Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1160104 **Name:** Oral and Written Language (Catalan)

Credits: 4,50 **ECTS Year:** 1 **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: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught:

Lecturer/-s:

116A	Luis Ramon Ferrer **(Responsible Lecturer)**	lluis.ramon@ucv.es
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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

Students are expected to have full competence in linguistic communication in basic education (see the operational descriptors CCL1-CCL5 of the *LOMLOE curriculum).

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

R2   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
CE42	Comprehend the basic principles of language and communication sciences.				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**

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	10,00%	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	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2	50,00%	Written tests: Objective tests with short and extended responses.
R1, R2	30,00%	Projects. Development and/or design works.

Observations

The evaluation includes several well-differentiated instruments. Passing the subject implies obtaining a final grade equal to or higher than 5/10, provided that the final written test grade is also equal to or higher than 5/10. The final test will combine a theoretical dimension (assessed by multiple-choice test and/or short-answer questions) and another practical one (text correction, production or equivalent). You will need to pass the different parts of the test in order to pass it. All assignments will have a specific execution and delivery date, which must be respected in order to pass the subject. During the course, students must read at least one books. This reading will be assessed through an oral presentation or a written test. The students will be able to choose the books they will read from a list that will be provided by the teachers on the first day of the course. In order to pass the subject, it is necessary to demonstrate an advanced linguistic command (level C1 of the MCER) in all oral and written productions. Criteria for awarding Honors Enrollments: Those students who obtain the best results from a 9.2. Only one Honor Roll may be placed for every 20 students and this will be subject to spelling and grammar correction and the discretionary consideration confirmed by the teacher who signs the minutes.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method

R1, R2	60,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2	30,00%	Projects. Development and/or design works.

Observations

The evaluation includes several well-differentiated instruments. Passing the subject implies obtaining a final grade equal to or higher than 5/10, provided that the final written test grade is also equal to or higher than 5/10. The final test will combine a theoretical dimension (assessed by multiple-choice test and/or short-answer questions) and another practical one (text correction, production or equivalent). You will need to pass the different parts of the test in order to pass it. All assignments will have a specific execution and delivery date, which must be respected in order to pass the subject. During the course, students must read at least one books. This reading will be assessed through an oral presentation or a written test. The students will be able to choose the books they will read from a list that will be provided by the teachers on the first day of the course. In order to pass the subject, it is necessary to demonstrate an advanced linguistic command (level C1 of the MCER) in all oral and written productions. Criteria for awarding Honors Enrollments: Those students who obtain the best results from a 9.2. Only one Honor Roll may be placed for every 20 students and this will be subject to spelling and grammar correction and the discretionary consideration confirmed by the teacher who signs the minutes.

CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

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	25,00	1,00
Practical Class M1, M7	R1, R2	16,00	0,64
Tutoring M10	R1, R2	2,00	0,08
Evaluation M1, M7	R1, R2	2,00	0,08
TOTAL		**45,00**	**1,80**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M7, M9	R1, R2	24,00	0,96
Individual work M1	R1, R2	43,50	1,74
TOTAL		**67,50**	**2,70**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R2	18,00	0,72
Practical class (e-learning mode) M11, M18	R1, R2	12,00	0,48
Individual tutoring (e-learning mode) M19	R1, R2	2,00	0,08
Evaluation (e-learning mode) M11, M18	R1, R2	2,00	0,08
TOTAL		**34,00**	**1,36**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M11	R1, R2	29,00	1,16
Group Work (e-learning mode) M18	R1, R2	32,50	1,30
Theoretical-Practical Class (distance mode) M11, M18	R1, R2	17,00	0,68
TOTAL		**78,50**	**3,14**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
The language and the speakers	1.1. Linguistic variation 1.2. Brief summary on the diatopic variation of the Catalan language
The oral language	2.1. Oral communication skills 2.2. Verbal and non-verbal communication 2.3. Oral practice in the classroom
Introduction to the Catalan language	3.1. From sounds to writing: vowel and consonant system 3.2. The form of words: nominal inflection and verbal inflection 3.3. the pronouns 3.4. Prepositions, conjunctions and other connectors. The construction of the sentence 3.5. Common regulatory errors. Practice in the classroom

The written language: textuality	4.1. Introduction to academic language
	  4.1.1. Aspects to take into account in the composition of the text
	      academic: uses and style.
	   4.1.2. Orthotypography and bibliographic citation
	   4.1.3. Academic writing. Practice in the classroom

Temporary organization of learning:

Block of content	Number of sessions	Hours
The language and the speakers	4,00	8,00
The oral language	4,50	9,00
Introduction to the Catalan language	7,00	14,00
The written language: textuality	7,00	14,00

References

Amadeo, I./ Solé, J. (1996): *Curs pràctic de redacció*. Barcelona: Educaula.

AVL *Gramàtica normativa valenciana*, de l'Acadèmia Valenciana de la Llengua. http://www.avl.gva.es/PDF/GNV.pdf

AVL *L'estàndard oral valencià*, de l'Acadèmia Valenciana de la Llengua. Proposta d'estàndard oral per al valencià http://www.avl.gva.es/PDF/Diccionari/Oral.pdf

Cassany, D. (1987): *Descriure escriure.* Barcelona: Empúries.

Peirats, Anna et al. (2018): *Cómo elaborar un trabajo académico en el ámbito de la educación.* Valencia: Universidad Católica de Valencia.

Sanz, G. (2005) *Comunicació efectiva a l'aula. Tècniques d'expressió oral.* Barcelona: *Graó*

Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

X	Microsoft Teams
	Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

| X | Microsoft Teams |

| | Kaltura |

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

| X |

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

| |

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

| X | The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus. |

| | The following changes will be made to adapt the subject's assessment to the online teaching. |

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: