Catalan and Spanish Language and Literature

Code: 44336
ECTS Credits: 10

Degree	Type	Year	Semester
4310486 Teaching in Secondary Schools, Vocational Training and Language Centres	OT	0	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: Montserrat Vilà Santasusana

Email: Montserrat.Vila@uab.cat

Teachers

Lluís Quintana Trias

Lourdes Aguilar Cuevas

Cecilio Garriga Escribano

Agustín Sánchez Aguilar

Use of Languages

Principal working language: catalan (cat)

Prerequisites

None.

Objectives and Contextualisation

The subject´s goal is to complete the knowledge of the language and literature for future graduates or for future graduates as Catalan or Spanish teachers as well as to bring them closer to the language knowledge and literature didactics.

The subject comprises two modules of differentiated content:

- The module of training complements whose objective is to complete the knowledge of Catalan and Spanish language and literature for future professors that includes the blocks of Catalan language and literature and Spanish language and literature.
- The specific teaching module that aims training the future secondary school teacher to be able to teach the contents of the areas of knowledge of the language as well as teaching literature by integrating disciplinary and didactic knowledge. It includes the Teaching and learning blocks of the language and literature and the Teaching innovation and initiation to research.

Competences

- Communicate effectively both verbally and non-verbally.
- Know the curricular content of the matters relating to the appropriate teaching specialization and the body of didactic knowledge around the respective teaching and learning.
- Make effective use of integrated information and communications technology.

1

Learning Outcomes

1. Communicate effectively, both verbally and non-verbally.
2. Demonstrate knowledge of contexts and situations in which it is used and handled Catalan and Spanish to secondary education, emphasize the functional character.
3. Demonstrate knowledge of cultural and educational value of the Catalan and Spanish content of the discipline taught in Secondary Education and Baccalaureate, and integrate this content in the framework of science and culture.
4. Demonstrate knowledge of the history and recent developments of the Catalan and Spanish, and his perspectives to convey a dynamic view of the same.
5. Use information and communications technology and integrate them into the teaching and learning of Catalan and Spanish.

Content

Training complements in Catalan (5 cr)

1. The notion of competence in oral and written communication
2. Interlinguistic analysis on Catalan-Spanish: metalinguistic reflection
3. Teachers' oral discourse in the classroom: explanatory strategies
4. Analysis of oral argumentative discourse in the academic field: context, structure, types of arguments and strategies of linguistic courtesy

Group A (divided) Contents for graduates in Hispanic Philology and other specialties (excluding those of Catalan Philology)
Language
• Discussion on bibliography and interlinguistic analysis on Catalan-Spanish
• Preparation of a fieldwork on grammatical or lexical aspects
• Tests, informants, data processing
• Communicative presentation of fieldwork
Literature
• Presence of literature in the digital age
• Great features of Catalan literature
• The Canon debates
Group B (whole) Contents for the whole group
Language
• Argumentative situations in the teaching field: the influence of context
• Argumentative structure
• Types of arguments, according to rhetoric
• The modality of the statements
• Discursive reflection on argumentative practice
Literature
• Classics of youth literature
• Literature in high school
• High school readings
• The analysis and interpretation of literary works

Training Complements in Spanish (5cr)

Group A (divided) Contents for graduates in Catalan Philology and other specialties (excluding Hispanic Philology)

Spanish language

• Reference works on linguistic issues in Spanish. Grammars and Spelling manuals. Lexicographical instruments. Style manuals. Resources on the net.

- Articulation and pronunciation of Spanish. Choices on standard pronunciation. The treatment of linguistic variety in standard. The prosodic features.
- Notions of grammar as tools for correcting oral and written expression. Gender and number problems in Spanish. The order of the sentence elements.
- Conditions for word use. Grammatical properties, cultural conditions and lexical variation. Variety coherence in the use of the Spanish lexicon.

Spanish literature

- Basic knowledge about the literary system. Social and historical conditioning factors of Spanish literature. The literary text: historical document and aesthetic mechanism. Popular literature and cultured literature. Oral literature and written literature. Handwritten transmission and printed transmission.
- Instruments of comprehension and textual analysis applied to narrative, poetry and theater in the Spanish language.
- Text analysis.

