

**Oral and Written Spanish**

Code: 100603  
ECTS Credits: 6

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

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: Natalia Terron Vinagre  
Email: Natalia.Terron@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: Yes

**Teachers**

Antinea Ravarotto

**Prerequisites**

This subject requires the mastery of oral and written expression of Spanish. Therefore the ability to express correctly verbally and in writing in Spanish is essential and for this reason, any spelling and writing errors that may be committed will lead to a score decrease in the final grade.

**Objectives and Contextualisation**

"Oral and written Spanish language" forms part of the 30 basic training credits of the first year of the Spanish Language and Literature Degree and of the joint Degrees in Spanish, Catalan and English.

Among the training objectives, this course aims to develop oral and written expression skills in Spanish that allow a professional use of the language.

The objective of this subject is to improve and consolidate the ability to use the language both in its oral and written form.

At the end of the course students are supposed to master the linguistic resources treated during the course; they are expected to elaborate and produce academic texts (oral and written) that are correct, coherent and appropriate to the communicative function to which they are intended. Students will also demonstrate their ability to analyze texts and identify their basic typological features.

**Competences**

#### Spanish Language and Literature

- Analyze the main phenomena of Spanish linguistic variation (historical, geographical, social and pragmatic variation).
- Identify grammar component belonging to linguistic phenomena basic analysis of Spanish language (phonetics, phonology, morphology, syntax, vocabulary, semantics and discourse).
- 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 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.

#### Catalan and Spanish

- Analyze the main phenomena of Spanish linguistic variation (historical, geographical, social and pragmatic variation).
- Identify grammar component belonging to linguistic phenomena basic analysis of Spanish language (phonetics, phonology, morphology, syntax, vocabulary, semantics and discourse).
- 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 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.

#### English and Spanish

- Analyze the main phenomena of Spanish linguistic variation (historical, geographical, social and pragmatic variation).
- Identify grammar component belonging to linguistic phenomena basic analysis of Spanish language (phonetics, phonology, morphology, syntax, vocabulary, semantics and discourse).
- 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 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. Accurately drawing up normative texts.
2. Construct texts addressing the different discursive typologies.
3. Correctly draw up a previously analysed non-regulatory text.
4. Correctly drawing up a previously analysed non-regulatory text.
5. Describe the structure of the Spanish language.
6. Distinguish systematic and normative aspects.
7. Explain spelling rules.
8. Explaining the spelling rules.
9. Interpret and illustrate the main linguistic and literary concepts, and be able to use them.
10. Producing a written text that is grammatically and lexically correct.
11. Producing an oral text that is grammatically and lexically correct.
12. Recognize the linguistic varieties of Spanish.
13. Use different Spanish records properly.

## Content

1. Relationships and differences between oral language and written language.
2. Linguistic resources for the elaboration of texts.
3. Norm and use. Some of the normative problems of Spanish. The Spanish lexicon: conditions of use. Precision in language. Creation of neologisms.
4. Planning, writing and review of the written speech. The textual units: statements and paragraphs. Coherence and cohesion of academic discourse.
5. Production of academic texts. The argumentation and the exposition in oral and written language. Properties of argumentative and expository discourse.
6. Main problems in the articulation and prosody of a formal oral intervention. Linguistic resources for oral presentations.
7. The formal oral intervention in public: phonic aspects, pragmatic adaptation, non-verbal communication and use of support material.

The aspects related to the gender perspective are taken into account in the content of the subject.

## 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 the theoretical explanation is combined with the 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 possible preparation of reviews, papers and analytical comments written, as well as oral presentations.
- Evaluation activities (5%). The evaluation of the subject can be carried out through oral presentations and written tests.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical and practical classes	60	2.4	2, 1, 10, 11, 9, 5, 8, 6, 4, 12
Type: Supervised			
Scheduled tutorials	15	0.6	2, 1, 10, 11, 9, 5, 8, 6, 4, 12
Type: Autonomous			
Lesson preparation, tests and courseworks	75	3	2, 1, 10, 11, 9, 5, 8, 6, 4, 12

## Assessment

The subject will be assessed on an ongoing basis in order the teacher can observe the progress of the students and how they have assimilated and applied the contents.

The evaluation of the subject will be carried out in the following way:

- A theoretical-practical test of the level of command of the rules. Students must apply the theoretical and practical contents dealt with in the first part of the subject (20%)
- A practical test of production of written texts (expository or argumentative) (35%)
- A practical test of producing a formal oral speech (expository or argumentative) (35%)
- Activities and exercises done in class (10%)

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.

### EVALUATION CRITERIA:

Correcting the activities and evaluation tests, it will be verified that the students have acquired a sufficient mastery of the competences provided by the subject according to the expected learning outcomes established in the Teaching Guide.

In order to pass the subject, it will be essential to master the rules and, therefore, in the evaluation process of each activity spelling errors, the incorrect use of punctuation marks and lexical and morphosyntactic errors will be penalised. The completion of spelling, expression, lexicon and syntax will have a penalty of 0.25 each, without limit, on the final grade in the activities and exams.

### PRECONDITIONS FOR THE APPROVAL OF THE SUBJECT:

In order to pass the subject it is essential to achieve a grade average equal to or greater than 5.

The delivery of all evaluation activities at the end of the semester will not be accepted in any case. The tests must be submitted at the agreed dates.

The faculty will determine the most appropriate score review process for each test.

