

Catalan Literature in the Classroom

Code: 105852
ECTS Credits: 6

Degree	Type	Year	Semester
2503998 Catalan Philology: Literary Studies and Linguistics	OB	3	2

Contact

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Use of Languages

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

Teachers

Josep Pujol Gomez

Prerequisites

None

Objectives and Contextualisation

This course offers guidelines for the teaching of Catalan literature in the secondary education. Students will be provided with information on current educational programmes and syllabus, particularly for the Batxillerat courses and the university access tests, as well as with workshop tuition on resources and tools.

By the end of the course students are expected to have a good command of literary commentary and prove their ability to outline a teaching unit with online resources and pedagogical activities.

Competences

- Apply concepts, resources and methods of literary analysis to Catalan literature taking into account the sources, periods of Western literary history and social context.
- Assess the social, economic and environmental impact when acting in this field of knowledge.
- Critically read and interpret texts.
- Demonstrate a mastery of the rules of the Catalan language, its linguistic bases and all its application in the academic and professional fields.
- Display teamwork skills.
- Identify the main tendencies, most significant authors and most representative work in Catalan literature.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Produce arguments applicable to the specific areas of literature and linguistics.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

Learning Outcomes

1. Apply the knowledge acquired about literary history to the interpretation of particular works.
2. Develop initiatives for reading and interpreting literary texts that are suited to secondary school pupils.
3. Develop reading projects, taking into account the social function of literature teaching.
4. Draw up reading lists of medieval, modern and contemporary Catalan literary works that link them to their historical and cultural context.
5. Express ideas effectively in formal academic texts by adopting argumentative and textual procedures.
6. Gain a greater capacity for reading, interpreting and critically analysing literary and linguistic texts.
7. Make appropriate, reflective use of the main prescriptive principles of standard oral and written Catalan.
8. Master oral and written expression in Catalan.
9. Offer reasoned, coherent arguments for the interpretation of Catalan literary works from all periods.
10. Plan, organise and carry out work in a team.
11. Produce didactic texts on the main trends, the most significant authors and the most representative works in Catalan literature.
12. Produce normatively correct written and oral texts.
13. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
14. Write critical commentaries on Catalan texts that link these to their literary traditions.
15. Write text commentaries from a critical standpoint.

Content

1. Programmes and syllabus (ESO, Batxillerat, PAU).
2. Commentary: literature and language in the secondary education. Reading patterns and examples.
3. How to introduce a literary work. Reading tests and preparation for the PAU exams.
4. Works read in the optional (*modalitat*) subject. Canon issues. Modelos. Audiovisual and online resources and activities.
5. Teaching Project.

Methodology

This is a course based on practice. Lectures are merely to outline the structure of the teaching of Catalan at a secondary-education level. Thus classroom activity (including debate, oral presentation practice, literary commentary practice) is paramount, and learning will come out from workshop tuition; all this is expected to result in the students' ability to present their own teaching projects during the last weeks, both in written form (to account for the teamwork) and by means of an individual oral presentation (with suitable online resources).

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject. In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule and methodologies.

Within the regular calendar of classes, 15' will be reserved for the students to fill in a questionnaire in order to assess both the teacher and the course unit concerned.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	10	0.4	1, 14, 3, 4, 2, 10, 6, 13
Workshop tuition	17.5	0.7	1, 9, 8, 11, 5, 6, 13
Type: Supervised			
Flipped class	7.5	0.3	1, 9, 8, 4, 2, 5, 13
Oral presentation practice	7.5	0.3	7, 9, 8, 2, 12
Type: Autonomous			
Teamwork practice	32.5	1.3	7, 8, 3, 2, 11, 5, 10, 6, 13

Assessment

Assessment is continuous. A minimum grade of 5 is required to pass the course.

Students will be assessed by means of (a) participation in debates (b) individual essays, and (c) a teaching team-project, which includes (c1) an individual oral presentation (in the classroom or via Teams etc.) and (c2) a written account of the teamwork project. The final qualification will result from the following proportion: (a) 20%, (b) 20%, (c1) 40% and (c2)20%.

For any assessment activity, students will receive (via Moodle) prior notice of the date and all relevant information concerning their right to review any assessment item with their teacher.

Reassessment means submitting the teaching project duly improved in case it had failed to meet the pass mark. To opt for reassessment students must have been assessed of at least 2/3 of the overall input, and must have obtained a final mark between 3.5 and 4.9. Reassessment may include a written exam and/or submitting again an essay which had not reached the pass mark (5). The reassessment grade will not be higher than 5.

Students who have submitted less than 30% of the course assignments will be considered Not Assessable.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essay writing	20%	15	0.6	7, 1, 9, 8, 14, 4, 2, 11, 5, 6, 12, 15
Oral exam: presentation of a teaching project	40%	10	0.4	7, 9, 8, 3, 4, 2, 6, 12, 13
Participation	20%	20	0.8	1, 9, 8, 4, 2, 5, 6

Written teamproject	20%	30	1.2	7, 1, 9, 8, 14, 3, 4, 2, 11, 10, 6, 12, 13
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Bibliography

All course material is found at the Campus Virtual site.

Students are expected to read or refresh the reading of some of the following works:

Joan Maragall, Visions i cants

Joan Puig i Ferrater, Aigües encantades

Prudenci Bertrana, Josafat

Mercè Rodoreda, Aloma

Pere Calders, Invasió subtil i altres contes

Joan Vinyoli, Vent d'aram

Students are advised to become familiar with series that are published for secondary-education purposes: e.g. El Garbell (Edicions 62), Tria de clàssics (Teide), Biblioteca Hermes, Educaula62 (Edicions 62).

Software

None