



Universitat de Lleida

# DEGREE CURRICULUM **ORAL EXPRESSIVE RESOURCES IN SPANISH**

Coordination: RANDO SABIO, MARÍA CARMEN

Academic year 2020-21

## Subject's general information

Subject name	ORAL EXPRESSIVE RESOURCES IN SPANISH					
Code	101045					
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION					
Typology	Degree	Course	Character	Modality		
	Bachelor's Degree in Hispanic Philology	1	COMMON	Attendance-based		
Course number of credits (ECTS)	Double degree: Bachelor's degree in Applied Languages and Translation and Bachelor's degree in Hispanic Filology	1	COMMON	Attendance-based		
	6					
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA			
	Number of credits	3	3			
	Number of groups	1	1			
Coordination	RANDO SABIO, MARÍA CARMEN					
Department	CLASSICAL, FRENCH AND HISPANIC STUDIES					
Important information on data processing	Consult <a href="#">this link</a> for more information.					
Language	Spanish					

# ORAL EXPRESSIVE RESOURCES IN SPANISH 2020-21

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
GONZALEZ MARTINEZ, MARIA DOLORES	mariadolores.gonzalez@udl.cat	0	
RANDO SABIO, MARÍA CARMEN	carmen.rando@udl.cat	6	
TERRADO PABLO, FRANCISCO JAVIER	javier.terrado@udl.cat	0	

## Subject's extra information

This subject pursues the formation of the student of degree from the point of view of the communication in the academic scope; has, therefore, an instrumental and technical character that should result in the textual productions of any other subject or communicative exchange that is developed in the University and, later, in the professional world. In order to increase the communicative competence of the students, the theoretical training with the practice will be combined, seeking, through attention to specific genres, mastery of the most common types of text in the various oral channels.

Observations:

Grammar and syntax errors will affect the works' punctuation negatively.

Students who combine their degree with a full time job have the right to ask for alternative assessment within 5 days after the beginning of the semester. For information, please send an e-mail to [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or ask for information at the Faculty's secretary (Secretaria de la Facultat de Lletres).

## Learning objectives

To know the aspects that determine and shape speech in any communication, and especially in the academic field.

Understand the nature and varieties of language, especially those determined by the communicative situation.

Know the language norm of Spanish.

Know the textual conventions of the academic genres: examination, work, review, debate, exhibition, etc.

To know the resources and the sources for the elaboration of texts.

## Competences

### Significant competences

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## General competences:

Improve communicative competence.

Achieve a good command of the Spanish language.

To be able to correctly correct and edit academic texts familiarize themselves with certain expressive techniques in order to increase their discursive competence.

To be able to develop adequately in the different communicative situations of the academic field.

Activate your linguistic awareness in all situations of academic life in which you must deploy your knowledge and expressive skills (oral presentation or dialogue in class, etc.).

Develop the linguistic sensitivity necessary to analyse, construct and correct texts appropriate to the communicative situation.

To be able to go to the auxiliary sources that can be useful for the construction of texts (manuals of style, dictionaries, works of normative character, etc.).

To learn to work autonomously and as a team in the preparation of speeches of different types.

## Specific competences:

Search for information in appropriate sources.

Elaboration of different exercises of a practical nature to improve communicative competence.

Making comments of oral texts that promote the capacity for analysis and expressive precision.

Performing written works of synthesis of information and critical analysis.

Demonstration of the proper assimilation of the basic concepts through various activities and tests, including a final exam.

Preparation and elocution of individual expository-argumentative discourses in the classroom.

Preparation and realization of activities of argumentative type dialogue in the classroom.

## Subject contents

### Module 1

#### Oral communication.

1. Components of oral communication.
2. Differences between oral and written speech.
3. The textual bases. Fundamental properties of texts. Congruence. Correction. Adequacy.
4. Oral textual models: presentation, presentation, debate, dialogue, interview, conference.

### Module 2

#### The linguistic characteristics of oral discourse.

1. The dialectal variation and the registers.
2. The phonetic, morphological, syntactic and semantic grammatical correction in the formal oral discourse.
3. The pragmatic adequacy: purpose and recipients.

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## Module 3

### Organization and production of oral speech.

1. Construction of the text: content and structure.
2. Execution of the prepared oral speech.
3. Non-verbal language.
  1. Spatial distances.
  2. The movements and body posture.
  3. Physical appearance and dress.

## Module 4

### The prosody.

1. Vocalization, voice modulation, intonation and clarity in the joint.
2. The accent.
3. Rhythm of elocution.
4. Interruptions of speech.
5. Recommendations to improve prosody.

## Module 5

### Public speaking.

1. Strategies for public speaking.
  1. Prepare the speech.
  2. Organize the speech.
  3. Time management.
  4. The wit and humor.
  5. Topics and phrases made.
2. Rhetoric features.
  1. Analogy.
  2. Antithesis, oxymoron and paradox.
  3. Example.
  4. Hyperbole.
  5. Irony.
  6. Rhetorical question.
  7. Repetition.
  8. Simile or compari

## Methodology

Classes are held two days a week (3 hours) over fourteen weeks.

In the classroom classes will combine theory and practice. This last one will suppose approximately 50% of the subject. Practices in the classroom will be carried out mainly in small groups, in order to encourage and evaluate, as well as the creative capacity, to expose and argue, as well as to seek consensual solutions.

