Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1160306 **Name:** Literary Background for Teachers (Spanish)

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: Spanish

Lecturer/-s:

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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

Even though they are not specified in the current Study Plan, a pre-university knowledge of Spanish and universal Literature, literary education and basic notions of mandatory narrative, poetry and drama are recommended.
The student must have oral and written skills in accordance with the operational descriptors established by Royal Decree 217/2022 for competence in linguistic communication.
− CCL1. They express themselves orally, in writing, by sign or in a multimodal manner with coherence, accuracy and adaptation to different social contexts, and participate in communicative interactions with a cooperative and respectful attitude, both to exchange information, create knowledge and convey opinions, and to build personal ties.
− CCL2.Understands, interprets and assesses with a critical attitude oral, written, signed or multimodal texts from the personal, social, educational and professional spheres to participate in different contexts in an active and informed manner and to build knowledge.
− CCL3. It progressively locates, selects and contrasts information from different sources, evaluating its reliability and relevance based on the reading objectives and avoiding the risks of manipulation and misinformation, and integrates and transforms it into knowledge to communicate it adopting a point of view. creative, critical and personal as well as 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 uses reading as a basic activity to access the construction of metadiscursive and metaliterary knowledge, correctly identifying (and adequately applying in their own texts) the basic principles of creative and efficient communication
R2	The student demonstrates knowledge of key concepts related to Literary Education, the school curriculum of literature, and the main authors and texts in the history of Children's and Young Adult Literature through written tests and assignments
R3	The student knows, elaborates, and puts into practice resources and strategies for promoting reading and writing
R4	The student reads, interprets, and reflects on the proposed readings in the subject through textual analysis, written exercises, or discussions
R5	The student demonstrates an advanced level of communicative competence in Spanish through their discursive practices

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
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			
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, R3, R4, R5	5,00%	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	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	40,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3, R4, R5	45,00%	Projects. Development and/or design works.

Observations

There will be a series of compulsory readings that each professor will detail at the beginning of the classes. These readings will be evaluated both in the works and projects and in the written tests.
All individual and group works start by reading and analyzing works of fiction, specialized books and articles and specialized sources to promote different requirements of the curriculum of the Generalitat Valenciana.
All the works will have a concrete execution and delivery date, which must be respected to pass the subject.
Those works that are based on the simple copy, the uncritical textual summary will be penalized.
Plagiarism or the use of illegal means will cause the student to fail.
These consist of, but are not limited to:
-Reading, research and reflection on literary texts with the help of academic bibliography and/or through field work.
-Preparation of didactic proposals to promote reading and literary competence based on the analysis of the readings developed in the previous tasks.
The final written test includes short questions (between 30 and 40% of the total exam. Every three wrong questions eliminates one right) and long questions. The exam grade will be the sum of both parts, that is, they are not eliminatory.
• It is necessary to pass the final written test with a grade equal to or greater than 5/10, as well as to obtain an overall average of 5/10 or greater in the set of assessment instruments to obtain a pass

grade for the subject.
• Since the teacher must be a professional of the word and for this reason the order ECI 3857/2007 of December 27 establishes the achievement of a C1 level for the students of this grade, in the subject a correct written expression must be evidenced through written tests, and this will be a necessary condition for its passing. Specifically, it is a condition for passing the subject not to make more than five spelling mistakes. Each one of the faults, without exceeding the allowed limit, will entail a penalty of -0.25 points (out of 10) of the final grade of the test. Repetitions of the same error or punctuation marks (except the comma between subject and predicate) will not be considered.
Likewise, considering the aforementioned level of language and the descriptors established in it, the subject will contribute to demonstrating competences such as the following:
-To write clear and well-structured expositions on complex topics, highlighting the main ideas. Expand at some length and defend points of view with supporting ideas, reasons and appropriate examples.
-To comprehend with relative ease most of the lectures, discussions and debates.
-To take detailed notes during a conference that deals with topics of your specialty, transcribing the information so accurately and close to the original, that the notes could also be useful to other people.
-To comprehend in full detail a wide range of large and complex texts that you are likely to encounter in social, professional or academic life, and identifies subtle details that include both implicit and explicit attitudes and opinions.

Criteria for awarding Honors: Obtaining an M. de H. will be possible from an overall grade >9.2/10 and with the discretionary consideration endorsed by the professor who signs the transcript of records.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	50,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, 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	40,00%	Projects. Development and/or design works.

Observations

There will be a series of compulsory readings that each professor will detail at the beginning of the classes. These readings will be evaluated both in the works and projects and in the written tests.

