**UNIVERSITY OF THESSALY DEPARTMENT OF PRESCHOOL EDUCATION**

**COURSE TITLE:** Illustrated Children's Books

**TAUGHT BY**: TSILIMENI TASOULA

**Semester**: 7th

**Course Aim**: The aim of this course is (a) to acquaint students with this particular type of children's literary books and (b) the systematic and intensive immersion in its interpretive and didactic approach.

**Intended Outcomes**: The objectives are formulated as follows: (a) Critical approach of the subcategories of illustrated books and reference to the theories attempting its interpretation, (b) comprehension of illustrated book’s polysemy and their relationship with children and the adult mediator, and (c) the interpretation of the relationship between image, text and context.

**Outline**: Illustrated books represent a special category of books mainly related to preschool education. We will focus on various aspects of illustrated books, as well as on ways of reading this type of book in kindergarten. The course attempts to apply in practice the principles of the didactics of literature. Students will be initiated to selection modes of remarkable illustrated books, methods of reading them and planning activities on the basis of them, in order to develop critical and literary literacy. Its connection with other cognitive objects will be examined. We will focus on the narrative categories of the subject, the plot, the characters, the point of view, the fiction, and the intertextuality, as they are of particular interest for each fiction text. The course also aims at didactic applications in a way that would allow for children to acquire basic reading principles and establish first contact with children's literature.

**Connection with Internship**: The course is connected with students’ Internship, as during the course they will be trained in ways of approaching and reading different types of illustrated books (wordless book, graphic novel etc.) as well as in designing teaching methods for preschool children.

**Keywords**: illustrated children's book, picture book, illustrated book, graphic novel, wordless book, image, critical thinking, interdisciplinarity, teaching literature.

**STRUCTURE / COURSE CONTENTS**

1. Introductory concepts, identification of central thematic areas.

2. Types of illustrated children's books

3. Iconographic literacy: The relationship between image and text

4. Context-reduced elements

5. Approaches to illustrated children's books

6. Critical and literary literacy

7. Modernity and illustrated books

8. Thematics of illustrated books

9. The child as a reader and illustrated books

10. Interdisciplinarity and illustrated children's books

11. Design/teaching scenarios for classroom applications

12. Concluding discussion and conclusions from the topics developed.

**Essential Readings**:

• Tsilimeni, T*. Illustrated Children's Book: Views and Points of View*. Volos: University Publications of Thessaly, 2007

• Giannikopoulou, A. *In the Land of Colors: Modern Illustrated Children's Books*. Athens: Papadopoulos, 2009.

• Kalogirou, T. (ed.). *Illustrated books are not just for young children*. Athens: Papadopoulos, 2006.

• Nodelman, P. *Words for Pictures: Words about Pictures: The Narrative Art of Children's Picture Books*. Translated by P. Panaou. Athens: Patakis, 2009.

• Beckett, S.L., & Nikolajeva, M. (eds.). *Beyond Babar: The European Tradition in Children*’s *Literature*. Lanham, Maryland / Toronto / Oxford: The Scarecrow Press, Inc., 2006.

• KEIMENA Magazine (www.keimena.ece.uth.gr)