



## 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:** -

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:**

**Lecturer/-s:**

|         |   |                            |
|---------|---|----------------------------|
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|        |   |                            |
|--------|---|----------------------------|
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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

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 cooperative 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 |



# Course guide

Year 2023/2024

### 1160307 - Literary Background for Teachers (Valencian)

|      |  |   |  |   |
|------|--|---|--|---|
| 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

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

The evaluation includes several distinct instruments. Passing the subject implies obtaining a final grade equal to or higher than 5/10, provided that the grade for the final written exam is also equal to or higher than 5/10.

The final exam will combine a theoretical dimension (evaluated through multiple-choice tests and/or short-answer questions) and a practical dimension (text commentary or academic essay). It will be necessary to pass the different parts of the exam in order to pass the subject.

All assignments will have a specific execution and submission date, which must be respected in order to pass the subject.

During the course, students will be required to read at least two books. This reading will be evaluated through an oral presentation or a written test. Students can choose the books they will read from a list provided by the teacher on the first day of the course.

To pass the subject, it is necessary to demonstrate advanced language proficiency in all oral and written productions (C1 level of the CEFR).

Criteria for granting Honors: Those students who obtain the best results from a 9.2 onwards will be considered. Only one Honors distinction can be awarded for every 20 students, and it will be subject to orthographic and grammatical correctness and discretionary consideration confirmed by the teacher who signs the 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

The evaluation includes several distinct instruments. Passing the subject implies obtaining a final grade equal to or higher than 5/10, provided that the grade for the final written exam is also equal to or higher than 5/10.

The final exam will combine a theoretical dimension (evaluated through multiple-choice tests and/or short-answer questions) and a practical dimension (text commentary or academic essay). It will be necessary to pass the different parts of the exam in order to pass the subject.

All assignments will have a specific execution and submission date, which must be respected in order to pass the subject.

During the course, students will be required to read at least two books. This reading will be evaluated through an oral presentation or a written test. Students can choose the books they will read from a list provided by the teacher on the first day of the course.

To pass the subject, it is necessary to demonstrate advanced language proficiency in all oral and written productions (C1 level of the CEFR).

Criteria for granting Honors: Those students who obtain the best results from a 9.2 onwards will be considered. Only one Honors distinction can be awarded for every 20 students, and it will be subject to orthographic and grammatical correctness and discretionary consideration confirmed by the teacher who signs the record.

### 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<br>M1       | R1, R2, R3, R4, R5, R6 | 30,00        | 1,20        |
| Practical Class<br>M1, M5, M7 | R1, R2, R3, R4, R5, R6 | 20,00        | 0,80        |
| Tutoring<br>M9, M10           | R1, R2, R3, R4, R5, R6 | 2,00         | 0,08        |
| Evaluation<br>M9, M10         | R1, R2, R3, R4, R5, R6 | 2,00         | 0,08        |
| <b>TOTAL</b>                  |                        | <b>54,00</b> | <b>2,16</b> |

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

|                            | LEARNING OUTCOMES      | HOURS        | ECTS        |
|----------------------------|------------------------|--------------|-------------|
| Group work<br>M5, M7, M9   | R1, R2, R3, R4, R5, R6 | 10,00        | 0,40        |
| Individual work<br>M7, M10 | R1, R2, R3, R4, R5, R6 | 48,50        | 1,94        |
| <b>TOTAL</b>               |                        | <b>58,50</b> | <b>2,34</b> |



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

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

### ASYNCHRONOUS LEARNING ACTIVITIES

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



## 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<br>1.1. Scope of the concept of literature<br>1.2. Functions of literature<br>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.<br>2.Literature of the Modern Age (16th-18th centuries). Selection of texts applied to Primary Education.<br>3.Literature of the Contemporary Age (19th-21st centuries). Selection of texts applied to Primary Education.<br>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 crític 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.



## 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:

☒ 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:

☒ 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:

☒

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:

☒ 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: