



IDENTIFYING DATA

Language and literature: Spanish

Subject	Language and literature: Spanish			
Code	O05G110V01507			
Study programme	(*)Grao en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	1st
Teaching language	Spanish			
Department				
Coordinator	Estévez Rionegro, Noelia			
Lecturers	Estévez Rionegro, Noelia			
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General description	The aim of this subject is to help to the students to improve his linguistic competition in Spanish and consolidate the command of some fundamental theoretical concepts. To this end, along the course will make readings and analysis of academic texts, journalistic and literary. Also they will make individual written works and in group that will present *oralmente and by writing.			

Competencies

Code	
A1	Students have shown to have and understand knowledge in an area of study based on general secondary education, and are at a level in which they can have recourse to advanced textbooks and also to have updated knowledge on the progress made in their field of study.
A2	Students know how to apply knowledge in their work or vocation in a professional manner and have competences that are usually proven through preparation and defence of arguments and problem-solving in their area of study.
A3	Students have the ability to gather and interpret relevant data (usually within their study area) to make judgements that include a reflection on the relevant social, scientific or ethical issues.
A4	Students can transmit information, ideas, problems and solutions to both specialised and non-specialised public.
B1	Know the objectives, curricular content, and the evaluation criteria in Primary Education.
B2	Promote and facilitate early childhood learning from a global and integrating perspective, in the different psychomotor, cognitive, emotional and volitional dimensions.
B4	Promote coexistence in and out of the classroom and address peaceful resolution of conflicts. Know how to systematically follow learning and coexistence contexts and reflect on them.
B6	Know how language evolves in early childhood, learn to identify possible problems and assure adequate evolution. Effectively address language learning situations in multicultural and multilingual contexts. Oral and written expression, as well as mastery in the use of the different expression techniques.
B7	Know the educational implications of information and communication technologies and, in particular, of television in early childhood.
B11	Reflect on classroom practices to innovate and improve educational tasks, acquire habits and skills for autonomous and cooperative learning, and promote them among students.
C4	Know how to identify stages and their cognitive, psychomotor, communicative, social and affective characteristics.
C21	Ability to work in a team with other professionals from both inside and outside the centre, to provide attention □ Procedure-based to every student, and to plan learning sequences and organise work situations in the classroom and playground, by identifying the specific characteristics of the 0 to 3-year-old and the 3 to 6-year-old age brackets.
C28	Learn about international experiences and of innovative practices in primary education.
C29	Value the importance of teamwork.
C42	To know the syllabus of language and reading and writing for this stage as well as the theories of acquisition and development of the relevant learning contents.
C43	To develop speaking and writing skills.
C44	To know and master techniques of oral and written expression.
C46	To understand the transition from speech to writing and to learn the different registers and uses of language.
C48	To approach situations of language learning in multilingual contexts.
C49	To recognize and appreciate the appropriate use of verbal and non-verbal language.

C51 To acquire literary training and knowledge of children's literature in particular.

