



Universitat de Lleida

DEGREE CURRICULUM  
**LANGUAGE AND RULES**

Coordination: RIZOS JIMENEZ, CARLOS ANGEL

Academic year 2021-22

Subject's general information

<b>Subject name</b>	LANGUAGE AND RULES			
<b>Code</b>	101046			
<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 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>Class hours: Of the 60 hours that involve the 6 credits of the subject, the academic calendar includes 43 teaching hours prior to the evaluation activities.</p> <p>Hours of autonomous work: 90 hours (this figure is merely indicative, since the time that will be dedicated to carrying out work and studying or practices aimed at assimilating the contents of the subject will depend on the skill of each student).</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>	Student hours: 150 (class: 60 [51 lectures, distributed in 38 sessions]; autonomous work: 90; tutorials to clarify concepts or guide in the preparation of work: 4; final test: 2 h).			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
RIZOS JIMENEZ, CARLOS ANGEL	carlos.rizos@udl.cat	6	Thursday from 5 to 7 p.m.

## Subject's extra information

In the event of confinement as a result of the pandemic generated by COVID-19, face-to-face activities will go virtual through the use of virtual campus tools: classes by videoconference, delivery of work through the activities tool, controls and Testing from home through the combination of the activity tool with the videoconference tool to verify the identity of the students being tested.

Regarding absences due to possible specific confinements due to contagion or contact with infected with the COVID-19 virus, they must communicate to the teacher so that he can justify them and put the means so that they can follow the classes by streaming synchronously.

## 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 Spanish.

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.

Aberrant uses.

## 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) that will be posted in the activities section of the virtual classroom.

- 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 using the video conferencing tool.

-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 use to the norm (13-IX). The subject will be presented (objectives, methodology, content, bibliography ...) and a virtual visit to the Literature library and the RAE to become familiar with the bibliography.

2nd preview: Brief history of the standardization of Spanish (14-X). Master class.

1. The current spelling rule (15-IX / 27-X): 16 sessions.

· The letters (15-IX / 22-IX): 4 sessions (1st: b / v / w + practice; 2nd: c / k / q / z; 3rd: g / j / gu; 4th: y / ll, r, r / rr, ch + practice).

· Accentuation (27-IX / 11-X): 5 sessions (1st: general rules; 2nd: diphthongs, triphthongs and hiatuses; 3rd: monosyllables with diacritic accent; 4th: other uses of the diacritical accent + practice; 5th: compound and foreign words).

· The score (13-X / 27-X): 7 sessions (1st: period + practice; 2nd: comma I; 3rd: comma II; 4th: comma III + practice; 5th: semicolon + colon; 6th: parentheses, brackets, quotation marks, hyphen, dash; 7th: ellipsis, question mark and exclamation mark + practice).

2. The grammatical norm: morphology (2-XI / 1-XII): 14 sessions.

- Inflectional morphology (2-XI / 3-XI): 2 sessions (1st: nominal [gender, number, grade, person]; 2nd: verbal [number, person, time, mode, aspect, voice] + practice).
- Derivative morphology (8-XI / 17-XII): 6 sessions (1st: prefixation; 2nd: suffixation and infixes; 3rd: control or test on spelling and inflectional morphology; 4th: proofreading; 5th: parasynthesis; 6th: composition + practice).
- Grammatical categories (22-XI / 1-XII): 6 sessions (1st: variable categories [noun and adjective]; 2nd: variable categories [determinant and pronoun]; 3rd: variable categories [verb] + practice); 4th: invariable categories [adverb]; 5th: invariable categories [preposition]; 6th: invariable categories [conjunction and interjection] + practice).

3. The grammatical norm: syntax (13-XII / 22-XII): 6 sessions.

- Structures and functions (13-XII): 1 session.
- Simple sentence (14-XII): 1 session.
- Connectors and compound sentence (15-XII): 1 session (+ practice).
- Aberrant uses (20-XII / 22-XII): 3 sessions (1st: solecisms and anacolutos; 2nd: concordance errors; 3rd: doubts and practice).

\* This timing is flexible and will be adapted to the needs of the students and to any other circumstance that may arise. A visit to the Edicions department of the University of Lleida is also planned so that they can explain to us in situ the correction process in the publishing of books and magazines.

## Evaluation

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

Attendance and participation:

Attendance and participation in teaching sessions: face-to-face classes (10%).

Assessment workshop (final exam): written test scheduled by the faculty (50%).

Report-works: Original autonomous written works, prepared outside the classroom, individual and / or in groups (30%). The guidelines of the *Guide for the presentation of works* that is cited in the bibliography and that can be consulted among the resources must be followed of the Virtual Campus.

Test control on the first block of the subject: Resolution of practical cases (10%).

b) Deadline to take advantage of the single assessment (students who cannot attend class): September 20.

Students who combine their studies with a full-time job or a part-time job have the right to request an alternative assessment within a period of 5 from the beginning of the semester. For more information, send an email to [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or contact the Secretary of the Faculty of Letters.

c) Period for conducting tests and submitting academically supervised work:

-November 10: test control on the first block (spelling; 0.2 will be deducted for spelling or grammatical errors).

-Examination week (date assigned by the faculty): final exam (0.5 will be deducted for spelling or grammatical errors).

-Presentation of the first work: October 13 (0.1 will be deducted for spelling or grammatical errors).

-Presentation of the second work: December 1 (0.3 will be deducted for spelling or grammatical error).

## Bibliography

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

*Document sobre presentació de treballs i activitats: Grau en Llengües Aplicades i Traducció*, Lleida: Universitat de Lleida. Recuperated from <https://cv.udl.cat/access/content/group/coordLlengues-1718/Guia%20presentacio%20treballs%20LLETRA.pdf>

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)

GÓMEZ TORREGO, Leonardo, *Hablar y escribir correctamente: Gramática normativa del español actual*, Madrid: Arco Libros, 2011<sup>4</sup> (ed. actualizada), 2 vols. (I: Acentuación, puntuación, ortografía, pronunciación, léxico, estilo; II: Morfología y sintaxis).

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

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Real Academia Española y Asociación de Academias de la Lengua Española, *Gramática y ortografía básicas de la lengua española*, Madrid: Espasa, 2019.

Real Academia Española y Asociación de Academias de la Lengua Española, *Glosario de términos gramaticales*, Madrid: Universidad de Salamanca, 2019.