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Course Guide Literary and Linguistic Education
PI-02-F-16 ED. 00.

Literary and Linguistic Education

Master of Secondary Education Training, Professional Training and Teaching of Languages
Universidad Católica de Valencia

YEAR 2023/24

COURSE GUIDE:
Literary and linguistic education

	ECTS
SUBJECT: Literary and linguistic education	6
Field: Learning and education of the corresponding matters	6
Module: Specific module of Language and Literature (valencian and castilian)	24

Type of learning: Compulsory	**YEAR**: 1 **Semester**: 1
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MODULE ORGANIZATION

«Language and literature (valencian and castilian) » **(24 ECTS)**			24 ECTS	
Duration and temporal location within the curriculum: The specific module of this specialty, in contrast to generic module, addresses the specific didactic teaching of language and literature in secondary education compulsory and post-compulsory, and language teaching.				
Fields and subjects				
Fields	**ECTS**	**SUBJECTS**	**ECTS**	**Year/ Semester**
Activities for the extracurricular training on Language and Literature	6	Integrated didactics of languages in the Spanish Educational System	6	1/1
Learning and education of the corresponding matters	12	Literary and linguistic education	6	1/1
		Didactic resources for the training of language and literature	6	1/2
Educational innovation and initiation to the educational investigation	6	Innovation and investigation in Language and Literature Didactics	6	1/2

COURSE GUIDE TO THE SUBJECT: Literary and linguistic education

Prerequisite: No prerequisites, except from access to the specialty and knowledge of the languages of the Spanish educational system: Level C2 of the Common European Framework.
GENERAL GOALS
1. To know the theoretical and practical development of the learning of the language and literature. 2. To transform the curriculum programs and work activities. 3. To foster a climate that facilitates learning and to put in value the contributions of students. 4. To learn strategies and techniques for assessing and understanding the assessment as a tool to regulate and stimulate the effort. 5. To promote classroom interest in deeper understanding and to use of language and literature. 6. To design and implement integrated learning projects language and literature. 7. To promote the learning process in developing appropriate strategies inside and outside the classroom. 8. To develop the ability to work with different levels of learning in the classroom 9. To educate the students of the language learning process in multilingual environments.

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GENERAL COMPETENCES	Measuring scale			
	1	2	3	4
G5 To know the curriculum related to the specialization and the didactics of teaching and learning. Knowledge of the different professions will be included for vocational training.				X
G6 To plan, develop and evaluate the teaching and learning process enhancing educational activities to facilitate the acquisition of the different competences, taking into account the level and previous training of students to guide them, both individually and in collaboration, with other teachers and school professionals.				X
G7 To look for, obtain, process and communicate information (oral, printed, audiovisual, digital, or multimedia), transforming it into knowledge that will be applied in the teaching and learning process.				X
G8 To set the curriculum that will be established in a school. Develop and implement teaching methodologies, for both groups and individually, taking into account the diversity of students.		X		
G9 To design and develop learning processes with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and respect for human rights that make life easier in our society, making decisions and building a sustainable future.				X
G10 To acquire strategies to encourage student effort and enhance their capacity to learn by themselves and with others, and develop thinking skills and decision-making abilities to facilitate autonomy, confidence and personal initiative.			X	
G11 To know the processes of interaction and communication in the classroom, mastering social skills necessary to promote learning and coexistence together in the classroom, dealing with problems of discipline and conflict resolution.			X	
SPECIFIC COMPETENCE				
	1	2	3	4
E15 To know contexts and situations in which the various course contents are used or applied.				X
E16 To know the theoretical and practical processes in teaching and learning different classroom subjects.		X		
E17 To transform the educational plan in work activities.				X
E18 To acquire some criteria to select and develop educational resources.		X		
E19 To foster a climate that facilitates learning and evaluates the contributions of the students.		X		
E20 To integrate training in the teaching-learning process for the use of media studies.			X	
E21 To learn strategies and evaluation techniques and to understand the evaluation as a tool to regulate and encourage the effort.				X
E22 To know and apply innovative teaching proposals in the field of specialization.		X		
E23 To analyze critically the process of teaching, the practicum and the direction using quality indicators.				X
E24 To identify the problems of teaching and learning and to propose alternatives and solutions.				X