D1 Capacity for analysis and synthesis

D3 Oral and written communication

D5 Knowledge of informatics

D7 Troubleshooting

D9 Team Work

D12 Critical reasoning

D13 Critical reasoning

D15 Autonomous learning

D16 Adaptation to new situations

Learning outcomes

Expected results from this subject	Training and Learning Results			
New	A3 A4	B4 B11	C29	D7 D9 D15
2. It comprises and it knows *intrepretar the basic principles of the sciences of the language and the communication.	A1 A2	B1 B2	C28	D7 D13 D15 D16
3. It knows the theoretical bases of the curriculums of educational excellence and is able of a critical assessment of the designs *curriculares Spaniards.	A3	B11	C28	D7 D13 D15 D16
4. It knows, it respects and it promotes the linguistic and cultural diversity of Spain and of Europe, and is able to contribute to the planning and critical management of such diversity.	A1 A2 A4	B11	C48	D7 D12 D16
5. It recognises the identity of the stage of childish education and his cognitive and communicative characteristics.	A1 A3	B1 B2 B6	C4 C42	D7
6. It values the importance of the work in team and assumes his quota of responsibility.			C29	D7 D9 D13 D16
New	A4	B11	C43 C44 C46 C49	D3 D15
8. It knows to express in Spanish fluently and precision and can do a flexible use of said language for social ends, academicians and professional.	A4	B11	C43 C44 C46 C49	D3 D15
9. It comprises the step of the *oralidad to the writing and knows and knows to use the different registers and uses of the tongue		B6	C43 C44 C46 C49	D3 D15
10. It is able to comprise a wide variety of extensive texts, as well as to recognise in them implicit senses and do critical assessments.	A2 A3	B11	C21 C43 C44 C51	D1 D7 D13 D15
New	A4	B6 B11	C43 C44 C51	D1 D7 D13 D15 D16
12. It purchases literary training, with special attention to the paper and to the use of the literature in the childish education.		B2	C46 C51	D1 D13 D15
13. It knows and it applies creatively the basic concepts of literary analysis to the most used genders in the childish education.	A2 A3	B11	C28 C46 C51	D7 D13 D15
14. It uses, if the situation requires it, supports no verbal that complement his exhibition (TIC, audiovisual...).	A4	B2 B6 B7 B11	C28 C49	D5 D7 D16

Contents

Topic

1. Basic principles of the sciences of the language and the communication, with special attention to the oral communication.	<p>1.1. Tongue, language and linguistic.</p> <p>1.2. Of the linguistic competition to the communicative competition-textual.</p> <p>1.3. The statute of the language in the curriculums of childish education and the normative context.</p> <p>1.4. The basic skills of the language. Oral communication, reading and writing.</p> <p>1.5. The *oralidad. Literature, *oralidad and writing. The genders of the *oralidad.</p>
2. Interpretation and construction of texts from the Spanish, especially of texts of the academic field, of the social media and of the literary production.	<p>2.1. The text like basic unit of the linguistics. The textual typologies. Characterisation and basic typology of the literary texts, of the academic texts and of the journalistic texts</p> <p>2.2. Basic principles for the interpretation and construction of academic texts, with special attention to the exhibition and to the argumentation.</p> <p>2.3. The journalistic genders: informative Genders. Interpretative genders. Genders of opinion. Some basic types: the news, the report in depth, the editorial. The journalistic language. Practices of analysis and comment.</p> <p>2.4. The competition reader of literary texts like source of integral and harmonic development of the intellectual appearances, affective and social of the person.</p>
3. Unit and variety of the Spanish: standard, *sociolectos and registers.	<p>3.1. Dialects, levels and styles. The correct like idiomatic norm of each way to speak. The common Spanish and the standard Spanish.</p> <p>3.2. The social variation of the Spanish language. Practices of analysis and comment.</p> <p>3.3. The registers or levels of speech. The designated common slang. Practices of analysis and comment.</p>

Planning

	Class hours	Hours outside the classroom	Total hours
Problem solving	10.5	26	36.5
Mentored work	8	4	12
Presentation	10	42	52
Lecturing	22	25.5	47.5
Essay questions exam	2	0	2

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Problem solving	(*)Actividade na que se formulan problemas e/ou exercicios relacionados coa materia. O alumno debe desenvolver as solucións adecuadas ou correctas mediante a exercitación de rutinas, a aplicación de fórmulas ou algoritmos, a aplicación de procedementos de transformación da información dispoñible e a interpretación dos resultados. Adóitase utilizar como complemento da lección maxistral.
Mentored work	(*)Planificación, elaboración e revisión de traballos realizados preferentemente en grupos reducidos de 3-5 discentes co obxectivo de asimilar dun modo práctico-teórico algunhas cuestións fundamentais do programa e de mellorar algunhas competencias transversais relacionadas coa elaboración-presentación de textos.
Presentation	(*)Exposición por parte do alumnado ante o docente e o grupo de estudantes dun tema sobre contidos da materia ou dos resultados dun traballo, exercicio ou proxecto. Pode realizarse de modo individual ou en grupo.
Lecturing	(*)Exposición por parte do profesor dos contidos sobre a materia obxecto de estudo, bases teóricas e/ou directoras dun traballo, exercicio ou proxecto a desenvolver polo estudante.

