UNIVERSIDAD DE CASTILLA - LA MANCHA
GUÍA DOCENTE

1. General information

Course: GRAMMAR AND CLASSROOM DISCOURSE CHILD
Type: ELECTIVE
Degree: 304 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION
Center: 104 - FACULTY OF EDUCATION OF TOLEDO
Year: 4
Main language: English
Use of additional languages:
Web site:

Code: 47388
ECTS credits: 6
Academic year: 2023-24
Group(s): 43
Duration: First semester
Second language:
English Friendly: N
Bilingual: N

Lecturer: **ANA MARTIN-MACHO HARRISON** - Group(s): **43**

Building/Office	Department	Phone number	Email	Office hours
1.33	FILOLOGÍA MODERNA	5941	ana.martinmacho@uclm.es	

2. Pre-Requisites

Not established

3. Justification in the curriculum, relation to other subjects and to the profession

Not established

4. Degree competences achieved in this course

Course competences

Code	Description
2.2.II.01.	Be able to communicate fluently, correctly and in a socially satisfactory way within the parameters required at the B2 level of the Common European Framework of Reference (Independent User: Advanced), deepening in the development of the five communication skills of the foreign language: listening, reading, speaking, interacting and writing.
2.2.II.02.	Develop verbal and non-verbal communication strategies to facilitate the transmission and understanding of the message, paying special attention to the communication structures that the teacher needs to interact with the pupils in the Early Childhood Education classrooms.
2.2.II.03.	Select and elaborate on oral and written texts that are relevant and of interest to Early Childhood Education pupils that promote the learning of the English language.
CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CT01	Knowledge of a second foreign lanugage.
CT03	Correct oral and written communication.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Know how to express oneself and interact fluently and correctly within the parameters required for level B2 of the Common European Framework of Reference for Languages, participating without prior preparation in conversations that deal with daily and more specific topics, expressing personal opinions and exchanging information on topics of general, personal or professional interest.

Identify and master the grammatical and discursive tools of the English language to produce oral and written discourses with coherence and textual cohesion.

Analyse and produce simple and complex sentences (nominal, relative, conditional, infinitive, gerund, and participle).

Reflect on the functioning of the coherence and cohesion resources present in texts belonging to different discursive genres.

Additional outcomes

6. Units / Contents

Unit 1:
Unit 2:
    Unit 2.1
    Unit 2.2
    Unit 2.3
Unit 3:
    Unit 3.1
    Unit 3.2
    Unit 3.3
Unit 4:
    Unit 4.1

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	CT01	1	25	N	-	
Project or Topic Presentations [ON-SITE]	Combination of methods	2.2.II.01. 2.2.II.02. 2.2.II.03. CB02 CB04 CT01 CT03	0.6	15	Y	N	
Study and Exam Preparation [OFF-SITE]	Self-study	CB02 CB04 CT01 CT03	3	75	N	-	
Individual tutoring sessions [ON-SITE]	Guided or supervised work	CB04 CT01	0.4	10	N	-	
Writing of reports or projects [OFF-SITE]	Combination of methods	2.2.II.01. 2.2.II.02. 2.2.II.03. CB02 CB04 CT01 CT03	0.6	15	N	-	
Progress test [ON-SITE]	Assessment tests	2.2.II.01. CB02 CB04 CT01 CT03	0.3	7.5	Y	N	
Final test [ON-SITE]	Assessment tests	2.2.II.01. CB02 CB04 CT01 CT03	0.1	2.5	Y	Y	
Total:			**6**	**150**			
Total credits of in-class work: 2.4				Total class time hours: 60			
Total credits of out of class work: 3.6				Total hours of out of class work: 90			

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Oral presentations assessment	10.00%	10.00%	
Progress Tests	20.00%	20.00%	
Final test	70.00%	70.00%	
Total:	**100.00%**	**100.00%**	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject , an ordinary and an extraordinary one (evaluating 100% of the competences).

9. Assignments, course calendar and important dates

Not related to the syllabus/contents	
Hours	**hours**
Final test [PRESENCIAL][Assessment tests]	2.5

Unit 1 (de 4):	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	7
Project or Topic Presentations [PRESENCIAL][Combination of methods]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	2
Writing of reports or projects [AUTÓNOMA][Combination of methods]	3
Writing of reports or projects [AUTÓNOMA][Combination of methods]	1.5

Unit 2 (de 4):	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Project or Topic Presentations [PRESENCIAL][Combination of methods]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	2
Writing of reports or projects [AUTÓNOMA][Combination of methods]	3
Writing of reports or projects [AUTÓNOMA][Combination of methods]	2

Unit 3 (de 4):	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Project or Topic Presentations [PRESENCIAL][Combination of methods]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	3
Writing of reports or projects [AUTÓNOMA][Combination of methods]	4
Writing of reports or projects [AUTÓNOMA][Combination of methods]	2

Unit 4 (de 4):	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Project or Topic Presentations [PRESENCIAL][Combination of methods]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	30
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	3

Writing of reports or projects [AUTÓNOMA][Combination of methods]	5
Writing of reports or projects [AUTÓNOMA][Combination of methods]	2

Global activity

Activities	hours
Class Attendance (theory) [PRESENCIAL][Lectures]	25
Project or Topic Presentations [PRESENCIAL][Combination of methods]	15
Writing of reports or projects [AUTÓNOMA][Combination of methods]	15
Study and Exam Preparation [AUTÓNOMA][Self-study]	75
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	10
Final test [PRESENCIAL][Assessment tests]	2.5
Total horas:	142.5

10. Bibliography and Sources

Author(s)	Title/Link	Publishing house	City	ISBN	Year	Description
Cowan, Ron	The Teacher's Grammar of English	Cambridge University Press		978-0-521-00755-9	2008	
McCarthy, Michael	Discourse Analysis for Language Teachers	Cambridge University Press		978-0-521-36746-8	1991	
Thorne, Sara	Mastering Practical Grammar	Palgrave Macmillan		978-0-230-54290-7	2012	
Bauer, L.	English Word Formation	Cambridge University Press	Cambridge		1983	
Campos, M., Lillo, A. and Pina, V	Grammar in Gobbets. A Guide to English Grammar and Usage	Aguaclara	Alicante		2002	
Downing, A. and Locke, P.	English Grammar. A University Course	Routledge	London and New York		2006	
Duran Eppler, E. and Ozón, G.	English Words and Sentences: An Introduction	Cambridge University Press	Cambridge		2013	
Hashemi, Louise	Grammar for First Certificate with answers: self-study gramm	Cambridge University Press		978-0-521-69087-4	2008	
Lewis, G. and Mol, H.	Grammar for Young Learners	Cambridge University Press	Cambridge		2009	
McGregor, W.B.	Linguistics: An Introduction	Continuum	London		2009	
Moya Guijarro, A. J.	A multimodal analysis of picture books for children. A systemic functional approach	Equinox	London		2014	
Nixon, C. and Tomlinson, C.	Primary Grammar Box	Cambridge University Press	Cambridge		2008	
Parrott, M.	Grammar for English Language Teachers	Cambridge University Press	Cambridge		2010	
Ramos, I., Moya, A. J. and Albentosa, J. (eds.)	New Trends in English Teacher Education	Ediciones UCLM	Cuenca		2008	
Yule, G.	The Study of Language	Cambridge University Press	Cambridge		2014	
Greenbaum, S. and R. Quirk	A Student's Grammar of the English Language	Longman	Harlow		1990	
Crespo-Fernández, Eliecer	Describing English. A Practical Grammar Course	Grupo Editorial Universitario	Granada	978-84-16729-46-3	2016	