

Degree	Type	Year
2504211 Spanish Language and Literature	OT	3
2504211 Spanish Language and Literature	OT	4

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Teachers

Cristina Buenafuentes de la Mata

Teaching groups languages

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Prerequisites

It is a subject that raises, from a perspective that combines theory and practice, how different contents of Spanish grammar can be worked on in a secondary school classroom, taking into account the framework of the competency curriculum currently in force. To be able to take it, the student must have knowledge of Spanish grammar.

Objectives and Contextualisation

This subject is part of the subject *Spanish language: synchrony* and its objective is the knowledge and mastery of the procedures that allow incorporating grammar content in the Secondary and Baccalaureate classroom.

At the end of the course, the students must

- (A) know the current Secondary and Bachelor curriculum in Catalonia,
- (B) be familiar with the methodologies used in the Secondary and Bachelor classroom to work on grammar,
- (C) know how to use (and create) didactic resources oriented both to the knowledge of the basic notions of grammar and to its competence and transversal application.

Competences

Spanish Language and Literature

- Advise organisations and institutions on linguistic or literary issues.
- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Spanish language, its evolution throughout history and its current structure.
- Demonstrate a normative knowledge of the Spanish language and a command of it in all its applications in the academic and professional spheres.
- Develop arguments applicable to the fields of Hispanic literature, literary theory, Spanish language and linguistics, and evaluate their academic relevance.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Use digital tools and specific documentary sources to gather and organise information.

Learning Outcomes

1. Apply and use the appropriate digital media and tools to the teaching of philological contents.
2. Apply grammatical knowledge to the resolution of exercises.
3. Characterise linguistic phenomena taking into account the different levels of analysis.
4. Compare different analyses of the same phenomenon.
5. Correctly identify linguistic units in the teaching of grammar.
6. Detect the most common errors in non-native speakers considering their mother tongue.
7. Determine from a normative point of view the appropriateness of a communicative situation.
8. Determine the linguistic knowledge appropriate to each level of knowledge.
9. Distinguish from a grammatical point of view the errors of Spanish as a foreign language according to the learner's native language.
10. Evaluate their own progress in the acquisition of knowledge of the contents of this subject.
11. Identify cultural implications in grammar.
12. Identify situations that need to be changed or improved from a linguistic point of view.
13. Identify which aspects of meaning are structurally determined.
14. Infer justified conclusions from observation of data.
15. Know how to explain grammatical errors to secondary school pupils.
16. Propose solutions based on linguistic knowledge.
17. Recognise the relationship between structure and interpretation.
18. Transmit the literary and linguistic knowledge acquired, adapting it to a specific professional sector.
19. Use digital tools to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.
20. Use traditional sources to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.

Content

1. The situation of grammar at different educational preuniversity levels: the "traditional" learning of grammar.
2. The grammatical updating in educational preuniversity levels: towards a scientific and competence approach.

3. The official documents: the curriculum of the subject *Llengua Castellana i Literatura* in Catalonia and the *Proves d'accés a la Universitat*.
4. Methodologies and teaching resources for competency-based grammar teaching.
5. Examples of good practices for grammar teaching in educational preuniversity levels.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master class, practice and seminars	52.5	2.1	
Type: Supervised			
Assignments and exercises	76	3.04	
Type: Autonomous			
Evaluation and appointments	21.5	0.86	

The learning of this subject by the student is distributed as follows:

- Directed activities (35%). These activities are divided into lectures and practices and seminars led by the teacher, in which the theoretical explanation will be combined with the discussion of all kinds of texts.
- Supervised activities (10%). These are tutorials programmed by the teacher, dedicated to correcting and commenting on problems at different levels of linguistic analysis.
- Autonomous activities (50%). These activities include both the time dedicated to personal study and the making of reviews, papers and analytical comments, as well as the preparation of oral presentations.
- Evaluation activities (5%). The evaluation of the subject will be carried out through oral presentations and written tests.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Creation of an educational video	30	0	0	2, 1, 10, 3, 19, 20, 5, 12, 14, 16, 17, 15, 18
Didactic proposal	40	0	0	2, 1, 10, 3, 4, 9, 19, 20, 5, 11, 13, 12, 14, 16, 17, 15, 18
Oral presentation of the didactic proposal	15	0	0	2, 10, 3, 7, 19, 20, 5, 11, 12, 14, 16, 17, 15, 18
Reviewing an article	15	0	0	2, 10, 3, 4, 6, 8, 19, 20, 5, 11, 12, 14, 16, 17, 15,

The evaluation will consist of the following activities:

- Writing a review of an article on grammatical updating proposals (15%).
- Creation of a didactic video on a grammatical aspect based on the current curriculum (30%).
- Elaboration of a written work where a didactic proposal related to the video (40%).
- Oral presentation of the didactic proposal and participation (15%).

To pass the course, the student must obtain a final grade equal to or higher than 5. It is mandatory to have completed all the evaluation activities of the course to obtain a passing grade.

The completion of spelling, expression, lexicon and syntax will have a penalty of 0.25 each, without limit, on the final grade in the activities and exams. Repeated faults also discount.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Not assessed/Not submitted

The grade of "Not assessed/Not submitted" will be obtained whenever the student has not completed more than one of the three evaluation activities. The completion of two or more activities will imply, therefore, the willingness to be evaluated in the subject and, therefore, its presentation to the evaluation.

Re-assessment

All the evaluation activities are recoverable, except the oral presentation. However, the student will lose the right to the recovery if the average of the tests performed with its corresponding percentage is less than 3.5 points. If the student is entitled to the recovery, he/she will only be able to recover a maximum of two tests. In addition, it must be taken into account that, in order to be eligible for the recovery, the student is obliged to take all the evaluable activities. Finally, those evaluation activities in which irregularities have been detected (e.g. plagiarism) are not recoverable.

Revision procedure

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Single assessment

Students who take the single assessment must carry out the following activities:

- Writing a review of an article dealing with aspects of grammatical updating (15%).
- Writing a review of an existing didactic resource on grammar (15%).
- Creation of a didactic video on a grammatical aspect based on the current curriculum (30%).
- Elaboration of a written work in which a didactic proposal related to the video is made (40%).

Students must complete and hand in all the activities on the established date within the assigned period. The teacher will indicate the exact date through Moodle.

The same recovery system will be applied as for the continuous evaluation.

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Software

In this course it is not necessary to use specific computer programs.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	second semester	morning-mixed
(TE) Theory	1	Spanish	second semester	morning-mixed

PROVISIONAL