

Spanish Language and Literature Methodology

Code: 100599
ECTS Credits: 6

Degree	Type	Year	Semester
2500248 Spanish Language and Literature	FB	1	A
2501801 Catalan and Spanish	OB	2	A
2501910 English and Spanish	OB	2	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Francisca Montiel Rayo
Email: Francisca.Montiel@uab.cat

Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers

Maria Fernanda Bustamante Escalona
Christian Snoey
Ana Paz Afonso

Prerequisites

This subject requires a command of oral and written expression in Spanish equivalent to that obtained at the end of bachelor studies. Therefore the ability to express correctly verbally and in writing is essential, and, therefore, spelling and writing errors will lead to a deduction of points in the evaluation. Obviously, all activities, practices and papers must be original and the total or partial copy of materials already published in any medium is not allowed. In case of submitting nonoriginal material without indicating its origin, the final grade for this course will automatically be 0.

Objectives and Contextualisation

"Methodology of the Spanish language and literature" forms part of the 30 basic training credits of the first year of the Spanish Language and Literature Degree. The objective of this subject is that students acquire the necessary methodological foundations for studying the Spanish language and Hispanic literature. At the end of the course, students must be able to produce an academic work on any aspect related to the language or Hispanic literature with due scientific rigor. The acquisition of the skills necessary to achieve these objectives will allow students to apply the knowledge acquired in this subject to the rest of the degree subjects they are studying, including the final degree project (TFG).

Competences

Spanish Language and Literature

- Know and proper use of traditional and electronic own resources Spanish language and literature and be able to work with them academic work.
- Master the Spanish language and use and apply the academic and professional self and specific terminology of literary and linguistic studies.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

Catalan and Spanish

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Interpreting political factors, social and cultural conditions the use of the Catalan language and its evolution throughout history and multicultural society today.
- Respect the diversity and plurality of ideas, people and situations.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Understand and interpret the theoretical and historical linguistic norms in force.

English and Spanish

- Know and proper use of traditional and electronic own resources Spanish language and literature and be able to work with them academic work.
- Master the Spanish language and use and apply the academic and professional self and specific terminology of literary and linguistic studies.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.

Learning Outcomes

1. Apply the tools and know consult the specific documentary sources.
2. Autonomously search, select and process information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
3. Develop effective written work and oral presentations and adapted to the appropriate register.
4. Discriminate between the resources available to the language and those most useful for each field of study Spanish literature.
5. Effectively communicate and apply the argumentative and textual processes to formal and scientific texts.
6. Effectively use major databases and corpus, as well as the sites of Internet, library collections and electronic resources specific philology.
7. Identify technical and auxiliary disciplines of philology.
8. Identify the main and secondary ideas and express them with linguistic correctness.
9. Interpret regulatory information regulatory institutions localized websites on the Internet.
10. Interpret texts in depth and provide arguments for critical analysis.
11. Interpreting the regulatory information that is located in the web pages of regulatory institutions.
12. Know and discriminate between the main manuals of Spanish language and literature.
13. Meet and discriminate between the main manuals of Spanish language and literature.
14. Produce written and oral texts with correction rules.

15. Producing a written text that is grammatically and lexically correct.
16. Producing an oral text that is grammatically and lexically correct.
17. Properly apply the knowledge gained to data collection and management of documentary sources application to the study of Catalan language and literature.
18. Properly cite the literature and technologic sources used in the preparation of academic papers.
19. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
20. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.
21. Use appropriate sources for adaptation and creation of terminology.
22. Use information in accordance with scientific ethics.
23. Use suitable terminology when drawing up an academic text.
24. Work independently in the synchronic and diachronic study of Catalan language and literature.

