



Universitat de Lleida

DEGREE CURRICULUM  
**LINGUISTIC AND DIGITAL  
COMMUNICATION**

Coordination: BORREGO TARRAGÓ, ALÍCIA

Academic year 2021-22

## Subject's general information

<b>Subject name</b>	LINGUISTIC AND DIGITAL COMMUNICATION			
<b>Code</b>	100947			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Social Educator	2	COMMON	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	2		1
<b>Coordination</b>	BORREGO TARRAGÓ, ALÍCIA			
<b>Department</b>	PEDAGOGIA			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan			
<b>Distribution of credits</b>	6 credits distributed between theory and practice			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BORREGO TARRAGÓ, ALÍCIA	alicia.borrego@udl.cat	3,9	
SUÏLS SUBIRA, JORDI	jordi.suils@udl.cat	3,9	

## Subject's extra information

Lectures delivered by Alicia Borrego: Sept. 21 - Nov. 6

Lectures delivered by : Nov. 9 - Jan. 15

For the correct development of the subject the following orientations and communicative requirements are foreseen:

- The communications related to the subject will be made through the space of the virtual campus of the subject, making exclusive use of the tool of forums and messages. Forum tools, messages and space announcements are reserved for strictly matter-related issues.
- Teachers may require student participation at any time through synchronous and asynchronous communication tools.
- For a proper follow-up of the subject, students must have an internet connection, a camera and a microphone.

## Learning objectives

- 1) Master the didactic strategies for digital training.
- 2) Be able to develop learning environments with multimedia tools and audiovisual language.
- 3) Know the linguistic coding of Catalan, and to a lesser extent English, related to oral and written communication in order to be able to express oneself correctly.
- 4) Know how to apply communicative techniques in a wide variety of relationships, recipients and contexts: educational, professional, institutional and social.

## Competences

CG1: Develop the critical capacity, analysis, synthesis, organization and planning.

CG2: Promote autonomous learning, adaptation to new situations and openness to lifelong learning, as well as the development of creativity, initiative and entrepreneurial spirit.

CG3: Acquire the ability to work as a team, to lead and lead groups, to resolve conflicts, make decisions and develop skills for interpersonal relationships.

CG4: To assume the commitment of personal and professional development with oneself and the community.

CG5: Develop the capacity for the selection and management of knowledge and information.

CE1: Know the philosophical, pedagogical, psychological, sociological and anthropological assumptions, as well as of any other theoretical foundations of the socio-educational intervention and its fields of action.

CE2: Analyze needs as well as design, apply and evaluate plans, programs, projects and socio-educational

intervention activities in different contexts.

CE3: Know how to use socio-pedagogical procedures and techniques for intervention, mediation and analysis of personal, family and community and institutional reality in order to resolve possible conflicts.

CE4: Manage structures and processes of participation and community action.

CE5: Show an empathetic, respectful, supportive and trusting attitude toward the subjects and institutions of social education.

CE6: Develop linguistic attitudes and mastery that enable and favor work in multicultural and plurilingual environments.

CE7: Design and carry out projects to initiate research on the social and institutional environment where the intervention is carried out.

CE8: Design, use and evaluate the didactic resources and resources in the socio-educational intervention.

CT1: Have a correct oral and written expression.

CT2: Master ICT.

CT3: Respect the fundamental rights of equality between men and women, the promotion of human rights and the values of a culture of peace and democratic values.

## Subject contents

1. Digital communication in different teaching and learning patterns in education.
2. Communicative situations and new environments.
3. Teaching strategies in virtual environments for education.
4. Elements for designing situations of learning in virtual environments.
5. Multimedia tools for communication.
6. Audio-visual language: production and integration of image, audio, text and video.
7. Phonetics vs. graphical conventions. Spelling rules; diacritical accents and use of the hyphen.
8. Aspects of nominal and verbal morphology.
9. Syntax aspects. Complement pronouns; subordinate conjunctions and relative pronouns; change and fall of preposition.
10. The lexicon, and in particular the specialized lexicon.
11. Discourse construction tools: discursive connectors; punctuation; uppercase, lowercase, and other typographic conventions.

## Methodology

The teaching is part of the "Hybrid Classrooms" project, which aims to design participatory teaching and learning processes based on a model of hybrid education (blended learning). The course will be developed entirely in online mode, combining synchronous and asynchronous non-contact sessions. Under this training modality, virtual sessions will be combined that include the realization of videoconferences and other teaching and learning strategies of reverse teaching, problem-based learning, case studies, collaborative and cooperative learning, group work or readings. This methodological approach involves the student taking responsibility for their learning process by acquiring a high commitment in the monitoring of the subject, participation in communication spaces and carrying out learning and assessment activities.

## Development plan

Given the situation of uncertainty generated by the COVID-19 pandemic, the development plan of the subject will be reported in detail at the beginning of the academic year. If the situation requires it, the teachers will be able to adapt the development plan of the subject as well as the methodological strategies.

Week 8. Linguistic communication as a social fact: norm vs. usage.

Week 9. Phonetics vs. graphical conventions. Spelling rules; diacritical accents and use of the hyphen.

