

SUBJECT TEACHING GUIDE

G305 - Spanish Language and Communication I

Double Degree in Teaching in Early Childhood Education and Primary Education Degree in Primary Education Teaching

Academic year 2020-2021

1. IDENTIFYING DATA					
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education			Type and Year	Core. Year 1 Core. Year 1
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	G305 - Spanish Language and Communication I				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA				
Name of lecturer	GONZALO MARTINEZ CAMINO				
E-mail	gonzalo.martinez@unican.es				
Office	Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (234)				
Other lecturers	ESTHER GONZALEZ LAVIN MARIA DEL CARMEN MORAL DEL HOYO MARTA GANCEDO RUIZ				

3.1 LEARNING OUTCOMES

- Identify the elements involved in the communication process
- Distinguish and play a proper, common or vulgar pronunciation of sounds in Spanish
- Use normative spelling rules in Spanish in the production of texts.
- Practice reading aloud of different texts.
- Understand the communicative intention of a text based on an analysis of its words and sentences
- Produce sentence models according to different communicative functions
- Produce sentence models according to different communicative functions

4. OBJECTIVES

Learn and analyzing the basic principles of the language and communication sciences
Identify the phonic elements of the Spanish to relate them to the speaking and spelling rules, non-normative and the problems of hearing and language
Know the mechanisms of formation of words in Spanish and an analysis on samples of language.
Distinguish the different kinds of words and its syntactic functions
Analyze the components of a simple sentence and relate them to their communicative function
Relate the use of different types of simple sentences with the textual typology
Apply knowledge of levels (from Phonetics to the lexicon) of the Spanish language to the progressive improvement of the production and comprehension skills.
Reflect critically on the concepts of language, standard and use, both in its social projection and its teaching in primary education
Promote the value of and respect for cultural diversity, especially in its linguistic manifestation

6. COURSE ORGANIZATION

CONTENTS	
1	1. Linguistic competence and communicative competence 1.1. Communication process. The linguistic sign. The language performance 1.2. Language: competence and performance. Communicative competence
2	2 Spanish phonetics and phonology 2.1. Phonemes, allophones, graphemes. Phonetic and writing 2.2. Descripción of the phonological Spanish system 2.3. The syllable sounds. Vocalic combinations. 2.4. Spanish prosody: accent, intonation.
3	3. The word. 3.1. Concept. The word constituents. 3.2. Spanish word formation systems. Incorporation of new words. 3.3. Parts of speech
4	4. Simple sentence and text. 4.1. Syntagms and parts of sentence. 4.2. Syntactic functions. 4.3. The subject. Impersonal forms. 4.4. Types of sentences. Parts of verbal syntagm. 4.5. Sentences and texts.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Written exam: 60%. A minimum of 3.00 in the final exam is required that applies the obtained note in the continuous evaluation.	Written exam	Yes	Yes	60,00
Continuous evaluation activities may be of different types (individual work, group work, tests,...). A minimum score of 3 on the written exam is required that applies this note.	Others	No	Yes	40,00
TOTAL				100,00
Observations				
<p>According to the agreements of the Faculty of Education, there exist 3 paragraphs to which the tests of evaluation remain subordinated:</p> <p>SPELLING: the grammatical, lexical and orthographic correction is basic and obligatory (spelling, accentuation and punctuation), is an indispensable condition to pass the subject.</p> <p>PLAGIARY: In the relative thing to the fraudulent accomplishment (plagiary) of the tests of evaluation, the qualification will adjust to the established in the article 54.1 of the Regulation of the processes of evaluation in the University of Cantabria: 'The fraudulent accomplishment of the tests or activities of evaluation will suppose directly the qualification '0' in the subject '.</p>				
Observations for part-time students				
<p>Part-time students: the procedure of evaluation for part-time student that does not come to class regularly will consist of the accomplishment of an final exam and/or in the realization of works that the teacher will indicate him, of the date established by the Faculty for the final exam of the subject. Those that come to class will be able to have the same evaluation that all the students.</p> <p>When the subject is not approved because the minimal qualification demanded in one or any more parts of the evaluation it has not been reached, the final quantitative qualification will reflect the performance of the pupil in the set of the different tests of evaluation.</p>				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

GENERALES

- GARRIDO MEDINA, Joaquín, Manual de la Lengua española, Madrid, Castalia, 2009
 GÓMEZ TORREGO, L., Hablar y escribir correctamente. Madrid, ed. Arco Libros, 2009
 GUTIÉRREZ ARAUS, M^a Luz (et alii), Introducción a la lengua española, Madrid, Centro de Estudios Ramón Areces, 2007
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 REAL ACADEMIA ESPAÑOLA (ed.), Nueva gramática de la lengua española. El español de todo el mundo, Madrid, Espasa, 2009 (2 vols.)
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 VECIANA, Roberto, La acentuación española. Nuevo manual de las normas acentuales, Univ. de Cantabria, 2004

FONÉTICA Y FONOLOGÍA

- ALARCOS LLORACH, E., Fonología española, Madrid, Gredos, 1986.
 CARRERA DE LA RED, M.^a Fátima, Así se hace. Transcripciones fonéticas y fonológicas realizadas por y para estudiantes, Univ. de Cantabria, 2012.
 Gil Fernández, J. (2007). Fonética para profesores de español: De la teoría a la práctica. Madrid: Arco/Libros.
 IRIBARREN, Mary C., Fonética y fonología españolas, Madrid, Síntesis, 2005
 MARTÍNEZ CELDRÁN, E., y A. M. FERNÁNDEZ PLANAS, Manual de Fonética Española, Barcelona, ed. Ariel, 2007.
 NÚÑEZ DELGADO, M^a Pilar, Didáctica de la comunicación oral: Bases teóricas y orientaciones metodológicas para el desarrollo de la competencia discursiva oral en la educación obligatoria, Granada, Grupo Editorial Universitario, 2004.
 TRUJILLO SÁEZ, F. y otros, Nociones de fonética y fonología para la práctica educativa, Granada, Grupo Editorial Universitario, 2004.

MORFOSINTAXIS

- GÓMEZ TORREGO, L., Gramática didáctica del español, Madrid, SM, 2001
 GÓMEZ TORREGO, L., Análisis sintáctico: teoría y práctica, Madrid, SM, 2002
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 BOSQUE, Ignacio, Repaso de sintaxis tradicional: ejercicios de autocomprobación, Madrid, Arco Libros, 2004
 LOZANO JAÉN, Ginés, Cómo enseñar y aprender sintaxis: modelos, teorías y prácticas según el grado de dificultad, Madrid, Cátedra, 2012
 ALMELA, Ramón, Procedimientos de formación de palabras en español, Barcelona, Ariel, 1999.
 GARCÍA-PAGE, Mario, Cuestiones de morfología española, Madrid, Ramón Areces, 2008