Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1410303 **Name:** Literary Background for Teachers

Credits: 6,00 **ECTS Year:** 3 **Semester:** 2

Module: Language learning and literacy

Subject Matter: Language learning **Type:** Compulsory

Department: Language and Literature

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Language learning and literacy

Subject Matter	ECTS	Subject	ECTS	Year/semester
Language learning	12,00	Development of Oral Language	6,00	1/1
		Literary Background for Teachers	6,00	3/2
Learning to read and write	6,00	Written Language in Early Childhood Education	6,00	2/1
Modern language	6,00	English	6,00	1/2

Recommended knowledge

PI-02-F-16 ED. 00

The current Curriculum does not specify them, but a pre-university itinerary in Literary Education is recommended, as well as basic notions of narrative, poetic, and dramatic precepts.

As general requirements related to oral and written comprehension and expression, reference is made to the operational descriptors established by Royal Decree 217/2022 for competence in language communication:

CCL1. Expresses oneself orally, in writing, through sign language, or multimodally with coherence, correctness, and appropriateness to different social contexts, and engages in communicative interactions with a cooperative and respectful attitude, both to exchange information, create knowledge, and convey opinions, and to build personal connections. CCL2. Understands, interprets, and critically evaluates oral, written, sign language, or multimodal texts in personal, social, educational, and professional domains to actively and informedly participate in different contexts and to build knowledge. CCL3. Locates, selects, and progressively autonomously contrasts information from different sources, evaluating its reliability and relevance based on reading objectives, avoiding the risks of manipulation and misinformation, and integrates and transforms it into knowledge to communicate it by adopting a creative, critical, and personal perspective that is also respectful of intellectual property.

CCL2. Understands, interprets, and critically evaluates oral, written, sign language, or multimodal texts in personal, social, educational, and professional domains to actively and informedly participate in different contexts and to build knowledge. CCL3. Locates, selects, and progressively autonomously contrasts information from different sources, evaluating its reliability and relevance based on reading objectives, avoiding the risks of manipulation and misinformation, and integrates and transforms it into knowledge to communicate it by adopting a creative, critical, and personal perspective that is also respectful of intellectual property.

CCL3. Locates, selects, and progressively autonomously contrasts information from different sources, evaluating its reliability and relevance based on reading objectives, avoiding the risks of manipulation and misinformation, and integrates and transforms it into knowledge to communicate it by adopting a creative, critical, and personal perspective that is also respectful of intellectual property.

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 evidences knowledge of the key concepts in relation to literary education, of the school curriculum of literature and of the main authors and texts of the history of the LIJ through tests and written works.

R2   The student knows, elaborates and puts into practice resources and strategies to encourage reading, inside and outside the classroom, with different tools.

R3   The student reads, interprets and reflects on the readings proposed in the course through textual analysis, written exercises or discussions.

R4   The student demonstrates in all his/her written and/or oral productions a level of communicative competence in the language of the course at an advanced level.

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
CB1	That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			x	
CB2	That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.			x	
CB3	That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.			x	
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				x
CB5	That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.			x	

GENERAL		Weighting			
		1	2	3	4
G1	To know the objectives, curricular contents and evaluation criteria of Early Childhood Education.			x	
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.				x

		1	2	3	4
G6	To know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution. To deal effectively with language learning situations in multicultural and multilingual contexts. Express themselves orally and in writing and master the use of different techniques of expression.	x			
G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.	x			

SPECIFIC		Weighting			
		1	2	3	4
E43	To know the language and literacy curriculum for this stage.	x			
E44	To know the theories on the acquisition and development of the corresponding learning.				x
E45	To encourage speaking and writing skills.			x	
E46	To know and master oral and written expression techniques.				x
E47	To know the oral tradition and folklore.				x
E48	To understand the transition from orality to writing and to know the different registers and uses of the language.	x			
E49	To know the process of learning to read and write and how to teach it.	x			
E51	To recognize and value the appropriate use of verbal and non-verbal language.	x			
E52	To acquire literary training and especially knowledge of children's literature.				x
E53	To be able to promote a first approach to a foreign language.				x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	80,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R1, R2, R3, R4	0,00%	Oral presentation of group and individual work.
R1, R2, R3, R4	20,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

Observations

The grading instruments are specified below.
Final summative written test (theoretical-practical with short and essay questions): 50%
Reading, research, and reflection on literary texts: 20%
Preparation of didactic proposals to promote reading and literary competence: 20%
Individual monitoring of active participation in theoretical-practical classes: 10%
* There will be a set of mandatory readings in the subject that each teacher will specify at the beginning of the classes and which will be evaluated.

