Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1160307 **Name:** Literary Background for Teachers (Valencian)

Credits: 4,50 **ECTS Year:** 3 **Semester:** 1

Module: Language Teaching and Learning

Subject Matter: Language and Literature and its Didactics **Type:** Compulsory

Field of knowledge: Social and Legal Science

Department: Language and Literature

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Valencià

Lecturer/-s:

1163A	Luis Ramon Ferrer **(Responsible Lecturer)**	lluis.ramon@ucv.es
1163B	Maria Del Mar Montoro Martín **(Responsible Lecturer)**	mar.montoro@ucv.es
1163G	Amelia Arbiol Solaz **(Responsible Lecturer)**	amelia.arbiol@ucv.es
1163Z	Josep Antoni Aguilar Avila **(Responsible Lecturer)**	josepantoni.aguilar@ucv.es
116D122	Amelia Arbiol Solaz **(Responsible Lecturer)**	amelia.arbiol@ucv.es
116OL3	Josep Antoni Aguilar Avila **(Responsible Lecturer)**	josepantoni.aguilar@ucv.es
1414AD	Amelia Arbiol Solaz **(Responsible Lecturer)**	amelia.arbiol@ucv.es

1414BD   Vicente Gimeno Bosch **(Responsible Lecturer)**   vicent.gimeno@ucv.es

1414PD   Josep Antoni Aguilar Avila **(Responsible Lecturer)**   josepantoni.aguilar@ucv.es

1414ZD   Josep Antoni Aguilar Avila **(Responsible Lecturer)**   josepantoni.aguilar@ucv.es

Module organization

Language Teaching and Learning

Subject Matter	ECTS	Subject	ECTS	Year/semester
Linguistics	4,00	Applied Linguistics	4,00	4/1
Modern Language	12,00	English	6,00	1/2
		English II	6,00	2/1
Language and Literature and its Didactics	13,50	Literary Background for Teachers (Valencian)	4,50	3/1
		Oral and Written Language (Catalan)	4,50	1/1
		Teaching of Valencian Language and Literature	4,50	4/1
		Literary Background for Teachers (Spanish)	4,50	3/1
		Oral and Written Language (Spanish)	4,50	1/2
		Teaching of Spanish Language and Literature	4,50	3/1

Recommended knowledge

Full competence in language communication, as established in basic education (see operational descriptors CCL1-CCL5 of the curriculum of the LOMLOE), is assumed in the students. Additionally, a pre-university itinerary in literature within our linguistic scope, as well as basic knowledge of narrative, poetic, and dramatic precepts, is recommended.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1   The student demonstrates, through one or more theoretical-practical tests, an adequate knowledge of oral and/or written language, as well as acquisition of advanced-level communicative competence in the co-official language of the Valencian Community

R2   The student demonstrates skills in correction and production of academic texts, both oral and written, through their own written and/or oral productions

R3   The student demonstrates, through a final written test, adequate literary formation and adequate knowledge of authors, texts, and periods of literature in the co-official language of the Valencian Community

R4   The student reads, interprets, and reflects on proposed readings through the analysis of literary texts in the co-official language of the Valencian Community

R5   The student expresses themselves in all their oral and written productions with communicative competence appropriate to level C1 of the CEFR in the co-official language of the Valencian Community

R6   The student expresses themselves effectively in the vehicular language of the subject, both at a written and oral level, while developing appropriate, coherent, cohesive, and grammatically and orthographically correct discourse (CEFR Level C1)

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB2	That students will know how to apply their knowledge to their work or vocation in a professional manner and possess the competencies that are usually demonstrated through the development and defense of arguments and problem-solving within their area of study.				x

GENERAL		Weighting			
		1	2	3	4
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.	x			
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.	x			
CG3	Effectively address language learning scenarios in multicultural and multilingual contexts. Promote reading and critical analysis of texts from various scientific and cultural domains included in the school curriculum.				x
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and coopoerative learning and promote it among students.	x			

SPECIFIC		Weighting			
		1	2	3	4
CE43	Acquire literary training and knowledge of children's literature.				x
CE44	Know the school curriculum of languages and literature.				x

CE45	Speak, read, and write correctly and appropriately in the official languages of the corresponding Autonomous Community (Level C1 of CEFR).			**x**
CE46	Know the process of learning written language and its teaching.	**x**		
CE47	Promote reading and encourage writing.			**x**
CE51	Develop and evaluate curriculum content using appropriate didactic resources and promote the corresponding competencies in students.	**x**		

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4, R5, R6	5,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4, R5, R6	50,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3, R4, R5, R6	25,00%	Projects. Development and/or design works.

