UAB
Universitat Autònoma de Barcelona

2021/2022

Introduction to Spanish Language

Code: 100604
ECTS Credits: 6

Degree	Type	Year	Semester
2500248 Spanish Language and Literature	FB	1	2
2501801 Catalan and Spanish	FB	1	2
2501910 English and Spanish	FB	1	2
2504012 Spanish and Chinese Studies: Language, Literature and Culture	FB	1	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: spanish (spa)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: Yes

Teachers

Carlos Eliseo Sánchez Lancis

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.

Objectives and Contextualisation

This subject has been configured as an introductory and panoramic course, that can serve the student as a theoretical base and a practical development for his later specialization in other subjects of the Degree.

The aim of the subject is, then, that the student acquires a general vision of the different approaches to the study of the Spanish language, as well as with respect to its different levels of analysis.

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).
- 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.

Spanish and Chinese Studies: Language, Literature and Culture
- Analyse the phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Spanish language and the Mandarin Chinese language.
- Compare Spanish and Chinese from a literary and linguistic knowledge of both languages.
- Demonstrate the capacity to work autonomously, engaging in self-analysis and self. Criticism.
- Describe the linguistic foundations on which the standards of Spanish and mandarin Chinese are based.
- Identify and apply different methods and focuses for teaching Spanish as a foreign language.
- Recognise the factors of linguistic variation in Spanish from diachronic and synchronic viewpoints.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Accurately drawing up normative texts.
2. Communicate using language that is not sexist or discriminatory.
3. Construct a spoken text using the correct grammar and vocabulary
4. Construct texts according to the established rules.
5. Correctly draw up a previously analysed non-regulatory text.

6. Correctly drawing up a previously analysed non-regulatory text.
7. Correctly write previously analysed non-standard texts
8. Create an organised and correct discourse, spoken and in writing, in the corresponding language.
9. Describe the structure of the Spanish language.
10. Distinguish systematic and normative aspects.
11. Explain spelling rules.
12. Explain the rules of spelling.
13. Explaining the spelling rules.
14. Identify the primary and secondary ideas and express them correctly.
15. Interpret and illustrate the main linguistic and literary concepts, and be able to use them.
16. Interpret and illustrate the main linguistic and literary concepts.
17. Interpret the process of acquiring Spanish as a foreign language compared with other languages.
18. Make correct use of different registers in Spanish.
19. Producing a written text that is grammatically and lexically correct.
20. Producing an oral text that is grammatically and lexically correct.
21. Recognise linguistic variation in Spanish.
22. Recognize the linguistic varieties of Spanish.
23. Relate linguistic theory with the methodology employed in the areas of Spanish as a foreign language.
24. Use different Spanish records properly.

Content

Topic 1. Language as a cognitive system and as a product of history. Grammar: different meanings of the term. Competence and performance. Grammaticality, acceptability and correctness. Components of grammar and delimitation of the borders between them.

Topic 2. The Spanish language and its varieties. Diachronic or temporal variety: origins of Spanish as a Romance language, the concept of linguistic changes and main stages of evolution. Diatopic or geographical variety: the dialects of Spanish and the widespread use of the Spanish language (Spanish in bilingual areas and Spanish as L2). Diastratic and diaphasic varieties: grammatical competence and pragmatic competence. The standard of adequacy.

Topic 3. Phonetics and phonology of Spanish. Segmental and suprasegmental elements. Basic concepts. The articulatory description of speech sounds. The phonetic transcription.

Topic 4. Morphology and lexicology of Spanish. Basic concepts. Inflectional and derivative morphology. The structure of the the word in Spanish. The organization of the vocabulary of Spanish.

Topic 5. Syntax of Spanish. Basic concepts. The sentence structure. Categories, syntactic functions and semantic functions. Basic syntactic relationships.

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 is 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 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-practical classes	60	2.4	1, 19, 20, 15, 9, 13, 10, 6, 22
Type: Supervised			
Tutorials	15	0.6	1, 19, 20, 15, 9, 13, 10, 6, 22
Type: Autonomous			
Study and preparation of written tests and papers	75	3	1, 19, 20, 15, 9, 13, 10, 6, 22

Assessment

The faculty will evaluate this subject on an ongoing basis by developing three evaluation activities on theoretical and practical aspects.

The evaluation will be distributed as follows:

(1) Completion of the first two tests: 60% (30% + 30%)

(2) Completion of the third test (theoretical and practical aspects: 40%)

To pass the subject all the evaluation activities must be done. The final grade, once all the notes have been added and the percentages indicated above applied, must be equal to or greater than 5.

While it is the responsibility of the students to bring the subject up to date, the faculty will indicate with sufficient notice the date of each test.

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.

The student will be considered "Not evaluable" if he/she doesn't perform any of the tests or if he/she delivered only 30% of the evaluable evidence (tests and assignments) of the total of the subject. The elaboration of more than 30% of the tests will mean, then, the will of the student to be evaluated in the subject.

Students may apply for retaking activities only in the case they have obtained a "Not evaluable" in those tests that together don't involve more than 60% of the total of the final grade of the subject. The students who have presented all the evaluation activities or the 60% of them may also apply for retaking activities as long as the minimum grade of the average of tests done is not less than 3.5 points.

0.25 points of penalty will be given, without limits, for each error of spelling, expression, lexicon and syntax committed on the final grade of the different tests.

Obviously, in case of requesting anwers for exams or presentations of activities, papers, etc., everything must be original and the total or partial copy of materials already published in any medium is not allowed. 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
Activities of theory and practice	40%	0	0	2, 1, 4, 19, 3, 20, 15, 9, 10, 8, 13, 11, 12, 17, 22, 24
Practical activity	30%	0	0	2, 1, 4, 19, 3, 20, 9, 10, 13, 11, 12, 14, 15, 16, 22, 6, 5, 7, 23, 24
Theoretical activity	30%	0	0	2, 1, 4, 19, 3, 20, 15, 9, 13, 11, 12, 14, 16, 10, 22, 21, 23, 24, 18

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ENLACES DE INTERNET

Real Academia Española http://www.rae.es/

DLE https://dle.rae.es/

Ortografía de la RAE http://www.rae.es/recursos/ortografia/ortografia-2010

Diccionarios de variantes del español http://jrmorala.unileon.es/dicci/0000.htm

FUNDÉU https://www.fundeu.es/

Instituto Cervantes http://www.cervantes.es/

Portal de lengua del Instituto Cervantes http://cvc.cervantes.es/lengua/

Biblioteca Virtual Miguel de Cervantes http://www.cervantesvirtual.com/

Software

not needed