1. It is necessary to pass the final written exam with a grade equal to or higher than 5, as well as to obtain an overall average in the set of assessment tools equal to or higher than 5 to pass the course. All assignments will have specific execution and submission dates, which must be respected for successful completion of the course.

2. Since the teacher must be a professional of language, and therefore, Order ECI 3857/2007 of December 27 establishes the achievement of a C1 level for students in this degree, the subject must demonstrate correct written expression through written tests, which will be a necessary condition for passing. Specifically, it is a requirement for passing the course not to commit more than five spelling mistakes. Each mistake, without exceeding the permitted limit, will result in a penalty of -0.25 points (out of 10) from the final grade of the exam. Repeated instances of the same error will not be taken into account, nor will punctuation marks (except the comma between subject and predicate).

3. All assignments will have a specific execution and submission date, which must be respected for successful completion of the course.

4. Works that rely on mere copying or uncritical textual summarization will be penalized .

Plagiarism or the use of illicit means will result in the student's failure.

Likewise, considering the mentioned language level and the established descriptors, the subject will contribute to demonstrating competencies such as:

·Writes clear and well-structured presentations on complex topics, highlighting the main ideas. Expands with some length and defends points of view with complementary ideas, reasons, and appropriate examples.

·Understands most lectures, discussions, and debates with relative ease.

·Can take detailed notes during a conference that deals with topics in their field of specialization, transcribing the information so accurately and close to the original that the notes could also be useful to others.

·Understands in great detail a wide range of extensive and complex texts that one may encounter in social, professional, or academic life, and identifies subtle details that include both implicit and explicit attitudes and opinions.

To achieve success in the subject, students are recommended to:

·Carry out daily work related to the subject, maintaining a consistent study habit.

·Access the platform daily to consult materials, announcements, and activities.

·Foster personal autonomy by conducting daily research on doubts arising in class.

·Raise to the teacher any questions that have not been able to be resolved autonomously.

·Plan spatial and temporal strategies to tackle the study.

Single Assessment:

A single assessment is understood as an exceptional and alternative form of evaluation that a student undertakes when, due to insufficient class attendance, they are unable to complete the standard assessment activities outlined in the course syllabus. It does not consist of a single test but rather a set of as many tests and/or assessment activities as necessary to demonstrate and measure each of the learning outcomes defined for the course. These tests may be requested throughout the course and/or, in any case, at the end of the course during the official assessment periods.

The alternative assessment (single assessment) is designed to cover each and every learning outcome of the course. Therefore, it includes the submission of additional tasks that, as far as possible, replace the in-class learning activities and allow students to acquire the conceptual knowledge, skills, procedures, or competencies established for the course.

Exceptionally, students who are unable to participate in the continuous assessment system due to attending less than 70% of classes may opt for this alternative evaluation system. In such cases, assessment will be carried out as follows:

·Exam: With the same format described above, accounting for **50%** of the final grade. Assessed learning outcomes: R1, R2, R3, and R4

·Reading, research, and reflection on literary texts: This will account for **25%** of the final grade. Assessed learning outcomes: R3 and R4

·Preparation of didactic proposals to promote reading and literary competence: This will account

for **25%** of the final grade. Assessed learning outcomes: R2 and R4

The instructor may, depending on the case, take into account the results of any assessments completed as part of the continuous evaluation (or final evaluation of a learning outcome during the process), up to the point when the student stopped attending classes.

In the second exam session, students who have taken the single assessment will be subject to the same conditions as in the first session and may choose to retain the grades obtained for the learning outcomes already passed, only completing the assessments for the remaining outcomes.

