# UAB
## Universitat Autònoma de Barcelona

**2022/2023**

## Introduction to Catalan Philology

Code: 105826
ECTS Credits: 6

| Degree | Type | Year | Semester |
|---|---|---|---|
| 2503998 Catalan Philology: Literary Studies and Linguistics | FB | 1 | 1 |
| 2504380 English and Catalan Studies | FB | 2 | 1 |
| 2504388 Catalan and Spanish Studies | FB | 2 | 1 |

## Contact

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## Use of Languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

## Teachers

Francesc Josep Gomez Martin

## Prerequisites

None.

## Objectives and Contextualisation

This course offers a practical introduction to the study of Catalan philology within its European context. The syllabus includes historical background and skills which are necessary for the student's progress throughout the four-year degree, both in literary and language subjects - modern linguistics is not included. Teaching on the basics of Catalan philology will be interspersed with practice on essay writing. A handbook with a set of rules on grammar and writing (and the corresponding exercises) will be provided so that students may improve on their initial skills by practicing on their own.

By the end of the course students should be able to write an essay on any of the core topics surveyed along the year. A good command of ortography and grammar rules is of the essence to qualify for final assessment.

## Competences

Catalan Philology: Literary Studies and Linguistics
- Act with ethical responsibility and respect for fundamental rights, diversity and democratic values.
- Critically read and interpret texts.
- Demonstrate a mastery of the rules of the Catalan language, its linguistic bases and all its application in the academic and professional fields.
- Display teamwork skills.
- Interpret literary texts from a philological and comparative viewpoint.

- Interpret the political, social and cultural factors that affect the use of the Catalan language and its evolution over time and at the present day.
- Produce arguments applicable to the specific areas of literature and linguistics.
- Produce written work and oral presentations that are effective and framed in the appropriate register.
- 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 be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Use digital tools and specific documentary sources.
- Use information in accordance with academic ethics.

English and Catalan Studies
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply scientific ethical principles to information processing.
- Apply the concepts, resources and methods acquired during the study of variations of English and Catalan language, be it in a historical context or in the current global social and multilingual context.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Demonstrate knowledge of the rules of Catalan and mastery of its foundations and applications in the academic and professional fields.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Develop arguments applicable to the fields of English and French literature, culture and linguistics and evaluate their academic relevance.
- Identify and interpret literary texts in different languages, analysing the generic, formal, thematic and cultural characteristics in accordance with the concepts and methods of comparative literature and literary theory.
- 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 be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Use digital tools and specific documentary sources to gather and organise information.

Catalan and Spanish Studies
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse the main factors of linguistic variation in the Catalan and Spanish languages, whether historical-political, diatopical, semantic or pragmatic and their historical evolution and current state.
- Apply scientific ethical principles to information processing.
- Apply the techniques and methods of critical editing and digital processing to the analysis and treatment of written texts and multimedia files.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Demonstrate knowledge of the rules of Catalan and Spanish and mastery of their applications in the academic and professional fields.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Produce arguments applicable to the areas of Catalan and Spanish philology, literary theory and linguistics and evaluate their academic relevance.

- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- 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.
- Use digital tools and specific documentary sources to gather and organise information.

## Learning Outcomes

1. Apply appropriate and thoughtfully prescriptive principles of oral and written standard Catalan.
2. Apply the theoretical knowledge acquired to carry out work.
3. Apply the tools and know consult the specific documentary sources.
4. Applying knowledge about language standard detection linguistic interference.
5. Appropriately use sources for terminology adaptation and creation.
6. Competently use the fundamental digital and bibliographic tools for studying philology.
7. Correctly cite bibliographic and IT-based sources used in completing academic assignments.
8. Develop arguments to be applied to the fields of Catalan and Spanish philology, literary theory and linguistics, and evaluate their academic relevance.
9. Develop effective written work and oral presentations and adapted to the appropriate register.
10. Gain a greater capacity for reading, interpreting and critically analysing literary and linguistic texts.
11. Identify principal and secondary ideas and express them using correct language.
12. Identify the main and secondary ideas and express them with linguistic correctness.
13. Identifying the main and secondary ideas and expressing them with linguistic correctness.
14. Interpret texts in depth and provide arguments for critical analysis.
15. Interpret texts in depth and provide standpoints from which to analyse them critically.
16. Interpret the problem areas and factors that have conditioned the use of the Catalan language throughout history in a multicultural society.
17. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
18. Make appropriate, reflective use of the main prescriptive principles of standard oral and written Catalan.
19. Make literary predictions and inferences about the content of a text.
20. Master oral and written expression in Catalan.
21. Plan, organise and carry out work in a team.
22. Produce argumentative texts on critical points in the history of Catalan philology.
23. Produce normatively correct written and oral texts.
24. Produce normatively correct written and oral texts. Produce argumentative texts on critical points in the history of Catalan philology.
25. Produce work in accordance with academic ethics.
26. Produce written work and oral presentations that are effective and framed in the appropriate register.
27. Properly cite the literature and technologic sources used in the preparation of academic papers.
28. Respect the opinions, values, behaviour and customs of others.
29. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
30. Summarise the knowledge acquired about the origin of the various fields within the discipline and the transformations they have undergone.
31. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.
32. Use IT tools and be able to consult specific documentary sources.
33. Use appropriate sources for adaptation and creation of terminology.
34. Use suitable terminology when drawing up an academic text.
35. Use the appropriate terminology in the construction of an academic text and in the transmission of their knowledge.
36. Use the appropriate terminology when writing an academic text.

