



COURSE DATA

DATA SUBJECT

Code: 35411

Name: Culture and literature in the Catalan language for children and teenagers

Cycle: Undergraduate Studies

ECTS Credits: 6

Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	3	Second quarter
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	4	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1001 - Degree in Catalan Studies	Applications of Catalan studies to teaching	ELECTIVES
1001 - Degree in Catalan Studies	Applications of Catalan studies to teaching	ELECTIVES

COORDINATION

LLUCH CRESPO GEMMA

LOPEZ-PAMPLO RIUS GONÇAL

SUMMARY

It is a subject included in the subject Applications of Catalan philology in teaching, which insists on the applicability of theoretical concepts to the teaching of language and literature.

The contents of this subject are aimed at the knowledge of the literary circuit it is intended for

children and young readers and the development of the ability to analyze and select suitable readings for training in reading and culture.

To carry out this task, students will also use the possibilities that access to resources allows online. The basic objectives of the subject are:



1. Favor and enhance high-level skills such as criticism, analysis and evaluation of literature

Catalan for children and young people (LCIJ).

2. Acquire knowledge about the history of the LCIJ in relation to the history of literature Catalan

3. Know and interpret the existing interdependence between social, cultural and educational phenomena a literature for children and young people in every historical moment.

4. Know and analyze the literary circuit aimed at children and young readers.

5. Develop the ability to analyze, interpret and select suitable readings for the training of children and adolescents in reading and culture.

The subject works on SDG 4: Ensure inclusive, equitable, quality education and promote lifelong learning opportunities for all and 5: Achieve gender equality and empower all women and girls.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

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Familiarity with techniques and methods of analysis of literary texts in the Catalan language and how they are applied in the academic field and in literary criticism.

Knowledge of the literature and culture of the Catalan language, its different periods and literary genres.

Show ethical commitment in the field of language studies as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make



judgements that take relevant social, scientific or ethical issues into consideration.

The ability to communicate and teach the knowledge acquired in the area of Catalan philology, taking into account the different teaching levels and contexts of Catalan language and literature.

DESCRIPTION OF CONTENTS

1. Culture for children and young people

- 1.1 Between literary education and the entertainment industry.
- 1.2 Origin of globalization: Walt Disney.
- 1.3 Reading in a digital world.

2. Literature for children and young people

- 2.1 The narrative for children and young people. How are the stories for children and young people. What themes and types predominate
- 2.2 Poetry for children and young people. What features characterize poetry. What types predominate
- 2.3 Theater for children and young people. What is the theater like for children and young people. What themes and types predominate
- 2.4 The illustrated album, the comic book and the graphic narration for children and young people. What it is and how it is. What themes and types predominate
- 2.5 The oral tradition narrative. Discursive and generic characteristics. The influence on current production

3. Literature for children and young people in Catalan

- 3.1 The initial proposals of Catalan literature. Historical information. Approach to the main works
- 3.2 The proposals of the sixties. Historical information. Approach to the main works
- 3.3 Current affairs. Approach to the main works. The LIJ in the Valencian Country. Universal current works

4. Catalan literature nowadays

- 4.1 The circuit of impulse sales. Precedents (Harry Potter). Characterization, tendencies, works.
- 4.2. The recommended reading circuit. Precedents (Typescript of the second origin, A life dies and a love dies). Characterization, tendencies, works

At the end of this subject, the student is expected to be able to:

- 1. Master high-level skills such as criticism, analysis and evaluation of the LCIJ.
- 2. Know the history of the LCIJ in relation to the history of Catalan literature.
- 3. Know and interpret the existing interdependence between social, cultural and educational phenomena and literature for children and young people at each historical moment.
- 4. Know and analyze the literary circuit aimed at children and young readers.



5. Analyze and select appropriate readings for training in reading and culture.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	30,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	30,00
Preparation of lessons	10,00
Preparation for assessment activities	20,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The course is structured into weekly theoretical and practical sessions in the classroom. In addition to using the textbook Literature for Children and Young People (Biblioteca Esencial, IIFV), the instructor will provide students with a workbook, a supplementary dossier of documents for analysis, which students will learn about through the virtual classroom, and the texts being analyzed.

The activities that will be carried out throughout the course and during class time will be:

a) Discursive analysis of the four required reading works, which must meet the following characteristics:

- Poetry aimed at children or adolescents: book by an author, anthology, website, etc. / Illustrated album or comic book, or graphic narrative.
- Theater aimed at children or adolescents: book, website, theatrical performance, etc. / Illustrated album or comic book, or graphic narrative.
- Book written in Catalan published before 1970.
- Book written in Catalan published after 1970 and operated through a market or school recommendation circuit.