Students will be able to use AI to:

- Generate diagrams or concept maps to support their study.

- Receive feedback on the clarity and coherence of their own text.

- Improve the writing of written documents, provided the original content is the student's own and is based on recognized academic sources.

- Assisted learning (alternative explanations or self-assessment exercises)

- Search for alternative resources and references for their studies.

Students may not use AI to:

- Record or transcribe, in whole or in part, any classroom activity.

- Generate text in assignments related to any of the course's assignments or activities.

- Present AI-generated work as their own.

- Replace the qualitative/quantitative analysis process with automated tools without human validation.

Citation and Attribution Criteria

- If AI is used in any of the activities and/or tasks, the specific part of the activity must be cited, along with the AI used and its purpose (source consultation, style analysis, knowledge expansion, etc.), in the same way that the academic authors on whom the tasks are based are cited.

The use of AI in any way other than that explicitly approved and/or if it does not follow the citation and attribution criteria will result in a direct failure with a grade of 0, - zero-, for the activity and/or task in question.

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   PARTICIPATIVE MASTERCLASS

M2   CLASSROOM PRACTICES

M8   INDIVIDUAL TUTORING

M9   PROJECT-BASED LEARNING

M10   COOPERATIVE AND COLLABORATIVE WORK

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1	R1, R2, R3, R4	56,00	2,24
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M2, M8	R1, R2, R3, R4	2,00	0,08
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2, M10	R1, R2, R3, R4	2,00	0,08
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M8, M10	R1, R2, R3, R4	40,00	1,60
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M1, M2, M8	R1, R2, R3, R4	50,00	2,00
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. Introduction to Literary Education	1.- Children´s and Young-Adult Literature and Literary Education.2.- Reading Interests and Needs.3.- Resources and Materials for Literary Education.
2. Literary Genres: Narrative, Poetry and Theatre	1.- Folklore and Oral Tradition .2.- Fairy Tales: Definition, Evolution and Classification.3.- Short Stories and Novels.4.- Poetic and Playful Language Displays and Manifestations.5.- Theatre and Children´s and Young-Adult´s Dramatization.
3. Compendium of Children´s and Young-Adult´s Literature	1.- Major Literary Tendencies, Authors and Works from theAntiquity up to the Nineteenth Century. 2.- Major Literary Tendencies, Authors and Works of theTwentieth Century and Twenty-first Century.
4. Strategies, Techniques and Resources to Approach Children´s and Young-Adult´s Literature	1.- Foundations of Literary Fostering: mediators, resources and materials for oral and visual narration.2.- Types of Fostering: the Book as the Primary Source for Resources and Materials.

Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Introduction to Literary Education	6,00	12,00
2. Literary Genres: Narrative, Poetry and Theatre	9,00	18,00
3. Compendium of Children´s and Young-Adult´s Literature	7,00	14,00
4. Strategies, Techniques and Resources to Approach Children ´s and Young-Adult´s Literature	8,00	16,00

References

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CERVERA, J. (1991). *Teoría de la literatura infantil*. Mensajero.

COLOMER, T. y T. DURÁN (2007). *Introducción a la literatura infantil y juvenil*. Síntesis Educación.

EQUIPO PEONZA (2002). *ABCdario de la animación a la lectura*. Biblioteca Virtual Cervantes.

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JIMÉNEZ-PÉREZ, E., & FABREGAR BARRIOS, S. (2018). *La literatura infantil y juvenil: investigaciones*. Ediciones Octaedro.

LAGE FERNANÁNDEZ, J. J. (2010). *Diccionario histórico de autores de literatura Infantil y juvenil contemporánea.* Octaedro.

LERER, S. (2009). *La magia de los libros infantiles.* Crítica.

MOROTE, P. (2008). "El cuento de tradición oral y el cuento literario: de la narración a la lectura". Alicante, Biblioteca Virtual Cervantes.

ZIPES, J. (2012). Fairy Tales and the Art of Subversion. The Classical Genre for Children and the process of of Civilization. Routledge.