Content

1. Tools for the study of the Spanish language and Hispanic literature.
2. Academic work:
 - 2.1. Structure: introduction, theoretical framework, empirical framework, conclusions, bibliography and annexes.
 - 2.2. The bibliography: Typologies.
 - 2.2.1. The bibliographic search: search engines, metasearch engines and bibliographic references managers.
 - 2.2.2. Citation systems.
 - 2.2.3. Critical reading: the review.
 - 2.3. The theoretical framework: The state of the art.
 - 2.4. The empirical framework:
 - 2.4.1. Methodology: types and choice of corpus.
 - 2.4.2. Data analysis: results.
 - 2.4.3. Discussion of data.
 - 2.5. Conclusions.
 - 2.6. Introduction.
 - 2.7. Annexes.
 - 2.8. Academic work review:
 - 2.8.1. Bibliographic/s repertoire/s.
 - 2.8.2. Textual and linguistic correction.
 - 2.8.3. Presentation.

Methodology

The learning of this subject by the students is distributed as follows:

- Directed activities (35%). These activities are divided into master classes and seminars and classroom practices led by the faculty, in which theoretical explanation will be combined with discussion of all types of texts.
- Supervised activities (10%). These tutorials are programmed by the teacher, dedicated to correcting and commenting on problems at different levels of linguistic analysis.
- Autonomous activities (50%). These activities include both time devoted to individual study and preparation of reviews, papers and analytical comments written, as well as oral presentations.
- Evaluation activities (5%). The evaluation of the subject will be carried out through oral presentations and written tests.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes and seminars and practical sessions led by the teacher	49.5	1.98	13, 4, 7, 11, 6
Type: Supervised			
Programmed tutorials	22.5	0.9	13, 4, 7, 11, 20, 6
Type: Autonomous			
Autonomous activity	55	2.2	13, 4, 7, 9, 6

Assessment

The course consists of one and a half lecture hour of theoretical and practical classes throughout the academic year. The content of all activities carried out will be subject to evaluation.

During the course, students must complete the following assessment activities:

First Semester

- Project of work which contains the objectives, the hypothesis and the methodology. Furthermore, a list of references related to the object of study (15%): work in teams of two.
- The state of the art of the work chosen by the students and bibliography used, referenced following a bibliographic citation system (15%): work in teams of two.
- Theoretical test (15%): individual activity.
- Activities and exercises carried out in class (5%): individual and team of two.

Second Semester

- Approach to the empirical framework (10%): work in teams of two people.
- Academic work: introduction, theoretical framework, methodology, results, conclusions and bibliography (20%): work in a team of two people.
- Theoretical test (15%): autonomous activity.
- Activities and exercises carried out in class (5%): individual and team of two activities.

To pass the subject, all the activities and tests must be carried out and delivered within the established deadlines, which will be announced at the beginning of the course. The student must obtain a final grade equal to or greater than 5. The percentages indicated above will be used to calculate the final grade.

Students will be considered not evaluated when they only perform one of the activities or scheduled tests, so they will not be entitled to apply for re-evaluation. The elaboration of more than one activity or test supposes, therefore, the will of the student to be evaluated in the subject. In this case the student will never be considered "Not Submitted".

Obviously, all activities, practices and papers must be original and the total or partial copy of materials already published in any medium is not allowed. In case of submitting non-original material without indicating its origin, the final grade for this course will automatically be 0 and the right to re-evaluation will be lost.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Reassessment

Students who have obtained an average grade between 3.5 and 4.9 will be able to recover the subject by applying for a theoretical test, which will take place at the end of the course. Only those students who have submitted all the practical activities and who have completed the theoretical tests will be able to be reassessed. Practical activities are not reassessed.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Practical Activities (work project and delivery of different parts of an academic work in the first term)	35%	10	0.4	17, 1, 2, 18, 15, 13, 12, 4, 5, 23, 8, 7, 11, 9, 10, 19, 14, 3, 20, 24, 21, 6, 22
Practical Activities (work project and delivery of different parts of an academic work in the second term)	35%	10	0.4	17, 1, 2, 18, 15, 16, 13, 12, 4, 5, 23, 8, 11, 9, 19, 14, 20, 24, 21, 6, 22
Theoretical test	30%	3	0.12	17, 1, 2, 18, 15, 16, 13, 12, 4, 5, 23, 7, 11, 9, 10, 19, 3, 20, 24, 21, 6

Bibliography

Important materials in this subject are available in the following link:

- <http://blogs.uab.cat/bhfilologia/enllacos/filologia-espanyola/>

References about how to do an academic work

ECO, Umberto (2001): *Cómo se hace una tesis*. Barcelona: Editorial Gedisa.

