

Specification of courses for the book of courses

Study program		Preaschool teacher	
Module		/	
Type and level of studies		Basic vocational studies - 1st level study program (professional bachelor degree)	
Name of the subject		Literature for Children in Romani language	
Teacher (for lectures)		Marija Aleksandrović, PhD	
Teacher/associate (for practical classes)		Eldena Stanić	
Teacher/associate (for other forms of teaching)			
Year of study when the component is delivered		2	
Semester/trimester when the component is delivered		4	
Number of ECTS		4	Status of the course (compulsory/optional) compulsory
Condition	None		
Goal of the course	Familiarizing students with contents of children's literature, from its beginnings, through its creation and development in Europe, concluding with children's literature in Roma literature.		
The outcome of the course	After the course, students will have knowledge of the concept of literature for children; will be able to name the genres and types of literature for children; will analyze the content and aesthetic work of domestic and foreign writers for children; students will analyze the work of writers in the Roma language and work of writers in the Roma language from Vojvodina, R. Serbia; will evaluate the specific expression of the writer's work for the children in the selected examples; they will apply knowledge about literature for preschool children both theoretically and practically; It will encourage children to express their creative potential through language in the creation of stories, rhymes and other		
Course content			
Theory classes	The nature of children's literature and its study (the name and concept of literature, literature and language, literature and social life, the science of literature, aesthetics and semiotics); analysis of literary work for children (structure of literary work, theme, motif, fabula, composition and motivation of ideas, sense of literary work), classification of literature (principles of classification, oral and written literature, notion of literary type, literary genres, poetry, prose and drama for children), classics of children and youth literature: H. Andersen: Fairy tales; K. Luis: Alice in Wonderland; K. Colodi: Pinocchio; D. Defo: Robinson Crusoe; C. Dickens: Oliver Twist; M. Ende: Endless Story, A. Frank: Diary; J. and V. Grim: Fairy tales; R. Kipling: Jungle Book, L. Astrid: Pippi Longstocking; J. London:		
Practical classes (other forms of teaching, research work during the studies)	Seminar papers - analysis of literary works for children in Romani language. Visit to the children's theater.		
Bibliography			
1 Ђурић, Рајко: <i>Историја књижевности Рома</i> , Вршац, 2010.			
2 Солар, Миливој: <i>Теорија књижевности</i> , Загреб 1987.			
3 Краснићи, А.: <i>Ромске бајке</i> , Суботица 2009.			
4 Динаси, А.: <i>Ромске народне приче</i> , Загреб 2013.			
5 Црнковић, М.: <i>Дјечија књижевност</i> , Загреб 1973.			
Number of active classes per week during a semester/trimester/ year			
Lectures	Practical classes	Research work during the course	Other classes
3	1		1
Teaching methods	Verbal method, dialogue, demonstration.		
Mode of delivery		face-to-face	
Knowledge assessment (maximum number of points 100)			
Pre-exam obligations	Points	Final exam	Points
In class activity	10	Written exam	15
Practical classes	30	Oral exam	25
Colloquium	10		
Seminar papers	10		
Language of instruction	Romani/English		

Tomris Tangaz is Course Director and a senior lecturer in interior design at the prestigious Chelsea College of Art and Design in London. Product details. Item Weight : 1.16 pounds. One would be better prepared for any course above basic by reading and understanding the concepts, which are also illustrated. Illustrating a concept is no small task! In a profession which is in a large part, visual, it's difficult to find material with so many straightforward illustrations that, well...illustrate the concept! The photographs are stunning (jeweled colors in some, which I'm a sucker for). This book doesn't promise to help you create anything in particular, it just explains the basics of design, which are necessary to come up with any and all designs. The creati Our course starts with introductory lectures on simple and multiple regression, followed by topics of special interest to deal with model specification, endogenous variables, binary choice data, and time series data. You learn these key topics in econometrics by watching the videos with in-video quizzes and by making post-video training exercises. * Do I need prior knowledge? The penalty on the number of parameters k is $2/n$ for the AIC and this is $\log(n)$ over n for BIC. Thus which criterion imposes the strongest penalty depends on the number of observations n . When $\log(n)$ is larger than 2, the BIC imposes a stronger penalty. Course books continue to play a significant role in EFL teaching and learning by providing useful ready-made material to both teachers and students. However, inappropriate use of course books may de-skill teachers and tire students. This paper explores the role of course books in EFL teaching and examines how teachers can make effective use of the material. It mainly applies to novice teachers and those working in centralised systems, where decisions are made by ministries and committees. The first part of the paper refers to the role of course books, their impact on teaching and learning proc