All individual and group works start by reading and analyzing works of fiction, specialized books and articles and specialized sources to promote different requirements of the curriculum of the Generalitat Valenciana.
All the works will have a concrete execution and delivery date, which must be respected to pass the subject.
Those works that are based on the simple copy, the uncritical textual summary will be penalized.
Plagiarism or the use of illegal means will cause the student to fail.
These consist of, but are not limited to:
-Reading, research and reflection on literary texts with the help of academic bibliography and/or through field work.
-Preparation of didactic proposals to promote reading and literary competence based on the analysis of the readings developed in the previous tasks.
The final written test includes short questions (between 30 and 40% of the total exam. Every three wrong questions eliminates one right) and long questions.The exam grade will be the sum of both parts, that is, they are not eliminatory.
• It is necessary to pass the final written test with a grade equal to or greater than 5/10, as well as to obtain an overall average of 5/10 or greater in the set of assessment instruments to obtain a pass grade for the subject.
• Since the teacher must be a professional of the word and for this reason the order ECI 3857/2007 of December 27 establishes the achievement of a C1 level for the students of this grade, in the subject a correct written expression must be evidenced through written tests, and this will be a necessary condition for its passing. Specifically, it is a condition for passing the subject not to make more than five spelling mistakes. Each one of the faults, without exceeding the allowed limit, will entail a penalty of -0.25 points (out of 10) of the final grade of the test. Repetitions of the same error or punctuation marks (except the comma between subject and predicate) will not be considered.
Likewise, considering the aforementioned level of language and the descriptors established in it, the subject will contribute to demonstrating competences such as the following:
-To write clear and well-structured expositions on complex topics, highlighting the main ideas. Expand at some length and defend points of view with supporting ideas, reasons and appropriate examples.
-To comprehend with relative ease most of the lectures, discussions and debates.
-To take detailed notes during a conference that deals with topics of your specialty, transcribing the information so accurately and close to the original, that the notes could also be useful to other people.
-To comprehend in full detail a wide range of large and complex texts that you are likely to encounter in social, professional or academic life, and identifies subtle details that include both implicit and explicit attitudes and opinions.

Criteria for awarding Honors: Obtaining an M. de H. will be possible from an overall grade >9.2/10 and with the discretionary consideration endorsed by the professor who signs the transcript of records.

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

M2 Case Study

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	R2, R3, R4, R5	47,00	1,88
Practical Class M5, M7	R2, R3, R4, R5	9,00	0,36
Tutoring M9, M10	R2, R3, R4, R5	2,00	0,08
Evaluation M1, M2, M7	R2, R3, R4, R5	2,00	0,08
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M5, M7	R2, R3, R4, R5	12,00	0,48
Individual work M5, M9, M10	R2, R3, R4, R5	40,50	1,62
TOTAL		**52,50**	**2,10**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R2, R3, R4, R5	49,00	1,96
Practical class (e-learning mode) M13, M18	R2, R3, R4, R5	7,00	0,28
Individual tutoring (e-learning mode) M19, M20	R2, R3, R4, R5	2,00	0,08
Evaluation (e-learning mode) M11, M18	R2, R3, R4, R5	2,00	0,08
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M13, M18	R2, R3, R4, R5	37,00	1,48
Group Work (e-learning mode) M18	R2, R3, R4, R5	12,00	0,48
Theoretical-Practical Class (distance mode) M11, M19, M20	R2, R3, R4, R5	3,50	0,14
TOTAL		**52,50**	**2,10**

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 the Antiquity up to the Eighteenth Century. 2.- Major Literary Tendencies, Authors and Works of the Nineteenth Century. 3.- Major Literary Tendencies, Authors and Works of the Twentieth Century. 4.- Major Literary Tendencies, Authors and Works of the 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 Literary 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	9,00	18,00
4. Strategies, Techniques and Resources to Approach Children´s and Young-Adult´s Literature	6,00	12,00

References

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CERRILLO, P. (2013). *LIJ Literatura mayor de edad*. Ediciones de la Universidad de Castilla-La Mancha.
CERVERA, J. (1991). *Teoría de la literatura infantil*. Madrid: Mensajero.
COLOMER, T. y T. DURÁN (2007). *Introducción a la literatura infantil y juvenil*. Barcelona, Síntesis Educación, Col. Didáctica de la lengua y la literatura,
Equipo Peonza (2002). *ABCdario de la animación a la lectura*. Alicante: Biblioteca Virtual Cervantes.
GARRALÓN, A. (2001). *Historia portátil de la literatura infantil*. Madrid: Anaya.
JIMÉNEZ-PÉREZ, E., & FABREGAT 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. (2008) *Children's Literature: A Reader's History from Aesop to Harry Potter.* Chicago: University of Chicago Press.)
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 Civilization*. London and New York: Routledge.