Observations

Assessment System:

To pass the course, a minimum attendance of 80% is required.

The assessment includes various distinct instruments. Passing the course requires obtaining a final grade of 5/10 or higher, provided that the final written exam grade is also 5/10 or higher.

The final exam will combine a theoretical component (evaluated through multiple-choice tests and/or short-answer questions) and a practical component (text commentary or academic essay).

All parts of the exam must be passed to successfully complete it.

All assignments will have specific execution and submission deadlines, which must be adhered to in order to pass the course.

During the course, students must read at least two books. This reading will be assessed through an oral presentation or a written test. Students may choose the books to read from a list provided by the instructor on the first day of the course.

Single Assessment System:

Exceptionally, students who cannot follow the continuous assessment system due to not attending at least 80% of the classes may opt for this assessment system. In this case, the evaluation will be as follows:

·Exam, in the same format described above, accounting for 75% of the grade. Assessed learning outcomes: R1, R2, R3, R4, R5, R6.

·Activity and material design assignments, accounting for 15% of the grade. Assessed learning

outcomes: R1, R2, R3, R4, R5, R6.

·Oral presentation of individual or group assignments, accounting for 10% of the grade.

Assessed learning outcomes: R1, R2, R3, R4, R5, R6.

Use of Artificial Intelligence (AI):

The use of AI is permitted:

·As a study support tool (e.g., generating alternative explanations, concept maps, or self-assessment exercises).

·To receive feedback on the clarity or coherence of a student's own text.

The use of AI is not permitted:

·In the preparation of assessable tasks, except when explicitly required for a specific activity and indicated by the instructor.

If AI is used in any activity under the permitted conditions, students must specify in which part of the activity it was used, which AI tool was employed, and for what purpose.

Other Observations:

To pass the course, students must demonstrate advanced linguistic proficiency (CEFR C1 level) in all oral and written productions.

Criteria for Awarding Honors: Students who achieve the highest results, starting from a grade of 9.2, may be eligible for Honors. Only one Honors distinction can be awarded per 20 students, subject to orthographic and grammatical accuracy and the discretionary judgment of the instructor signing the academic record.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6	60,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, R4, R5, R6	0,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4, R5, R6	40,00%	Projects. Development and/or design works.

Observations

Assessment System:

The assessment includes various distinct instruments. Passing the course requires obtaining a final grade of 5/10 or higher, provided that the final written exam grade is also 5/10 or higher.

The final exam will combine a theoretical component (evaluated through multiple-choice tests and/or short-answer questions) and a practical component (text commentary or academic essay).

All parts of the exam must be passed to successfully complete it.

All assignments will have specific execution and submission deadlines, which must be adhered to

in order to pass the course.

During the course, students must read at least two books. This reading will be assessed through an oral presentation or a written test. Students may choose the books to read from a list provided by the instructor on the first day of the course.

Single Assessment System:

Exceptionally, students who cannot follow the continuous assessment system due to not attending at least 80% of the classes may opt for this assessment system. In this case, the evaluation will be as follows:

  ·Exam, in the same format described above, accounting for 75% of the grade. Assessed learning outcomes: R1, R2, R3, R4, R5, R6.

  ·Activity and material design assignments, accounting for 15% of the grade. Assessed learning outcomes: R1, R2, R3, R4, R5, R6.

  ·Oral presentation of individual or group assignments, accounting for 10% of the grade. Assessed learning outcomes: R1, R2, R3, R4, R5, R6.

Use of Artificial Intelligence (AI):

The use of AI is permitted:

  ·As a study support tool (e.g., generating alternative explanations, concept maps, or self-assessment exercises).

  ·To receive feedback on the clarity or coherence of a student's own text.

The use of AI is not permitted:

  ·In the preparation of assessable tasks, except when explicitly required for a specific activity and indicated by the instructor.

If AI is used in any activity under the permitted conditions, students must specify in which part of the activity it was used, which AI tool was employed, and for what purpose.

Other Observations:

To pass the course, students must demonstrate advanced linguistic proficiency (CEFR C1 level) in all oral and written productions.