Personalized assistance

Methodologies Description

Problem solving	The professor will attend the doubts and questions posed by the students during the realisation of the exercises.
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Mentored work	The professor will attend the doubts and questions posed by the students during the realisation of the activities and works proposed in the classroom.
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Assessment						
	Description	Qualification	Training and Learning Results			
Mentored work	Participation in the planning, manufacture and review of the academic works of the subject.	30	A1 A2 A3 A4	B1 B6 B11	C42 C44	D1 D3 D7
Presentation	Exhibition by part of the students in front of the educational and in front of the group of students of a subject on contents of the matter or of the results of a work, exercise or project. It can carry out of individual way or in group.	10	A2 A3 A4		C51	D1 D3 D9 D13 D15
Lecturing	It will value the usual participation of the student in the sessions *expositivo-participatory.	10	A1 A2 A3	B6 B11	C43 C44 C49	D1 D7 D9
Essay questions exam	Evaluation of the competitions purchased by means of answers to theoretical questions-practise endowed of importance in the program	50	A1 A2 A3 A4	B6	C44 C46 C51	D1 D3 D13

Other comments on the Evaluation

The students that do not surpass any of the proofs subjected to *avaliaciÃ³n* *poderÃ¡n* recovered in the announcement of July.

The dates of the examinations *serÃ¡n* the published in the *pÃ¡gina* web of the Faculty.

Sources of information

Basic Bibliography

Montolío, Estrella (coord.), **Manual de escritura académica y profesional (Vol. I): Estrategias gramaticales, 1**, Ariel letras, 2014

Montolío, Estrella (coord.), **Manual de escritura académica y profesional (Vol. I): Estrategias discursivas, 1**, Ariel letras, 2014

Complementary Bibliography

Bosque Muñoz, Ignacio, **De la competencia gramatical a la competencia comunicativa**, RAE, 2008

Villanueva, Darío, **El comentario de texto narrativo**, Marenostrum, 2006

Briz, Antonio, **El español coloquial: situación y uso**, Arco/Libros, 1996

Alberich, J., **Historia de la literatura española**, Cátedra, 1990

Garrido Gallardo, M.A., **El lenguaje literario: lenguaje crítico**, EDAF D.L., 1996

Moreno Fernández, Francisco, **Las variedades de la lengua española y su enseñanza**, Arco/Libros, 2010

Ballenato, Guillermo, **Comunicación Eficaz, 1**, Arco/Libros, 2008

Recommendations

Subjects that it is recommended to have taken before

Communication: Spanish language/O05G110V01101

Other comments

The discentes will owe to know and know apply the concepts of grammar, of introduction to the analysis of texts and of literature that form part of the curriculum of secondary. Likewise it supposes that have internalized the norms of spelling and punctuation of the Spanish and that no incorren in transgresi3n de las normas gramaticales or léxicas of the standard. In any case, indicate them and/or will deliver any materials to amend possible lacks.

Contingency plan

Description

=== EXCEPTIONAL MEASURES SCHEDULED ===

In front of it uncertain and unpredictable evolution of the sanitary alert caused by the COVID- 19, the University establishes join extraordinary planning that will actuate in the moment in that the administrations and the @propio institution determine it attending to criteria of security, health and responsibility, and guaranteeing the *docencia in a @escenario no *presencial

or no totally *presencial. These already scheduled measures guarantee, in the moment that was prescriptive, the development of the *docencia of a way but *áxil and effective when being known beforehand (or with a wide advance) pole students and the teaching staff through the tool normalized and institutionalized of the teaching guides DOCNE*T.

=== ADAPTATION OF The METHODOLOGIES ===

* teaching Methodologies that keep : all, but imparted of telematic way

* teaching Methodologies that modify : any

* Mechanism no *presencial of attention to the students (*titorías) through the remote campus

* Modifications (proceed) of the contained to impart: no they modify the contents

* additional Bibliography to facilitate to car-learning: any specific

* Other modifications: any

=== ADAPTATION OF The EVALUATION ===

The proofs of evaluation and his weight will be the same, only will change the way to realize the proofs, that will be through telematic means.

* Additional information: none
