



DEGREE CURRICULUM
**ORAL AND WRITTEN COMMUNICATION
TECHNIQUES (CATALAN)**

Coordination: RIBES AMOROS, MARIA SALOME

Academic year 2022-23

Subject's general information

Subject name	ORAL AND WRITTEN COMMUNICATION TECHNIQUES (CATALAN)			
Code	101566			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Double degree: Bachelor's degree in Applied Languages and Translation and Bachelor's degree in Hyspanic Philology	2	COMPULSORY	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	3	COMPULSORY	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 AMOROS, MARIA SALOME			
Department	CATALAN STUDIES AND COMMUNICATION			
Important information on data processing	Consult this link for more information.			

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

Subject's extra information

This subject aims to lay the theoretical and practical bases to master oral expression and face the writing of texts in the Catalan language in its pronunciation, grammatical, lexical and discursive aspects. Specifically, in this subject the different textual typologies will be studied to achieve the objective of improving the production of oral and written texts. Dialect differences will be taken into account.

Learning objectives

- O1. Consolidate mastery of regulations and develop the ability to organize and write written texts in a correct and context-appropriate way.
- O2. Examine different grammars and style books to identify the grammatical features of the texts and justify whether they adapt to the regulations of the Catalan language.
- O3. Analyze and present well-structured, understandable and linguistically correct formal oral texts, and read written texts with correct pronunciation, clear articulation and proper intonation.
- O4. Analyze and generate formal written texts of diverse typology that are well structured, understandable and linguistically correct.

Competences

- CB5 Knowing how to develop those necessary learning skills to undertake further studies with a high degree of autonomy.
- CG3 Carrying out the assigned work with quality and rigor.
- CG6 Implementing the capacity for autonomous learning.
- CG8 Implementing the capacity for oral and written communication in Catalan and Spanish (with experts and non-experts).
- CG10 Implementing knowledge and the ability to use ICT in relation to the corresponding field of study.
- CG12 Properly use the terminology and techniques of the disciplinary or professional field.
- CE2 Analyzing the Catalan and Occitan languages from different grammatical perspectives: phonetic, phonological, lexical, morphological, semantic, syntactic, discursive, pragmatic and sociolinguistic.
- CE12 Developing the ability to analyze, evaluate and correct, grammatically and stylistically, oral and written texts in Catalan and Occitan languages.
- CT1 Acquiring an adequate oral and written comprehension and expression of Catalan and Spanish.
- CT3 Acquiring training in the use of new technologies and information and communication technologies.
- CT4 Acquiring basic knowledge of entrepreneurship and professional environments.
- CT6 Applying the gender perspective to the functions of the professional field.

Subject contents

Written expression

1. The characteristics of written discourse
 - The production and comprehension of written discourse
 - Properties of the text: adequacy, coherence and cohesion
 - Textual typology: description, narration, exposition and argumentation
 - Linguistic standard and variation: historical, geographical, social and functional
 - Some aspects of the regulations
2. Grammar competence
 - Standard and correction criteria
 - Text organization, connection and punctuation
 - Text planning
 - Some aspects of the regulations
3. Organization and production of written discourse

- Text construction: content and structure
- Analysis of written texts: sociocultural, contextual, discursive, grammatical and lexical aspects
- Revision and correction of written texts

Oral expression

4. The specificity of oral discourse

- Differences between oral and written speech
- The production and comprehension of oral discourse
- Memorized reading and diction
- Oral textual models: presentation, presentation, debate, dialogue, interview, conference...

5. Linguistic characteristics of oral discourse

- Dialectal variation and registers
- Phonetic, morphological, syntactic and semantic grammatical correction in formal oral discourse
- The pragmatic adequacy: purpose and recipients

6. Organization and production of oral discourse

- Text construction: content and structure
- Execution of the prepared formal oral discourse
- Vocalization, voice modulation, intonation and clarity in the articulation
- Non-verbal Language

7. Grammars, dictionaries and style books

- Rules
- Specific terminology
- Conventions

Methodology

The subject is taught in a mixed way according to the **following schedule**:

HP (classroom hours): 60h

HNP (e-learning): 90h

Table of educational activities and time spent by students

Activity	CODIFICATION / Description / Typology TPD	o	HP*	HNP
Master class (M)	M	O1 O2 O3 O4	5	
Seminars (S)				
Practices (P)	P1- Analysis and comment on grammatical aspects in Catalan P2- Correction of oral and written texts P3- Production of oral texts in Catalan P4- Production of written texts in Catalan P5- Readings and participation in forums P6- Information research	O1, O2 O1, O2 O3 O1, O4 O1-O4 O1, O2	5 15 15 10 --- 5	10 5 25 25 5 20
Works (T)				
Tutorials (Tut)	Tut1- Resolution of doubts Tut2- Text revision	O1, O2 O4	2,5 2,5	
Others (AA)				
Evaluation (AV)*	See table of evaluation mechanisms			
TOTAL	The absolute total must always add 187.5 h (7.5 ECTS) or 150 h (6 ECTS)		60	90

Methodology:

- Master classes

- Written work
- Work in group
- Problem based learning
- Oral presentation
- Practices
- Revision in classroom

These axes will be used and the main methodology will be the flipped classroom, in which the students will have to prepare the contents and exercises before the classes. In the classroom, the concepts that have not been clear are reviewed, doubts are resolved and work is done, individually or as a team, on new challenges that help to consolidate the skills that need to be achieved.

