

Oral and Written Discourse in Spanish

Code: 106345
ECTS Credits: 6

Degree	Type	Year	Semester
2504211 Spanish Language and Literature	FB	1	2
2504386 English and Spanish Studies	FB	1	1
2504388 Catalan and Spanish Studies	FB	1	1

Contact

Name: Carme Mota Gorriz
Email: carme.delamota@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

Prerequisites

In order to attend this subject, students must have a general linguistic knowledge and a command of oral and written expression comparable to those obtained after completing the baccalaureate.

A level of English that allows students to read bibliography in this language is recommended.

Objectives and Contextualisation

The objectives of this course are, on the one hand, to begin introductory discourse analysis and, on the other, to develop oral and written expression skills in Spanish so that they allow an academic and professional use of the language. To do this, it is intended to improve and consolidate the ability to use the language in formal situations, both orally and in writing.

At the end of the course the student should:

1. *reflect* in an informed way on the topics covered during the course,
2. *analyze* basic questions of discursive practice,
3. *identify* the basic textual typologies,
4. *master* the characteristics and application of the linguistic strategies and resources presented, and
5. *prepare* and *produce* academic texts -oral and written- that are correct, coherent and appropriate to the communicative function for which they are intended.

Competences

Spanish Language and Literature

- Act in one's own field of knowledge evaluating inequalities based on sex/gender.
- Analyse the main phenomena of linguistic variation in Spanish (historical, diatopic, semantic and pragmatic variation).
- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Spanish language, its evolution throughout history and its current structure.

- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Demonstrate a normative knowledge of the Spanish language and a command of it in all its applications in the academic and professional spheres.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Typologically identify the main phenomena of the Spanish language and relate them to similar phenomena in other languages.
- Use digital tools and specific documentary sources to gather and organise information.

Learning Outcomes

1. Analyse a situation from a linguistic point of view and identify points for improvement.
2. Analyse inequalities due to sex or gender from a linguistic point of view.
3. Analyse the stages in the construction of an oral discourse and the strategies for its oral execution.
4. Communicate using a non-sexist use of language.
5. Construct written texts of different discursive typologies with linguistic accuracy.
6. Correctly use the different registers of Spanish according to the context of which they form part.
7. Describe the varieties of oral and written discourse, their appropriateness and degrees of formality.
8. Detail the stages in the construction of written discourse.
9. Detect the characteristics of Spanish in bilingual or multilingual contexts.
10. Distinguish the systematic from the normative aspects in the study of language.
11. Express ideas with a specific vocabulary appropriate to the discipline, following the rules of the Spanish language.
12. Interpret and use the main linguistic concepts and relate them to pan-Hispanic and pluri-centric variation.
13. Interpret the different linguistic levels from a pan-Hispanic and pluri-centric perspective.
14. Plan and orally produce texts of different discursive typologies with linguistic accuracy.
15. Recognise and describe the varieties of Spanish and evaluate them in the context of diversity.
16. Use digital tools to collect, classify, interpret and analyse relevant data related to the study of linguistic variety.

Content

The following contents constitute a framework for the subject. A more detailed syllabus will be provided at the beginning of the course.

1. Pragmatic appropriateness and degrees of formality. Oral and written academic or professional speech.
2. Text typology.
3. Topics of normative correctness.
4. Text organization. Coherence and cohesion.
5. Writing. Planning, writing and reviewing the written speech. The edition of written texts: orthotypography and adaptation to the support.
6. Public speaking. Planning of oral discourse and strategies to carry it out. Formal oral speeches in public: phonic aspects, non-verbal communication and use of support material. Main problems in the articulation and prosody of a formal oral speech.

Methodology

Directed, supervised and autonomous activities will be carried out, which includes evaluative activities.

The subject is developed following an active methodology, based on the flipped classroom. It is essential to have consulted the materials provided and to study before the classes (instead of waiting, as in the traditional method, to first receive an explanatory class in the classroom).

The previous work of each student will serve as a starting point for the practices and activities developed: verification through questionnaires, question answering, clarification of topics, discussion, correction of

exercises, comments and practices. The class is conceived as an environment in which to carry out forums and workshops, in which both individual practice and interaction within small groups of students and with the group-class is possible.

Critical thinking will be promoted, both in the face of problems, data or situations of a linguistic nature and when reflecting on one's own learning.

It is necessary to use the virtual campus regularly, because through this platform any matter related to the subject is reported, materials are provided and activities are delivered.

To work on current public speaking, a set of 25 explanatory videos, with examples and automatic correction questions, will be used as an essential reference.

It is convenient to carry out a continuous and active monitoring of the subject.

