

## COURSE OUTLINE

### LITERATURE DIDACTICS

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	7 <sup>TH</sup>
<b>COURSE TITLE</b>	LITERATURE DIDACTICS		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		3	5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 2. LEARNING OUTCOMES

##### Learning Outcomes

*Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

Upon successful completion of the course participants will be able to:

- explain the main assumptions and objectives of modern literary theory
- realize the use of literary theory and modern didactics in teaching literature
- understand the preconditions and terms of literary communication
- define the objectives of teaching literature at school on the basis of modern approaches, via the conjunction of theory and practice.
- place questions usually posed or raised in the classroom into the context of a theoretical problematization on literature
- revise some deeply rooted and widely spread view concerning language and literature
- read and analyse literary texts, closely and systematically, describing their techniques and structure
- understand the value of literature classes at school for the enhancement of self-awareness and the promotion of self-expression, critical thinking, and social sensitivity of pupils
- design and carry out teaching units on literature for High School pupils with the help of digital technology

##### General Skills

*Name the desirable general skills upon successful completion of the module*

<i>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning</i>
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- Search, analysis and synthesis of data and information,
- Adaption to new situations
- ICT Use
- Decision making
- Project design and management
- Autonomous work
- Teamwork
- Equity and Inclusion
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Promoting free, creative and inductive reasoning

### 3. COURSE CONTENT

1. Introduction I: Literature and education. Literature as a teaching object.
2. Introduction II: The definition of literature. Literary genres. The literary canon. Text-Paratext-Context-Intertext
3. Theory-Literary criticism-History of literature. Basic assumptions and objectives of literary theory. The use of literary theory in the practice of teaching I (text analyses & teaching applications)
4. The use of literary theory in the practice of teaching II (text analyses & teaching applications)
5. The use of ICT as a didactic tool in the teaching of literature
6. Inter-medial and inter-artistic approaches in the didactics of literature (analyses & teaching applications)
7. The use of creative writing in the teaching of literature (examples & applications)
8. The use of comics in the teaching of literature (applications)
9. The method and the techniques of dramatization in the teaching of literature (applications)
10. Literature in the new school curriculum. Learning how to read and analyse literature critically.
11. Planning and organizing a literature course. Developing teaching plots.
12. Assessment in the literature class.
13. Summary– conclusions–student feedback

### 4. LEARNING & TEACHING METHODS - EVALUATION

<p><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>• Face to face</li> <li>• Lectures – interactive teaching</li> <li>• Active learning</li> <li>• Collaborative learning</li> </ul>												
<p><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> <li>• PPT presentations</li> <li>• Teaching material, announcements and communication through the eClass platform</li> <li>• Student study of supplementary material related to course content</li> <li>• Communication with students via email</li> </ul>												
<p><b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1"> <thead> <tr> <th><b>Activity</b></th> <th><b>Workload/semester</b></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study-analysis of bibliography – composition of written essay</td> <td>50</td> </tr> <tr> <td>Study for examinations</td> <td>59</td> </tr> <tr> <td>Examinations</td> <td>2</td> </tr> <tr> <td><b>Total</b></td> <td><b>150</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Workload/semester</b>	Lectures	39	Study-analysis of bibliography – composition of written essay	50	Study for examinations	59	Examinations	2	<b>Total</b>	<b>150</b>
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<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development</i></p>	<p>Formative</p> <p>2 mid-term written examinations: 30% each</p> <p>Essay (compulsory): 40%</p>												

Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed

The essay will have the form of a teaching plot on a text which participants will chose among the texts included in current school books

Language of examination: Greek[for Erasmus students: in a different language, depending on the decision of the Department]