Group B Contents for the whole group

Language

- Presence of grammar in a curriculum oriented to communicative competence and in external evaluation tests.
- Study of the linguistic components from the communicative perspective. Non-literal language in texts: metaphor, irony, humor in non-literary language.
- The linguistic construction of reality. Euphemisms. Grammatical gender and linguistic sexism. Linguistic articulation.
- The scientific and academic discourse. The comment of specialized texts.
- Spanish literature: from the origins to the present
    - Canonical texts and reference manuals.
    - Middle Ages.
    - Golden age.
    - Illustration.
    - Romanticism.
    - Realism.
    - Modernism.
    - Vanguards and Generation of 27.
    - The literature of the war and the postwar period.
    - Literature in democracy.

Methodology

Type: Directed activities

Master class / Expositive class. Case analysis and presentation of examples. Comment of texts. Analysis and discussion of didactic proposals.

Type: Supervised

Collective and individual tutorials.

Type: Autonomous

Personal study Readings and work on readings. Practical activities and didactic proposals (individual and in group).

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face classes and directed	62.5	2.5	
Type: Supervised			
Supervised activities	50	2	
Type: Autonomous			
Autonomous activities	137.5	5.5	

Assessment

General considerations

Class attendance is mandatory. The student must attend a minimum of 80% of the full sessions for each and every professor involved in the Module. Otherwise, it will be considered "not submitted"

To approve the module Llengua i Literatura catalana i espanyola i la seva didàctica it is necessary to pass each one of the blocks of content and each one of the subjects that configure them that are studied independently.

As the main language of the master's and secondary education is Catalan, the oral and written tasks related to this module must be presented in this language. In the written activities (individual or group) will take into account the linguistic correction, the writing and the formal and presentation aspects. It is necessary to express oneself orally with fluency and correctness and a high degree of understanding of the academic texts must be shown. An activity may not be evaluated, returned or suspended if it does not meet any of the aforementioned requirements.

The detail of the evaluation of each subject or content block will be provided with the program at the beginning of the course.

The summative evaluation of each topic or block includes group and individual activities. To be able to make the average, a minimum of 4 must be obtained in each of the evaluation activities that are evaluated.

In the parts of the module taught by each teacher, you can ask for complementary tasks without necessarily being considered evaluation tasks, although they will be of mandatory delivery.

The delivery of works will be carried out primarily via virtual campus. Other delivery alternatives may be enabled, under previous agreement with the professors, when reported in class or through the virtual campus. Works will not be accepted through ways not agreed with the teacher or works with incorrect formats, which do not include the name of the authors, the subject or sent after the deadline.

The works and examswill be returned upon revision by the professor within a maximum period of one month from its delivery or realization.

According to the UAB regulations, the plagiarism or copy will be penalized with a 0 as a grade and the possibility of recovery will be lost, whether it is an individual work or a group work (in this case, all the members of the group will have a 0).

If during the realization of the individual work in class, the teacher considers that a student is trying to copy or is discovered with some type of document or device not authorized by the faculty, it will be qualified with a 0, without recovery option.

The final qualification of the module Llengua i Literatura catalana i espanyola i la seva didactica will take into account:

a) Having approved -passed- all blocks of content taken independently.

b) Compliance with the attendance criteria.

c) The delivery of the proposed tasks within the indicated period.

d) The absence of plagiarism according to the indications explained in the previous points.

Appraisal of materials

I. Teaching innovation and educational research (6 cr)

Activities and classroom dynamics (2cr)

Work of the class group: Portfolio in web format of resources and useful didactic instruments for the teaching of languages.

In web format

Elaborated by the whole group in a collaborative way.

It must include didactic resources for teaching and learning languages.

Resources must be well selected and justified.

Teaching innovation and school programming (4cr)

Analysis of teaching material (in couples)

Individual reflection on the theoretical foundations of the SD designed and implemented in the centre.

Oral presentation on an aspect of the SD designed and implemented in the centre.

II. Teaching and learning of language and literature (9 cr).

Teaching and learning of literature and lecture (5cr)

Reading club.Reading of stories for adolescents, participation in the forum and valued work (individual).

Written work of programming literary reading, exercises and presentations in class (group).

