

## 26500 - Spanish language

### Información del Plan Docente

<b>Academic Year</b>	2018/19
<b>Subject</b>	26500 - Spanish language
<b>Faculty / School</b>	107 - Facultad de Educación 202 - Facultad de Ciencias Humanas y de la Educación 301 - Facultad de Ciencias Sociales y Humanas
<b>Degree</b>	302 - Degree in Nursery School Education 301 - Degree in Nursery School Education 303 - Degree in Nursery School Education
<b>ECTS</b>	6.0
<b>Year</b>	1
<b>Semester</b>	First semester
<b>Subject Type</b>	Basic Education

### Module

#### 1.General information

##### 1.1.Aims of the course

##### 1.2.Context and importance of this course in the degree

##### 1.3.Recommendations to take this course

#### 2.Learning goals

##### 2.1.Competences

##### 2.2.Learning goals

In order to pass this subject, students must demonstrate the following outcomes.

1: Carry out an overall evaluation of the contents and fundamental concepts of the Spanish language.

2: Be able to describe, analyse, select and prioritise said contents depending on their educational and cultural value, bearing in mind the characteristics of the training programme.

3: Demonstrate knowledge acquired through face-to-face classes and from the recommended readings concerning the contents that comprise the field of study of the descriptive grammar of the Spanish language at its various levels: morphological, syntactic and lexical.

4: Demonstrate their ability to propose and resolve morphosyntactic comments, lexical analysis, grammar problems and tests regarding the correct and incorrect use of idiomatic expressions.

5: Identify, select and integrate relevant scientific information from various sources in order to begin linguistic research work based on scientific guidelines.

### **2.3.Importance of learning goals**

### **3.Assessment (1st and 2nd call)**

#### **3.1.Assessment tasks (description of tasks, marking system and assessment criteria)**

### **4.Methodology, learning tasks, syllabus and resources**

#### **4.1.Methodological overview**

**The learning process that has been designed for this course is based on the following:**

**Theory.** (3 ECTS). Teaching methodology:

- Lecture.
  
- Proposal and search of bibliographical sources.
  
- Discussion and criticism of bibliographical sources.
  
- Solutions that we can contribute to linguistic problems, using the technical language of linguistics.

**Practice.** (3 ECTS). Teaching methodology:

- Autonomous work: search of information, bibliography, readings, reflection and resolution of grammatical problems.
  
- Acquisition of techniques for developing problems and practice sessions.
  
- Group work: use ICT to prepare the work, to find information and to present it in class.

#### **4.2.Learning tasks**

**The program offered to the student to help him achieve the expected results includes the following activities:**

- 1.- The preparation of a notebook of practical exercises by the student from the contents and practices carried out in class on the program of the subject, which the teacher will control and evaluate twice throughout the semester. In this notebook the student will propose and make morphosyntactic comments, lexical analysis, grammar problems, proofs about linguistic correction and incorrectness, etc.
  
- 2.- Describe, analyze, select and prioritize the contents according to their educational and cultural value, taking

into account the characteristics of the training cycle.

3.- Analyze, propose and resolve morphosyntactic comments, lexical analysis, grammar problems and proofs about linguistic correction and incorrectness, etc.

4.- Identify, select and integrate relevant scientific information from different sources to begin the tasks of linguistic research from scientific guidelines.

HT Total hours of student work: 150

Classroom activities: 60

Non-contact activities: 90

### **4.3.Syllabus**

1) Linguistic units with content (as opposed to those of one dimension or phoneme): morphemes, words, phrases or syntagmas, sentences, etc. (problems concerning the naming or determination of units).

1.a The morphological level. Flexive morphology. Introduction to lexical morphology.

1.b The syntactic level. The concept of phrase, clause and sentence. The concept of utterance.

2) Grammatical categories: noun, adjective, pronoun, verb, etc.

2.a Nouns and personal pronouns. Similarities and differences.

2.b Descriptive and limiting adjectives. Similarities and differences.

2.c Verbs. Verbal categories and the importance of the verb as the nucleus of the sentence.

2.d Adverbs. Classes and types of adverbs.

2.e Relational elements. Prepositions and conjunctions.

3) The sentence as the fundamental unit of grammatical analysis. The primary functions within the simple

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sentence. Subject, direct complement, prepositional object, adverbials, attributes, etc.

4) The simple sentence and the complex or compound sentence.

4.a The simple sentence. Sentence schemes. Classes of simple sentences.

4.b The so-called compound sentence (I). Sentence groups. (Coordinated and juxtaposed sentences).

4.c The complex sentence (II): nominal subordinate clauses, adjective subordinate clauses and adverbial subordinate clauses: of time, place and manner.

4.d The so-called compound sentence (III). The so-called "improper" adverbial subordinators: conditional and concessive; causal and final; result and comparative.

### **4.4.Course planning and calendar**

The calendar of face-to-face sessions and presentation of papers is communicated by means of a written document delivered by the professor.

### **4.5.Bibliography and recommended resources**