

**Discipline Specific Elective Course-4 (DSE-4)**  
**Children and Adolescent Literature**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code                       | Credits  | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course (if any) |
|-------------------------------------------|----------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
|                                           |          | Lecture                           | Tutorial | Practical/ Practice |                      |                                      |
| <b>Children and Adolescent Literature</b> | <b>4</b> | <b>3</b>                          | <b>1</b> | <b>0</b>            | <b>XII Passed</b>    | <b>Nil</b>                           |

**Children and Adolescent Literature**

Children and adolescent literature can be distinguished from mere books written for children as literature implies genre and literary tropes, premeditated contexts and settings and often a conscious attempt at portraying history and multiculturalism. In addition, adolescent literature written by adults is an institutional discourse that helps teenage readers understand their environment and society through the issues that present themselves in texts. Through novels, poems and theater, we examine the values transmitted to children and how literature can influence moral and social decisions that adolescents are faced with.

**Learning Objectives**

- To define what is Children's Literature and distinguish it from Literature for Adults.
- To introduce the learner to different genres of children and adolescent literature.
- To read and understand Children and adolescent literature texts.

**Learning Outcomes**

- Introduce students to the changing conceptions of children's literature:
- Help students in analyzing various genres meant for young children and adolescents.
- Sensitize students about the role of children's literature in transmitting values.

**Unit 1 (15 hours)**

Changing conceptions of children's literature: Literature for children and /or adult readers?

**Unit 2 (15 hours)**

Folklore, fables and fairy tales for young children, theater for children

**Unit 3 (15 hours)**

Children's literature and transmission of values

**References**

Selection to be made from the following texts:

- Allende, Isabel. (2014). *El juego de Ripper*. Barcelona: Plaza y Janes.
- Andruetto, María Teresa. (2005). *El país de Juan*. Salamanca: Anaya.

- Arboleda Rodríguez, Diego y Sagospe, Raúl. (2014), *Prohibido leer a Lewis Carroll*. Salamanca: Anaya & Mario Muchnik.
- Conde, Carmen. (1994), *Aladino*, Madrid: Hesperia.
- Conde, Carmen. (1953) *Auto de Navidad*, Madrid: Enag.
- De Santis, Pablo. (2007) *El enigma de París*. Madrid: Planeta
- Ferrari, Andrea. (2004). *Café solo*. Barcelona: Ediciones SM.
- Fuertes, Gloria. (2017). *El libro de Gloria Fuertes para niñas y niños*. Barcelona: Blackie Books.
- García Lorca, Federico. Ramón Jiménez; Alberti, Rafael. (2004). *Mi primer libro de poemas* Salamanca: Anaya.
- García Lorca, Federico. (1919, 1999). *El maleficio de la mariposa*. Madrid: Cátedra.
- Gómez Cerda, Alfredo. (1994). *Sin billete de vuelta*, Barcelona: Alfaguara.
- Gopeguí, Belén. (2008). *El balonazo*, Barcelona: Ediciones SM.
- Ramón Jiménez, Juan. (1914, 2014). *Platero y yo*. Madrid: Cátedra (2014).
- Ruescas, Javier. (2012). *Play*. Barcelona: Montena.
- Ruescas, Javier. (2013). *Pulsaciones*. Barcelona: Ediciones SM.
- Sierra, Jordi. (2013) *Cuatro días de enero*, Barcelona: DeBolsillo.

Additional material will be provided by the  
Department Additional Resources

- Bettelheim, Bruno. (1975). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage.
- Cervera, Juan. (1991). *Teoría de la literatura infantil*. Bilbao: Mensajero.
- Garalón, Ana. (2001). *Historia Portátil de la Literatura infantil*. Madrid: Anaya.
- Lage Fernández, Juan José. (2010). *Diccionario histórico de autores de la literatura infantil y juvenil contemporánea*. Granada: Editorial Octaedro Andalucía.
- Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
- Propp, Vladimir. (1988). *Morphology of the Folk Tale*, Austin: University of Texas Press.
- Velia, Bosch. (2000). *Clásicos de la literatura infantil-juvenil de América Latina y el Caribe*, Caracas: Biblioteca Ayacucho.

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio- visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

*Literature for young children and adolescents, transmitting values*