### REASSESSMENT:

Students can apply for reassessment if they have completed all the activities scheduled throughout the course and have failed a maximum of two. In such a case, it will be possible to redo them in the reassessment period. The student will lose the right to reassess if the average of the tests performed with the corresponding percentage is less than 3.5 points. Oral presentations in a second-chance are not possible.

A "Non-Evaluable" will be obtained if no activity has been done or only one test has been evaluated.

If students submit two or more tests, in the calculation of the final grade it will be considered that the unrealized activities (in the conditions and dates established in the Campus Virtual) have a score 0.

### REMARKS:

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
Active Participation. Activities and exercises done in class	10%	0	0	2, 1, 11, 9, 5, 6, 8, 7, 12, 4, 3, 13
Producing a formal oral speech	35%	0	0	2, 1, 11, 9, 5, 6, 12, 4, 3, 13
Production of expository and argumentative essays	35%	0	0	2, 1, 10, 9, 5, 4, 3, 12, 13
Test about normative questions	20%	0	0	9, 5, 6, 8, 7, 12, 13

## Bibliography

AIJÓN OLIVA, Miguel Ángel; ECINAS MANTEROLA, María Teresa; GARRIDO VÍLCHEZ, Gema Belén y HERNÁNDEZ MUÑOZ, Natividad (2010): *Yo eso no lo digo. Actividades y reflexiones sobre el español correcto*. Alicante: Club Universitario.

ALCOBA, Santiago (coord.) (1999): *La oralización*, Barcelona: Ariel.

ALCOBA, Santiago (coord.) (2000): *La expresión oral*, Barcelona: Ariel.

BASSOLS I PUIG, M. Margarida y Anna M. TORRENT (2003): *Modelos textuales: teoría y práctica*, Vic-Barcelona: Eumo-Octaedro.

BRIZ, Antonio (coord.) (2008): *Saber hablar*, Madrid: Instituto Cervantes-Aguilar.

CARBÓ, Carme; Joaquim LLISTERRI; María J. MACHUCA; Carme DE LA MOTA; Montse RIERA; Antonio RÍOS. (2004) "Estándar oral y enseñanza de la pronunciación del español como primera lengua y como lengua extranjera", *ELUA, Estudios de Lingüística de la Universidad de Alicante*, 17: 161-180.

CASSANY, Daniel (1995): *La cocina de la escritura*, Barcelona: Anagrama.

BUSTOS SÁNCHEZ, Inés (2003): *La voz: la técnica y la expresión*, Barcelona: Paidotribo.

GÓMEZ TORREGO, Leonardo (2006): *Hablar y escribir correctamente: gramática normativa del español actual*, Madrid: Arco/Libros.

GÓMEZ TORREGO, Leonardo (2011): *Ortografía y gramática. Las normas académicas: últimos cambios*, Madrid: SM.

GÓNZÁLEZ FERRÁN, Judith (coord.) (2015): *El español más vivo: 300 recomendaciones para hablar y escribir bien*, Barcelona: Fundéu-BBVA, Espasa Libros.

HERNÁNDEZ GUERRERO, José Antonio y María del Carmen GARCÍA TEJERA (2004): *El Arte de hablar: manual de retórica práctica y de oratoria moderna*, Barcelona: Ariel.

MERAYO, Arturo (2001): *Curso práctico de técnicas para hablar en público*, Madrid: Tecnos.

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

MONTOLÍO, Estrella (2014): *Manual de escritura académica y profesional*, Barcelona: Ariel.

PUCHOL, Luis (1997): *Hablar en público. Nuevas técnicas y recursos para incluir a una audiencia en cualquier circunstancia*. Madrid: Editorial Díaz De Santos.

REAL ACADEMIA ESPAÑOLA (2014): *Diccionario de la lengua española*, 23.<sup>a</sup> ed., Madrid: Espasa Libros [Actualizado en el 2019, en línea 23.3].

REAL ACADEMIA ESPAÑOLA Y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA (2009-2011): *Nueva gramática de la lengua española*, Madrid: Espasa, 3 vols. y DVD.

REAL ACADEMIA ESPAÑOLA Y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA (2010): *Ortografía de la lengua española*, Madrid: Espasa.

REAL ACADEMIA ESPAÑOLA Y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA (2013): *El buen uso del español*, Madrid: Espasa.

REAL ACADEMIA ESPAÑOLA Y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA (2018): *Libro de estilo de la lengua española según la norma panhispánica*, Madrid: Espasa.

REAL ACADEMIA ESPAÑOLA Y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA (2019): *Glosario de términos gramaticales*. Madrid: Ediciones Universidad de Salamanca.

REGUEIRO RODRÍGUEZ M.<sup>a</sup> Luisa y Daniel M. SÁEZ RIVERA (2013): *El español académico. Guía práctica para la elaboración de textos académicos*. Madrid: Arco/Libros.

REYZÁBAL, M.<sup>a</sup> Victoria (1993): *La comunicación oral y su didáctica*, Madrid: La Muralla.

SÁNCHEZLOBATO, Jesús (coord.) (2006): *Saber escribir*, Madrid: Instituto Cervantes-Aguilar.

SERAFINI, M.<sup>a</sup> Teresa (1994): *Cómo se escribe*, Barcelona: Paidós.

STUDER, Jurg (1998): *Oratoria: el arte de hablar, disertar, convencer*. Madrid: Editorial El Drac.

## **Software**

Other online resources will be provided during the course.