UAB
Universitat Autònoma de Barcelona

Descriptive and Prescriptive Grammar: From Clause to Utterance

Code: 105824
ECTS Credits: 6

2024/2025

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

Contact

Name: Cristina Real Puigdollers

Email: cristina.real.puigdollers@uab.cat

Teachers

Gemma Repiso Puigdelliura

Teaching groups languages

You can view this information at the <u>end</u> of this
document.

Prerequisites

None.

Objectives and Contextualisation

Provide the student with a solid knowledge of the functioning of syntax of the Catalan sentence, both from a
descriptive and normative point of view.

Competences

Catalan Philology: Literary Studies and Linguistics
- Act with ethical responsibility and respect for fundamental rights, diversity and democratic values.
- Analyse the phonetic, phonological, morphological, syntactic, lexical and semantic properties of the
  Catalan language, its evolution over time and its present structure.
- 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.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- 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 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.

English and Catalan Studies
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Catalan and English languages, their evolution throughout history and their current structures.
- 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.
- Critically apply the different instruments of analysis to different types of linguistic data.
- 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.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- 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.
- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Catalan and Spanish languages, their historical evolution and their current structure.
- 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.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- 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.

Learning Outcomes

1. Analyse linguistic structures.
2. Analyse the most problematic phonetic, phonological, morphological, syntactic, lexical and semantic properties of the present-day language.
3. Analyse the principles of lexical semantics that affect the internal structure of words and their syntactic combination.
4. Analyse the syntactic structures of simple, complex, modalised and discursively marked clauses.
5. Analyse various types of linguistic data.
6. Analyze linguistic structures.
7. Analyze properties phonetic, phonological, morphological, syntactic, lexical and semantic language that current problems arise.
8. Analyzing linguistic structures.
9. Apply the principles of correctness required in the standard language and the different registers and variants.
10. Correctly identify linguistic units.
11. Describe the combinatory processes for creating linguistic units.
12. Describe the process of creating combinatorial linguistic units.
13. Distinguish the systematic from the normative aspects in the study of language.
14. Fix the errors in the use of language to non-native speakers.
15. Gain a greater capacity for reading, interpreting and critically analysing literary and linguistic texts.
16. Identify principal and secondary ideas and express them using correct language.
17. Identify the main and secondary ideas and express them with linguistic correctness.
18. Identify the origin of errors made by non-native speakers when using the language.
19. Identify the source of errors in the use of language by non-native speakers.
20. Identify the source of errors in the use of language to non-native speakers.
21. Identifying the main and secondary ideas and expressing them with linguistic correctness.
22. Interpret texts in depth and provide standpoints from which to analyse them critically.
23. Locate specialised and academic information and select this according to its relevance.
24. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
25. Make appropriate use of the knowledge acquired in order to collect data and handle documentary sources in the study of Catalan language and literature.
26. Match the known internal and external properties of the language to the different conditions of use.
27. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
28. Plan, organise and carry out work in a team.
29. Produce normatively correct written and oral texts.
30. Produce written and oral texts with correction rules.
31. Produce written work and oral presentations that are effective and framed in the appropriate register.
32. Properly apply the knowledge gained to data collection and management of documentary sources application to the study of Catalan language and literature.
33. Resolve errors in the use of language by non-native speakers.
34. Respect the opinions, values, behaviour and customs of others.
35. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
36. 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.
37. Troubleshoot errors made by non-native speakers when using the language.
38. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
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 text commentaries from a critical standpoint.

Content

1. Descriptive and normative syntax
2. Syntactic units and their structure
3. The sentence

1. Utterances, sentences and fragments
2. Sentence structure
3. Syntactic functions and positions in the structure
4. Typology of predicates and sentences

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	39	1.56	1, 3, 4, 10, 11, 18, 26, 34, 37
Text discussion and problem analysis at class	15	0.6	1, 2, 3, 4, 9, 10, 11, 18, 26, 34, 36, 37
Type: Supervised			
Essay	35	1.4	16, 25, 28, 29, 31, 34, 38, 40
Exercises	10	0.4	1, 9, 10, 11, 16, 25, 31, 36, 38, 40, 41
Type: Autonomous			
Reading	15	0.6	15, 16, 22, 25, 41
Study	30	1.2	15, 22, 25, 40