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			
Theory classes and practical sessions with guidance	60	2.4	3, 1, 7, 8, 10, 16, 13, 12, 14
Type: Supervised			
Tutoring and supervised activities	15	0.6	2, 3, 1, 4, 5, 7, 8, 9, 10, 11, 16, 13, 12, 14, 15, 6
Type: Autonomous			
Study and preparation of activities	75	3	2, 3, 1, 4, 5, 8, 10, 11, 16, 12, 14, 15, 6

Assessment

Requirements to pass the subject

- To pass the subject it is necessary to take all the tests.
- To pass the subject, a global grade equal to or greater than 5 is required.
- To qualify for reassessment, it is necessary to have taken all the tests and to have obtained an overall mark higher than 3.5.
- Oral activity 1 is not subject to reassessment.
- A "not evaluable" will be obtained if a maximum of 50% of the evaluation has been carried out.
- When the course is assessable, if any test is left pending, its grade will be 0 and it will be included in the calculation of the overall mark. In this case, the maximum possible grade in the course will be a 4.9.

Assessment

1. Exam: 30 %
2. Written activity: 20 %
3. Oral activity 1: 20 %
4. Oral activity 2: 30 %

Comments

In regards to writing, it's understood that the student will write paragraphs with full content. Obviously, spelling errors, punctuation and speech structure will be taken into account. Oral expression must be coherent, organized, correct and appropriate to the communicative situation.

It is also expected that students know the general rules of preparation and submission of an academic work.

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

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.

At the beginning of the course both the methodology of the subject and the evaluable tests will be explained. Specific guidance will be later provided for each test. The guidelines with the detailed description of the evaluable activities content and the dates of submission can be consulted in the virtual teaching space of the subject. The procedures to be followed for reviewing all grades awarded can change depending on the type of test and will be announced in due course.

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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
(1) Exam	30%	0	0	2, 3, 4, 5, 7, 8, 9, 10, 11, 16, 13, 12, 15, 6
(2) Written activity	20%	0	0	4, 5, 7, 8, 9, 10, 11, 16, 13, 12, 6
(3) Oral activity 1	20%	0	0	3, 1, 4, 7, 10, 11, 16, 14, 15, 6
(4) Oral activity 2	30%	0	0	3, 1, 4, 7, 10, 11, 16, 12, 14, 15, 6

Bibliography

Alba-Juez, Laura (2016) "Discourse Analysis and Pragmatics: Their scope and relation", *Russian Journal of Linguistics*, 20, 2: 43-55.

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

Bassols i Puig, M. Margarida y Anna M. Torrent (2003) *Modelos textuales: teoría y práctica*, Vic-Barcelona: Eumo-Octaedro.

Bernárdez, Enrique (1999) *¿Qué son las lenguas?* Madrid: Alianza Editorial [Cap. 2: "De lenguas, dialectos, idiomas, hablas, jergas", pp. 33-59; cap. 8: "¿Por qué cambian las lenguas?", pp. 207-227]

Bosque, Ignacio y Violeta Demonte (1999) *Gramática descriptiva de la lengua española*. Madrid: Colección Nebrija y Bello, Espasa. Volumen 3: "Entre la oración y el discurso".

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

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

Carbó, Carme, Joaquim Llisterri, María J. Machuca, Carme de la Mota, Montserrat Riera y Antonio Ríos (2003) "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: 161-179.

Carbó, Carme, María Machuca, Carme de la Mota, Montserrat Riera y Antonio Ríos (2001) "Estrategias gramaticales del castellano y del catalán para evitar un uso sexista del lenguaje en la comunicación epistolar política", en M. C. Ayala *et al*, *Jornadas de comunicación y género*, Málaga, Publ. Diputación Provincial de Málaga: 95-102.

Calsamiglia, Helena y Amparo Tusón (1999) *Las cosas del decir. Manual de análisis del discurso*. Barcelona: Ariel. 3ª ed., 2012.

Cassany, Daniel (1995) **La cocina de la escritura**. Buenos Aires: Anagrama.

Charaudeau, Patrick y Dominique Maingueneau (2002) *Diccionario de análisis del discurso*, Buenos Aires: Amorrortu, 2005.

Cortés, Maximiano (2002) *Didáctica de la prosodia del español: la acentuación y la entonación*, Madrid: Edinumen.

Cros, Anna (2003) *Convencer en clase. Argumentación y discurso docente*. Barcelona: Ariel.

de-la-Mota Gorrioz, Carme (2021) **Oratoria actual** [Canal de vídeos, Polimedia UAB]. Con la colaboración de Cecilia Gassull Bustamante y Rosa Maria Raich Escursell. Universitat Autònoma de Barcelona. Disponible en: <https://polimedia.uab.cat/canal/oratoria-actual>

de-la-Mota, Carme y Gemma Puigvert (2012) "Retórica, prosodia y gesto en la comunicación política: la voz de Gaspar Llamazares", *Oralia*, 15:241-278.

de-la-Mota, Carme y Emma Rodero (2011) "La entonación en la información radiofónica", *Anejo de Quaderns de Filologia. "La Entonación hispánica"*, Facultat de Filologia, Traducció i Comunicació, Universitat de València.