The examination will consist of a discursive analysis of each book appropriate to each literary genre and historical context.

ATTENTION: Discursive analyses of the books must be completed during the course.



b) Preparation, elaboration, and correction of specific analytical activities for the works studied in the course. The professor will inform the students of the specific content to be analyzed for each work.

This task must be completed throughout the course and during class time.

Regarding non-classroom hours, students will dedicate them to:

- studying and preparing for theoretical and practical classes,
- preparing and completing practical assignments, and preparing for and completing the final exam.

Students must be aware that practical classes are complementary to theoretical classes.

Class attendance must be active and responsible because it helps develop the necessary skills to achieve the subject's competencies.

The information provided in the classes should be supplemented by the information provided by the instructor during classes in the Virtual Classroom.

Assignments will be submitted in the Virtual Classroom through the Assignment Module and will also be assessed in the Virtual Classroom in the Assignment Assessment Module.

Students who cannot attend classes will be required to prepare the course throughout the course, including the various activities, with the help of the manual, Virtual Classroom documents, and the bibliography. In addition, they must complete the discursive analyses of the books during the course.

They will only be able to retake two of the four discursive analyses of the books in the first or second sitting. If necessary, they may use tutorials to discuss individual or specific questions or concerns with the instructor.

The instructor and students will use the virtual classroom and email to communicate changes, details about the practicals, etc. However, attendance at in-person tutorials is recommended to address individual or specific issues or concerns. However, tutorials will not be used to re-explain content already taught in class, neither general subject content, such as the different sections of the syllabus, nor more specific aspects of the practicals, such as how to use a word processor or other software.

As part of the "Authors in the Classroom" series, sessions with guest speakers may be organized. At the beginning of the course, information will be provided about any complementary activities that will be organized and their impact on teaching and assessment. In addition, a complementary activity will be held during the course with the Classical Philology and English and German Philology departments. The activity will be one of the analytical practices we carry out throughout the course, similar in nature to the others.

The course instructor will ensure the presentation and discussion of the rubrics provided by the



consolidated teaching innovation group, Methodologies, Tools, and ICT Resources for the Final Project in Catalan Philology.

Intellectual honesty is vital in academic communities and for the fair evaluation of student work. All papers submitted in this course must be of original authorship. Papers that use fraudulent collaboration or composition with the aid of artificial intelligence (ChatGPT or others) will not be accepted, unless their use is part of the course content and authorized by the teaching faculty.

EVALUATION

The evaluation of the student's learning will be carried out based on two elements:

1. **Activities** carried out throughout the course (40%):

Discursive analysis of the 4 compulsory reading works (4 points). These analyzes will be done **during** class time throughout the semester. Each eligible analysis will be graded with a maximum of 1 point. You must pass 3 of the 4 tests in order to pass the subject. **ATTENTION:** they must carry out the discursive analyzes of the books during the course. They will only be able to recover 2 of the 4 discursive analyzes of the books in the 1st or 2nd call.

2. A test taken at the end of the semester (60%). The test will consist of:

2.1 Practical exercise in applying the contents of the syllabus (40%). It is necessary to obtain a minimum mark (1.5 points) to be able to add the marks of each part of the exam and pass the subject.

This exercise can be validated by:

- 2 continuous assessment tasks that we will carry out throughout the course and that evaluate the contents of the main units (a maximum of 2 points).
 - Participatory attendance in class and practices carried out during classes individually or in groups (a maximum of 2 points).

2.2 Eliminator test (20%) on concepts from the entire syllabus. A minimum grade must be obtained to pass the subject (1 point out of 2 points).



In accordance with the criteria agreed by the Council of the Department of Catalan Philology, the fact of committing non-compliance with the regulations will lead to the qualification of not suitable, regardless of the grade of the content.

The grading system follows the regulations of the University of Valencia approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

REFERENCES

Lluch, Gemma i Caterina Valriu (2013): La literatura per a infants i joves en català anàlisi, gèneres i història. Alzira: Bromera i IIFV.
Enllaç: <https://ir.uv.es/gvYy66f>

Lluch, Gemma (2012): La lectura en català per a infants i adolescents. Història, investigació i polítiques. Barcelona: Biblioteca Sanchis Guarner.
Enllaç: <https://dialnet.unirioja.es/servlet/libro?codigo=623154>

Caplletra (2009): «La literatura per a infants i joves: una proposta danàlisi», Caplletra, 56, 115-237.
Enllaç: <https://ojs.uv.es/index.php/caplletra/article/view/4759>