Learning activities are organized as follows:

1) Directed activities (40%)

2) Supervised activities (30%)

3) Autonomous activities (30%)

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Complementary activity	10%	0.5	0.02	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41
Delivery of individual exercises	20%	2	0.08	1, 2, 4, 9, 10, 11, 15, 16, 18, 22, 25, 28, 29, 31, 34, 36, 37, 38, 40, 41

Final written test	40%	2	0.08	1, 2, 3, 4, 10, 11, 16, 26, 36
Partial written test	30%	1.5	0.06	3, 4, 15, 16, 22, 25, 26, 28, 29, 31, 34, 38, 40

The evaluation is continuous. Students must provide evidence of their progress by completing assignments and tests.

To pass the course, you must obtain a minimum grade of 5 on, at least, one of the written tests (midterm written test or final written test).

The detailed calendar with the content of the different sessions will be presented on the first day of class. It will also be posted on the Campus Virtual (Moodle), where students can find a detailed description of the exercises and practices, the various teaching materials and any information necessary for the proper follow-up of the course. In case the exams cannot be carried out in person, their format will be adapted (maintaining their weighting) to the possibilities offered by the UAB virtual tools. Homework, activities and participation in class will be conducted through forums, wikis / or exercise discussions through Teams, ensuring that all students can access them.

Unique evaluation

1. Written test (40%)
2. Oral test (30%)
3. Exercise (30%)

Plagiarism and Irregularities

If the student commits any irregularity that may lead to a significant variation in the grade of an assessment activity, this assessment activity will be graded with 0, regardless of the disciplinary process that may be conducted. In the event of several irregularities in the assessment activities of the same subject, the final grade for this subject will be 0.

Review

When carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Failed students may make up for suspended assessment activities or compensate for those not submitted, provided they meet the following two conditions. First, they must have completed assessable items corresponding to two-thirds of the total grade of the course or module; second, they must have obtained a weighted average grade of the set of assessable items of at least 3.5. Only the final written test can be re-evaluated. The maximum grade for recovery is 5.

As for the single evaluation, the student must deliver all three assessment items to participate in the re-evaluation procedure. The same assessment method as continuous assessment will be used.

The teacher will inform the students of the re-evaluation procedure through the Campus Virtual when they publish the provisional final grades.

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

Bibliography

Acadèmia Valenciana de la Llengua. Gramàtica normativa valenciana. Acadèmia Valenciana de la Llengua. Disponible en línia: http://www.avl.gva.es/gnv

Bosque, Ignacio & Javier Gutiérrez-Rexach. 2009. *Fundamentos de sintaxis formal*. Lingüística. Madrid: Akal. https://doi.org/10.1007/s13398-014-0173-7.2.

Esteve, Francesc, Josepa Melià. 2016. *Gramàtica zero*. Universitat de València. Disponible per descarregar: https://www.uv.es/splweb/Documentos/gramatica_zero.pdf

Fortuny Andreu, Jordi. 2019. *Elements de sintaxi generativa*. Barcelona: Editorial UOC. https://lectura-unebook-es.are.uab.cat/viewer/9788491806011/1

Institut d'Estudis Catalans. 2016. *Gramàtica de la llengua catalana*. Institut d'Estudis Catalans. Disponible en línia: https://giec.iec.cat/inici

Pérez Saldanya, Manuel & Gemma Rigau. 2018. La Gramàtica de la llengua catalana de l'Institut d'Estudis Catalans. *Llengua & Literatura* 28. 227-236.

Rigau, Gemma. 2018. *Norma i descripció gramatical*. Barcelona: Institut d'Estudis Catalans. Video: https://www.youtube.com/watch?v=uzLW156CycI

Solà, Joan, Maria Rosa Lloret, Joan Mascaró & Manuel Pérez Saldanya (eds.), *Gramàtica del Català Contemporani*. Barcelona: Empúries.

Software

None.

Language list

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