

Catalan Syntax

Code: 105830
ECTS Credits: 6

Degree	Type	Year	Semester
2503998 Catalan Philology: Literary Studies and Linguistics	OB	2	2

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

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

It is necessary to have attended "Llengua Catalana" in the first year. Moreover, a good oral and written level (C grade of the EU Frame for the Teaching and Learning of Languages) of Catalan language is needed.

Objectives and Contextualisation

The students will learn the basic concepts, units and relations of the syntax of modality and compound sentences in Catalan. At the end of the term they have to master the basic properties of the topics of the syllabus, they have to be capable of analysing sentences and argue about the properties and contrasts they will be exposed to. Moreover, they have to be able of recognising the manifestations in Catalan of universal syntactic properties.

Competences

- Act with ethical responsibility and respect for fundamental rights, diversity and democratic values.
- Analyse the phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Catalan language, its evolution over time and its present structure.
- Assess gender inequalities when acting in this field of knowledge.
- Critically read and interpret texts.
- Demonstrate a mastery of the rules of the Catalan language, its linguistic bases and all its application in the academic and professional fields.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Interpret the political, social and cultural factors that affect the use of the Catalan language and its evolution over time and at the present day.
- Produce written work and oral presentations that are effective and framed in the appropriate register.
- 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.

- 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 to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

Learning Outcomes

1. Analyse linguistic structures.
2. Analyse the most problematic phonetic, phonological, morphological, syntactic, lexical and semantic properties of the present-day language.
3. Analyse the syntactic structures of simple, complex, modalised and discursively marked clauses.
4. Apply the principles of correctness required in the standard language and the different registers and variants.
5. Correctly identify linguistic units.
6. Describe the combinatory processes for creating linguistic units.
7. Determine register types on the basis of phonology, morphology, syntax and semantics.
8. Distinguish between grammatical gender and natural gender.
9. Gain a greater capacity for reading, interpreting and critically analysing literary and linguistic texts.
10. Identify principal and secondary ideas and express them using correct language.
11. Identify the contexts in which historical processes are immersed.
12. Identify the origin of errors made by non-native speakers when using the language.
13. Identify the pragmatic factors that condition the use of the various linguistic structures .
14. Interpret texts in depth and provide standpoints from which to analyse them critically.
15. Make appropriate use of the knowledge acquired in order to collect data and handle documentary sources in the study of Catalan language and literature.
16. Match the known internal and external properties of the language to the different conditions of use.
17. Produce normatively correct written and oral texts.
18. Produce written work and oral presentations that are effective and framed in the appropriate register.
19. Respect the opinions, values, behaviour and customs of others.
20. Single out the grammatical and pragmatic factors that determine the overall interpretation of the clause.
21. Troubleshoot errors made by non-native speakers when using the language.
22. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
23. Work self-sufficiently on the synchronic and diachronic study of Catalan language and literature.
24. Write text commentaries from a critical standpoint.

Content

1. Basic concepts revisited: categories, functions, Theta roles. Recursion and endocentricity.
2. Sentence types according to modality: Interrogatives, exclamative, imperative, cleft and pseudocleft sentences.
3. Modal prephrases and other types of peryphrases.
4. General questions about compound sentences.
5. Coordination and coordinate sentences.
6. General questions about sentence subordination.
7. Subject, object and prepositional clauses.
8. Relative clauses. Analytic and synthetic relative clauses. Related matters.
9. Adverbial clauses.
10. Small clauses. Free adjuncts.

Methodology

All activities are based on a problem-solving methodology, with the focus on the analysis of syntactic structures and the comparison of minimal pairs. The supervised activities include:

- a) Lectures and class discussion;
- b) Analyses and argumentation exercises.

Supervised activities will be centered on problem resolution, analyses, comparison and the discussions of the literatures on the topics addressed.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures and discussion	45	1.8	16, 1, 3, 2, 15, 4, 6, 7, 8, 20, 18, 5, 11, 13, 12, 10, 14, 19, 9, 17, 24, 21, 23, 22
Type: Supervised			
Exercises and individual supervision	15	0.6	16, 1, 3, 2, 15, 4, 6, 7, 8, 20, 18, 5, 11, 13, 12, 10, 14, 19, 9, 17, 24, 21, 23, 22
Type: Autonomous			
Homework, literature reading, and exercises	25	1	16, 1, 3, 2, 15, 4, 6, 7, 8, 20, 18, 5, 11, 13, 12, 10, 14, 19, 9, 17, 24, 21, 23, 22

Assessment

Evaluation will be addressed in the following way:

- a) Final exam: 40%
- b) Partial exam 1: 20%
- c) Partial exam 2: 20%
- d) Short written exercises: 20%

The final grade of the course will be the sum (weighted) of the scores distinguished in each activity, the grade will be "non-assessable" when the final test has not been taken. Candidates are retaken in the recovery of students who have a minimum of 50% of the course. Regulatory errors will be penalized in the manner established for each activity.

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject. In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule and methodologies.

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.

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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final exam	40%	15	0.6	16, 1, 3, 2, 15, 4, 6, 7, 8, 20, 18, 5, 11, 13, 12, 10, 14, 19, 9, 17, 24, 21, 23, 22
Partial exam 1	20%	15	0.6	16, 1, 3, 2, 15, 4, 6, 7, 8, 20, 18, 5, 11, 13, 12, 10, 14, 19, 9, 17, 24, 21, 23, 22
Partial exam 2	20%	15	0.6	16, 1, 3, 2, 15, 4, 6, 7, 8, 20, 18, 5, 11, 13, 12, 10, 14, 19, 9, 17, 24, 21, 23, 22
Written assignments	20%	20	0.8	16, 1, 3, 2, 15, 4, 6, 7, 8, 20, 18, 5, 11, 13, 12, 10, 14, 19, 9, 17, 24, 21, 23, 22

Bibliography

Badia i Margarit, Antoni M. (1994), *Gramàtica de la llengua catalana*, Barcelona, Enciclopèdia Catalana.

Cuenca, Maria Josep (1991), *L'oració composta II. La subordinació*. València, Universitat de València.

Fabra, Pompeu (1956), *Gramàtica catalana*, Barcelona, Teide. <http://ocpf.iec.cat/obres/34gramatica56.pdf>

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

Institut d'Estudis Catalans (2018), *Gramàtica essencial de la llengua catalana*, Barcelona, IEC. <https://geiec.iec.cat/>

Institut d'Estudis Catalans (2019), *Gramàtica bàsica i d'ús de la llengua catalana*, Barcelona, IEC.

Solà, Joan et al. (eds.) (2002/2008), *Gramàtica del català contemporani*, vol. 3. Barcelona, Ed. Empúries

N.B. Specific monographies and papers will be added to address specific topics.