

**Subject card**

<b>Subject name and code</b>	Selected Aspects of Literature for Children and Youth in the Practice of Speech Therapy, PG_00150609						
<b>Field of study</b>	Logopedics						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2024/2025		
<b>Education level</b>		<b>Subject group</b>			Obligatory subject group in the field of study Subject group related to practical vocational preparation		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	2	<b>ECTS credits</b>			1.0		
<b>Learning profile</b>	practical	<b>Assessment form</b>					
<b>Conducting unit</b>	Zakład Języka Rosyjskiego i Przekładoznawstwa -> Instytut Rusycystyki i Studiów Wschodnich -> Faculty of Languages						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Aneta Lica				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	15.0	0.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	15		1.0		9.0	25
<b>Subject objectives</b>	The subject of the course is to learn about ancient and contemporary literature for children and young people, its main development tendencies, to indicate the importance of the influence of pedagogy and psychology on the shape of childrens literature, to prepare for in-depth interpretation of texts of childrens books and to learn how to use their therapeutic functions in the work of speech therapists.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_W31] He is familiar with methods of analyzing and interpreting texts and cultural products, within selected theories and research schools.	Perceives and describes the place of children's literature in the field of general literature, is able to analyse and interpret it, is able to use basic research tools in the field of literary studies, with particular attention to the poetics of texts of literature for children.	[SW2] presentation/project/paper/report
	[LOGJ5_U04] Can independently diagnose speech development disorders, language problems, speech disorders, literacy disorders and intake difficulties, indicate their etiology and program preventive measures and speech therapy according to the disorder, including in the case of complex medical disorders, including neurological disorders.	He can program prophylactic actions and speech therapy with the use of library-therapeutic methods according to a given disorder.	[SU1] oral statement/conversation/discussion
	[LOGJ5_U20] Can, demonstrating knowledge of appropriate terminology, search, select, analyze, interpret and use information using a variety of sources of medical, pedagogical and psychological sciences, including for the design and effective implementation of speech therapy activities.	Searches, analyzes, evaluates and selects information on ancient and modern children's literature.	[SU2] presentation/project/paper/report
	[LOGJ5_K08] He effectively organizes his work in the field of linguistics and speech therapy and critically evaluates the degree of progress.	He effectively organizes his work in the area of speech therapy and critically assesses the degree of its advancement.	[SK2] presentation/project/paper/report
	[LOGJ5_W24] He knows the principles of designing the path of his own intellectual and competence development in connection with the studied discipline; he knows the conventional and unconventional methods of speech therapy teaching and therapy, including activation methods, and the principles of selecting effective teaching resources, including online resources, to support teaching the subject or conducting classes.	Knows conventional and unconventional teaching methods and rules for selecting effective didactic means to support teaching the subject or conducting classes.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[LOGJ5_W01] Has a structured, in-depth and extended knowledge and knows at an extended level the terminology of linguistics and speech therapy (including selected terminology in a foreign modern language).	Has knowledge of the course of speech therapy and its relationship with psychology and pedagogy.	[SW1] oral statement/conversation/discussion
	[LOGJ5_U22] Able to communicate knowledge of culture, language, national and regional history and cultural heritage of Europe.	Is able to convey knowledge about the literature of the country and the region as well as the cultural heritage of Europe.	[SU2] presentation/project/paper/report
	[LOGJ5_U02] Independently plans and implements original and innovative linguistic and speech therapy projects, in accordance with the development trends of linguistics and speech therapy and related to the selected sphere of speech therapy activity.	Can design the practical use of the therapeutic function of a children's book.	[SU2] presentation/project/paper/report
Subject contents	The origin of children's literature - a historical feature. The most important authors of children's literature. The history of the child and childhood in European society as a background for the development of literature of a given period. "Literature for children" or "children's literature" - disputes over definition, opinions of researchers (outline of the problem). Aims and functions of children's books past and present from pedagogy to artistry. Popular genres and conventions of literature for children and youth folk fairy tale and its adaptations and reinterpretations; contemporary literary fairy tale. Polish poetry for children its forms and themes. Prose for children and adolescents genre varieties (adventure, moral, historical). The issue of the canon of readings selection of texts appropriate to the age of the child. Therapeutic features of children's books. Forms of children's book, illustration and literary text.		
Prerequisites and co-requisites			

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	presentation	51.0%	70.0%
	participate in the discussion	51.0%	30.0%
Recommended reading	Basic literature	<ul style="list-style-type: none"> <li>• Aries P. , History of Childhood, Gdańsk 1995.</li> <li>• Baluch A. , The Book is the World, about literature for young children, older children and teenagers, Cracow 2005.</li> <li>• Bettelheim B. , Wonderful and helpful. On the meanings and values of fairy tales. D. Danek, vols. 1-2, Warsaw 1985 (or other ed. ).</li> <li>• Cieślowski J. , Children's Literature and Subculture, Wrocław 1975.</li> <li>• Koźmińska I. , Olszewska E. , Education through reading, Warsaw 2014.</li> <li>• Leszczyński G. , Literature and children's books. Word - Circulations - Contexts, Warsaw 2003.</li> <li>• Leszczyński G. , Magiczna biblioteka: robber books of a young age, Warsaw 2007.</li> <li>• Słowska I. , Psychological problems of illustration for children, ed. 2 amended, Warsaw 1977.</li> </ul>	
	Supplementary literature	<ul style="list-style-type: none"> <li>• Adamczykowa Z. , Children's literature: functions, categories, genres, Warsaw 2001; Nikliborc, From fairy tales to truth. Sketches from the History of Western Literature for Children and Adolescents, Warsaw 1981.</li> <li>• Dunin J. , Books for polite and naughty children: from the history of Polish publications for the youngest, Wrocław 1991.</li> <li>• Hits of Polish Education, ed. D. Michułka, Wrocław 2001.</li> <li>• Dictionary of Children's and Youth Literature, ed. B. Tylicka and G. Leszczyński, Wrocław Warsaw Cracow 2002.</li> <li>• Baluch A. , Archetypes of Children's Literature, Cracow 1992.</li> <li>• Childhood and the Sacrum, vol. 2, ed. J. Papuzińska, G. Leszczyński, Warsaw 2000.</li> <li>• Nikliborc A. , From Fairy Tales to Truth: Sketches from the History of Western Literature for Children and Adolescents, Warsaw 1981.</li> <li>• Preschool meetings with reading, ed. B. Niesporek-Szamburska, M. Wójcik-Dudek, Katowice 2015.</li> <li>• Waksmund R. , From Children's Literature to Children's Literature, Wrocław 2000.</li> </ul>	
	eResources addresses	Adresy na platformie eNauczanie:	
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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