



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1161107 **Name:** Religion, culture and values

Credits: 6,00 **ECTS Year:** 1 **Semester:** 1

Module: Sociology

Subject Matter: Anthropology **Type:** Basic Formation

Field of knowledge: Social and Legal Science

Department: Theology, Social Doctrine of the Church and Deontology or Professional Ethics

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

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Universidad
**Católica de
Valencia**
San Vicente Mártir

Course guide

Year 2023/2024
1161107 - Religion, culture and values

PR1AFD Enrique Orquin Fayos (**Responsible Lecturer**)

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Module organization

Sociology

Subject Matter	ECTS	Subject	ECTS	Year/semester
Sociology	6,00	Society and Intercultural Education	6,00	1/1
Anthropology	6,00	Religion, culture and values	6,00	1/1

Recommended knowledge

Not required

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 understands the value of Religious Education (ERE) for the integral development of the individual.
- R2 The student learns to recognize the manifestation of the Christian religious phenomenon in cultural and artistic expressions.
- R3 The student can identify the origins of the values on which our society is based: the Gospel values.
- R4 The student acknowledges that the Christian God is involved with all of humanity and each individual.
- R5 The student is capable of historically contextualizing a book or biblical passage and locating it in the Bible.
- R6 The student can adapt the fundamental contents of biblical revelation to accessible language.



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):

GENERAL		Weighting			
		1	2	3	4
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.			X	
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				X
CG7	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.			X	
CG8	Maintain a critical and autonomous relationship with knowledge, values, and public and private social institutions.				X
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.			X	
CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.			X	
SPECIFIC		Weighting			
		1	2	3	4
CE18	Show social skills to understand families and be understood by them.			X	



CE19	Know and perform the functions of a tutor regarding family education for the 6-12 age group.				X
CE20	Relate education with the environment and cooperate with families and the community.				X
CE21	Analyze and critically incorporate the most relevant issues of current society that affect family and school education: the educational social impact of audiovisual languages and screens; changes in gender and intergenerational relationships; multiculturalism and interculturalism; discrimination and social inclusion, and sustainable development.		X		
CE22	Understand the historical evolution of the family, different types of families, lifestyles, and education within the family context.				X



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R2, R4, 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).
R2, R4, R5	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, R3, R4, R5, R6	50,00%	Written tests: Objective tests with short and extended responses.
R1, R4	20,00%	Projects. Development and/or design works.

Observations

Oral presentation of group and individual work: 20% Active participation in theoretical and practical sessions: 10% Written Tests: Essay Questions Development work: it is the written work and presentation of the group work.

In order to pass the subject, it is necessary to demonstrate an advanced level linguistic command in all oral and written productions, so that level C1 is achieved at the end of the Degree, which requires the official report of the title. For this reason, each spelling error will be penalized in assignments and exams with 0.50 points. Three missing tildes will equal a misspelling.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	50,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)



10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
20,00%	Projects. Development and/or design works.

Observations

- The written test consists of objective tests of short answer (20%), multiple choice (20%) and development (60%)
- Exhibition of group work.
- The solution of practical cases are real tasks in synchronous and asynchronous sessions
- Projects. We refer to written work as the written presentation of group work.

In order to pass the subject, it is necessary to demonstrate an advanced level linguistic command in all oral and written productions, so that level C1 is achieved at the end of the Degree, which requires the official report of the title. For this reason, each spelling error will be penalized in assignments and exams with 0.50 points. Three missing tildes will equal a misspelling.

