

**Linguistic and Literary Heritage**

Code: 102074  
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	0

**Contact**

Name: Salvador Comelles Garcia  
Email: salvador.comelles@uab.cat

**Use of Languages**

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

**Teachers**

Jennifer Bascuñana Torres

**Prerequisites**

There is not.

**Objectives and Contextualisation**

- know the concept of literary heritage, the mechanisms of creation and the main forms of dissemination.
- Provide knowledge of some aspects of the Spanish and Catalan literary tradition based on the reading and analysis of a wide and varied repertoire of texts (poetry and fiction) from different periods, mainly XIX-XXI centuries.
- Increase reading and literary competence of the student in texts of literary and linguistic quality of both languages.
- Recognize the value of literary works in the intellectual and cultural training of the teacher
- know the concept of literary heritage, the mechanisms of creation and the main forms of dissemination-Knowing the fundamental features of patrimonial linguistic diversity in the Catalan and Spanish languages from the observation and analysis of texts of popular literature and other non-literary genres

**Competences**

- Effectively address language learning situations in multicultural and multilingual contexts.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Apply the knowledge gained to the selection, reading and interpretation of texts from different scientific and cultural domains.
2. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
3. Communicate using language that is not sexist or discriminatory.
4. Consider how gender stereotypes and roles impinge on the exercise of the profession.
5. Gaining a deeper understanding of the linguistic effects of contact between languages.
6. Know the most important literature in official languages.
7. Manage teamwork and know how to analyse the aspects and difficulties of interest.

## Content

### LINGUISTIC AND LITERARY HERITAGE (CATALAN AND SPANISH)

- a. The linguistic and literary heritage: Conceptualization; functions; forms of dissemination; transmission in school.
- b. The linguistic heritage and language varieties
- c. The traditional literature heritage
- d. The literary heritage: poetry
- e. The literary heritage: Narrative
- f. The literary heritage: other literary genres (theatre, memory books, literary articulism)

## Methodology

Methodology of subject combines activities large group, with the theoretical explanations of teachers and commented readings of texts, whit the individual activities at the tutorial event

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			
Large group attendance-based classes	45	1.8	1, 5, 3, 6, 4
Type: Supervised			
Tutorial	30	1.2	5
Type: Autonomous			
autonomous work	75	3	1, 5, 3, 4

## Assessment

Evaluation for this subject is carried out through the activities indicated. The final grade is obtained as the sum of the grades corresponding to the percentages assigned to each language.

To pass this subject, students must have obtained at least a 5 in each of the languages. Failure to reach this grade will result in a Fail for the subject. Additionally, all the evaluable activities in each one of the languages must also be passed, that is, with a minimum grade of 5.

Class attendance is obligatory: students must attend a minimum of 80% of the classes for each language; failure to do so will result in the grade of "Not Evaluable". Presenting a certificate or other document that justifies non-attendance cannot be used to excuse attendance requirements; they simply serve to explain students' absence.

In general, the main criteria applied in grading each of the languages are: 1) rigour in presenting and handling information, and conceptual accuracy; 2) clarity and coherence of expression (spoken and written), and 3) language suitability and correctness. In Spanish and Catalan, each orthographic, lexical and syntactic error will be penalised by the reduction of 0.25 marks with respect to the final grade for each one of the evaluation activities; the competences relating both to content and written expression will be taken into account when grading the various tests.

Students will be awarded a fail grade if they do not complete all the evaluation activities or if they have failed at least one of these. Furthermore, if the teacher detects flagrant copying either in an examination or in a written assignment, the student or students concerned will be automatically awarded the grade of fail *for the entire subject*, with no right to re-evaluation. Additionally, the degree coordinator will be duly informed.

Results corresponding to the evaluation activities will be published not less than 7 days and not more than 40 days after the activity has been taken or after submission of the related work. Each teacher will inform the

Re-evaluation (recuperation) of those activities that have not been passed (such as exams, practicums or assignments) will be arranged at a time when the teaching staff consider this necessary, ideally once the classes for that language have finished. Re-evaluation is attendance-based and in the format (oral and/or written) that the teacher determines.

In accordance with UAB regulations, the copy or plagiarism, both in the case of works and in the case of exams, constitute a crime and will be penalized with a 0 as a mark of the subject losing the possibility of recovering it, whether it is individual or group work (in this case, all members of the group will have a 0). If during the realization of an individual work in class, the teacher considers that a student is trying to copy or some type of document or device not discovered by the teaching staff is discovered, the same will be described with a 0, without option of recovery, and therefore, the subject will be suspended. It will be considered that a job, activity or examination is "copied" when it reproduces a significant part or a part of the work of one or the other partner. It will be considered that a work or activity is "plagiarized" when a part of an author's text without citing the sources is presented, regardless of whether the original sources are on paper or in digital format.