## 5. SUGGESTED BIBLIOGRAPHY

- Αποστολίδου, Βενετία - Χοντολίδου Ε. (επιμ.) (1999) *Λογοτεχνία και Εκπαίδευση*, Αθήνα: Τυπωθήτω.
- Αποστολίδου, Βενετία, Κόκορης, Δ., Μπακογιάννης, Μ., Χοντολίδου, Ε. (επιμ.) (2018) *Λογοτεχνική ανάγνωση στο σχολείο και την κοινότητα*, Αθήνα: Gutenberg.
- Αρσενίου, Ελισάβετ (2012) *Πρακτική εισαγωγή στη μελέτη της Νεοελληνικής Λογοτεχνίας*, Αθήνα: Μεταίχμιος: Μέρος Γ': Θεωρία (197-372)
- Angenot M., Bessière J, et al. (2010) *Θεωρία της λογοτεχνίας. Προβλήματα και προοπτικές*, μετάφραση: Τ. Δημητρούλια, Αθήνα: Εκδόσεις Gutenberg.
- Barry, Peter (2013) *Γνωριμία με τη θεωρία*, μτφρ.: Α. Νάτσινα, Αθήνα: Βιβλιόραμα.
- Culler, Jonathan (2013) *Λογοτεχνική Θεωρία. Μια συνοπτική εισαγωγή*, μτφρ.: Κ. Διαμαντάκου, Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.
- Fokkema, D.-Ibsch, E. (1997) *Θεωρίες λογοτεχνίας του Εικοστού Αιώνα*, μτφρ. Γ. Παρίσης, επιμ. Ε. Καψωμένος, Αθήνα: Εκδόσεις Πατάκη.
- Καψωμένος, Ερατοσθένης (1998) *Ποιητική*, Αθήνα: Εκδόσεις Πατάκη.
- Καψωμένος, Ερατοσθένης (2003) *Αφηγηματολογία*, Αθήνα: Εκδόσεις Πατάκη.
- Κιοσσές, Σπύρος (2018) *Εισαγωγή στη δημιουργική ανάγνωση και γραφή του πεζού λόγου. Η συμβολή της αφηγηματολογίας*, Αθήνα: Κριτική.
- Κιοσσές, Σπύρος & Χατζημαυρουδής, Ελένη (2020) *Η λογοτεχνία στη δευτεροβάθμια εκπαίδευση: Ερμηνευτική, κριτική και δημιουργική προσέγγιση των λογοτεχνικών κειμένων*, Αθήνα: Κριτική.
- Newton, K. M. (2013) *Η λογοτεχνική θεωρία του εικοστού αιώνα*, μτφρ. Αθ. Κατσικερός-Κ. Σπαθαράκης, Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.
- Selden, Ramon (επιμ.) (2004) *Από τον φορμαλισμό στον μεταδομισμό* (Σειρά: Ιστορία της Θεωρίας της Λογοτεχνίας 8), Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών (Ίδρυμα Μανόλη Τριανταφυλλίδη).
- Τζιόβας, Δημήτρης (1987) *Μετά την αισθητική*, Αθήνα: Γνώση.
- Τζιόβας, Δημήτρης (1993) *Το παλίμψηστο της ελληνικής αφήγησης*, Αθήνα: Οδυσσεύς.
- Φρυδάκη, Ευαγγελία (2003) *Η θεωρία της λογοτεχνίας στην πράξη της διδασκαλίας*, Αθήνα: Εκδόσεις Κριτική.
- Φρυδάκη, Ευαγγελία & Παπαγεωργίου, Δημήτρης (2022) *Διαλογικότητα και λογοτεχνική εκπαίδευση*, Αθήνα: Κριτική.
- Τζίνας Καλογήρου, *Το Αλωνάκι της Ανάγνωσης. Αναλύσεις λογοτεχνικών κειμένων και διδακτικές προσεγγίσεις της λογοτεχνίας*, Αθήνα, Επτάλοφος 2016.
- Βίκυ Πάτσιου & Τζίνα Καλογήρου (επιμ.), *Η δύναμη της λογοτεχνίας: διδακτικές προσεγγίσεις – αξιοποίηση διδακτικού υλικού (Δημοτικό- Γυμνάσιο- Λύκειο)*, Αθήνα, Gutenberg 2013.
- Ανδρέας Καρακίτσιος, *Δημιουργική γραφή «Παίζουμε λογοτεχνία;»*, Θεσσαλονίκη, Ζυγός 2021.

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	P. APOSTOLI
<b>Contact details:</b>	<a href="mailto:peaposto@helit.duth.gr">peaposto@helit.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	2 Mid-term written examinations: 30% each Essay (compulsory): 40%
<b>Implementation Instructions: (3)</b>	The written exams (both mid-term and final) will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam.  The assignment must be submitted through eClass by a specified deadline.

- (1) Please write YES or NO
- (2) Note down the evaluation methods used by the teacher, e.g.
- *written assignment* or/and exercises
  - written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.
- (3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:
- a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.
- b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.
- c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.
- There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.