



Universitat de Lleida

DEGREE CURRICULUM **TEACHING LITERATURE IN PRIMARY EDUCATION**

Coordination: SELFA SASTRE, MOISES

Academic year 2022-23

Subject's general information

Subject name	TEACHING LITERATURE IN PRIMARY EDUCATION					
Code	100881					
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION					
Typology	Degree	Course	Character	Modality		
	Bachelor's Degree in Primary Training	3	COMPULSORY	Attendance-based		
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	4	COMPULSORY	Attendance-based		
Type of activity, credits, and groups	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	4	COMPULSORY	Attendance-based		
	6					
Course number of credits (ECTS)	Activity type	PRAULA		TEORIA		
	Number of credits	1.8		4.2		
	Number of groups	5		5		
Coordination	SELFA SASTRE, MOISES					
Department	SPECIAL DIDACTICS					
Teaching load distribution between lectures and independent student work	1 credit is equivalent to 10 hours of work					
Important information on data processing	Consult this link for more information.					
Language	Spanish					
Distribution of credits	Paloma Alonso Royo: Group of Primària Tarda. Josep Maria Rodríguez Cabrera: Group of DUAL, CAFE and Bilingüe Moisés Selfa Sastre: Group of Double Degree					

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ALONSO ROYO, PALOMA	paloma.alonso@udl.cat	6	
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SELFA SASTRE, MOISES	moises.selfa@udl.cat	6	

Learning objectives

The objectives of this subject are the following:

- 1.-Take advantage of the didactic value of comics as a source of reading and a pretext for writing.
 - 2.-To know the didactic value of the dramatization of poetry.
 - 3.-Get started in haiku writing.
 - 4.-To value theater as a genre for the expression of oral language.
- 5.-To know the fundamental features of the genres of the picturebooks and the juvenile novel.

Competences

Competències generals

CG1. Fomentar los valores democráticos, con especial incidencia en los de tolerancia, solidaridad, de justicia y de no violencia y conocer y valorar los derechos humanos. CG2. Conocer la realidad intercultural y desarrollar actitudes de respeto, tolerancia y solidaridad hacia los diferentes grupos sociales y culturales. CG3. Conocer el derecho de igualdad de trato y de oportunidades entre mujeres y hombres, en particular mediante la eliminación de la discriminación de la mujer, sea cual fuere su circunstancia o condición, en cualquiera de los ámbitos de la vida. CG4. Conocer las medidas que garanticen y hagan efectivo el derecho a la igualdad de oportunidades de las personas con discapacidad. CG5. Desarrollar la capacidad de analizar críticamente y reflexionar sobre la necesidad de eliminar toda forma de discriminación, directa o indirecta, en particular la discriminación racial, la discriminación contra la mujer, la derivada de la orientación sexual o la causada por una discapacidad. CG6. Asumir el compromiso de desarrollo personal y profesional con uno mismo y la comunidad. Adaptar las propuestas de aprendizaje a las evoluciones culturales más significativas.

Competències específiques

CE1. Conocer las áreas curriculares de la Educación Primaria, la relación interdisciplinar entre ellas, los criterios de evaluación y el cuerpo de conocimientos didácticos en torno a los procedimientos de enseñanza y aprendizaje respectivos. CE14. Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. CE15. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes. Transversales CT1. Desarrollar una adecuada comprensión y expresión oral y escrita del castellano. CT3. Implementar nuevas tecnologías y tecnologías de la información y la comunicación. CT4. Aplicar conocimientos básicos de emprendedoria y de los entornos profesionales.

Subject contents

- 1.-The comic in the classroom of Spanish language and literature.
- 2.-The dramatization of poems.
- 3.-The writing of haiku.
- 4.-Children's and youth theater and the writing of theatrical texts.
- 5.-The juvenile novel

READINGS THAT WILL BE WORKED IN THE CLASSROOM

- Hill, C. y Salvia, J. (2019). *Los días azules*. Ed. Diálogo.
- Osés, B. de (2015). *Lo que sabe los erizos*. Ed. Kalandraka.
- Osés, B. de (2018). *El secreto del oso hormiguero*. Ed. Kalandraka.
- Berrocal, B. y Saiz, R. (2016). *La revolución de las perdices*. Ed. SM
- Cordero, E. y Campos, P. (2009). *Lo que Noé no se llevó*. Ed. CEPLI
- Muñoz, R. y García, Ch. (2015). *Un monstruo en mi país*. Ed. Anaya.

Methodology

The subject combines the work of concepts related to the didactics of literary genres in the classroom and the reading of texts that will be discussed in class. That is why students need to bring the reading texts to the classroom.

Development plan

- 1.-The comic in the classroom of Spanish language and literature. February.
- 2.-The dramatization of poems. March.
- 3.-The writing of haiku. First fortnight of April.
- 4.-Children's and youth theater and the writing of theatrical texts. Second fortnight of April and first of May.
- 5.-Youth novel. Second fortnight of May.

Evaluation

The evaluation of this subject consists of 5 evaluation evidences:

Comic book reading guide (20% of the grade).

-Construction of a comic (10% of the grade).

-Dramatization of poems and haiku writing (20% of the grade).

-Writing theatrical texts (20% of the grade).

-Examination of theoretical concepts related to comics, children's poetry and children's theater (30% of the mark).

The alternative assessment will consist of a written test of a conceptual nature that the teacher will propose to the student.

http://www.udl.cat/export/sites/universitat-lleida/ca/udl/norma/.galleries/docs/Ordenacio_academica/Normativa-davaluacio-i-qualif.-graus-i-masters-UdL-Acord-33-CG-18-2-2020.pdf

General evaluation criteria

- It is a mandatory requirement to present all the evidence.

- Evidence presented outside the deadlines will not be scored.
- For each linguistic error in an evaluation evidence, 0.1 points will be deducted.
- According to current regulations, plagiarism will result in the subject being suspended (with no right to recovery this year).
- The recovery of an evidence or exam (second call) will not be scored with more than 5.

DIP group

- 1.-Comment of between 600 and 700 words of an illustrated album (2 points). INDIVIDUAL evaluation test.
- 2.-Preparation of a dramatized poetry anthology with 10 dramatization proposals (2 points). INDIVIDUAL evaluation test.
- 3.-Writing a 3-act play with a maximum of 4,200 words (2 points). INDIVIDUAL evaluation test.
4. Test type exam of 15 questions without discounting the wrong answers (4 points). INDIVIDUAL evaluation test. To average with the rest of the assessment tests, at least 1 out of 4 must be taken.

If the sum of the four evaluation tests gives 5, it is considered that the subject has been passed.

Bibliography

- Hill, C. y Salvia, J. (2019). *Los días azules. Antonio Machado*. Madrid: Ed. Diálogo.
- Osés, B. de (2010). *El secreto del oso hormiguero*. Pontevedra: Ed. Kalandraka. / Osés, B. de (2016). *Lo que saben los erizos*. Pontevedra: Ed. Kalandraka. / Cordero Seva, E. (2009). *Lo que Noé no se llevó*. Cuenca: Publicaciones UCLM.
- Adrià, F. (2010). *Víctor Osama*. Madrid: SGAE. / Muñoz Avia, R. (2014). *Un monstruo en mi país*. Madrid: SGAE.