DEGREE CURRICULUM
LANGUAGE AND RULES

Coordination: RIZOS JIMENEZ, CARLOS ANGEL

Academic year 2023-24

LANGUAGE AND RULES 2023-24

Subject's general information

Subject name	LANGUAGE AND RULES
Code	101046
Semester	1st Q(SEMESTER) CONTINUED EVALUATION

Typology

Degree	Course	Character	Modality
Bachelor's Degree in Hispanic Philology	1	COMMON/CORE	Attendance-based
Double degree: Bachelor's degree in Applied Languages and Translation and Bachelor's degree in Hyspanic Philology	1	COMMON/CORE	Attendance-based
Master's Degree in Language and Digital Communication		COMPLEMENTARY TRAINING	Virtual learning
Master's Degree in Teaching Spanish/Catalan to Immigrants		COMPLEMENTARY TRAINING	Semipresencial / Virtual

Course number of credits (ECTS)	6

Type of activity, credits, and groups

Activity type	PRAULA	TEORIA
Number of credits	3	3
Number of groups	1	1

Coordination	RIZOS JIMENEZ, CARLOS ANGEL
Department	PHILOLOGY AND COMMUNICATION
Teaching load distribution between lectures and independent student work	Class hours: Of the 60 hours implied by the 6 credits of the subject, the academic calendar contemplates 54 class hours prior to the evaluation activities. Hours of autonomous work: 90 hours (this figure is merely indicative, since the time that will have to be dedicated to carrying out work and study or practices aimed at the assimilation of the contents of the subject will depend on the skill of each student).
Important information on data processing	Consult this link for more information.
Language	Spanish

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
RIZOS JIMENEZ, CARLOS ANGEL	carlos.rizos@udl.cat	6	Tuesday from 9 a.m. to 11 a.m. / office 3.73 (arrange in advance)

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, during the tutorial timework), 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 Libraries of Letters and the RAE to become familiar with the bibliography.

2nd preview: Brief history of the standardization of Spanish (18-IX). Master class.

1. The current spelling norm (19-IX / 26-X): 18 sessions.

· Letters and digraphs (19-IX / 27-IX): 5 sessions (1st: b/v/w; 2nd: c/k/q/z + practice; 3rd: g/j/gu/gü; 4th: y/ll, r/rr; 5th: h, ch, x, s/z + practice).

· Accentuation (2-X / 11-X): 6 sessions (1st: general rules; 2nd: diphthongs and triphthongs; 3rd: hiatus + practice; 4th monosyllables with diacritical tilde; 5th: diacritical tilde in interrogatives and exclamatives; 6th : compounds and foreign words + practice).

· Punctuation (16-X / 26-X): 6 sessions (1st: period; 2nd: comma I; 3rd: comma II + practice [Activity 1]; 4th: semicolon / colon; 5th: parentheses, brackets , quotation marks, hyphen, dash; 6th: ellipses, question marks and exclamation marks + practice).

· Spelling test (30-X).

2. The grammatical norm: morphology (31-XI / 29-XI): 12 sessions.

· Inflectional morphology (31-X / 8-XI): 4 sessions (1st: nominal [gender, number, degree, person]; 2nd: verbal [number, person, tense, mood, aspect, voice]; 3rd: irregular verbs and verbal periphrases; 4th: correction + practice).

·Derivative morphology (13-XI / 15-XI): 3 sessions (1st: prefixation; 2nd: suffixation and infixes; 3rd: parasynthesis and composition + practice).

· Grammatical categories (20-XI / 29-XI): 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 [Activity

2]).

3. The grammatical rule: syntax (4-XII / 20-XII): 8 sessions.

· Structures and functions (4-XII): 1 session.

· Simple sentence (5-XII): 1 session.

· Connectors and compound sentence (11-XII / 13-XII): 3 sessions (1st: coordinated and juxtaposed; 2nd substantive and relative subordinates; 3rd adverbial subordinates + practice).

· Aberrant uses (18-XII / 20-XII): 3 sessions (1st: solecisms [leísmo-laísmo, dequeísmo, queísmo, quesuismo] and anacolutos; 2nd: concordance errors; 3rd: doubts and practice).

*This timing is flexible and will be adapted to the needs of the students and any other circumstances that may arise.

Evaluation

Criteria and system of evaluation, weighting and qualification:

BLOCK 1 (30%):

Attendance and participation: Attendance and participation in teaching sessions: face-to-face classes (20%). A tenth will be deducted (out of 2 points out of 10) for each unexcused absence.

Activity 1: Original autonomous written work, prepared outside the classroom but written in the classroom (10%). Date: October 18. Spelling: 0.1 will be discounted for spelling or grammatical errors.

BLOCK 2 (40%):

Test control on the first block of the subject: Resolution of practical cases (20%). Date: October 30. Spelling: 0.2 will be deducted for spelling or grammatical errors.

Activity 2: Edition of an old text adapting it to current spelling and grammar rules (20%). Date: November 29. Spelling: 0.3 will be deducted for spelling or grammatical errors.

BLOCK 3 (30%): Evaluation workshop (final exam): written test on the date scheduled by the faculty (30%). Spelling: 0.5 will be deducted for spelling or grammatical errors.

In the case of academic fraud or spontaneous copying, the provisions of the Regulations for evaluation and qualification of teaching in bachelor's and master's degrees of the UdL will apply.

The student who wants to take advantage of the alternative evaluation must present a work contract or justify, in writing addressed to the dean, the reasons that make it impossible for him or her to carry out the continuous evaluation within a period of five (5) days from the beginning. of the semester For more information, send an email to lletres.secretariacentre@udl.cat or Go to the Academic Secretariat of the Faculty of Letters. In this case, attendance and participation will not be taken into account, so the activities of the different blocks will be weighted as follows: Block 1 (activity 1): 15%; Block 2 (50%): test control (25%), activity 2 (25%); Block 3: final exam (35%).

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[5] (ed. revisada y actualizada)

GÓMEZ TORREGO, Leonardo, *Hablar y escribir correctamente: Gramática normativa del español actual*, Madrid: Arco Libros, 2011[4] (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.

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.

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

Real Academia Española y Asociación de Academias de la Lengua Española, *Nueva gramática básica de la lengua española*, Madrid: Espasa, 2011.

Real Academia Española, *Diccionario de la lengua española*, Madrid: Espasa, 2014[23].

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).

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.