37. Use the knowledge acquired about the standard language to detect linguistic interferences.
38. Using suitable terminology when drawing up an academic text.
39. Work independently in the synchronic and diachronic study of Catalan language and literature.
40. Work self-sufficiently on the synchronic and diachronic study of Catalan language and literature.
41. Write critical commentaries from philological and comparative standpoints.
42. Write text commentaries from a critical standpoint.

## Content

1. Introduction, initial test and assessment of its outcome
2. A survey of scholarship in Classical and Romance Philology
3. Resources: dictionnaries, grammars and other tools
4. Textual criticism
5. Typography
6. Notes and bibliographical references
7. Periods of Western civilization
8. Text commentary: poetry and language
9. Essay writing: summary and discuss
10. The craft of reviewing

## Methodology

Lectures will provide students with grammar tuition (based on a dossier which includes the most frequent errors) and abundant practical exercises to be solved in the classroom or at home. Essay-writing practice will rely on a selection of texts (included in the dossier) which deal with topics both related to language and literature. Assessment of essays will also take into account the student's command of Catalan grammar.

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject. In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule and methodologies.

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 | | | |
| Lectures | 20 | 0.8 | 18, 37, 32, 7, 25, 6, 36, 26, 11, 15, 10, 22, 41, 42, 30, 5 |
| Written and oral exercises | 20.5 | 0.82 | 18, 32, 7, 20, 25, 6, 36, 26, 15, 28, 10, 22, 23, 41, 42, 30 |
| Type: Supervised | | | |
| Essay writing | 15 | 0.6 | 18, 37, 7, 20, 25, 6, 36, 26, 11, 15, 28, 21, 10, 22, 23, 41, 42, 30, 40, 5 |
| Grammar exercises | 15 | 0.6 | 18, 37, 20, 26, 23 |
| Type: Autonomous | | | |

| | | | | |
|---|---|---|---|---|
| Exercises and essays | 18 | 0.72 | | |
| Practice of searching online resources | 10 | 0.4 | 32, 7, 6, 5 | |
| Students' own practice of grammar | 30 | 1.2 | 18, 37, 20, 36, 26, 23, 5 | |

## Assessment

Students will be assessed by means of oral presentations and debate (10%), exercises and essays (30%), a mid-course exam (10%) and a final test (50%). All assignements must be submitted in due course.

Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 30% of the assessment items.

Students will receive (via Moddle) prior notice of the date and all relevant information concerning their right to review any assessment item with their teacher.

Previous evaluation of a set of activities equivalent to two thirds of the total value of the assignments, and a final mark between 3.5 and 4.9 is required to opt for reassessment. Students will be reassessed by means of a synthesis test of the two previous exams. Students who pass the reassessment will obtain a 5.0 mark.

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 |
|---|---|---|---|---|
| Debating and oral presentations | 10% | 2 | 0.08 | 20, 26, 28, 21, 10, 23 |
| Exercises and essays | 30% | 15 | 0.6 | 18, 1, 37, 4, 2, 32, 3, 7, 27, 20, 8, 25, 6, 19, 35, 36, 34, 38, 26, 11, 12, 13, 16, 15, 14, 17, 28, 21, 10, 29, 22, 23, 24, 9, 41, 42, 30, 31, 40, 39, 5, 33 |
| Final exam | 50% | 3 | 0.12 | 18, 37, 7, 20, 25, 6, 36, 26, 11, 15, 10, 22, 23, 41, 42, 30, 40 |
| Mid-course test | 10% | 1.5 | 0.06 | 18, 37, 7, 20, 25, 6, 36, 26, 11, 15, 10, 22, 23, 41, 42, 30, 40 |

## Bibliography

Bibliography

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Badia, Jordi, et al., *El llibre de la llengua catalana (*Barcelona: Castellnou, 2004).

