



Universitat de Lleida

DEGREE CURRICULUM
**LANGUAGE, STYLES OF
COMMUNICATION AND
GENDER**

Coordination: CALERO FERNANDEZ, MA.ANGELES

Academic year 2023-24

LANGUAGE, STYLES OF COMMUNICATION AND GENDER 2023-24

Subject's general information

| | | | | |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------|------------------|
| Subject name | LANGUAGE, STYLES OF COMMUNICATION AND GENDER | | | |
| Code | 14642 | | | |
| Semester | 1st Q(SEMESTER) CONTINUED EVALUATION | | | |
| Typology | Degree | Course | Character | Modality |
| | Master's Degree in Gender's Studies and Management of Equality Policy | 1 | COMPULSORY | Virtual learning |
| 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 | CALERO FERNANDEZ, MA.ANGELES | | | |
| Department | PHILOLOGY AND COMMUNICATION | | | |
| Teaching load distribution between lectures and independent student work | As this is a virtual master, the subject don't have face-to-face sessions. | | | |
| Important information on data processing | Consult this link for more information. | | | |
| Language | The tasks and materials are provided in Spanish and in Catalan, and the students can choose which Language to use. The Bibliography is in its original Language or in its spanish or catalan translation. | | | |
| Distribution of credits | M ^a Ángeles Calero Fernández: 1,5 ECTS M. Teresa Quintillà Zanuy: 4,5 ECTS | | | |

| Teaching staff | E-mail addresses | Credits taught by teacher | Office and hour of attention |
|-------------------------------|-----------------------------|---------------------------|------------------------------|
| CALERO FERNANDEZ, MA.ANGELES | mariaangeles.calero@udl.cat | 1,5 | |
| QUINTILLA ZANUY, MARIA TERESA | mquintilla01@gmail.com | 4,5 | |

Subject's extra information

In this subject the role of language in shaping the social imaginary and how it affects the image that the linguistic community has about women and men will be analyzed; Gender differences in linguistic uses and communicative strategies will also be reviewed, as well as the effect that they have on interpersonal and power relations.

Intellectual and industrial property rights

The recordings and other contents that are available for this subject through the Virtual Campus are protected by University of Lleida's Intellectual and industrial property rights, in accordance with the clause included in the Legal Notice, visible on all websites owned by the UdL, and which can be consulted here: <http://www.udl.cat/ca/legal/>. Therefore, the storage of this content or any transformation of this data is not allowed, as well as the acts of reproduction, distribution, exhibition, transmission, retransmission, emission in any form.

There is a Catalan and English version of this teaching guide.

Learning objectives

- To observe that the languages are not aseptic but that they contain a particular and biased world vision.
- To identify the different androcentrism and sexism samples in language and communication.
- To develop strategies in order to use an inclusive and respectful language with women.
- To recognize the different ways in which women and men face a communicative act.
- To avoid misunderstandings based on inadequate interpretations of the communicative strategies.
- To learn to design surveys and interviews in order to collect data and do qualitative and statistical analysis with them.

Competences

Basic Competences

CB1_ The competence to own and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context.

CB2_ The competence to know how to apply the acquired knowledge and have the ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

Generic Competences

CG4_ The competence to know how to use the data collection tools for qualitative and quantitative analysis. (Instrumental competence).

CG5_ The competence to be able to recognize situations of discrimination towards women based on a corpus or

gender studies and to articulate an adequate and effective response. (Cognitive competence).

Specific Competences

CE5_The competence to identify gender differences in communication and to know how to use an inclusive and respectful language with women.

Subject contents

1. The Language as a Transmitter of an andocentric and patriarchal world vision. (Teacher: M. Teresa Quintillà)
2. Recognition of linguistic sexism and Use of strategies in order to neutralize it. (Teacher: M. Teresa Quintillà)
3. Differences in the linguistic inventory and the communicative strategies of women and men and their consequences for verbal interaction. (Teacher: M^a Ángeles Calero)
4. Differences in the way of speaking of women and men according to the grammatical tradition. (Teacher: M. Teresa Quintillà)

Methodology

Tutorial Videos

The subject has several tutorial videos on theoretical and methodological questions. They try to solve the difficulties that have been identified in the development of the tasks that must be done in the course, as well as they talk about topics that could be interesting for the students or that the students themselves have requested, whenever these questions are within the limits of the subject.

Tasks

Based on what has been explained in the Tutorial Videos and in the documents that teachers uploaded in the virtual platform, as well as in compulsory readings, the students must complete five evaluable tasks that are distributed among the four topics of the subject. Some of them are exams, although all count to the continuous assessment of the subject.

Support documents, tasks and tests/exams are accessible from each of the Lessons section of the virtual campus. Each task has instructions on what should be done. Tasks will be of different kinds: case study, problems resolution, design and execution of a project, oral presentation of project results, virtual exams.

Tasks must be submitted on the stipulated date at the beginning of the course. The delay in delivering the activities will be penalized.

Tutoring

The teachers will be available for consultation and personalized tutoring online at the Forum section of the virtual campus. If it is considered necessary, the students and teachers could be in touch by Video conference tool of the virtual campus.

Development plan

Time distribution for student work according to type of tasks

| | Viewing Tutorial Videos | Readings and preparation of exams | Case study and problems solving | Exams | Project | TOTAL |
|--|-------------------------|-----------------------------------|---------------------------------|-------|---------|-------|
| | | | | | | |

| | | | | | | |
|--------------------|-----------|------------|-----------|-------------|------------|-------------|
| Presentation | 14' | | | | | 14' |
| Lesson 1 | 1h 16' | 28 | | 1 | | 30h 16' |
| Lesson 2 | 1h 54' | 20 | 9 | | | 30h 54' |
| Lesson 3 | 1h 36' | 28 | | 1 | | 30h 36' |
| Lesson 4 | 1h | 20 | | | 37 | 58 |
| TOTAL Hours | 6 | 96 | 9 | 2 | 37 | 150 |
| % | 4% | 64% | 6% | 1,3% | 26% | 100% |

Evaluation

When the subject of *Language, Styles of Communication and Gender* is taught in the first semester, it will be evaluated in February. When the subject of *Language, Styles of Communication and Gender* is taught in the first semester, it will be evaluated in February.

| Weight of evaluable tasks in the final grade | | |
|----------------------------------------------|---------------------------------------------------------------------------------|-----|
| Block 1: Theme 1 | Virtual exam 1 | 25% |
| Block 2: Theme 2 | Cases study | 10% |
| | Troubleshooting | 15% |
| Block 3: Theme 3 | Virtual exam 2 | 25% |
| Block 4: Theme 4 | Project: Design of analysis tool, written report and presentation of results | 25% |

Other considerations

- For the subject to be evaluated, **ALL tasks must have been delivered**.
- To pass the subject it is essential to have taken **at least 5 out of 10 in the two exams**.
- The subjects of the official master's degrees are evaluated in a single call. If this is not passed, the student must enroll again for the following academic year.
- When a pending activity is delivered in the recovery period, the maximum mark **may not be higher than 5**.
- According to the *Regulations for the Evaluation and Qualification of Teaching in Degrees and Masters* of the University of Lleida, only the evaluable activities of **blocks 1 and 3 are recoverable**.

No additional activities are planned to raise the grade.

- If **academic fraud or copying** is detected, we will apply what is established in the *Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees*.

These regulations can be consulted at <https://www.udl.cat/ca/udl/norma/ordenaci-/>

Bibliography

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Complementary bibliography

It will be provided at the beginning of the course in the virtual campus.