

SUBJECT TEACHING GUIDE

G560 - Spanish Language and Communication II

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

Academic year 2024-2025

1. IDENTIFYING DATA					
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education Degree in Primary Education Teaching			Type and Year	Compulsory. Year 3 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 DEL CARMEN MORAL DEL HOYO				
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Other lecturers	INMACULADA MARTINEZ MARTINEZ				

3.1 LEARNING OUTCOMES
<ul style="list-style-type: none"> - 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

Identify and explain the Spanish language system, especially at the syntactic and lexico-semantic levels.
 Recognize the principles and implications of the pragmatic perspective in communication.
 Understand the importance of context in verbal communication.
 Argue effectively both orally and in writing.
 Recognize and apply the aforementioned principles in the teaching of the language in Primary Education.
 Promote attitudes of respect and appreciation for linguistic diversity.

6. SUBJECT PROGRAM

CONTENTS

1	From simple sentence to complex sentence: juxtaposition, coordination, and subordination. Analysis of their different types. New didactic approaches: minimal pairs, inverse syntax.
2	Principles of semantics: meaning (concept, types, analysis). Semantic phenomena: identity, opposition, and inclusion of meanings. Ambiguity and semantic change: homonymy and polysemy.
3	The lexico-semantic level in the Primary Education classroom: applications (dictionary, vocabulary, semantic networks)
4	Contributions of Pragmatics: Speech acts. Conversational interaction. Politeness in discourse.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
description continuous assessment	Others	Yes	Yes	40,00
Description Final exam	Written exam	Yes	Yes	60,00
TOTAL				100,00

Observations

SPELLING:

We understand that university students have assumed linguistic abilities in relation to oral and written expression . Therefore, it is essential and mandatory to ensure orthographic (spelling, accentuation, and punctuation), grammatical, and lexical correctness in the assignments and exams as a necessary condition for passing the course. A deduction of 0.25 will be made for each spelling error and 0.10 for each error in accents and punctuation marks. Severe deficiencies in expression alone justify failing the course.

PLAGIARISM AND ACADEMIC FRAUD

Article 32.- Sanctioning regime. Fraudulent conduct during tests or evaluation activities will directly result in a failing grade of '0' in the corresponding course, invalidating any grades obtained in all evaluation activities for the extraordinary session. This circumstance will be reported to the department.

CITATION RULES

For all academic papers, APA guidelines must be followed.

Observations for part-time students

Article 24. (...) the student may undergo a single evaluation process. The single evaluation will entitle the student to obtain the same grade as students who undergo continuous evaluation processes. The single evaluation may consist of taking an exam and/or submitting assignments, with the possibility of exceptionally establishing the requirement to attend and pass certain in-person activities (practical classes, seminars, etc.).

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:

ALARCOS, E. (2001). Gramática de la Lengua Española. Madrid: Espasa Calpe.

GÓMEZ TORREGO, L. (2002). Análisis sintáctico: teoría y práctica. Madrid: SM

LOZANO JAÉN, G. (2012). Cómo enseñar y aprender sintaxis. Madrid: Cátedra.

REAL ACADEMIA ESPAÑOLA (ed.) (2011). Nueva gramática básica de la lengua española. Madrid: Espasa

RAE (ed.) (2018). Libro de estilo de la lengua española. Madrid: Espasa.

RAE y ASELE (ed.) (2019). Glosario de Términos Gramaticales. Univ. de Salamanca.

RUIZ de AGUIRRE, A. (2022). Nueva Sintaxis para alérgicos a la NGL y GTG (versión Kindle) (3ª ed.)

VV.AA. (2018). Enseñar gramática en el aula de español. Nuevas perspectivas y propuestas. Barcelona: Difusión

Los profesores de cada grupo indicarán a los alumnos aquellos textos o libros complementarios que se utilizarán para las clases prácticas, lecturas guiadas o reflexiones didácticas.