LEARNING OUTCOMES	COMPETENCES
RA. The student identifies the most common situations related to the process of learning of the language and literature.	G5, G6, G8, G9, E15, E16, E19, E24
RB. The student knows how to transform a simple educational proposal in a sequence of activities by selecting the most appropriate educational material and elaborating their own teaching resources, within the current curriculum.	G5, G6, G8, G9, G12 E15, E17, E18, E22, E23
RC. The student knows the strategies and evaluation techniques.	G10, E16, E17, E21, E23
RD. The student knows the paradigm language, culture and literature that serve as a framework for teaching.	G5, G8, E15, E23, E24
RE. The student critically analyzes teaching material and resources and is able to submit their conclusions in front of the group.	G10, G11, G12, E16, E19, E18
RF. The student integrates new technologies in teaching.	G7, G11, E19, E20
RG. The student demonstrates effective oral, written competence, at a C2 level, in any of the official languages of the Valencian Community.	G7, G11

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relation with LA**	**ECTS**
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	RA, RB, RC, RD, RE, RF, RG	1,15
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line… Meaningful construction of knowledge through interaction and student activity.	RA, RB, RC, RD, RE, RF, RG	1,05
SEMINAR	Supervised monographic sessions with shared participation.	RA, RB, RC, RD, RE, RF, RG	0,04
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	RA, RB, RC, RD, RE, RF, RG	0,04
ASSESMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student.	RA, RB, RC, RD, RE, RF, RG	0,12
		Total	2,4
INDEPENDENT WORD ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relation with LA**	**ECTS**
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform.	RA, RB, RC, RD, RE, RF, RG	1,44
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform.	RA, RB, RC, RD, RE, RF, RG	2,16
		Total	3,6

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	**LEARNING OUTCOMES ASSESSED**	**Allocated Percentage**
Group and individual tasks made independently (teaching material and proposal development, reading, presentations…)	RA, RB, RC, RD, RF, RG	60%
Group and individual made in the classroom and attitudes observed in these activities, attending sessions and tutorials must-presence, respect for deadlines of tasks...	RA, RB, RC, RD, RF, RG	40%

MENTION OF DISTINCTION CRITERIA:

Honors will be awarded to a student (the rules indicates that only can be granted this distinction to a student per 20, not 20 fraction, except in groups of less than 20 students can be granted an enrollment) display a remarkable acquisition of all learning outcomes of the course.

DESCRIPTION OF CONTENTS Thematic grouping organization	**COMPETENCES**
Development theory and practice of teaching and learning of language and literature	G5, G8, E15, E23, E24
Literary and linguistic education and high school	G5, G8, E15, E23, E24
Teaching skills: the teacher or the language arts teacher	G5, G6, G8, G9, E15, E16, E19, E23, E24
Methodologies for the teaching of language and literature	G5, G6, G8, G9, G12 E15, E17, E18, E22, E23
Strategies and techniques for evaluation and the evaluation as a tool to regulate and stimulate the effort	G10, E16, E17,E21, E23
The classroom programming on language and literature class in high school	G5, G6, G8, G9, G12, E15, E16, E17, E18, E19, E22, E23, E24

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Curso 2023/2024

Addendum to the Course Guide of the

(Master of Secondary Education Training, Professional Training and Teaching of Languages)

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 onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

- Microsoft Teams

- Kaltura

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Explanation about the practical sessions: Class sessions will be conducted online, following the class syllabus specifications. Students will follow directions in order to comply with the evaluation requeriments. Moreover, students will upload their class project's on the course platform according to the course's deadlines.

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

ONSITE WORK

Regarding the Assessment Tools:

| v | 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.