



Universitat de Lleida

DEGREE CURRICULUM  
**LANGUAGE AND RULES**

Coordination: RIZOS JIMENEZ, CARLOS ANGEL

Academic year 2019-20

Subject's general information

<b>Subject name</b>	LANGUAGE AND RULES			
<b>Code</b>	101046			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Hispanic Philology	1	COMMON	Attendance-based
	Double degree: Bachelor's degree in Applied Languages and Translation and Bachelor's degree in Hyspanic Filology	1	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>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	RIZOS JIMENEZ, CARLOS ANGEL			
<b>Department</b>	CLASSICAL, FRENCH AND HISPANIC STUDIES			
<b>Teaching load distribution between lectures and independent student work</b>	<p>From letter to text: from use to standard.                      Brief history of the normalization of Castilian.                      The current orthographic standard:                      The letters.                      The accentuation.                      The score.                      The grammatical norm: morphology.                      Flexive morphology.                      Derivative morphology.                      Grammatical categories.                      The grammatical norm: syntax.                      Structures and functions.</p>			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Spanish			
<b>Distribution of credits</b>	Hours: Student hours: 133; 45 (theoretical classes: 30, participatory seminars: 5, practical classes in class or guided tours: 10); tutorials to clarify concepts or guide in the elaboration of works: 4; written test in class: 2); directed activities 30; student preparation: 58.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
RIZOS JIMENEZ, CARLOS ANGEL	carlos.rizos@udl.cat	6	

## Learning objectives

- Formative Objective 1: Provide an initial and solid overview, which will serve as a basis for subsequent subjects, modules and specialties of the Degree.
- Formative objective 2: To improve the oral and written expression of the student and to master the terminology proper to the field of linguistics.
- Learning Objective 3: Learn to use the most common computer tools in the field of linguistics.

## Competences

Transversal Competence 1: Acquire an adequate oral and written comprehension and expression of Spanish.

Basic Competence 1: Possessing and understanding knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the vanguard of their field of study.

General Competence 2: Develop critical reasoning.

General Competence 5: Develop motivation for the quality of academic work.

General Competence 6: Demonstrate a systemic attitude of rigor at work.

General Competence 11: Know how to use the terminology and techniques of the disciplinary or professional field.

Specific Competence 4: Be able to reflect on the systematic aspects of the uses of the language from different perspectives of analysis.

Specific Competence 6: Ability to analyze and reflect on the structure and functioning of the Spanish language and communication in the Spanish language.

## Subject contents

From letter to text: from use to standard.

Brief history of the normalization of Castilian.

The current orthographic standard:

The letters.

The accentuation.

The score.

The grammatical norm: morphology.

Flexive morphology.

Derivative morphology.

Grammatical categories.

The grammatical norm: syntax.

Structures and functions.

## Methodology

There will be four types of classes: theoretical classes, practical classes, assisted practices and academically directed activities.

-The theoretical classes will be of master type and in them will develop the concepts but with the understanding that students can interrupt the teacher's speech as many times as necessary to raise the doubts that arise. In these classes the teacher will give notes and present the contents according to the academic standard putting them in contrast with the actual use of the language in the different registers.

-The practical classes will be of grammar exercises of different nature (dictates, written reflections, commentary of academic or philological texts related to the subject, exercises of spelling and grammar).

- Assisted practices will be activities that the students will carry out in the classroom (individually or in groups) with the help of the teacher, who will solve the problems that appear to them.

-Academically directed activities will consist of two works (one that will be delivered in the middle of the quarter and facing the end), consisting of reflecting on some aspect related to the spelling or grammar of Spanish. In the tutorial hours (in the teacher's office, in the afternoon), the students will be able to ask the teacher about the problems that arise, so that they can follow them up (choice of topic, structuring of work, search, and citation of the bibliography ...).

## Development plan

The course will be divided into three blocks preceded by two previous sessions that will be distributed as follows:

1st previous: From the letter to the text: from the use to the norm (13-II). The subject will be presented (objectives, methodology, content, bibliography ...) and visit to the Library of Letters to become familiar with the bibliography.

