

SUBJECT TEACHING GUIDE

G560 - Spanish Language and Communication II

Degree in Primary Education Teaching

Academic year 2019-2020

1. IDENTIFYING DATA					
Degree	Degree in Primary Education Teaching			Type and Year	Compulsory. Year 3
Faculty	School of Teacher Training				
Discipline	Subject Area: Teaching and Learning of Languages Module: Training in Teaching and the Discipline				
Course unit title and code	G560 - Spanish Language and Communication II				
Number of ECTS credits allocated	6	Term	Semester based (2)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA				
Name of lecturer	MARIA DE FATIMA CARRERA DE LA RED				
E-mail	maria.carrera@unican.es				
Office	Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (230)				
Other lecturers	ESTHER GONZALEZ LAVIN GONZALO MARTINEZ CAMINO MARIA DEL CARMEN MORAL DEL HOYO MARTA GANCEDO RUIZ				

3.1 LEARNING OUTCOMES

- To learn the basic principles of the science of language and communication .
- To identify, semantic of Spanish lexical items.
- To encourage write properly and appropriately.
- To analyze the components of a complex sentence .
- To analyze the components of suprasentential units .
- To identify and analyze metaphors and metonymy .
- To understand the processes of textual interpretation .
- To understand the processes of construction of social images and identities of the partners through discourse .

4. OBJECTIVES

To identify and to explain the system of language
 To identify and to explain the types of language
 To understand the weight of context in verbal communication
 Properly argue orally and in writing

6. COURSE ORGANIZATION

CONTENTS

1	From sentence to text. Suprasentential analysis units: paragraph, monologue, dialogue.
2	The semantic level. Lexical-semantic fields. Meaning and designation.
3	Impact on the development of texts: coherence, cohesion, adaptation.
4	The vocabulary in context. Constituent elements of the lexicon in Spanish. The dictionary and use in learning the language. Spanish lexical diversity through texts.
5	Textual comprehension. Pragmatic contributions: the communicative functions. Politeness and discourse.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
description continuous assessment	Others	No	Yes	40,00
Description Final exam	Written exam	Yes	Yes	60,00
TOTAL				100,00

Observations

SPELLING:

We understand that university students have assumed the language skills in relation to the oral and written expression .
 Therefore, is primordial and obligatory spell (spelling, accentuation and punctuation), grammatical and lexical essays and exams as an essential condition to pass the course.

PLAGIARISM

As regards carrying out fraudulent (plagiarism) evaluation tests, the qualification shall be subject to provisions of article 54.1 of the regulation of the processes of evaluation at the University of Cantabria: 'conducting fraudulent tests or evaluation activities will directly involve the qualification of suspense'0'in the subject'.

CITATION RULES

For all academic work, the APA standards will be present.

Partial observations

Observations for part-time students

The assessment procedure for students part-time does not attend class regularly consist of an examination and / or delivery of jobs that will tell the teacher, on the date established by the Faculty for examination of the subject. Those who attend class eligible for the same assessment that all students .

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

BIBLIOGRAFÍA BÁSICA

El estudio de la gramática debe hacerse con la ayuda de libros o manuales adecuados. Los textos recomendados para estudiar son:

1. Alarcos, E. (1994), Gramática de la Lengua Española, Madrid, Espasa Calpe.
- 2.-Álvarez, M. (2006): Tipos de escrito, Madrid, Arco Libros.
3. Gómez Manzano et al. (2002) ,Ejercicios de gramática y expresión. Ed. CEURA, Madrid.
- 4.- La enseñanza de la Lengua y la Literatura en el bachillerato LOGSE a través de los textos (2001); Servicio de Publicaciones de la Universidad de Cantabria, Santander.
- 5.- Rosario Portillo Mayorga (2003), Aprendizaje y uso del español como lengua materna. Servicio de Publicaciones de la Universidad de León, León.
- 6.- (Quilis et al / Gutiérrez Araus, M^a Luz et al), Introducción a la Lengua Española Ed. Ramón Areces: caps.19, 21, 22, 23 y 24
- 7.- Pérez Saiz, Manuel, Método de los Relojes(2009); Gramática descriptiva del español. Ed. Publican, Santander. 2009.

También son útiles los capítulos del libro Gramática Didáctica de Leonardo Gómez Torrego relacionados con los temas del programa. Este manual incluye ejemplos de estructuras o construcciones cuyo uso no es correcto y por lo tanto completa los temas gramaticales con la enseñanza de la expresión escrita.

Para aquellos que necesiten más práctica, es útil analizar todos los ejemplos y textos propuestos en clase con este objetivo.

Los textos y manuales recomendados están en la Biblioteca del Interfacultativo.

Los responsables académicos de cada grupo indicarán a los alumnos aquellos textos o libros complementarios que se utilizarán para las clases prácticas.