Teaching and learning the language (4cr)

Individual portfolios that will include individual and group activities of analysis and reflection on the teaching of the language in secondary school

Interventions in the forum and class activities will be taken into account for the final grade.

III. Training complements in Spanish (6 cr)

The Complements of Language Training and Spanish Literature will be evaluated according to the following criteria:

- Students will be assessed by means of a single exercise of the contents of Spanish Language or Literature.

- Each student will be able to choose the subject for which they will be evaluated.

IV. Training complements in Catalan (6 cr)

The Complements of Training in Catalan Language and Literature will be evaluated according to the following criteria:

- Students will be assessed according to classroom tasks and virtual campus on the contents of Catalan Literature.

- The language will be evaluated based on an individual reflection on key aspects of face-to-face oral communication, the management of peer interaction and learning tasks.

For the final grade, the involvement of the students in the classroom and the argumentative quality of the reflection on the proposals will be taken into account.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Teaching and learning of language and literature	50%	0	0	1, 5
Training complements in Catalan and Spanish	50%	0	0	1, 2, 3, 4

Bibliography

Bibliographyog, Catalan

ARISTÒTIL (1990): *Retórica.* Madrid: Gredos.

BAJTIN, M.M. (1998): "El problema de los géneros discursivos" A *Estética de la creación verbal* (Títtulo original: *Éstetika slovesvogo tvorchestva*, 1979). Madrid: Ediciones Siglo XXI.

CASAS, M.; CASTELLÀ, J.M. ;VILÀ, M.(2020): *L'oratòria a l'abast de tothom.* Vic: EUMO

CASAS, M.; CASTELLÀ, J.M. ;VILÀ, M.(2016): *Els secrets de parlar en públic.* Vic: EUMO

CASTELLÀ, J M.; COMELLES, S.; CROS, A.; VILÀ, M. (2006): "«Yo te respeto, tú me respetas». Estrategias discursivas e imagen social en la relación comunicativa en el aula". *Infancia y Aprendizaje*, 29.

CASTELLÀ, J M.; COMELLES, S.; CROS,A.; VILÀ, M. (2007): *Entendre('s) a clase. Estratègies comunicatives dels docents ben valorats.* Barcelona: Graó. Premi Enciclopèdia Catalana.

ESTEVE,O.; VILÀ, M. (2018): "L'enfocament competencial de llengües a través de microseqüències didàctiques". *Articles de didàctica de la llenguai de la literatura*, núm. 078

RODRIGUEZ, C; VILÀ, M. (2020): Rubriques i avaluació de gèneres discursius. Monogràfic "Valorar i avaluar" *Articles de Didàctica de la Llengua i la Literatura, 85*

RODRIGUEZ, C; VILÀ, M. (coord.)(2019): "La reflexió interlingüística" *Articles de Didàctica de la Llengua i la Literatura, 8*

VILÀ, M. (2009): 6 *Criterios para enseñar lengua oral en la Educación Obligatoria*. MEC. Portal Digital: *www.Leer.es*

VILÀ, M.(Coord.)(2005): *El discurso oral formal. Contenidos de aprendizaje y secuencias didácticas.* Barcelona: Graó.

VILÀ, M.; CASTELLÀ, J. M. (2014): *10 idees clau. Ensenyar la competència oral a classe. Aprendre a parlar en públic.* Barcelona: Graó.

VILÀ, M. CASTELLÀ, J. M. (2016) (coord): "L'avaluació de la llengua oral. Reptes i alternatives". Monogràfic "Pensar abans de parlar: la oralitat reflexiva" *Articles de Didàcticade la Llengua i la Literatura*, 70

Catalan Literature

Riquer, Martí; Comas, Antoni; Molas, Joaquim (dir.), *Història de la literatura catalana*, 11 vol., Barcelona, Ariel, 1984-1988, 4a ed.

Broch, Àlex (dir.), *Història de la literatura catalana*, 8 vol., Barcelona, Enciclopèdia Catalana, 2016-en curs.