de-la-Mota, Carme y Emma Rodero (2010) "La demarcación entonativa y el énfasis en la locución de los editores de boletines informativos radiofónicos" *XXXIX Simposio Internacional de la Sociedad Española de Lingüística (SEL)*, Facultad de Filología de la Universidad de Santiago de Compostela, 1-4 de febrero de 2010. Publicación en CD-ROM (ISBN 978-84-693-8655-2)

de-la-Mota, Carme y Beatriz Belda (2010) "Sobreacentuación en la locución de boletines informativos en radio: Radio Nacional de España". *XXXIX Simposio Internacional de la Sociedad Española de Lingüística (SEL)*, Facultad de Filología de la Universidad de Santiago de Compostela, 1-4 de febrero de 2010. Publicación en CD-ROM (ISBN 978-84-693-8655-2)

de-la-Mota, Carme (2015) "La adecuación a la situación discursiva: la voz y la comunicación no verbal de la periodista y política Uxue Barkos". En Elena A. Pleuchova (Ed.) *Problemas actuales de la lingüística ibero-románica*, Universidad Federal de Kazan, Rusia: 9-18.

Escandell, María Victoria (1996) "Conceptos básicos de pragmática", en *Introducción a la pragmática*. Barcelona: Ariel: 30-47.

Escandell Vidal, M^a Victoria; Victoria Marrero Aguiar; Celia Casado Fresnillo; Edita Gutiérrez Rodríguez; Nuria Polo Cano y Pilar Ruiz-Va Palacios (2014) *Claves del Lenguaje Humano*, Madrid: Centro de Estudios Ramón Areces [cap. 2, punto 3.2]

Fernández Lagunilla, Marina (1999a) *La lengua en la comunicación política: El discurso del poder*, Madrid, Arco/ Libros.

Fernández Lagunilla, Marina (1999b) *La lengua en la comunicación política: La palabra del poder*, Madrid, Arco/ Libros.

García Mouton, Pilar (2003) *Así hablan las mujeres: Curiosidades y tópicos del uso femenino del lenguaje*, Madrid: La esfera de los libros.

Gee, James Paul y Michael Handford (eds.) (2011) *The Routledge Handbook to Discourse Analysis*, London: Routledge.

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.

González Ferrán, Judith (coord.) (2015) *El español más vivo: 300 recomendaciones para hablar y escribir bien*, Barcelona: Fundeu-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.

Johnstone, Barbara (2002) *Discourse Analysis*. Oxford: Blackwell (3ª ed., revisada y actualizada, 2018).

López Alonso, Covadonga (2014) *Análisis del discurso*, Madrid: Síntesis.

López Valero, Amando (1996) "Tipología textual y técnicas de expresión oral", *Lenguaje y textos*, 9: 115-133.

Marçal, Heura, Fiona Kelso y Mercè Nogués (2011) *Guía para el uso no sexista del lenguaje en la Universitat Autònoma de Barcelona* [Traducción al castellano de Gemma Lozano]. Servicio de Lenguas y Observatorio para la Igualdad, Servicio de Publicaciones de la UAB.

Martín Zorraquino, María Antonia y José Portolés (1999) "Los marcadores del discurso". En Violeta Demonte e Ignacio Bosque (Coords.) *Gramática descriptiva de la lengua española*, Madrid: Espasa, vol. 3: 4051-4214.

Merayo, Arturo (2001) *Curso práctico de técnicas para hablar en público*, Madrid: Tecnos. 2ª ed.

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

Moreno Cabrera, Juan Carlos (2000) *La dignidad e igualdad de las lenguas. Crítica de la discriminación lingüística*, Madrid: Alianza, 2016.

Portolés, José (2004) *Pragmática para hispanistas*, Madrid, Síntesis.

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

Real Academia Española Española (2014) *Diccionario de la lengua española*, Madrid: Espasa Libros. 23.ª ed [Actualizado en el 2020, en línea 23.4]

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, María Luisa y Daniel M. Sáez Rivera (2013) *El español académico. Guía práctica para la elaboración de textos académicos*, Madrid: Arco/Libros.

Reyes, Graciela (1995) *El abecé de la pragmática*, Madrid: Arco Libros.

Reyes, Graciela (1998) "Registros, estilos y tipos de textos (cuáles son las variedades de la lengua escrita)", en *Manual de redacción. Cómo escribir bien español*. Madrid: Arco/Libros:47-80.

Reyes, Graciela (1990) *La pragmática lingüística. El estudio del uso del lenguaje*, Barcelona: Montesinos.

Reyzábal, M.^a Victoria (1993) *La comunicación oral y su didáctica*, Madrid: La Muralla.

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

Schiffrin, Deborah, Deborah Tannen y Heidi E. Hamilton (eds.) (2001) *The Handbook of Discourse Analysis*, Oxford: Blackwell.

Serafini, M.^a Teresa (1994) *Cómo se escribe*, Barcelona: Paidós.

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

Tusón Valls, Jesús (1996) *Los prejuicios lingüísticos*, Octaedro. 2010.

Vilà i Santasusana, Montserrat (coord.) (2005) *El discurso oral formal. Contenidos de aprendizaje y secuencias didácticas*, Barcelona: Editorial Graó.

Other online resources will be provided during the course.

Software

Guidance will be provided during the course.