

**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

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## Use of Languages

Principal working language: catalan (cat)

## Teachers

Lluís Quintana Trias  
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Cecilio Garriga Escribano  
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## Prerequisites

None.

## Objectives and Contextualisation

### ANGLÈS

The objective of the course is to complete the knowledge of language and literature of future teachers of Catalan or Spanish and give them tools and essential communication strategies in the field of teaching. It consists of two modules:

The first module of Training Complements aims to complete the knowledge of Catalan and Spanish language and literature for future teachers. It includes the blocks of Catalan language and literature and Spanish language and literature.

The second module aims to train future secondary school teachers to teach the contents of the areas of knowledge of language and literature and act as a communicative, innovative and contextualized teacher.

## 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.

## 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

### 1. Catalan Language Training Complements (5 cr.)

Group A (divided) Contents for people with degrees in Hispanic Philology and other specialties (excluding Catalan Philology)

#### Language

Bibliographic presentation.

Notion of competence in oral and written communication.

Catalan-Spanish interlinguistic analysis: Metalinguistic reflection.

Elaboration and communicative presentation of a field work on an aspect related to linguistic competence.

#### Literature

Presence of literature in the digital age.

Great features of Catalan literature.

Discussion of the canon.

Group B (whole) Contents for the whole group

#### Language

Argumentative situations in the teaching field: the influence of the context.

Argumentative structure.

Type of arguments, according to rhetoric.

Modalization of the statements.

Discursive reflection on argumentative practice

#### Literature

Classics of youth literature.

Literature in the institute.

Readings in high school.

Analysis and interpretation of the works.

### 2. Complements of Spanish Language Training (5 cr)

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

#### Spanish language

Reference works on linguistic issues in Spanish. Grammars and spellings. Lexicographic instruments. Style manuals and good use of Spanish. Network resources. Grammar update: Review of the proposals of the New Grammar in Spanish.

Articulation and pronunciation of Spanish. Choice of pronunciation standard. The treatment of linguistic variety

within the norm. The prosodic features.

Notions of grammar as an instrument for correcting oral and written expression.

Terms of use of the words. Grammatical properties, cultural conditions and lexical variation. Dialect coherence in the use of the Spanish lexicon.

#### Spanish literature

Basic knowledge about the literary system. The literary text: historical document and aesthetic artifact. Popular literature and cultured literature.

Reading the classics: original texts and adapted versions.

A reading method: comprehension and analysis instruments applied to narrative, poetry and theater in the Spanish language.

Commentary on texts of Spanish literature.

#### Group B (whole) Contents for the whole group

#### Spanish language

The presence of grammar in a curriculum oriented to communicative competence and external evaluation tests.

The linguistic construction of reality. Euphemisms. Grammatical gender and linguistic sexism.

#### Spanish literature: from the origins to the present

Canonical texts and reference manuals.

Cross-cutting themes in the history of Spanish literature.

Social and historical conditions of Spanish literature.

## 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).

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                    |       |      |                   |
| 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 assistance is obligatory. The student must attend a minimum of 80% of the complete sessions of each one of the professors who take part in the Module.

To pass Catalan and Spanish Language and Literature Training Complements, it is necessary to have approved each of the content blocks

In the activities delivered, the linguistic correctness, the writing and the formal aspects of presentation will be taken into account. Likewise, you must express yourself fluently and correctly orally.

The details of the evaluation of each subject will be provided with the program at the beginning of the course.

The teachers who teach each module can request complementary tasks without necessarily having to be considered evaluation tasks, but they must be submitted.

According to UAB regulations, plagiarism or copying of any work will be penalized with a 0 as a grade, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0). If during the performance of an individual work in class, the teacher considers that a student is trying to copy or some type of document or device not authorized by the teacher is discovered, it will be scored with a 0, with no recovery option.

### 1. Catalan Language Training Complements (5 cr)

#### Language

- a. Group evaluation A. Public presentation of a field work: metalinguistic reflection
- b. Group B evaluation. Metadiscursive reflection.

#### Literature

- a. Assessment of group A. Oral presentation on a reading.
- b. Group B evaluation. Oral presentation about a reading.

### 2. Complements of Spanish Language Training (5 cr)

The Complements of Training in Spanish Language and Literature will be evaluated through 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 (language or literature).

## Assessment Activities

| Title                                       | Weighting | Hours | ECTS | Learning Outcomes |
|---------------------------------------------|-----------|-------|------|-------------------|
| Training complements in Catalan and Spanish | 100%      | 0     | 0    | 1, 2, 3, 4, 5     |

## Bibliography

### Bibliography, Catalan

BAJTIN, M.M. (1998): "El problema de los géneros discursivos" A *Estética de la creación verbal* (Título original: *Éstetika slovesvogo tvorчества*, 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 classe. 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 llengua i 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](http://www.Leer.es)

VILÀ, M.(Coord.)( 2005): *El discurso oralformal. 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 Didàctica de 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 different topics will be given in class.

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

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

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

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.

Real Academia Española y Asociación de Academias de la Lengua Española (2009-2011) *Nueva gramática de la lengua española. Morfología y sintaxis*. Madrid: Espasa. 3 volúmenes.

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.

#### Bibliography Spanish Literature

Alborg, Juan Luis, *Historia de la literatura española*, 5 tomos, Madrid, Gredos, 1972-1999.

Azaustre, Antonio, y Juan Casas, *Manual de retórica española*, Barcelona, Ariel, 1997.

Lázaro Carreter, Fernando, y Evaristo Correa Calderón, *Cómo se comenta un texto literario*, Madrid, Cátedra, 2006, 37ª edición.

Mainer, José-Carlos, *Historia de la literatura española*, 9 volúmenes, Barcelona, Crítica, 2010-2015.

Moreiro, Julián, *Cómo leer textos literarios. El equipaje del lector*, Madrid, Edaf, 1996.

Navarro Durán, Rosa, *La mirada al texto: comentario de textos literarios*, Barcelona, Ariel, 1995.

Quilis, Antonio, *Métrica española*, Ariel, Madrid, 2013.

Rico, Francisco, *Breve biblioteca de autores españoles*, Barcelona, Seix Barral, 1990.

Rico, Francisco, *Historia y crítica de la literatura española*, 9 volúmenes más suplementos, Barcelona, Crítica, 1979-2000.

#### Software

No specific software used