GARCÍA, Susan Paun de (2004): *Manual de investigación literaria: Cómo preparar informes, trabajos de investigación, tesis y tesinas*, Madrid: Castalia.

GONZÁLEZ GARCÍA, Juana María; LEÓN MEJÍA, Ana; PEÑALBA SOTORRÍO, Mercedes (2016): *Cómo escribir y publicar un artículo científico*. Madrid: Editorial Síntesis.

REGUEIRO RODRÍGUEZ, M. L. y SÁEZ RIVERA, D. (2013): *El español académico. Guía práctica para la elaboración de textos académicos*, Madrid: Arco/Libros.

TORTOSA, Virgilio (2014): *Metodología de la investigación científica: guía para la elaboración del trabajo académico humanístico*, San Vicente del Raspeig: Publicaciones de la Universidad de Alicante.

VELANDO CASANOVA, M. (2010): *¿Cómo escribir correctamente un trabajo académico en lengua española?*, Castelló de la Plana, Publicaciones de la Universitat Jaume I.

Handbook about linguistic research

ALCARAZ BARÓ, E. (1990): *Tres paradigmas de la investigación lingüística*, Alcoy: Editorial Marfil.

MORALES LÓPEZ, H.(1994): *Métodos de investigación lingüística*, Salamanca: Ediciones del colegio de España.

REGUERA, A. (2008): *Metodología de la investigación lingüística*, Córdoba: Editorial Brujas.

Dictionaries

AGENCIA EFE (2000): *Diccionario de español urgente*, Madrid: SM.

ALVAR EZQUERRA, M. (2003): *Nuevo diccionario de voces de uso actual*, Madrid: Arco/Libros.

BLECUA, J. M. (dir.) (1999): *Diccionario general de sinónimos y antónimos*, Barcelona: Vox.

CASARES (1959): J. Casares, *Diccionario ideológico de la lengua española*, 2ª ed. Barcelona: Gustavo Gili, 1987.

CLAVE (2002): *CLAVE. Diccionario del uso del español actual*, 5ª ed., dir. C. Maldonado González, Madrid: SM, con ed. en CD-Rom. Versión electrónica disponible en <http://clave.librosvivos.net/>

DEA (1999): M. Seco, O. Andrés y G. Ramos, *Diccionario del español actual*, Madrid: Aguilar.

DPD (2005): Real Academia Española, *Diccionario panhispánico de dudas*. Madrid: Santillana, <http://www.rae.es>.

DRAE (2001): Real Academia Española, *Diccionario de la lengua española*, 22ª edición. Madrid: Espasa-Calpe. Ed. en CD-Rom de la 22ª ed., Madrid, Espasa-Calpe, 2003. Versión electrónica, actualizada con las modificaciones aprobadas por la RAE hasta el 24/06/2004, disponible en <http://www.rae.es>.

DSal (1996): *Diccionario SALAMANCA de la lengua española*, dir. J. Gutiérrez, red. M. Bargalló et al., Madrid: Santillana / Universidad de Salamanca.

MOLINER (1998): M. Moliner, *Diccionario de uso del español*, 2ª ed., Madrid: Gredos, 2 vols. Ed. en CD-Rom, Madrid: Gredos, 1996; 2ª ed., 2001.

REDES (2004): *REDES. Diccionario combinatorio del español contemporáneo*, dir. I. Bosque, Madrid: SM.

