

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	0

## Contact

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## Use of languages

Principal working language: catalan (cat)  
 Some groups entirely in English: No  
 Some groups entirely in Catalan: No  
 Some groups entirely in Spanish: No

## Prerequisites

There is not.

## Objectives and Contextualisation

- know the concept of literary heritage, the mechanisms of creation and the main forms of dissemination-Knowing the fundamental features of patrimonial linguistic diversity in the Catalan and Spanish languages from the observation and analysis of texts of popular literature and other non-literary genres
- know the concept of literary heritage, the mechanisms of creation and the main forms of dissemination.
- Provide knowledge of some aspects of the Spanish and Catalan literary tradition based on the reading and analysis of a wide and varied repertoire of texts (poetry and fiction) from different periods, mainly XIX-XXI centuries.
- Increase reading and literary competence of the student in texts of literary and linguistic quality of both languages.
- Recognize the value of literary works in the intellectual and cultural training of the teacher

## Skills

- Effectively address language learning situations in multicultural and multilingual contexts.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning outcomes

1. Apply the knowledge gained to the selection, reading and interpretation of texts from different scientific and cultural domains.
2. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
3. Gaining a deeper understanding of the linguistic effects of contact between languages.

4. Know the most important literature in official languages.
5. Manage teamwork and know how to analyse the aspects and difficulties of interest.

## Content

- a. The linguistic and literary heritage: Conceptualization; functions; forms of dissemination; transmission in school.
- b. The linguistic heritage and language varieties
- c. The linguistic heritage and traditional literature
- d. The literary heritage: poetry
- e. The literary heritage: Narrative

## Methodology

The protagonist in the Learning Process is the student. Under this concept methodology of subject combines activities large group with the individual activities at the tutorial event

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Large group attendance-based classes	45	1.8	1, 3, 4
<b>Type: Supervised</b>			
Tutorial	30	1.2	3
<b>Type: Autonomous</b>			
autonomous work	75	3	1, 3

## Evaluation

Evaluation for this subject is carried out throughout the entire academic year through the activities indicated. The final grade is obtained as the sum of the grades corresponding to the percentages assigned to each language.

To pass this subject, students must have obtained at least a **5** in each of the languages. Failure to reach this grade will result in a Fail for the subject. Additionally, all the evaluable activities in each one of the languages must also be passed, that is, with a minimum grade of **5**.

Class attendance is obligatory: students must attend a minimum of 80% of the classes for each language; failure to do so will result in the grade of "Not Evaluable". Presenting a certificate or other document that justifies non-attendance cannot be used to excuse attendance requirements; they simply serve to explain students' absence.

In general, the main criteria applied in grading each of the languages are: 1) rigour in presenting and handling information, and conceptual accuracy; 2) clarity and coherence of expression (spoken and written), and 3) language suitability and correctness. In Spanish and Catalan, each orthographic, lexical and syntactic error will be penalised by the reduction of 0.25 marks with respect to the final grade for each one of the evaluation activities; the competences relating both to content and written expression will be taken into account when grading the various tests.

Students will be awarded a fail grade if they do not complete all the evaluation activities or if they have failed at least one of these. Furthermore, if the teacher detects flagrant copying either in an examination or in a written assignment, the student or students concerned will be automatically awarded the grade of fail for the entire subject, with no right to re-evaluation. Additionally, the degree coordinator will be duly informed.

Results corresponding to the evaluation activities will be published not less than 7 days and not more than 40 days after the activity has been taken or after submission of the related work. Each teacher will inform the student.

Re-evaluation (recuperation) of those activities that have not been passed (such as exams, practicums or assignments) will be arranged at a time when the teaching staff consider this necessary, ideally once the classes for that language have finished. Re-evaluation is attendance-based and in the format (oral and/or written) that the teacher determines.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Classroom practices (Catalan)	7%	0	0	1, 3, 4, 2, 5
Work on texts (catalan)	25%	0	0	1
Work on texts (Spanish blog)	10%	0	0	1
Written test in the classroom (Catalan blog)	34%	0	0	1, 3, 4
Written test in the classroom (Spanish blog)	23%	0	0	1, 3, 4

## Bibliography

### GENERAL BIBLIOGRAPHY (selection)

Diccionari de la literatura catalana, Barcelona: Encyclopédia Catalana, 2008.

RIQUER, COMAS, MOLES, Història de la literatura catalana, 11 volums. Barcelona: Ariel, 1998.

VENY, Joan, Petit atles lingüístic del domini català, Barcelona: IEC, 2007 i següents.

ALEGRE, Montserrat, Dialectologia Catalana, Barcelona, Teide, 1991.

CUNILLERA, LI., ANGELATS, F., Literatura popular, Barcelona: Laertes, 1992

ROMEU, Josep, Poesia popular i literatura. Barcelona: Curial, 1993.

VIOLANT RIBERA, Ramona, La rondalla i la llegenda. Contribució a l'estudi de la literatura folklòrica catalana. Barcelona: Fundació Serveis de Cultura Popular - Altafulla, 1990.

### ANTHOLOGIES AND COLLECTIONS OF TEXTS (selection)

Obra del cançoner popular de Catalunya. Materials. A cura de Josep Massot i Muntaner, Barcelona: Publicacions de l'Abadia de Montserrat

Romancer català. Text establert per Manuel Milà i Fontanals. Barcelona: Edicions 62, 1980

AMADES, Joan, Diccionari d'endevinalles. Tarragona: El Mèdol, 2002

AMADES, Joan, Les millors llegendes populars. Barcelona: Selecta, 1981

AMADES, Joan, *Les millors rondalles populars catalanes*. Barcelona, Selecta, 1984

PARÉS, Anna, *Tots els refranys catalans*. Barcelona: Ed.62, 2001

APPLICATIONS AND PROPOSALS FOR WORK ON CATALAN LANGUAGE AND CULTURAL HERITAGE IN SCHOOLS (partial bibliography)

ROMA i CASANOVAS, Francesc, *Llegendes de la Natura. Itineraris pel nostre patrimoni cultural*. Tarragona: El Mèdol, 2002.

SOLDEVILA i BALART, Llorenç, *Una proposta d'educació integral: Ruta literària al Montseny*. Argentona: L'Aixernador, 1994.

(The bibliography of Spanish philology will be announced at the beginning of classes)