

**COURSE DATA****Data Subject**

Code	33657
Name	Literary tuition for teachers
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Faculty of Teacher Training	2	First term

Subject-matter

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	14 - Teaching language and literature in primary education	Obligatory

Coordination

Name	Department
ARLANDIS LÓPEZ, SERGIO	80 - Language and Literature Education
BALLESTER ROCA, JOSEP	80 - Language and Literature Education

SUMMARY**English version is not available**

La materia pretende facilitar al estudiante la adquisición de conocimientos y estrategias en torno a la formación literaria en Educación Primaria, así como los recursos didácticos necesarios. También pretende dar a conocer la literatura, especialmente en lo que se refiere a la literatura infantil y juvenil, tanto tradicional como de autor, sus tendencias y las obras clásicas universales más representativas. Es necesario que los futuros maestros de Educación Primaria tengan amplias referencias literarias para promover y fomentar el gusto y la afición por la lectura.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

- Una competencia lingüística y comunicativa suficiente, oral y escrita, correspondiente al nivel C1 del Marco Europeo Común de Referencia para las Lenguas, en las lenguas oficiales.
- Capacidad de elaborar discursos orales y escritos en la lengua en la que se imparte la asignatura de forma coherente y adecuada al ámbito académico.
- Habilidades básicas en informática y al recuperar y analizar información desde diferentes fuentes bibliográficas e informáticas.

OUTCOMES

1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.



- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Promote reading and encourage writing.
- Have literary education and know children's literature.
- Develop curriculum content through the media and ICT resources.
- Know the basic sources of research in the field of language and literature teaching and identify the object and methodology used.

LEARNING OUTCOMES

English version is not available

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

English version is not available

EVALUATION

English version is not available

REFERENCES

Basic

- AMO SÁNCHEZ-FORTÚN, José Manuel de (2003) Literatura Infantil: claves para la formación de la competencia literaria. Archidona: Aljibe.
- BALLESTER, J. (2015): La formación lectora y literaria. Barcelona: Graó.
- BALLESTER, J. (ed.) (2011): Sobre l'horrible perill de la lectura. Catarroja: Perifèric.



- CERRILLO, Pedro (2007): Literatura infantil y juvenil y educación literaria: hacia una nueva enseñanza de la literatura. Barcelona: Octaedro.
- COLOMER, T. (2010) : La Introducción a la literatura infantil y juvenil actual. Madrid: Síntesis.
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- GARCIA PADRINO, J. (dir.) (2003): La comunicación literaria en las primeras edades. Madrid: MECP.
- GARRALON, A. (2001): Historia portátil de la literatura infantil. Madrid: Anaya
- MENDOZA, A. (2004): La educación literaria. Bases para la formación de la competencia lecto-literaria. Málaga: Aljibe.
- VALRIU, C. (1994): Història de la literatura infantil i juvenil catalana. Barcelona: Pirène.

Additional

- ALBANELL, J. i al. (2002): Hablemos de leer. Madrid: Anaya.
- BELTRAN, R. (ed.) (2007): Rondalles populars valencianes. València: PUV.
- BATALLER, A. (2012): Formació literària per a mestres, curs 2010-2011. (MIT OpenCourseWare: Massachusetts Institute of Technology), Disponible a [http://ocw.uv.es/arts-i-humanitats-1/formacio-literaria-per-a-mestres/Course listing](http://ocw.uv.es/arts-i-humanitats-1/formacio-literaria-per-a-mestres/Course%20listing)
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- CENTELLES, J. (2005): La biblioteca, el cor de l'escola. Barcelona: Paidós.
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- CERVERA, J. (1991): Teoría de la literatura infantil. Bilbao: Mensajero-ICE de la Universidad de Deusto.
- COLOMER, T. (2008): Lectures adolescents. Barcelona: Graó.
- GIRBÉS, J.C. (2006): Llegir per a créixer. Guia pràctica per a fer fills lectors. Alzira: Fundació Bromera.
- JANER MANILA, G. (1995): Literatura infantil i experiència cognitiva. Barcelona: Pirène.
- LLUCH, G. (1998): El lector model en la narrativa per a infants i joves. València: Universitat de València.
- MENDOZA, A. (coord.) (1998): Conceptos clave en Didáctica de la lengua y la literatura. Barcelona: ICE/Horsori.
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- PAGÈS, V. (2006): De Robinson Crusoe a Peter Pan: Un cànon de literatura juvenil. Barcelona: Proa.
- SAVATER, F. (1976): La infancia recuperada. Madrid: Taurus.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council