RODRÍGUEZ GONZÁLEZ, F., y A. LILLO BUADES (1997): *Nuevo diccionario de anglicismos*, Madrid: Gredos.

SECO, M., O. ANDRÉS y G. RAMOS (2004): *Diccionario fraseológico documentado del español actual: locuciones y modismos españoles*, Madrid: Aguilar.

Grammars

ALARCOS, E. - REAL ACADEMIA ESPAÑOLA (1994): *Gramática de la lengua española*, Madrid: Espasa-Calpe.

ALCINA, J., y J. M. BLECUA (1975): *Gramática española*, Barcelona: Ariel.

BOSQUE, I., y V. DEMONTE (1999): *Gramática descriptiva de la lengua española*, Madrid: Espasa-Calpe.

GÓMEZ TORREGO, L. (1997): *Gramática didáctica del español*, Madrid: SM.

REAL ACADEMIA ESPAÑOLA (1931): *Gramática de la lengua española*: Madrid: Espasa-Calpe.

REAL ACADEMIA ESPAÑOLA (1973): *Esbozo de una nueva gramática de la lengua española*, Madrid: Espasa-Calpe; 22ª reimpr., 2005.

REAL ACADEMIA ESPAÑOLA (2009-2011): *Nueva gramática de la lengua española*, Madrid: Espasa-Calpe, 3 vols. y DVD.

SECO, M. (1972): *Gramática esencial del español. Introducción al estudio de la lengua*, Madrid: Espasa-Calpe; 2ª ed. rev. y aum., 1989.

Handbook of spelling

GÓMEZ TORREGO, L. (2000): *Ortografía de uso del español actual*, Madrid: SM.

REAL ACADEMIA ESPAÑOLA (2010): *Ortografía de la lengua española*, Madrid: Espasa-Calpe.

Style Guides

ABC (2001): Ana Mª Vigar, *Libro de estilo de ABC*, 2ª ed., Barcelona: Ariel.

AGENCIA EFE (2004): *Manual de español urgente*, Madrid: Cátedra.

EL MUNDO (1996): Víctor de la Serna, coord., *Libro de estilo de «El Mundo»*, Madrid: Ediciones Temas de Hoy.

EL PAÍS (2004): *Libro de estilo*, 19ª ed., Madrid: Ediciones El País, disponible en http://estudiantes.elpais.es/libroestilo/indice_estilos.htm.

EL PERIÓDICO (2003): *Libro de estilo de «El Periódico»*, Barcelona: Ediciones B.

LA VANGUARDIA (2004): *Libro de redacción*, 2ª ed., Barcelona: La Vanguardia.

Martínez de Sousa, J. (2000): *Manual de estilo de la lengua española*, 2ª ed., Gijón: Ediciones Trea, 2001.

SARMIENTO, R. (1997): *Manual de corrección gramatical y de estilo. Español normativo, nivel superior*, Madrid: Sociedad General Española de Librería.

SOL, R. (1992): *Manual práctico de estilo*, Barcelona: Ediciones Urano.

Handbook about writing

BUSTOS GISBERT, J. M. (1996): *La construcción de textos en español*, Salamanca: Universidad de Salamanca.

CASSANY, D. (1995): *La cocina de la escritura*, Anagrama, Colección Argumentos, 162 [versión castellana, del autor, de *La cuina de la escriptura*, Barcelona: Empúries, 1993].

CASSANY, D. (2007): *Afilas el lapicero. Guía de redacción para profesionales*, Madrid: Anagrama.

Montolío, E. (coord.) (2000): *Manual práctico de escritura académica*, Barcelona: Ariel. 3 vols.

NÚÑEZ LADEVÉZE, L.(1993): *Teoría y práctica de la construcción del texto*, Barcelona: Ariel.

REYES, G. (1998): *Cómo escribir bien en español*, Madrid: Arco/Libros.

WALKER, M. (2000): *Cómo escribir trabajos de investigación*, Barcelona: Gedisa, trad. de José A. Álvarez.