Criteria for Awarding Honors: Students who achieve the highest results, starting from a grade of 9.2, may be eligible for Honors. Only one Honors distinction can be awarded per 20 students, subject to orthographic and grammatical accuracy and the discretionary judgment of the instructor signing the academic record.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1   Participatory Master Class

M3   Project-based Learning

M4   Learning Contracts

M5   Seminar Work

M7   Cooperative/Collaborative Work

M9   Group and Individual Tutoring

M10   Individual Tutoring

M11   Participatory Master Class

M13   Seminar Work

M15   Project-based Learning

M16   Learning Contracts

M18   Cooperative/Collaborative Work

M19   Individual Tutoring

M20   Group and Individual Tutoring

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical Class M1	R1, R2, R3, R4, R5, R6	30,00	1,20
Practical Class M1, M5, M7	R1, R2, R3, R4, R5, R6	20,00	0,80
Tutoring M9, M10	R1, R2, R3, R4, R5, R6	2,00	0,08
Evaluation M9, M10	R1, R2, R3, R4, R5, R6	2,00	0,08
TOTAL		**54,00**	**2,16**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M5, M7, M9	R1, R2, R3, R4, R5, R6	10,00	0,40
Individual work M7, M10	R1, R2, R3, R4, R5, R6	48,50	1,94
TOTAL		**58,50**	**2,34**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R2, R3, R4, R5, R6	20,00	0,80
Practical class (e-learning mode) M11, M18	R1, R2, R3, R4, R5, R6	10,00	0,40
Individual tutoring (e-learning mode) M19	R1, R2, R3, R4, R5, R6	2,00	0,08
Evaluation (e-learning mode) M11, M18, M19, M20	R1, R2, R3, R4, R5, R6	2,00	0,08
TOTAL		**34,00**	**1,36**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M11, M19	R1, R2, R3, R4, R5, R6	48,50	1,94
Group Work (e-learning mode) M11, M18, M20	R1, R2, R3, R4, R5, R6	10,00	0,40
Theoretical-Practical Class (distance mode) M11, M19, M20	R1, R2, R3, R4, R5, R6	20,00	0,80
TOTAL		**78,50**	**3,14**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. THE LITERARY FACT. CONCEPTUAL DELIMITATION	1. DEFINITION AND BOUNDARIES OF THE LITERARY FACT 1.1. Scope of the concept of literature 1.2. Functions of literature 2. THE LITERARY CANON. TOPICS, MOTIFS, FOLKLORE, AND ORAL TRADITION IN THE TEACHING OF LITERATURE
2. OVERVIEW OF CATALAN LITERATURE	1.Literature of the Middle Ages (13th-15th centuries). Selection of texts applied to Primary Education. 2.Literature of the Modern Age (16th-18th centuries). Selection of texts applied to Primary Education. 3.Literature of the Contemporary Age (19th-21st centuries). Selection of texts applied to Primary Education. 4.Children's and Young Adult Literature.

Temporary organization of learning:

Block of content	Number of sessions	Hours
1. THE LITERARY FACT. CONCEPTUAL DELIMITATION	5,00	10,00
2. OVERVIEW OF CATALAN LITERATURE	22,00	44,00

References

ALONSO, H. – CARBÓ, F. *et alii* (2009) *Lectures de literatura catalana contemporània*, Lleida, Pagès Editors.

BARGALLÓ, J. *et alii* (1987) *Comentari de textos literaris. Aspectes teòrics, terminologia i propostes*, Barcelona, Columna.

BORDONS, G. – SUBIRANA, J. (1999) *Literatura catalana contemporània*, Barcelona, Proa / UOC.

BROCH, A. I BADIA, L. (2014) *Història de la literatura catalana*. Barcelona: Enciclopèdia Catalana. Vol. 2

CIRLOT, E. (1982) *Diccionario de símbolos,* Barcelona, Labor.

FLUIXÀ, J.A. (2023) *La cendrosa invisible. Aproximació a la literatura infantil i juvenil valencianes*, Alzira, Bromera.

GAROLERA, N. (ed.) (1995) *Textos literaris catalans. Lectures i interpretacions,* Barcelona, Columna.

GISBERT, F. (2015) *Una història de la literatura infantil i juvenil valenciana*, Alzira, Bromera.

HAUF, A. (2010) *Panorama critic de la literatura catalana*. Dels inicis a principis del segle XV Barcelona: Vicens Vives. Vol. 1.

LLUCH, G. – VALRIU, C. (2013) *La literatura per a infants i joves en català. Anàlisi, gèneres i història*, Alzira, Bromera.

RIQUER, M. - VALVERDE, J. M. (2007) *Historia de la literatura universal*, Madrid, Gredos.

ROSSICH, A. – VALSALOBRE, J. (2007) *Literatura i cultura catalanes (segles XVII-XVIII)*, Barcelona, UOC.

SOLER, A. (2003) *Literatura catalana medieval: un recorregut multimèdia pels grans autors i els seus textos*, Barcelona, UOC.

SOLER, J. (2001) *Mitologia catalana: dracs, gegants i dones d'aigua*, Barcelona, Barcanova, 2001.

SULLÀ, E. (ed.) (1998) *El canon literario*. Madrid: Arco.