2ª previa: Brief history of the normalization of Castilian (14-II). Master class.

1. The current orthographic standard (20-II / 8-V): 19 sessions.

· The letters (20-II / 13-III): 8 sessions (1ª: b, v, w; 2ª: c, k, q, z; 3ª: g, j; 4ª: y / i, ll; ; 6th: r, rr; 7th: ch; 8th: practice).

· The accentuation (19-III / 3-IV): 6 sessions (1st: general rules, 2nd: diphthongs, triptongs and hiatus, 3rd: diacritics monosyllables: 4th: other diacritics: 5th: compounds and aliens: 6th: practice).

· The score (16-IV / 8-V): 6 sessions (1st: period: 2nd: comma: 3rd: semicolon and colon: 4th: parentheses, brackets, quotation marks, dash, dash: 5th: practice; 6th: practice-control not available).

2. The grammatical norm: morphology (14-V / 29-V): 6 sessions.

· Flexible morphology (14-V / 15-V): 2 sessions (1st: gender, number, grade, person, time, mode, aspect, voice; 2nd: analysis of verbal forms).

· Derivative morphology (21-V / 22-V): 2 sessions (1st: prefixation, suffixation and parasynthesis, 2nd: composition).

· Grammar categories (28-V / 29-V): 2 sessions (1ª: variable and invariable categories, 2nd: practice).

3. The grammatical standard: syntax (4-VI / 5-VI): 2 sessions.

· Structures and functions (4-VI): 1 session (structures and functions; connectors).

· Aberrant uses (5-VI): 1 sesión (theory and practice)

\* This timing is flexible and will fit the needs of students and any other circumstances that may arise. We leave two sessions (ie, those of the last school week: June 6 and 7) free for possible eventualities that may appear, such as

a conference, or programmed by the department itself (such as Week of Letters Hispanics organized by the same) or any other type.

## Evaluation

a) Criteria and system of evaluation, weighting and qualification:

Attendance and participation: Attendance and participation in the teaching sessions: classes and training activities (10%).

Assessment workshop (exam): written tests in the classroom (50%).

Report-papers: Autonomous written original works, prepared outside the classroom, individual and / or group (30%). The guidelines of the Guide for the presentation of works that are cited in the bibliography and that can be consulted among the resources of the Virtual Campus should be followed.

Others: Resolution of practical cases in the classroom, individual or collective (10%).

b) Deadline to apply for the sole evaluation (students who can not attend class): February 14.

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).

c) Period of tests and delivery of academically directed works:

-8 May: non-evaluable practice-control.

-Examination week (date assigned by the faculty): final exam.

-Presentation of the first work: April 2.

-Presentation of the second work: May 22.

## Bibliography

ALARCOS LLOCACH, Emilio, *Gramática de la lengua española*, Madrid: Espasa, 1999.

DUBOURG, María Antonieta, *El buen idioma*, Montevideo: Ediciones de la Plaza, 2001.

GÓMEZ TORREGO, Leonardo, *Ortografía de uso del español actual*, Madrid: SM, 2011<sup>5</sup> (ed. revisada y actualizada)

LÁZARO CARRETER, Fernando, *El dardo en la palabra*, Barcelona: Galaxia Gutenberg, 1997.

LÁZARO CARRETER, Fernando, *El nuevo dardo en la palabra*, Barcelona: Círculo de Lectores, 2003.

Real Academia Española y Asociación de Academias de la Lengua Española, *Ortografía de la lengua española*, Madrid: Espasa, 2010.

Real Academia Española y Asociación de Academias de la Lengua Española, *Ortografía básica de la lengua española*, Madrid: Espasa, 2012.

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*Nueva gramática de la lengua española: Manual*, Madrid: Espasa, 2010.

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Real Academia Española, *Diccionario de la lengua española*, Madrid: Espasa, 2014<sup>23</sup>.

Real Academia Española y Asociación de Academias de la Lengua Española, *El buen uso del español*, Madrid: Espasa, 2013 (académico responsable: Salvador Gutiérrez Ordóñez; redacción: Eugenio Cascón Martín).

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

[www.materialesdelengua.org](http://www.materialesdelengua.org)