Exams:

Spanish Philology 2/11/2022

Catalan Philology: 21/12/2022

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Classroom practice (Catalan)	33%	0	0	1, 3, 6, 4
Classroom practice (Spanish)	16,5%	0	0	1, 3, 4
Work (Spanish blog) (individual)	16,5%	0	0	1, 3, 2, 7, 4
Written test in the classroom (Catalan blog) (individual)	34%	0	0	1, 5, 3, 6, 4

## Bibliography

### FILOLOGIA CATALANA

*Diccionari de la literatura catalana (2008)*. Barcelona: Enciclopèdia Catalana

Riquer, M., Comas, A., Molas, J. (1998), *Història de la literatura catalana*. Barcelona: Ariel

Veny, Joan (2007). *Petit atlas lingüístic del domini català*, Barcelona: IEC

Alegre, Montserrat (1991), *Dialectologia Catalana*, Barcelona, Teide

Cunillera, L. i Angelats, F. (1992). *Literatura popular*. Barcelona: Laertes

Romeu, Josep (1993). *Poesia popular i literatura*. Barcelona: Curial

Violant Ribera, Ramona (1990). *La rondalla i la llegenda. Contribució a l'estudi de la literatura folklòrica catalana*. Barcelona: Fundació Serveis de Cultura Popular

### ANTOLOGIES I RECULLS DE TEXTOS (selecció)

*Obra del cançoner popular de Catalunya. Materials*. A cura de Josep Massot i Muntaner, Barcelona: Publicacions de l'Abadia de Montserrat

*Romancer català*. Text establert per Manuel Milà i Fontanals. Barcelona: Edicions 62, 1980

Amades, Joan (2002) , *Diccionari d'endevinalles*. Tarragona: El Mèdol

Amades, Joan (1981). *Les millors llegendes populars*. Barcelona: Selecta

Amades, Joan (1984) *Les millors rondalles populars catalanes*. Barcelona, Selecta

Parés, Anna (2001), *Tots els refranys catalans*. Barcelona: Ed.62

### APLICACIONS I PROPOSTES DE TREBALL SOBRE EL PATRIMONI LINGÜÍSTIC I CULTURAL CATALÀ EN L'ÀMBIT ESCOLAR

Romà i Casanovas, Francesc (2002). *Llegendes de la Natura. Itineraris pel nostre patrimoni cultural*. Tarragona:El Mèdol

Soldevila i Balart, Llorenç (1994). *Una proposta d'educació integral: Ruta literària al Montseny*. Argentona: L'Aixernador

### FILOLOGIA ESPANYOLA

Amores, M. (1997): *Catálogo de cuentos folclóricos reelaborados por escritores del siglo XIX*, Madrid: CSIC.

Alonso, D. (2008): *Poesía española. Ensayo de métodos y límites estilísticos*, Madrid: Gredos.

Alvar, M. (1996): *Manual de dialectología hispánica. El español de España*, Barcelona: Ariel.

--, (1996): *Manual de dialectología hispánica. El español de América*, Barcelona: Ariel.

Auerbach, E. (1993): *Mimesis*, Madrid: Fondo de Cultura Económica, 2.ª reimpresión en España.

Bousoño, C., (1970): *Teoría de la expresión poética*, 2 vols., Madrid, Gredos.

Cano Aguilar, R. (coord.) (2005): *Historia de la lengua española*, Barcelona: Ariel, 2.º ed. actualizada.

Carratalá Teruel, F. (2016): *El comentario lingüístico de textos literarios y su aplicación a la enseñanza de la literatura*, Madrid: Pigmalión Edypro.

Carrillo-Linares, A., (2012): «Antifranquismo de guitarra y linotipia. Canciones de la nueva resistencia española (1939-1961)», *Ayer*, 87, pp. 195-224.

García Mouton, P. (1994): *Lenguas y dialectos de España*, Madrid: Arco Libros.

Gil, B., (1998): *Cancionero popular de Extremadura*, Badajoz, Colección Raíces, 2 vols.

JIRKU, B. E. y Pozo Sánchez, B., (2011): «Escrituras del yo: Entre la autobiografía y la ficción». *Quaderns de Filologia. Estudis Literaris*, 16, pp. 9-21.

López Estrada, F., (1983): *Métrica española del siglo XX*, Madrid, Gredos.

Martín Escobar, M.<sup>a</sup> J. y Carbajo Martínez, C., (2009) *Cancionero Infantil de la Región de Murcia*, Universidad de Murcia.

Moreno Fernández, F. (2009): *La lengua española en su geografía*, Madrid: Arco Libros.

Real Academia Española (2011): *Nueva Gramática de la Lengua Española. Fonética y Fonología*, Madrid: Espasa-Calpe, [DVD adjunto, *Las voces del español. Tiempo y espacio*].

Sotelo Vázquez, M. L., Thión Soriano-Mollá, D., Beltrán Almería, L., De Diego, R. (coords.) (2015): *Desde ambas laderas. Culturas entre la tradición y la modernidad*, Barcelona: Universitat de Barcelona.

Sullà, E. (1989): *Poètica de la narració*, Barcelona: Empúries, 2.<sup>a</sup> ed.

VV. AA., (2008): *Cancionero tradicional de la comarca de Las Villuercas, Ibores y Jara* (coord. Felipe Sánchez Barba), Cáceres, APRODERVI.

## **Software**

Special software it's no needed.