Development plan

Week 1

- The production and understanding of written speech
- Text properties: adequacy, coherence and cohesion
- Elaboration of written texts: narrative text 1
- Lexical exercises 1

Week 2

- Textual typology: narrative text and oral presentation
- Grammatical aspects 1
- Correction of errors in written texts: narrative text 1
- Elaboration of written texts: narrative text 2
- Lexical exercises 2

Week 3

- Standard and linguistic variation: historical and geographical
- Correction of errors in written texts: narrative text 2
- Practices on improving a narrative text
- Lexical exercises 3

Week 4

- Standard and linguistic variation: social and functional
- Differences between oral speech and written speech
- Reading and memorized diction
- Lexical exercises 4

Week 5

- Elaboration of an oral text 1, expository
- Proposals for improvement for oral text 1, expository
- Lexical exercises 5

Week 6

- Textual typology: descriptive text
- Grammatical aspects 2
- Elaboration of written texts: descriptive text
- Lexical exercises 6

Week 7

- Text planning
- Organization of the text: punctuation marks
- Correction of errors in written texts: description
- Practices on improving a descriptive text
- Lexical exercises 7

Week 8

- Rules and conventions
- Website analysis on correctness and conventions
- Text construction: content and structure
- Grammatical aspects 3
- Correction: punctuation marks 1
- Lexical exercises 8

Week 9

- The phonetic, morphological, syntactic and semantic grammatical correction in formal oral discourse
- Oral textual models: presentation, debate, interview, conference ...
- Analysis of oral textual models
- Lexical exercises 9

Week 10

- Elaboration of an oral text: debate
- Proposals for improvement for the debate
- Correction: punctuation marks 2
- Exercises on conventions 1
- Lexical exercises 10

Week 11

- Non-verbal language
- Textual typology: argumentative text
- Organization of the text: the connectors
- Elaboration of written texts: argumentative text 1
- Lexical exercises 11

Week 12

- Dialect variation and registers in oral texts
- Vocalization, voice modulation, intonation and clarity in articulation
- Practices on improving an argumentative text 2
- Correction of errors in written texts: argumentative text 1
- Lexical exercises 12

Week 13

- Elaboration of written texts: argumentative text 2
- Exercises on conventions 2
- Lexical exercises 13

Week 14

- Practices on improving an argumentative text 2
- Correction of errors in written texts: argumentative text 2
- Lexical exercises 14

Week 15

- Elaboration of an oral text 3: presentation

Evaluation

Evaluation

Evaluation mechanisms	Codification / Description-criteria / Typology TPD	Observations	O	Activity	%
Assistance and participation (As)	The interest and active participation in the resolution of problems will be positively valued			Active participation	(+)
Evaluation workshop (TA) (Exam)	TA Correction of errors, comments on grammatical aspects and conventions		O1 O2 O4	P1, P2, P6	25
Report (In) / Works (T)					
Others (A)	A1- Elaboration of three written texts A2- Elaboration of two oral texts A3- Consultation of sources and linguistics resources A4- Exercises in the classroom and online*		O1, O4 O1, O3 O2 O1-O4	P1, P4 P1, P2, P3 P6 P1-P6	25 15 15 20
TOTAL					100

OBSERVATIONS:

* In order to decide this note, the teacher will not do the average of the exercises carried out, but will take into account the progression of the student throughout the course. The exercises carried out in the classroom are counted as well as those that are done independently outside the classroom to prepare the face-to-face sessions.

If the teacher considers that the spelling, the expression or the formal presentation are neglected, she may consider not correcting the activity and suspending it for this reason.

In the event of plagiarism, the provisions of the 'Regulations for the evaluation and qualification of teaching in degrees and master's degrees at the UdL' will be applied.

Students who combine their degree with a full time job or a part-time job with schedules coinciding with classes 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 letres.secretariacentre@udl.cat or ask for information at the Faculty's office (Secretaria de la Facultat de Lletres).

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Curs de llengua catalana, nivell C:

http://administraciojusticia.gencat.cat/web/.content/documents/arxius/nivell_c_solucionari.pdf

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