



## 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:** Language and Literature

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

**Languages in which it is taught:** Valencià

### Lecturer/-s:

1163A	<u>Luis Ramon Ferrer</u> ( <b>Responsible Lecturer</b> )	lluis.ramon@ucv.es
1163B	<u>Maria Del Carme Agusti Aparisi</u> ( <b>Responsible Lecturer</b> )	carme.agusti@ucv.es
1163G	<u>Anna Isabel Peirats Navarro</u> ( <b>Responsible Lecturer</b> )	ANNA.PEIRATS@UCV.ES
116A3Z	<u>Josep Antoni Aguilar Avila</u> ( <b>Responsible Lecturer</b> )	josepantoni.aguilar@ucv.es
116D122	<u>Anna Isabel Peirats Navarro</u> ( <b>Responsible Lecturer</b> )	ANNA.PEIRATS@UCV.ES
116OL3	<u>Josep Antoni Aguilar Avila</u> ( <b>Responsible Lecturer</b> )	josepantoni.aguilar@ucv.es
144CD	<u>Maria Del Carme Agusti Aparisi</u> ( <b>Responsible Lecturer</b> )	carme.agusti@ucv.es



144DALA	<u>Josep Antoni Aguilar Avila</u> ( <b>Responsible Lecturer</b> )	josepantoni.aguilar@ucv.es
144DP	<u>Vicente Gimeno Bosch</u> ( <b>Responsible Lecturer</b> )	vicent.gimeno@ucv.es
144DPA	<u>Maria Del Carme Agustí Aparisi</u> ( <b>Responsible Lecturer</b> )	carme.agusti@ucv.es



## 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



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.

Unique Assessment: Exceptionally, students who, with valid justification and accreditation, cannot



participate in the continuous assessment system may opt for this unique evaluation. They should request it from the responsible professor within the first month of the semester in which the course is taught. In such cases, the unique assessment will involve taking an exam to assess the acquisition of all subject-specific competencies by the student.

## 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.

Unique Assessment: Exceptionally, students who, with valid justification and accreditation, cannot participate in the continuous assessment system may opt for this unique evaluation. They should request it from the responsible professor within the first month of the semester in which the course is taught. In such cases, the unique assessment will involve taking an exam to assess the acquisition of all subject-specific competencies by the student.





## 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
- 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, R3, R4, R5, R6	30,00	1,20
Practical Class M1, M5, M7	R1, R2, R3, R4, R5, R6	20,00	0,80
Tutoring M9, M10	R1, R2, R3, R4, R5, R6	2,00	0,08
Evaluation 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 M5, M7, M9	R1, R2, R3, R4, R5, R6	10,00	0,40
Individual work 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) M11	R1, R2, R3, R4, R5, R6	20,00	0,80
Practical class (e-learning mode) M11, M18	R1, R2, R3, R4, R5, R6	10,00	0,40
Individual tutoring (e-learning mode) M19	R1, R2, R3, R4, R5, R6	2,00	0,08
Evaluation (e-learning mode) 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) M11, M19	R1, R2, R3, R4, R5, R6	48,50	1,94
Group Work (e-learning mode) M11, M18, M20	R1, R2, R3, R4, R5, R6	10,00	0,40
Theoretical-Practical Class (distance mode) 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 1.1. Scope of the concept of literature 1.2. Functions of literature 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. 2.Literature of the Modern Age (16th-18th centuries). Selection of texts applied to Primary Education. 3.Literature of the Contemporary Age (19th-21st centuries). Selection of texts applied to Primary Education. 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.