

**Spanish Syntax: Simple Sentence**

Code: 100583  
ECTS Credits: 6

**2024/2025**

Degree	Type	Year
2504012 Spanish and Chinese Studies: Language, Literature and Culture	OB	2
2504386 English and Spanish Studies	OB	3
2504388 Catalan and Spanish Studies	OB	3

## Contact

Name: Yolanda Rodríguez Sellés

Email: yolanda.rodriguez@uab.cat

## Teachers

Yolanda Rodríguez Sellés

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

By obtaining the minimum of credits *in basic training subjects*, students have demonstrated to have acquired the basic competences and they will be able to express themselves orally and in writing.

In regards to writing, it's understood that the student will write paragraphs with right content. Spelling errors, punctuation and speech structure will be taken into account. 0,25 points will be deducted for each error.

Activities, practical sessions and papers submitted in the course must be original and under no circumstances will the total or partial plagiarism of third-party materials published on any medium be admitted.

With regards to the uses of the bibliographic documentation, the student must state the authorship of each quote and the use of third-party materials.

Any submission of non-original material without properly indicating its origin will automatically result in a failure rating (0).

It is also expected that students know the general rules of submission of an academic work. However, students could apply the specific rules that the teacher of the subject may indicate to them, if they deem it necessary.

## Objectives and Contextualisation

This subject is part of the degree in "Spanish language: synchrony" and has as objective the knowledge and mastery of the procedures that allow the combination of words into more complex syntactic units up to the level of the sentence.

The different syntactic projections and the principles that govern their formation will be studied and the theoretical tools necessary to analyze the syntactical constructions are presented. At the end of the course, the students:

(a) they must be able to identify and describe the syntactic constructions of Spanish and recognize its structure;

(b) they must know how to use the tools of syntactic analysis;

(c) they must have acquired the techniques of the syntactic reasoning, and

(d) they must be able to use the basic bibliographical sources of Spanish syntax.

In order to achieve the first three objectives, students' linguistic skills will be used and their thinking skills will be strengthened so that they are able to ask scientific questions about linguistic data.

## Competences

Spanish and Chinese Studies: Language, Literature and Culture

- Analyse the phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Spanish language and the Mandarin Chinese language.
- Describe the linguistic foundations on which the standards of Spanish and mandarin Chinese are based.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Recognise the factors of linguistic variation in Spanish from diachronic and synchronic viewpoints.
- 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.
- Use techniques for compilation, organisation and use of information and documentation with precision.

English and Spanish Studies

- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the English and Spanish languages, their evolution throughout history and their current structure.
- Demonstrate skills for professional development in the fields of linguistic applications, teaching, and literary and cultural management in English and Spanish.
- Identify the foundations of human language and the principles, methods and results of structural analysis of languages.

Catalan and Spanish Studies

- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Catalan and Spanish languages, their historical evolution and their current structure.
- Demonstrate knowledge of the rules of Catalan and Spanish and mastery of their applications in the academic and professional fields.

## Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse different types of linguistic data.

3. Analyse the syntactic structures of simple, complex, modalised and discursively marked clauses.
4. Analyze linguistic structures.
5. Apply the principles of correctness required in the standard language and the different registers and variants.
6. Carry out predictions and inferences about the content of a text.
7. Construct texts according to the established rules.
8. Correctly identify linguistic units.
9. Describe the process of creating combinatorial linguistic units.
10. Identify and describe the syntactic constructions of Spanish.
11. Identify errors of rules, style or argument in a text.
12. Identify the pragmatic factors affecting the use of different linguistic structures.
13. Interpret the word from the different levels of linguistic analysis.
14. Justify by means of appropriate terminology the analysis of data from a linguistic point of view.
15. Solve complex problems of linguistic analysis at any level and with the appropriate instruments.
16. Use digital tools for collecting, classifying, interpreting and analysing relevant data.
17. Use the adequate terminology in the construction of an academic text.
18. Use the necessary resources, both digital and non-digital (data bases, text repositories, dictionaries, reference works), for the analysis of any document, spoken or written, from a linguistic point of view.
19. find out the meaning of unknown words in a text.

## Content

1. Syntax.
2. Phrase structure.
3. Predication.
4. Sentece syntax.
5. Grammatical functions.
6. Modality and aspect.
7. Types of sentences.
8. Information structure.

