DEGREE CURRICULUM
CATALAN GRAMMAR

Coordination: RIBES AMORÓS, MARIA SALOMÉ

Academic year 2018-19

Subject's general information

Subject name	CATALAN GRAMMAR
Code	101452
Semester	1st Q(SEMESTER) CONTINUED EVALUATION

Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Catalan Philology and Occitan Studies	1	COMMON	Attendance-based
	Master's Degree in Teaching Spanish/Catalan to Immigrants (M2016)		COMPLEMENTARY TRAINING	Semipresencial / Virtual
	Double degree: Bachelor's degree in Catalan Filology and and Bachelor's degree in Applied Languages and Translation	1	COMMON	Attendance-based

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	RIBES AMORÓS, MARIA SALOMÉ
Department	CATALAN STUDIES AND COMMUNICATION
Teaching load distribution between lectures and independent student work	Class 24 h in classroom Exercises 24 h in classroom + 94 h of independent work Tutories 8 h in classroom or office TOTAL 56 h lectures + 94 h independent work
Important information on data processing	Consult this link for more information.
Language	Catalan

CATALAN GRAMMAR 2018-19

Distribution of credits	1. Conceptual principles of the Grammar: description vs. norm: 0.5
	2. The writing/sund level: 1
	3. Morphology: 1
	4. Syntax: 2
	5. Register indexes: 0.5
	6. Elements of textual cohesion and coherence: 0.5
	7. Models of textual composition: 0.5

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
RIBES AMORÓS, MARIA SALOMÉ	salome@filcat.udl.cat	6	

Subject's extra information

Basic bibliography:

BADIA, Jordi [et al.] (1997) *El llibre de la llengua catalana per a escriure correctament el català*. 3a ed. 1a reimpr. Barcelona: Castellnou, 1997.

BRUGAROLAS, Núria [et al.] (2001) *Nivell D. Llengua catalana*, Barcelona: Castellnou.

SOLÀ, J.; LLORET, M.R.; MASCARÓ, J. & PÉREZ SALDANYA, M. (eds.) (2002) *Gramàtica del català contemporani*, Barcelona: Empúries.

PÉREZ SALDANYA, M.; SIFRE, M. & TODOLÍ, J. (2004) *Morfologia catalana*, Barcelona: UOC.

FERRANDO, A. (coord.) (2002) *Guia d'usos lingüístics (1). Aspectes gramaticals*, s.l.: Institut Interuniversitari de Filologia Valenciana.

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

CASTELLANOS, J.-A. (1991[4]) *Quadern. Normativa bàsica de la llengua catalana (amb exercicis autocorrectius)*, Bellaterra: ICE-UAB.

Learning objectives

To give to the student the practical tools to write the Catalan language correctly

To give to the student the tools for a successful inquiry of information about language norm

To analyze texts from which we can obtain the kind of contents we have previously referred

To define the relations between language usage models in different social contexts, and the form of the standard language that we can infere from the analysis of these models

Competences

CB5 To know how to develop learning skills necessary to undertake further studies with a high degree of autonomy

CG3 To develop the capacity for individual work and the motivation for quality and rigor.

CG6 To develop autonomous learning ability.

CG8 To develop the capacity for oral and written communication in Catalan (either with experts or with non-experts).

CG10 To develop knowledge and the capacity to use ICT regarding the corresponding field of study.
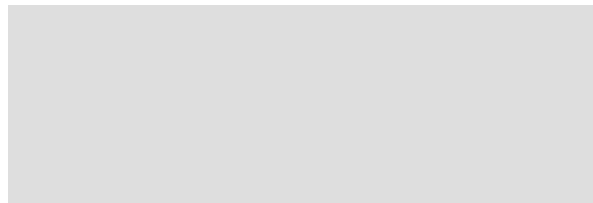
CG12 To develop the ability to use terminology and techniques of the disciplinary or professional field.

CE2 To acquire a critical command of the Catalan language from the different grammatical perspectives: phonetics, phonology, lexicology, morphology, semantics, syntax, discourse analysis, pragmatics and sociolinguistics.

CE12 To develop the ability to analyze, evaluate and correct, grammatically and stylistically, oral and written texts in Catalan.

CT1 To acquire an adequate oral and written comprehension and expression of Catalan.

CT3 To acquire skills in the use of new technologies and particularly ICT.

Methodology

Exposition and discussion in classroom

Practical exercises in classroom or independently by the student

Revision in classroom

Evaluation

Written test, and/or a written work at home as an option