Blecua, Alberto, *Manual de crítica textual* (Madrid: Castalia, 1983).

Cassany, Daniel, *Esmolar l'eina. Guia de redacció per als professionals* (Barcelona: Empúries, 2007).

Coromina, Eusebi, et al., *El treball de recerca: procés d'elaboració, memòria escrita, exposición oral i recursos* (Vic: Eumo, Universitat de Vic, 2000).

Gabinet de Llengua Catalana, *Les referències i les citacions bibliogràfiques, les notes i els índexs*, 2a ed. (Bellaterra: Gabinet de Llengua Catalana, Universitat Autònoma de Barcelona, 1995).

Garolera, Narcís (ed.), *Anàlisis i comentaris de textos literaris catalans*, 4 vols. (Barcelona: Curial, 1982-1985).

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Kraye, Jill (ed.), *The Cambridge Companion to Renaissance Humanism* (Cambridge: Cambridge University Press, 1996). Trad. cast. *Introducción al humanismo renacentista* (Cambridge: Cambridge University Press, 1998).

Martínez-Gil, Víctor (coord.), *Models i criteris de l'edició de textos* (Barcelona: UOC, 2013).

Mestres, Josep M., *Manual d'estil. La redacció i l'edició de textos* (Vic: Eumo, 1995).

Morison, Stanley, *First Principles ofTypography* (Cambridge: Cambridge University Press, 1951). Trad. cast. *Principios fundamentales de la tipografía* (Barcelona: Ediciones del Bronce, 1998).

Pujol, Josep M., i Joan Solà, *Ortotipografia. Manual de l'autor, l'autoeditor i el dissenyador gràfic* (Barcelona: Columna, 1995).

Quetglas, Pere, *Elementos básicos de filología y lingüística latinas* (Barcelona: Universitat de Barcelona, 2006).

Reynolds, L. D, i N. G. Wilson, *Scribes & Scholars. A Guide to the Transmissionof Greek & Latin Literature,* 3ª ed. (Oxford: Oxford University Press, 1991). Trad. cast. *Copistas y filólogos: Las vías de transmisión de las literaturas griega y latina* (Madrid: Gredos, 1986).

Rigo, A. i Genescà, G., *Tesis i treballs: aspectes formals* (Vic: Eumo, 2000).

Solà, Joan, i Josep M. Pujol, *Tractat de puntuació* (Barcelona: Columna, 1990).

Links

Associació d'Escriptors en Llengua Catalana: www.escriptors.cat

Arxiu de Revistes Catalanes Antigues (ARCA): www.bnc.cat/digital/arca

Argumenta: http://wuster.uab.cat/web_argumenta_obert/index.html

Biblioteca de Catalunya: http://www.bnc.cat/

Biblioteca Virtual Joan Lluís Vives: http://www.lluisvives.com/

Corporació Catalana de Mitjans Audiovisuals: portal lingüístic: http://esadir.cat

Corpus Informatitzat del CatalàAntic: www.cica.cat

Culturcat: www.culturcat.cat

Diccionari català-valencià-balear (DCVB): dcvb.iecat.net

Diccionari de la Lengua Catalana (DIEC2): http://dlc.iec.cat

Espais Escrits: www.espaisescrits.cat

Gramàtica essencial de la llengua catalana (IEC): https://geiec.iec.cat

Gramàtica zero (UV): http://www.spluv.es/PDFS/gramatica_zero.pdf

Gran Enciclopèdia Catalana (GEC): http://www.enciclopedia.cat/

Institut d'Estudis Catalans (IEC): Recursos lingüístics: https://www.iec.cat/llengua/recursos.asp

Institució de les Lletres Catalanes: www.gencat.cat/cultura

Llengua Catalana a Gencat.cat: www20.gencat.cat/portal/site/Llengcat

Mapa Literari Català: www.mapaliterari.cat

Narpan. Espai virtual de literatura i cultura medieval: http://www.narpan.net/

Optimot: Consultes lingüistiques: https://aplicacions.llengua.gencat.cat/llc/AppJava/index.html

Revistes Catalanes amb Accés Obert (RACO): http://www.raco.cat/index.php/raco

Traces. Base de dades de llengua i literatura catalanes: http://www.traces.uab.cat

Universitat Oberta de Catalunya. Servei lingüístic: http://www.uoc.edu/serveilinguistic/home/index.html


## Software

None.