On the first session, the teacher will give the students a program implemented with contents.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes, seminars and practical sessions	52.5	2.1	
Type: Supervised			
Evaluation	6.5	0.26	
Tutorials	15	0.6	
Type: Autonomous			
Preparation of papers and exercises	10	0.4	
Study of the contents of the subject	66	2.64	

The learning of this subject by the students is distributed as follows:

- Directed activities (35%). These activities are divided into master classes and seminars and classroom practices led by the faculty, in which theoretical explanation is combined with discussion of all types of texts.
- Supervised activities (10%). These tutorials are programmed by the teacher, dedicated to correcting and commenting on problems at different levels of literary analysis.
- Autonomous activities (50%). These activities include both time devoted to individual study and production of reviews, papers and analytical comments written, as well as oral presentations.
- Evaluation activities (5%). The evaluation of the subject will be carried out through oral written tests.

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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam 1	45%	0	0	2, 4, 3, 1, 5, 7, 9, 17, 16, 8, 11, 10, 13, 19, 14, 6, 15, 18
Exam 2	45%	0	0	2, 4, 3, 5, 7, 9, 17, 16, 8, 11, 10, 13, 19, 14, 6, 15, 18
Participation in class	10%	0	0	1, 7, 17, 16, 11, 12, 13, 19, 6, 18

#### 1. Continuous assessment

##### 1.1. Criteria for the grading the course

In order to pass the course, after completing the three evaluable activities mentioned above and after applying the percentages indicated above, the student must get a final grade equal or greater than 5. If the final grade is

- Less than 3.5, the student will get a failing grade.
- Between 3.5 and 4,8, the student will be able eligible for re-evaluation.
- Students will obtain a Not assessed course grade unless the have submitted more than 1/3 of the assessment items.

##### 1.2 Re-evaluation criteria

Students who get a final grade between 3.5 and 4,8 and who have carried out the three assessable activities mentioned above will be eligible for re-evaluation of the course on the date set by the Faculty. In such case, they need to re-valuate the test with the lowest grade. The activity *Participation in class* is not re-evaluable. If the re-evaluation test is passed, the final grade for the subject will be 5, regardless of the grades obtained before. Students who have passed the course will not be allowed to re-evaluate to increase their grade.

##### 1.3 Evaluation criteria

In order to pass the exam, mastery of the normative is considered essential; therefore, when evaluating the activities mentioned above, spelling errors, incorrect use of punctuation, lexical errors and morphosyntactic errors will be penalized.

#### 1.4 Review procedure for evaluable evidence

After the publication of the grading of the evaluable activities mentioned above, the teacher will inform the students through Moodle of the day and time for the review of such activities.

#### 1.5 Misconduct in assessment activities

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.

## 2. Single assessment

Assessment activities	Weight
Exam 1	45%
Exam 2	45%
Delivery of homework	10%

Everything established in points 1.1, 1.2, 1.3, 1.4 and 1.5 of the previous section is also applicable to the single evaluation. The date for the single assessment will coincide with the date of Exam 2 of the continuous assessment. The teacher will communicate to the student the date for the single evaluation through Moodle at the beginning of the course.

## **Bibliography**

Bosque, Ignacio. (1994): *Repaso de sintaxis tradicional. Ejercicios de autocomprobación*. Madrid, Arco Libros.

Bosque, Ignacio & Demonte, Violeta eds. (1999): *Gramática descriptiva de la lengua española*. Calpe. 3 vols. Madrid, Espasa.

Bosque, Ignacio. & Gutiérrez-Rexach, Javier (2009): *Fundamentos de Sintaxis Formal*. Madrid, Akal.

Hernanz, M<sup>a</sup>. Luisa & Brucart, José María (1987): *La sintaxis, I. Principios teóricos. La oración simple*. Barcelona, Crítica.

## **Software**

Does not apply.

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	second semester	morning-mixed
(PAUL) Classroom practices	2	Spanish	second semester	morning-mixed
(PAUL) Classroom practices	3	Spanish	first semester	morning-mixed
(TE) Theory	1	Spanish	second semester	morning-mixed
(TE) Theory	2	Spanish	second semester	morning-mixed
(TE) Theory	3	Spanish	first semester	morning-mixed