

GUÍA DOCENTE DE LA ASIGNATURA

(curso 2020/21)

Titulación	GRADO DE MAESTRO EN EDUCACIÓN INFANTIL
Plan de Estudios	ORDEN ECI/3854/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Infantil (BOE 29/12/2007). https://www.boe.es/boe/dias/2007/12/29/pdfs/A53735-53738.pdf

Asignatura	STORIES AND POETRY	Créditos ECTS	6
Código	800325	Idioma	Inglés
Carácter	Optativa	Curso	2º
Módulo	Formación Complementaria		
Materia	Didácticas Específicas		

EQUIPO DOCENTE		
Profesor	Email	URL
SANTIAGO BAUTISTA MARTÍN	sbautista@cesdonbosco.com	http://cesdonbosco.com/claustro-didactica-lengua-literatura/333-santiago-bautista-martin.html

1.- PRESENTACION

This course aims to provide prospective Pre-primary School teachers with the essential principles of Literature, the most relevant authors and works in the history of literature, literary genres and figures of speech. Furthermore, students will learn how to use effectively different techniques, strategies and resources for teaching literature to very young learners and to develop in their prospective pupils a passion for literature, especially stories and poems.

2.-COMPETENCIAS

Generales	CG10. Comprender la metodología del análisis de campo, las estrategias de recogida de información, las técnicas de análisis, la interpretación de resultados e informes y la toma de decisiones
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Transversales	CT4. Dominar estrategias de comunicación interpersonal en distintos contextos sociales y educativos. CT10. Conocer y utilizar las estrategias de comunicación oral y escrita y el uso de las TIC en el desarrollo profesional. CT14. Aplicar el uso oral y escrito de una lengua extranjera en el desarrollo de la titulación.
Módulo	CM10.2 Aplicar los conocimientos científicos al hecho educativo, profundizando en el ámbito didáctico disciplinar en diversos campos del saber, dirigidos especialmente a la resolución de problemas de la vida diaria.
Materia	CM10.2.3 Conocer el uso de determinados recursos didácticos relevantes para la enseñanza de la Lengua materna. CM10.2.4 Conocer el uso de las estrategias metodológicas y recursos didácticos para la iniciación a la enseñanza aprendizaje de las lenguas extranjeras, en la etapa de Educación Infantil. CM10.2.6 Usar los cuentos y canciones populares como recursos didácticos fundamentales en esta etapa para potenciar el aprendizaje musical.

3.- RESULTADOS DE APRENDIZAJE

Once this course has been completed students will be able to ...

- Implement the foundations of literature in the Pre-primary classroom employing appropriate and updated methods and resources.
- Have an overall view of Children's literature and develop new strategies to work with literary texts - either oral or written - in the Primary classroom.
- Look for, select and analyse appropriate and enlightening texts for Pre-primary students.
- Describe and compare different works and authors in a critical way.
- Value the literary phenomenon as a distinctive feature of the human spirit and develop a aesthetic and critical sensibility to place and interpret the literary works in their historical, social and cultural context.
- Become aware of the importance of coherence, correctness and appropriateness in the use of the oral and the written discourse for their personal and professional development.
- Get to know the most relevant literary elements and common bibliographical references in the Pre-Primary Education curriculum.

LINGUISTIC COMPETENCES - CEFR B2

According to the CEFR, the level B2's user should be capable of carrying out the following linguistic skills:

- Understanding:

o Listening:

- Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.
- Can understand most TV news and current affairs programmes.
- Can understand the majority of films in standard dialect.

o Reading:

- Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
- Can understand contemporary literary prose.

• Speaking:

o Spoken interaction:

- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.
- Can take an active part in a discussion in familiar contexts, accounting for and sustaining my views.

o Spoken production:

- Can present clear, detailed descriptions on a wide range of subjects related to my field of interest.
- Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

• Writing:

o Writing:

- Can write clear, detailed text on a wide range of subjects related to my interests.
- Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
- Can write letters highlighting the personal significance of events and experiences.

4.- CONTENIDOS

0. Introduction

- What is children's literature?
- An outline history of publishing for children in English.
- Why and how are children's books studied?
- The three Is: Interactivity, Interpersonality and Immersion.
- Literary genres.
- Figures of Speech.

1. Stories and Poems in the Language Classroom

- Why using literature in the language classroom.
- Looking for and selecting appropriate texts for the Pre-primary Classroom.
- Literary resources for the Pre-primary Classroom.

2. Teaching/learning through Stories

- Stories and Fairy tales: Key elements and distinctive features. Criteria for selecting stories.
- How to tell a story.
- Story-based lessons.
- Digital stories.

