Portfolio		70%
Description of other evaluation method / Evaluation criteria:			

#### 5. RECOMMENDED BIBLIOGRAPHY

<b>Core textbooks (available through the Eudoxus service)</b>
Παπαρούση, Μ. (2019). Η Λογοτεχνία Στη Διδακτική Πράξη. Αναγνωστικές and κριτικές προσεγγίσεις. Αθήνα: Gutenberg.
Καλογήρου, Τ. & Λαλαγιάννη, Κ. (20024). Η Λογοτεχνία στο σχολείο. Θεωρητικές προσεγγίσεις και διδακτικές εφαρμογές στην πρωτοβάθμια εκπαίδευση. Αθήνα:Gutenberg
<b>Other Books &amp; Notes</b>
Αθανασόπουλος, Β. (2013). Οι ιστορίες του κόσμου. Αθήνα: Πατάκης.
Notes
<b>Scientific journals</b>
-
<b>Scientific Articles</b>
Αποστολίδου, Βενετία / Πασχαλίδης, Γρηγόρης και Ελένη Χοντολίδου (1995). «Η λογοτεχνία στην εκπαίδευση: προϋποθέσεις για ένα νέο πρόγραμμα διδασκαλίας», Σύγχρονα Θέματα, 57, 78-85.
Μουλά, Ε. (2012). Αναζητώντας τη δημιουργικότητα στη διδασκαλία της λογοτεχνίας στη δευτεροβάθμια εκπαίδευση: Ο επαναπροσδιορισμός της δημιουργικής «γραφής» στην μεταμοντέρνα πραγματικότητα και την «ψηφιακή» εκπαιδευτική τάξη πραγμάτων Ηλεκτρονικό περιοδικό Κείμενα, τεύχος 15. <a href="http://keimena.ece.uth.gr/main/t15/04-moula.pdf">http://keimena.ece.uth.gr/main/t15/04-moula.pdf</a>
Πολίτης, Δ. (1996). Ο ρόλος του αναγνώστη και η συναλλακτική θεωρία της Rosenblatt. Επιθεώρηση παιδικής λογοτεχνίας 11 : 21-33
<b>Other</b>

