



Universitat de Lleida

DEGREE CURRICULUM  
**TEACHING LITERATURE IN  
PRIMARY EDUCATION**

Coordination: SELFA SASTRE, MOISES

Academic year 2023-24

Subject's general information

<b>Subject name</b>	TEACHING LITERATURE IN PRIMARY EDUCATION			
<b>Code</b>	100881			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	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
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	4	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	5		5
<b>Coordination</b>	SELFA SASTRE, MOISES			
<b>Department</b>	EDUCATION SCIENCES			
<b>Teaching load distribution between lectures and independent student work</b>	1 credit is equivalent to 10 hours of work			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	DUAL Matí group, Bilingual and CAFE: Spanish DUAL Tarda group: Spanish Double Degree Group for Early Childhood Education and Primary Education: Catalan			
<b>Distribution of credits</b>	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	
RODRIGUEZ CABRERA, JOSE MARIA	josepmaria.rodriguez@udl.cat	18	
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 emprendedoría y de los entornos profesionales.

## Subject contents

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

### READINGS THAT WILL BE WORKED IN THE CLASSROOM

- Hill, C. y Salvia, J. (2019). *Los días azules*. Ed. Diábolo.
- 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 role of Children's Literature in the formation of literary competence. The illustrated album. The comic in the Spanish language and literature classroom. Month of February.
- 2.-The dramatization of poems. Month of March
- 3.-Writing haikus. 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.-The youth novel. Second half of May.

## Evaluation

The evaluation of this subject consists of 4 evaluation evidences:

- 2 exams: 30% each exam.
- 1 reading mediation practice: 20%
- Writing a theatrical text: 20%.

The alternative assessment will consist of a written test of a conceptual nature that the teacher will propose to the student (60% of the final grade) and two practicals each (20% each test) which are the same as the face-to-face

students.

Any aspect related to the evaluation that generates doubt can be resolved by consulting the following regulatory document: [http://www.udl.cat/export/sites/universitat-ileida/ca/udl/norma/.galleries/docs/Ordenacio\\_academica/Regulation-evaluation-and-qualif.-degrees-and-masters-UdL-Acord-33-CG-18-2-2020.pdf](http://www.udl.cat/export/sites/universitat-ileida/ca/udl/norma/.galleries/docs/Ordenacio_academica/Regulation-evaluation-and-qualif.-degrees-and-masters-UdL-Acord-33-CG-18-2-2020.pdf)

General evaluation criteria

- It is a mandatory requirement to present all the evidence and approve all of them in order to pass the subject.
- Evidence presented outside the deadline will not be scored and will need to be recovered.
- Evaluation of the written language:

- 80% points on the content of the answer (except in test-type exams).

- 2 points for linguistic quality (20 %): coherence and cohesion (PAP rubric).

With 10 different spelling mistakes, the assessment evidence will be suspended: exam or any assessment evidence. For each linguistic error in an evaluation evidence, 0.2 points will be deducted.

Students with dyslexia may make up to 25 spelling mistakes.

-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.

## Bibliography

Hill, C. y Salvia, J. (2019). *Los días azules. Antonio Machado*. Madrid: Ed. Diábolo.

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.