[1]
[SEP]

3. Teaching/learning through Poems

- Poems, rhymes, songs, chants and riddles: Key elements and distinctive features.
- How to recite a poem.
- Poem-based lessons.
- Digital poetry. [1]
[SEP]

Las guías docentes contienen la previsión de actividades formativas y técnicas de evaluación previstas para cada materia en la Memoria Verificada, y se desarrollarán de acuerdo con las recomendaciones de las autoridades sanitarias durante el curso 2020/21. En el caso de necesidad de modificación, se hará pública una adenda que informe puntualmente a los estudiantes.

5.- METODOLOGÍA DOCENTE Y ACTIVIDADES DE APRENDIZAJE

The methodology may vary depending on thematic unit and the activities students will be working on at the moment:

- A set of key strategies, resources and activities to take literary texts to the Pre-primary classroom will be critically analysed and coherently implemented.
- The search and management of course content will be shared both by the teacher and the students alike, thus the flipped classroom model will be adopted. This means that the effort of the teaching-learning process will be partially transferred outside of the classroom so that the class time enhances more complex cognitive processes, which may result in a more significant learning.
- Students will work either individually or in groups, thus integrating the language skills, the thinking routines and the multiple intelligences.
- Students will develop their communicative competence in English, including the linguistic competence, the pragmatic competence and the sociolinguistic competence.
- Teacher's work - through presentations, explanations and clarifications - will be complemented with practical tasks that students will complete either individually or in small groups.

- Students are expected to actively participate in the class dynamics, especial in discussions, thus reading previous documents and contributing with their own ideas or experiences in a critical way.
- Students will read and analyse relevant literary works in the history of literature and carry out storytelling activities with Pre-primary school children.
- Students will put into practice some thinking techniques, like for example the logical wheel or the interview.
- Students will perform some techniques typical of cooperative work like for instance the rotating paper or 1-2-4.
- Other methodological strategies will be Problem Solving and Project work, which will be supported by the use of graphic organisers.

5.1.- Actividades formativas

ACTIVIDAD/ TIPOLOGÍA	DESCRIPCIÓN GENERAL	COMPETENCIAS ASOCIADAS	ECTS ¹ (horas)
Exposición (presencial)	Exposición de los contenidos mediante presentación del profesor de los aspectos esenciales de las materias.	CM 10.2.1; CM 10.2.2; CM 10.2.3; CM 10.2.4; CM 10.2.8	10% de la carga del módulo 270h/ECTS
Actividades prácticas (presencial)	Clases prácticas en el aula, laboratorio o seminario, individuales o en pequeño grupo, para la realización de actividades y resolución de problemas propuestos por el profesor.	CM 10.2.3; CM 10.2.4; CM 10.2.5; CM 10.2.6; CM 10.2.7	25% de la carga del módulo 675h/ECTS
Tutorías (presencial)	Trabajo de campo y realización de proyectos tutelados individuales o en pequeño grupo	CM 9.2.1	10% de la carga del módulo 135h/ECTS
Trabajos tutelados (no presencial)	Tutorías iniciales de proceso y finales para el seguimiento de los logros de aprendizaje	CM 9.2.1; CM 9.2.2; CM 9.3.2	2,5% de la carga del módulo 67,5h/ECTS
Estudio independiente (no presencial)	Trabajo independiente del alumno para la consulta de bibliografía y el estudio de los contenidos de las materias	CM 9.2.1; CM 9.2.2; CM 9.3.2	60% de la carga del módulo 810h/ECTS
Campus Virtual (no presencial)	Utilización de las Tic para favorecer el aprendizaje, como instrumento de consulta, tutoría online y foro de trabajo.	CM 9.2.1; CM 9.2.2; CM 9.3.2	5% de la carga del módulo 67,5h/ECTS

6.- EVALUACIÓN

6.1. Sistema de Evaluación

El sistema de calificación se realiza según los criterios descritos en el **RD1125/2003**

<https://www.boe.es/buscar/pdf/2003/BOE-A-2003-17643-consolidado.pdf>

¹ Conforme el reparto de créditos ECTS que aparece en la memoria verificada en la materia a la que pertenece esta asignatura.