Panorama crític de la literatura catalana. Barcelona: Vicens Vives, 2008-10

- *Edat Mitjana. Dels orígens al prehumanisme.* Dir. Albert Hauf
- *Edat Mitjana. Segle d'Or.* Dir. Albert Hauf
- *Edat Moderna.* Dir. Albert Rossich
- *Segle XIX.* Dir. Enric Cassany
- *Segle XX. Del modernisme a l'avantguarda.* Dir. Enric Bou
- *Segle XX. De la postguerra a l'actualitat.* Dir. Enric Bou

Broch, Àlex; Cornudella, Joan (cur.), *Poesia catalana avui. 2000-2015*, Juneda, Fonoll, 2016.

Broch, Àlex; Cornudella, Joan (cur.), *Novel·la catalana avui. 2000-2016*, Juneda, Fonoll, 2017.

Broch, Àlex; Cornudella, Joan; Foguet, Francesc (cur.), *Teatre català avui. 2000-2017*, Juneda, Fonoll, 2018.

- Specific bibliography on differenttopics will be given in class.

Spanish

Ávila, Raúl (2003). La pronunciación del español: medios de difusión masiva y norma culta. *Nueva Revista de Filología Hispánica*, 57-79.

Bosque, Ignacio (2018). Qué debemos cambiar en la enseñanza de la gramática. *ReGroc. Revista de Gramática Orientada a las Competencias*, 1(1), 11-36.

Bosque, Ignacio (dir.): *Redes. Diccionario combinatorio del español contemporáneo*, SM, 2004.

Bosque, Ignacio y Violeta Demonte (dir) (2000): *Gramática descriptiva de la lengua española*.

Brown, G. & Yule, G. (1983). *Análisis del Discurso*, Madrid: Visor.

Casalmiglia, Helena & Tusón, Amparo (1999). *Las cosas del decir*. Barcelona, España: Editorial Ariel

Cassany, Daniel (2012). *En_línea. Leer y escribir en la red*. Anagrama

Domínguez Vazquez, María José; Sanmarco Bande, María Teresa, eds. 2017. *Lexicografía y didáctica. Diccionarios y otros recursos lexicográficos en el aula*. Frankfurt am Main: Peter Lang.

Escandell Vidal, M.ª Victoria (1993). *Introducción a la pragmática*. Barcelona: Anthropos.

Gutiérrez Rodilla, Bertha (1998). *La ciencia empieza en la palabra*. Barcelona: Península.

Gutiérrez Rodilla, Bertha (2005). *El lenguaje de las ciencias*. Madrid: Gredos.

Lerat, Pierre (1997). *Las lenguas de especialidad*. Barcelona: Ariel.

Moreno Fernández, Francisco (2010) *Las variedades de la lengua española y su enseñanza* (Manuales de formación de profesores de español 2/L), Arco Libros, Madrid.

Penas Ibáñez, M.ª Azucena. 2018. *El cibertexto y el ciberlenguaje*. Madrid: Editorial Síntesis

Portolés, J. (2004): *Pragmática para hispanistas*. Madrid: Síntesis.

Real Academia Española y Asociación de Academias de la Lengua Española (2009) *Nueva gramática de la lengua española. Morfología y sintaxis*. Madrid: Espasa.

Real Academia Española y Asociación de Academias de la Lengua Española (2011) Nueva gramática de la lengua española. Fonética y fonología. Madrid: Espasa.

Real Academia Española y Asociación de Academias de la Lengua Española (2013): *El buen uso del español*, Madrid, Espasa.

Real Academia Española y Asociación de Academias de la Lengua Española, *Libro de estilo de la lengua española según la norma panhispánica.* Madrid: Espasa, 2018.

Regueiro, M.ª Luisa / Sáez, Daniel (2013). *El español académico*. Madrid: Arco-Libros.

Renzo Miotti (2018). Variedad de modelos ortológicos en los manuales europeos y americanos para la enseñanza o el (auto)aprendizaje de la pronunciación española. *Loquens*, 5(1)

Tusón, Amparo (1997). *Análisis de la conversación*. Barcelona: Editorial Ariel.

Vivanco, Verónica (2006). *El español de la ciencia y la tecnología*. Madrid: Arco-Libros.

Yus, F. (2001). *Ciberpragmática: El uso del lenguaje en Internet*. Barcelona: Ariel.

Yus, F. (2010). *Ciberpragmática 2.0. Nuevos usos del lenguaje en Internet*. Barcelona: Ariel.