

SUBJECT TEACHING GUIDE

M1116 - Spanish Language and Literature in the Secondary Education Curriculum Master's Degree in Secondary Education Teacher Training

Academic year 2021-2022

1. IDENTIFYING DATA					
Degree	Master's Degree in Secondary Education Teacher Training			Type and Year	Optional. Year 1
Faculty	School of Teacher Training				
Discipline	Subject Area: Complements for Disciplinary Training Specific Module in the Speciality of Spanish Language and Literature				
Course unit title and code	M1116 - Spanish Language and Literature in the Secondary Education Curriculum				
Number of ECTS credits allocated	4,5	Term	Semester based (2)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA				
Name of lecturer	ESTHER GONZALEZ LAVIN				
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Office	Edificio de las Facultades de Derecho y Ciencias Económicas y Empresariales. Planta: - 1. ADMINISTRACION - CENTRO DE IDIOMAS (CIUC) (CS122C)				
Other lecturers	ISABEL GARCIA MARTINEZ JAVIER VOCES FERNANDEZ				

3.1 LEARNING OUTCOMES

- a) Knowing the official curriculum in Secondary Education in Cantabria about Spanish Language and Literature . This includes the LOE and the LOMCE laws.
- b) Knowing how to integrate the curricular contents in situations and contexts of teaching practice.
- c) To assess the importance of the discipline in relation to its social uses (the Spanish Language and Literature as a vehicle for socio-cultural transmission
- D) Knowing the contribution of the objectives of the area of Spanish Language and Literature to the acquisition of Basic Competences

4. OBJECTIVES

- a) Knowing the current legislation: educational organization and curriculum of the subject of Spanish Language and Literature in Secondary. (Organic Law 3/2020, of December 29, which describes the relationships between the competences, the contents and the evaluation criteria of the Primary Education, compulsory secondary education and baccalaureate; Decree of Cantabria, which establishes the curriculum for Compulsory Secondary Education and Baccalaureate in the Autonomous Community of Cantabria.)
- b) To value the Spanish Language and Literature as a transmitting material of socio-cultural precepts to avoid inappropriate and stereotyped uses.
- c) Knowing the different levels in the class: curriculum, planning for the department, planning for the level and didactical unit.
- d) Establishing the correct contribution between objectives, contents, and evaluation criteria; and these with the Key Competences.
- d) Establishing an accurate organization between goals, contents, and evaluation criteria. Also knowing how to balance those with the key competences.

6. COURSE ORGANIZATION

CONTENTS

1	Law about Spanish Language and Literature in Secondary Education.
2	Language and Literature in the Secondary Education Curricula of the Spanish State: Comparative Analysis and Pedagogical Conclusions

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Paper written established by the teacher 40%	Work	No	Yes	40,00
Final exam (Written exam) 60%	Written exam	No	Yes	60,00
TOTAL				100,00

Observations

SPELLING:

University students should have the correct linguistic and communicative skills regarding writing and speaking. It is essential, thus, the correct use of orthography, grammar, and lexicon in all assignments and during class.

PLAGIARISM:

Every assignment will follow the article 54.1 of the 'Reglamento de los procesos de evaluación en la Universidad de Cantabria: "La realización fraudulenta de las pruebas o actividades de evaluación supondrá directamente la calificación de suspenso "0" en la asignatura". The fraudulent realization of the tests or evaluation activities will directly suppose the grade of failure '0' in the subject '.

WORKS CITED

The School adopts APA norms about quotation and references for all academic papers . You can find information in the web page of our library: <http://www.buc.unican.es/node/9388/>.

Observations for part-time students

Part time students should do an exam and/or a paper established by the teacher. This will be due in the date the University as established for the final exam.

If part time students can attend regularly to class they will have the same evaluation system as the other students.

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

REAL DECRETO 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.

LEY ORGÁNICA 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.

Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación secundaria obligatoria y el bachillerato.

Decreto 38/2015, de 22 de mayo, que establece el currículo de la Educación Secundaria Obligatoria y del Bachillerato en la Comunidad Autónoma de Cantabria.

Corrección de errores del Decreto 38/2015, de 22 de mayo, que establece el currículo de la Educación Secundaria Obligatoria y del Bachillerato en la Comunidad Autónoma de Cantabria, publicado en el BOC número 39, de 5 de junio de 2015.

Ruiz Bikandi, U. y Ambrós A. (2011). Lengua castellana y literatura: complementos de formación disciplinar, Barcelona, Graó.

Bringas de la Peña, F. et al. (2008). Las competencias básicas en el área de Lengua Castellana y Literatura, en Cuadernos de Educación de Cantabria.

Moro D., et al. (2019). Gramática y educación literaria: una propuesta. Educación, lenguaje y sociedad, volumen 16, número 6 (abril).

Ley Orgánica 3/2020, de 29 de diciembre de 2020, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.