6.2. Técnicas de Evaluación		
TÉCNICA	TIPO DE PRUEBA	PONDERACIÓN
Pruebas escritas	A final exam. It will account for the 40% of the final mark. The final exam will have both theoretical and practical questions and will include all the content students have worked with throughout the course. The guidelines for the final exam will be provided and explained in class at least a week before the exam is taken. The pass mark will be 5 out of 10. Therefore students will have to get at least a 50% so that the partial mark obtained in this assessment technique can be added to the final mark. In other words, it is necessary to obtain at least 2 out of 4.	40%
Proyectos	Three projects. They will account for the 30% of the final mark. Project 1- (10%). In small groups students will compare and analyse the three Classical Fairy-tales Collections (Grimm's, Andersen's & Perrault's). Project 2- (10%). In small groups students will design a Story-based lesson. If possible it will be implemented at a school. Project 3- (10%). In small groups students will design a Poem-based lesson. The pass mark will be 5 out of 10. Therefore students will have to get at least a 50% so that the partial mark obtained in this assessment technique can be added to the final mark. In other words, it is necessary to obtain at least 2 out of 4.	30%
Debates y exposiciones	Two presentations. They will account for the 10% of the final mark. Students will present literary activities and resources to be implemented in the Pre-Primary English classroom. The pass mark will be 5 out of 10. Therefore students will have to get at least a 50% so that the partial mark obtained in this assessment technique can be added to the final mark. In other words, it is necessary to obtain at least 0.5 out of 1.	10%
Casos prácticos	Four practical tasks. They will account for the 20% of the final mark. The pass mark will be 5 out of 10. Therefore students will have to get at least a 50% so that the partial mark obtained in this assessment technique can be added to the final mark. In other words, it is necessary to obtain at least 1 out of 2.	20%
Otros		

6.3.- Criterios de Evaluación
Para obtener la nota final aprobada, es necesario alcanzar al menos el 50% de la puntuación máxima en cada una de las técnicas de evaluación. Los trabajos se habrán de ajustar a los criterios introducidos en el nº 33 de la revista Educación y Futuro http://cesdonbosco.com/documentos/revistaeyf/EYF_33.pdf El plagio en los trabajos y los intentos de engaño en los exámenes supondrá para el alumno la pérdida de la convocatoria en curso. Alumnos de segundas y sucesivas matrículas. Students will take into account general and common evaluation criteria to be applied in others subjects as well:

- Plagiarism in any course task and the attempts to cheat in the final exam will entail a fail mark in the current call.
- To pass every type of evaluation technique, a minimum of 5 out of 10 must be obtained.
- The marks from the assessment techniques already passed in the 1st call will be kept for the July call, but not for subsequent calls.
- The students who have not passed the subject in July -and in subsequent calls-must:

- a) take a written test (final exam) in the same date as their classmates. This written test will account for the 50% of the final mark.
- b) hand in a project meeting the guidelines given by the teacher on the date of the official exam. The project will account for another 50% too.

The pass mark for each assessment technique, the exam and the project, will be 5 out of 10, that is 2.5 out of 5. Therefore students will have to get at least a 50% in each assessment technique, so that the partial mark obtained in each of them can be added to their final mark.

- Those students who do not actively participate in and cooperate with their working group in the completion of the assigned tasks, either in or outside of the classroom, must complete them individually and therefore they will be individually assessed to.

Tratamiento de los errores ortográficos.

- The Linguistic Competence (B2) will be assessed through the different evaluation techniques.
- One of the skills assessed as a key part of a bilingual coursework is the language accuracy and control - which can also be described as "correctness". Although some errors may not affect the marks from the assessment techniques significantly, systematic repetition of basic errors will lead to a fail mark ("suspense").

It is strongly recommended that you study the following list and make sure you do not make these mistakes repeatedly:

- 1.- Using modal verbs with a full infinitive, e.g. *You should to tell her the truth.
- 2.- Sentences without a subject (noun or pronoun), e.g. (You) *Shouldn't listen to her.
- 3.- Wrong use of possessives pronouns and determiners. E.g. *She should think about your own future.
- 4.- Wrong use of personal pronouns: him / her / he / she. E.g. *Give it to she.
- 5.- Wrong concordance subject-verb, especially 3rd person singular Present without -s.
- 6.- Wrong use of auxiliaries. E.g. *She don't can speak French.
- 7.- Adjectives after (not before) nouns, e.g. *A house big.
- 8.- Writing *"I'm agree" instead of "I agree".
- 9.- Making "plural" adjectives, when they are invariable. E.g. *She has differents ideas.

7.- DOCUMENTACIÓN Y RECURSOS

7.1.- Bibliografía Básica

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Brumfit, C. y Carter, R. (1986). *Literature and Language Teaching*. England: OUP.

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Carter, R. y Long, M. N. (1991). *Teaching Literature*. England: Longman Group UK Ltd.

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RESOURCES IN SPANISH

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7.2.- Otros recursos

Compulsory Readings:

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- Grimm, B. (n.d.). Grimms' Fairy Tales. Recuperado de <http://www.familymanagement.com/literacy/grimms/grimms-toc.html>
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