There will also be some activities in which the student works individually in the classroom or expose and argue the results of individual work outside the classroom.

The tasks that the student must complete in this subject are the following:

- A) Attending classes. When the teacher requires it, prepare beforehand some of the exercises and activities proposed for the classroom. Participate in classes.
- B) To study the subject explained by the teacher in class, applying the theory to practice and taking as a model the analysis done in the classroom or the content in the readings that are proposed.
- C) Perform in class the activities indicated: analysis and production of written and oral texts of various kinds.
- D) Go to established tutorials.
- E) Perform the evaluable tests required for the subject and submit to the final exam.

## Evaluation

The overall grade of the subject will be calculated according to the following percentages. Each block will be scored according to a scale of 0 to 10, with 0 being the minimum grade and 10 being the maximum grade. These tests or the deliveries of exercises will not have another call except justified cause and certified in writing.

20%: Delivery of four evaluable practices or exercises.

25%: Exposure / Argumentation Test

25%: Oral exposure test

30%: Final theoretical-practical exam the dates of the partial and the rest of the tests will be specified in the moment in the Resources section.

In the written activities that will be delivered for evaluation, the editing criteria indicated below must be followed. In the event that these criteria are not taken into account, the activity will not be evaluated and will not be taken into account in the final grade.

The criteria are the following:

The texts must be justified and typed in Times New Roman, size 12 and a space and a half. After and the full stop, the paragraphs will appear indented.

If the student, for any justified reason, can not follow this continuous assessment program, he / she must contact the teacher at the beginning of the course, before the first two weeks of classes, so that the evaluation can be adjusted to his / her circumstances.

## Bibliography

*El libro del español correcto. Claves para hablar y escribir bien en español*, Instituto Cervantes, Madrid, Espasa, 2012.

It is the manual of the subject, in which the student will find the theoretical content of the program as well as exercises to perform in class or on his own.

CASADO, M., *El castellano actual: Usos y normas*, Pamplona, Eunsa, 2005, 8<sup>a</sup> ed.

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It is a guide that offers a wide range of language issues that affect our use of language daily: accentuation and punctuation rules, plural formation, problems arising from the use of pronouns, numerals, the verb, the prepositions, as well as the syntax of the sentence.

Bibliography of reference.

GÓMEZ TORREGO, L., *Ortografía de uso del español actual*, Madrid, SM, 2001.

REAL ACADEMIA ESPAÑOLA, *Ortografía de la lengua española*, Madrid, Espasa, 1999.

In both works the student will be able to consult his orthographic doubts. The Orthography of Gómez Torrego also offers exercises with solution.

MONTOLÍO, E. (coord.) *Manual de escritura académica*, Barcelona, Ariel, 2000, 3 vols.

In this manual the student can find some of the theoretical issues covered in the subject as well as exercises with solution. The first volume is devoted to questions of idiomatic correction. The second, the planning of the texts and the connection in the academic text (discursive markers and connectors). The third volume deals with the punctuation, the objectivity of the academic text and the revision.

The manuals and didactic guides of the project ADIEU (Academic discourse in the European Union) coordinated by Graciela Vázquez (2001): Didactic guide of the written academic discourse, Activities for the academic writing and the oral academic discourse.

REAL ACADEMIA ESPAÑOLA, *Diccionario de la lengua española*, Madrid, Espasa-Calpe, 2001, 22<sup>a</sup> Ed.

Of normative character, is the dictionary that the student will have like reference.

REAL SPANISH ACADEMY, Panhispánico dictionary of doubts, Madrid, Santilla.

Thanks to this work, the student will be able to solve his linguistic doubts in a reasoned way.

REYES, G., *Cómo escribir bien en español*, Madrid, Arco Libros, 2003, 4<sup>a</sup> Ed.

Through reflection on language, this manual attempts to guide the reader to improve his written expression in the academic field.

MERAYO, A., *Curso práctico de técnicas de comunicación oral*, Madrid, Tecnos, 1998.

VICIÉN MAÑÉ, E., *Expresión oral*, Barcelona, Larousse, 2000.

In these works the student will find tips to prepare the oral test.

## OTHER DICTIONARIES

CASARES, J., *Diccionario ideológico de la lengua española: desde la idea a la palabra, desde la palabra a la idea*, Barcelona, Gustavo Gili, 1997, 2<sup>a</sup>ed.

MALDONADO GONZÁLEZ, C. (Dir. Ed.) *Diccionario sinónimos y antónimos: lengua española*, Madrid, SM, 2002, 3<sup>a</sup> Ed.

MOLINER, M., Diccionario del uso del español, Madrid, Gredos, 1998, 2<sup>a</sup> ed. SECO, M., O. ANDRÉS y G. RAMOS, *Diccionario del español actual*, Madrid, Aguilar, 1999, 2 vols.

Links of interest. Some pages are offered in which the student can consult his idiomatic questions:

[www.rae.es](http://www.rae.es)

It is the page of the Spanish Royal Academy. In it the student can consult:

El Diccionario de la Real Academia

El Diccionario Panhispánico de Dudas

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[www.abra.es/nw/index.php](http://www.abra.es/nw/index.php)

This page consists of different sections in which the most frequent inaccuracies in Spanish are analyzed and discussed.