Week 10. Aspects of nominal and verbal morphology.

Week 11. Syntax aspects. Complement pronouns; subordinate conjunctions and relative pronouns; change and fall of preposition.

Week 12. The lexicon, and in particular the specialized lexicon.

Week 13-14. Discourse construction tools: discursive connectors; punctuation; uppercase, lowercase, and other typographic conventions.

## Evaluation

### CONTINUOUS EVALUATION

- **Individual class practices (35%)** - not recoverable, it is necessary to present a minimum of 80% of the activities.

- **Group work (25%)** - not recoverable

- **Written and / or oral tests (30%)** - recoverable

- **Active participation (debates, contribution of knowledge-resources, participation in videoconferences, etc.) (10%)** - not recoverable

### ALTERNATIVE EVALUATION

The student who wishes it will have the right to renounce the continuous evaluation at the beginning of the course and take advantage of the alternative evaluation modality at the end of the subject. To do this, you must submit an instance in the secretariat within the deadline and provide supporting documentation of work activity and / or other personal situations that prove that you can accept this type of modality.

The alternative modality includes the following evaluation activities:

- **Individual practices (50%)** - not recoverable

- **Written and / or oral test (50%)** - recoverable

### Observations:

- In order to pass the subject, it will be necessary to have passed each of the tests under evaluation with a minimum score of **4 points out of 10**.
- The final grade for the course is the result of the weighted average of the different assessment activities according to the criteria set forth in the tables above according to the assessment modality. The evaluation criteria for each of the activities, as well as the hours and classrooms of the exams will be announced at the beginning of the course. The subject is considered passed when the student has obtained a final numerical grade equal to or greater than **5 out of 10**.
- The works carried out in the development of the subject will always incorporate a **bibliography** with a minimum of **10 documents** that come from books and / or magazines.
- An essential requirement is **linguistic and formal correction** in written productions following the work guide that you will find at <http://www.fce.udl.cat/Recursos/guies/guiatreballs.pdf>
- Papers with more than **10 misspellings or incorrectly** presented will be returned to the student for correction. These formal errors will affect **1 point** in the grade of the subject.
- Students' productions must be original. **Plagiarism or copying into a single assessment evidence is sufficient grounds for suspending the evidence and may lead to failure of the subject.** Teachers may use the anti-copy and anti-flaw tools and criteria that they consider appropriate.

## Bibliography

### Part I: Digital Communication (Alicia Borrego)

Flanders, N. E. (1977): *Análisis de la interacción didáctica*. Salamanca. Anaya.

García Cabrero, B.; Márquez, L.; Bustos, A.; Miranda, G. A. & Espíndola, S. (2008): «Análisis de los patrones de interacción y construcción del conocimiento en ambientes de aprendizaje en línea: una estrategia metodológica». *Revista Electrónica de Investigación Educativa*, 10 (1).

Medina, A. (1988): *Didáctica e interacción en el aula*. Madrid. Cincel.

Marcelo García, C. & Perera Rodríguez, V. H. (2007): «Comunicación y aprendizaje electrónico: la interacción didáctica en los nuevos espacios virtuales de aprendizaje». *Redie. Revista de Educación. Ministerio de Educación y Ciencia*, 43.

Pérez i Garcias, A. (2004): «Comunicación mediada por ordenador, estrategias instructivas y tutoría». En Salinas, J.; Aguaded, F. & Cabero, J. (coord.): *Tecnologías para la educación. Diseño, producción y evaluación de medios para la formación docente*. Madrid. Alianza Editorial, 295-310.

Pérez i Garcias, A. (2002): «Elementos para el análisis de la interacción en los nuevos entornos de aprendizaje». Pixelbit nº 19. *Revista de Medios y Educación*.

Villar Angulo, L. M. (1987): «La interacción didáctica». A: Delamont, S. *La interacción didáctica*. Madrid. Cincel, 169-187.

## **Part II: Lingüístic communication (Jordi Suïls)**

\*Bibliografía y webgrafía básicas (de lectura y uso obligatorios, de acuerdo con el desarrollo del programa).

Se procurará facilitar su consulta mediante el entorno del campus virtual de la UdL.

\*Corporació Catalana de Mitjans Audiovisuals (2006-) <http://esadir.cat/> [Portal lingüístico de la CCMA]

Institut d'Estudis Catalans (2016): *Gramàtica de la llengua catalana*. Barcelona: IEC.

\*Institut d'Estudis Catalans (2017): *Ortografia de la llengua catalana*. Barcelona: IEC.

\*Julià-Muné, Joan (2005): *Fonètica aplicada catalana. Dels fonaments a les aplicacions de les ciències fonètiques*. Barcelona: Ariel. (Amb CD) [Cap. 4, 6, 7, 10 y 11]

Julià-Muné, Joan; Romero, Sílvia & Creus, Imma (2004): *El català nord-occidental: descripció i orientacions ortoèpiques*. Lleida: Pagès (amb CD).

Solà, Joan (2009): *Plantem cara. Defensa de la llengua, defensa de la terra*. Barcelona: La Magrana.