COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY
DEPARTMENT	DEPARTMENT OF PHILOLOGY
LEVEL	UNDERGRADUATE

COURSE CODE	NEFF 090	**CYCLE OF STUDY**	3rd SEMESTER OR HIGHER
COURSE TITLE	LITERATURE TEACHING		

AUTONOMOUS EDUCATIONAL ACTIVITIES	**TEACHING HOURS PER WEEK**	**CREDITS/ECTS**
Lectures	3	5

COURSE TYPE *Background, General knowledge, Scientific discipline, Development of Proficiencies*	Scientific discipline and Development of Proficiencies
PREREQUISITIES	None
TEACHING AND EXAM LANGUAGE	Teaching language: Greek. Exam language: Greek or English (for Erasmus students)
AVAILABLE TO ERASMUS STUDENTS	Yes
WEBSITE (URL)	E-learn

2. LEARNING OUTCOMES

LEARNING OUTCOMES

The aim of this course is to offer students a set of principles, aims and methods for the teaching of literature and help them develop the necessary skills. Upon completing this course, students will be able to:
- understand the values supporting the teaching of literature
- enumerate and explain the aims of literature teaching
- discuss different views of the literary phenomenon and their connection to different approaches to literature teaching
- explain the notion of the literary canon and how this is related to reading communities
- be familiar with contemporary teaching models and approaches
- select literary texts for teaching according to specific targets, age-groups and other considerations of student characteristics
- organize and carry out a literature course
- locate, evaluate and use digital resources and applications for the teaching of literature
- evaluate students.

BROAD KNOWLEDGE/COMPETENCIES

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Working independently

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

3. COURSE DESCRIPTION

- Introduction. A short history of the teaching of literature
- The aims of literature teaching
- Views of the literary phenomenon and teaching approaches
- Literature curriculum and instructions
- Literary canon and reading communities
- Selecting appropriate texts according to target groups
- Planning, organizing and carrying out a literature course
- Digital resources and applications for the teaching of literature (how to locate, evaluate and use them)
- Carrying out a literature course in the classroom
- Students evaluation.

4. TEACHING AND LEARNING METHODS-EVALUATION

MODE OF DELIVERY	Classroom	
OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT	Course material and announcements on the E-learn platform Communication via email	
COURSE STRUCTURE	***ACTIVITY***	***WORKLOAD***
	Lectures	39
	Study and preparation for the exam	83
	Final exam	3
	Total ***(25 working hours per ECTS)***	**125**

STUDENT ASSESSMENT	Three-hour written exam in Greek or English (for Erasmus students).
	Short-answer questions and short essays on the course content that test the students' knowledge, plus a short lesson plan.
	For the assessment of the answers the following will be considered: - fullness and accuracy; - the extent of understanding the subject and the quality of critical thinking; - erudition and fluency (structure, use of language).
	Students have the opportunity to do additional work (present a teaching proposal) for which they can attain a maximum grade of 2/10. This does not replace the final exam, which is compulsory, but allows for a percentage of marks.

5.   SUGGESTED BIBLIOGRAPHY

- ♦ Β. Αποστολίδου & Ε. Χοντολίδου (επιμ.), *Λογοτεχνία και εκπαίδευση*, Αθήνα, Τυπωθήτω Γ. Δαρδανός, 1999
- ♦ Κική Δεμερτζή, Σπύρος Κιοσσές, Αγάθη Γεωργιάδου (επιμ.), *Η διδασκαλία του ολόκληρου λογοτεχνικού έργου*, Αθήνα, Μεταίχμιο, 2022
- ♦ Τζίνα Καλογήρου, *Το Αλωνάκι της Ανάγνωσης. Αναλύσεις λογοτεχνικών κειμένων και διδακτικές προσεγγίσεις της λογοτεχνίας*, Αθήνα, Επτάλοφος, 2016
- ♦ Ανδρέας Καρακίτσιος, *Δημιουργική Γραφή «Παίζουμε λογοτεχνία;»*, Θεσσαλονίκη, Ζυγός, 2021
- ♦ Άντα Κατσίκη-Γκίβαλου (επιμ.), *Λογοτεχνική ανάγνωση και διδακτικές εφαρμογές (Δημοτικό, Γυμνάσιο, Λύκειο)*, Αθήνα, Ελληνικά Γράμματα, 2001
- ♦ Σπύρος Κιοσσές, Ελένη Χατζημαυρουδή, *Η λογοτεχνία στη δευτεροβάθμια εκπαίδευση. Ερμηνευτική, κριτική και δημιουργική προσέγγιση των λογοτεχνικών κειμένων*, Αθήνα, Κριτική, 2020
- ♦ Σοφία Νικολαΐδου, *Λογοτεχνία και Νέες Τεχνολογίες. Από τη θεωρία στη διδακτική πράξη*, Αθήνα, Κέδρος, 2009
- ♦ Βίκυ Πάτσιου & Τζίνα Καλογήρου (επιμ.), *Η δύναμη της λογοτεχνίας: διδακτικές προσεγγίσεις - αξιοποίηση διδακτικού υλικού (δημοτικό - γυμνάσιο - λύκειο)*, Αθήνα, Gutenberg, 2013
- ♦ Ευαγγελία Φρυδάκη, *Η θεωρία της λογοτεχνίας στην πράξη της διδασκαλίας*, Αθήνα, Κριτική, 2003
- ♦ Tzvetan Todorov, *Η λογοτεχνία σε κίνδυνο*, μτφρ. Χρύσα Βαγενά, Αθήνα, Πόλις, 2013