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
Group Work Presentation M1, M5, M7	R2, R3, R4	6,00	0,24
Theoretical Class M1, M5, M7	R1, R2, R3, R4, R5, R6	37,50	1,50
Practical Class M1	R5, R6	2,50	0,10
Tutoring M9, M10	R2, R3, R4	11,50	0,46
Evaluation M1	R1, R2, R3, R4, R5, R6	2,50	0,10
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M3, M7	R1, R2, R3, R4, R5, R6	25,00	1,00
Individual work M5, M7	R1, R2, R5, R6	65,00	2,60
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M13, M18	R1, R2, R3, R4, R5, R6	37,50	1,50
Practical class (e-learning mode) M11	R3, R4	2,50	0,10
Seminar (e-learning mode) M11, M13	R6	2,50	0,10
Individual tutoring (e-learning mode) M18, M19	R1, R3, R5	15,00	0,60
Evaluation (e-learning mode) M11	R1, R2, R3, R4, R5, R6	2,50	0,10
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M11, M13, M18	R1, R2, R3, R4	65,00	2,60
Group Work (e-learning mode) M18	R2, R3	1,30	0,05
Discussion Forums (e-learning mode) M11	R6	1,30	0,05
Asynchronous Tutoring (e-learning mode) M13, M18, M19, M20	R1, R2, R3, R4, R5, R6	22,40	0,90
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Lesson 1. Identity of the Catholic Religion and Moral area	<ul style="list-style-type: none">· Nature and purpose of school religious education.· Legitimacy of religious formation in school.
Lesson 2. The religious fact in history and in the anthropological structure of the human being.	<ul style="list-style-type: none">· The religious experience: anthropological reality.· The religious fact and its different social, moral, cultural and artistic manifestations.· The religious fact today. Main religious traditions and beliefs present in our society: Christianity, Judaism, Islam.
Lesson 3. The Christian religious fact and culture.	<ul style="list-style-type: none">· Evangelization and inculturation of the faith.· The Church and culture. The relationship between faith and reason.· Man in search of God. Religion and culture.· Christian roots of Spanish culture.· The task of the ERE: to insert the Gospel into the heart of culture.· Influence of Christianity in our cultural heritage.· Intercultural and interreligious dialogue in the construction of citizen coexistence.· The challenges of today's culture.
Lesson 4. The Gospel and the new evangelization	<ul style="list-style-type: none">· The search for meaning and the freedom of faith.· The good news in the transmission of culture.· Essential contents of the new evangelization applied to the school reality.· The humanizing value of the religious. Evangelization and personal development.· Main difficulties for evangelization at school.



Lesson 5. The human person

- Creation: image of God.
- The vocation: union with God.
- The human condition: sin and grace.
- The ultimate meaning of life.

The intrinsic capacities of every human person and socio-educational integration, in the light of the Gospel (Campus Capacitas)

Lesson 6. Introduction to the knowledge of the Bible

- Structure and Books that make up the Bible.
- Origin and formation of the Old and New Testament.
- Most common literary genres.
- The concept of history in Judaism, Christianity and Islam.
- The Bible, word of God.
- The revelation of God in the Bible.
- The Bible, human word.

Lesson 7. Manifestation of God in the created work

- Creator and Provident God:
- Narratives from the book of Genesis about the Creation and origin of the world.
- The dignity of the human being.
- Appreciation and valuation of oneself. Education of self-esteem and freedom.
- I appreciate and respect all human beings: the other as a brother.
- Relationship of man with nature.
- The cultivation of sensitivity and care for nature.
- Revelation of saving truth:
- God's plan for man.
- The rupture of man: sin.
- God's faithfulness: promise and hope of salvation.



Lesson 8. God's alliance with his people

- The revelation of God in history: religious significance of the history of Israel.
- Account of the history of salvation in the Old Testament.
- Major biblical themes and their religious and social significance: Exodus, Covenant, Prophets.
- Biblical characters and their meaning in the believing experience of Israel and in the Christian experience.
- Values that stand out in the Alliance:
 - The value of attentive listening.
 - Promises and commitments, their importance in social life.
 - The value of loyalty, responsibility, fidelity.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Lesson 1. Identity of the Catholic Religion and Moral area	4,00	8,00
Lesson 2. The religious fact in history and in the anthropological structure of the human being.	4,00	8,00
Lesson 3. The Christian religious fact and culture.	4,00	8,00
Lesson 4. The Gospel and the new evangelization	4,00	8,00
Lesson 5. The human person	3,00	6,00
Lesson 6. Introduction to the knowledge of the Bible	5,00	10,00
Lesson 7. Manifestation of God in the created work	3,00	6,00
Lesson 8. God's alliance with his people	3,00	6,00



References

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- Juan Pablo II, Encíclica "Fides et Ratio". Francisco, Carta encíclica Lumen fidei.
- Catecismo de la Iglesia Católica, Asociación de Editores del Catecismo / C.I.C, Eunsal. Nueva Biblia de Jerusalén, Desclée De Brouwer.

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- Sesboüe, Bernadrd., Creer. Invitación a la fe católica para las mujeres y los hombres del s. XXI, Madrid, San Pablo, 2000.
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COMPLEMENTARIA:

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- Umberto Eco - Carlo Maria Martini, ¿En qué creen los que no creen?, 1997, EDI. TEMAS DE HOY Martínez Camino, J.A., Jesús de Nazaret: la verdad de su historia, Madrid, Edice, 2006.
- Ratzinger, J., Introducción al cristianismo, Sígueme, 1996.
- Wojtyla, K., El don de amor, Madrid, Palabra, 2000.
- Wojtyla, K., Mi visión Del Hombre, Madrid, Palabra, 1997.



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:

No change



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:

No change



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
No change		No change	

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

Comments to the Assessment System:

No change