Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1160301 **Name:** Teaching of Spanish Language and Literature

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: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

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

As general requirements related to oral and written comprehension and expression, reference is made to the operative descriptors established by Royal Decree 217/2022 for competence in linguistic communication:

- CCL1.   Expresses him/herself in oral, written, signed or multimodal form with coherence, correctness and appropriateness to different social contexts, and participates in communicative interactions with a cooperative and respectful attitude both to exchange information, create knowledge and transmit opinions, and to build personal bonds.- CCL2.Understand, interpret and critically evaluate oral, written, signed or multimodal texts of the personal, social, educational and professional fields to participate in different contexts in an active and informed way and to build knowledge .- CCL3. Locates, selects and contrasts in a progressively autonomous way information from different sources , evaluating its reliability and relevance according to the reading objectives and avoiding the risks of manipulation and misinformation, and integrates and transforms it into knowledge to communicate it adopting a creative, critical and personal point of view while respecting 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 demonstrates efficient knowledge of the essential didactic foundations of the Language area of the current curriculum and its components in Primary Education
R2	Through written tests and specific assignments, the student demonstrates knowledge of the teaching-learning process of the curricular contents of the subject of Spanish Language in Primary Education, the factors that condition it, as well as a sufficient variety of resources and activities for its development
R3	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
R4	The student creates didactic proposals in which the efficient use of strategies and resources for the development of communicative and metaliterary competence in the context of specific needs in Primary Education is objectively observed
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		
CG9	Value individual and collective responsibility in the attainment of a sustainable future.		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
CE42	Comprehend the basic principles of language and communication sciences.				x
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	
CE48	Know the difficulties for learning the official languages of students with different languages.		x		
CE49	Address language learning situations in multilingual contexts.			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
	0,00%	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, 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, R4, R5	50,00%	Written tests: Objective tests with short and extended responses.
R1, R3, R4, R5	40,00%	Projects. Development and/or design works.

Observations

Once all the evaluation instruments have been averaged, passing the course implies obtaining a final grade equal to or higher than 5/10, provided that the grade of the final written test is always equal to or higher than 5/10. Likewise, the global average of the evaluation instruments of the course must be equal or higher than 5 / 10.All the works will have a specific date of execution and delivery, which must be respected for the passing of the course.The student must do at least one compulsory reading from the list provided on the first day of class. Since the teacher has to be a professional of the word and therefore the order ECI 3857/2007 of December 27, 2007, establishes the achievement of a C1 level for students of this degree. As a consequence of this, in the subject a correct written expression must be evidenced through the written tests, and this will be a necessary condition for passing. Specifically, it is a condition for passing the course not to commit more than five spelling mistakes. Each spelling mistake, without exceeding the allowed limit, will result in 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 for the comma between subject and predicate) will not be taken into account.In the rest of the tests, taking into account criteria such as length, time or available resources, the type of penalty to be applied will be specified.
The content explained in the slides is an outline of the aspects to be dealt with during the explanation of contents, which are developed during the lectures and in the recommended bibliography. Consequently, the content of the slides of the topics, as it is expressed there, is in no way sufficient to answer the questions posed in the final written test. It is the student's responsibility,

and part of the development of the autonomous learning competence, to establish the strategies and resources to be able to develop these contents.

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, 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, R3, R4, R5	40,00%	Projects. Development and/or design works.

Observations

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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

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IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical Class M1, M2	R1, R2	26,00	1,04
Practical Class M2, M3, M5	R2, R4, R5	15,00	0,60
Tutoring M5, M9, M10	R1, R3, R4, R5	2,00	0,08
Evaluation M2, M4, M5, M7	R1, R2, R4, R5	2,00	0,08
TOTAL		**45,00**	**1,80**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M5, M7	R4	10,00	0,40
Individual work M3, M7	R1, R4, R5	57,50	2,30
TOTAL		**67,50**	**2,70**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R2	20,00	0,80
Practical class (e-learning mode) M13, M15, M18	R2, R4, R5	10,00	0,40
Individual tutoring (e-learning mode) M19	R1, R3, R4, R5	2,00	0,08
Evaluation (e-learning mode) M16	R1, R2, R4, R5	2,00	0,08
TOTAL		**34,00**	**1,36**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M15, M16	R2, R3, R5	40,50	1,62
Group Work (e-learning mode) M13, M18, M20	R1, R3, R4, R5	5,00	0,20
Theoretical-Practical Class (distance mode) M15	R1, R3, R4, R5	33,00	1,32
TOTAL		**78,50**	**3,14**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
The curriculum in Primary Education	Approach to the concept of curriculum within the educational law of primary education in force and study of its structure and application in the programming of the area of Spanish language and literature from the communicative approach.
The teaching-learning of written language in Primary Education	Study of reading and writing learning at school as well as teaching methods of reading comprehension and written composition.
The teaching-learning of metalinguistic competence in Primary Education	Teaching-learning methods of Spanish grammar in relation to communicative competence.
Teaching and learning of Literature: literary competence in Primary Education	Approach to the didactics of literature and teaching-learning of didactic proposals for the classroom.
The programming in the subject of Spanish Language and Literature	Learning the design of the programming of didactic units of the subject area, as well as didactic sequences and classroom resources.

Temporary organization of learning:

Block of content	Number of sessions	Hours
The curriculum in Primary Education	3,00	6,00
The teaching-learning of written language in Primary Education	6,00	12,00
The teaching-learning of metalinguistic competence in Primary Education	4,00	8,00
Teaching and learning of Literature: literary competence in Primary Education	4,50	9,00
The programming in the subject of Spanish Language and Literature	5,00	10,00

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References

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Zayas, Felipe (2012) *10 ideas clave: la competencia lectora según PISA: reflexiones y orientaciones didácticas.* Barcelona: Graó

Solé, Isabel (1998). *Estrategias de lectura.* Barcelona, editorial Graó