UAB

Universitat Autònoma de Barcelona

2023/2024

Written Expression in Catalan

Code: 100018
ECTS Credits: 6

Degree	Type	Year	Semester
2500239 Art History	FB	1	1
2500240 Musicology	FB	1	2
2500241 Archaeology	FB	2	1
2500246 Philosophy	FB	1	1
2500256 Social and Cultural Anthropology	FB	1	2
2500501 History	FB	1	2
2502758 Humanities	FB	1	1

Contact

Name: Maria Dolça Manubens Gil

Email: maria.manubens@uab.cat

Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject.
Please note that this information is provisional until 30 November 2023.

Teachers

Enric Serra Casals

Josep Sanz Datzira

Gisela Nereida Gali Llaurado

Maria Dolça Manubens Gil

Palmira Freixa Torner

Prerequisites

None

Objectives and Contextualisation

In order to further develop the skills for an effective use of the Catalan language in technical and scientific writing, the course will focus on strategies for writing specialised texts in a clear, correct and appropriate manner and to suit all contexts, subjects and disciplines. Special attention will be paid to the various textual typologies, to the stages of the drafting of texts and to the properties that characterise quality writings.

Competences

Art History
- 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 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Musicology
- 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.
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Archaeology
- 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 ethic 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.
- 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.

Philosophy
- 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.
- 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.

Social and Cultural Anthropology
- 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.
- 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.

History
- 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 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.

Humanities
- 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.
- 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.

Learning Outcomes

1. Accurately drawing up normative texts.
2. Communicate using language that is not sexist or discriminatory.
3. Correctly drawing up a previously analysed non-regulatory text.
4. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
5. Effectively express and textual argumentative applying formal procedures and scientific texts.
6. Effectively expressing themselves and applying the argumentative and textual processes of formal and scientific texts.

7. Effectively expressing themselves and applying the argumentative and textual processes to formal and scientific texts.
8. Explaining the spelling rules.
9. Identifying normative, stylistic or argumentative errors in a text.
10. Identifying the regulatory, stylistic or argumentative errors of a text.
11. Interpret the rules localized information on the websites of regulatory bodies on the Internet.
12. Interpreting normative information located in webpages of Regulatory Institution's.
13. Interpreting the regulatory information that is located in the web pages of regulatory institutions.
14. Submitting works in accordance with both individual and small group demands and personal styles.
15. Summarising characteristics of a written text according to its communicative purposes.
16. Summarizing the characteristics of a written text in accordance to its communicative purposes.
17. Use the appropriate terminology in the construction of an academic text.
18. Using suitable terminology when drawing up an academic text.

Content

1. Strategies to write academic texts

a. Purposes.

b. Process.

c. Review.

d. Stages, tools and resources.

2. Text structure

a. Text organisation. Textual macrostructure planification.

b. Textual microstructure.

c. Textual cohesion.

d. Textual coherence.

e. Punctuation and connectors. Parenthetics.

3. Grammatical competence

a. Word order in a sentence: thema, rema, focus, emphasis. Communicative value of the parts of text.

b. Predicative structure. Verb, subject and complements.

c. Discourse markers and textual cohesion strategies.

d. Anaphoric and deictic relations. Intratextual and extratextual coherence. Internal and external references.

4. Pragmatic competence

a. Textual typologies: genre and register.

b. Adequacy and style. Conventions.

c. Special languages.

d. Exposition, description and argumentation.

5. Academic writing

a. Voices of discourse. Point of view. Impersonalisation.

b. Exposition. Definition. Critique. Analogy. Reformulation. Summary. Controversy.

c. Argumentation. Argumentative texts structure. Figurative language.

d. Review. Essay.

e. Work projects and proposals.

f. Research works, theses and dissertations.

Methodology

Lectures will be combined with the analysis and writing of texts of various genres.

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.

Within the regular calendar of classes, 15' will be rserved for the students to fill in a questionnarie in order to assess both the teacher and the course unit concerned.

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 explanations by the teacher with ICT, debate group, problem-based learning	30	1.2	1, 8, 6, 18, 10, 13, 3, 15
Type: Supervised			
Seminar of text analysis and discussion	30	1.2	1, 4, 18, 10, 13, 14, 15
Type: Autonomous			
Documentation, reading, study and writing	82.5	3.3	8, 7, 4, 6, 5, 18, 17, 10, 9, 13, 12, 11, 15, 16

Assessment

Continuous assessment grades will be based on:

- Exercises and participacion: 20%
- Deliveries works: 30% - 40%
- Final writing test: 40% - 50%

Single assessment grades will be based on:

- Individual exercise 1 (30%)
- Individual exercise 2 (30%)
- Final writing test (40%)

The final assessment will result from the weighted sum of the marks from various tests.

At the time of each assessment activity, students will be informed via Moodle of the procedure and the date for a feedback session.

Test dates will be announced at the beginning of the course and the deadlines for the submission of activities will be scheduled and announced via Moodle.

Reassessment is only possible if the average mark is higher than 3.5 and activities with a value of at least 2/3 of the final assessment have been submitted (or all the planned exercises, in the case of the single assessment). Only the final written test can be retaken. The maximum mark in that case will be 5.

Failure to qualify for the final test will result in a grade of NOT ASSESSED.

Grammatical errors will be penalised according to what is established for each activity.

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.

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.

In orderto pass the subject is necessary to get a minimal mark of 5.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exercises and participation	20%	2	0.08	2, 1, 8, 10, 9, 3, 15
Practice writing	30 - 40%	2.5	0.1	1, 8, 7, 4, 6, 5, 18, 17, 10, 9, 13, 12, 11, 14, 3, 15, 16
Writing tests	40%-50%	3	0.12	1, 8, 7, 6, 18, 10, 9, 3, 15

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Software

None