

Degree	Type	Year
2504211 Spanish Language and Literature	FB	1

## Contact

Name: Lucia Cotarelo Esteban

Email: lucia.cotarelo@uab.cat

## Teaching groups languages

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

## Prerequisites

The student must be able to express himself / herself correctly orally and in writing. For this reason, any spelling and expression errors that may occur will lead to a decrease in the score in the final grade.

It is also considered that the student knows the general rules of presentation of an academic work. However, if necessary, the student will apply the specific rules that may be indicated by the teacher of the subject.

The activities, practices and works presented in the subject must be original and will not admit, under any circumstances, the total or partial plagiarism of other people's materials published in any support. Any presentation of non-original material without properly indicating its origin will automatically lead to the rating of suspense (0), regardless of any disciplinary process that may take place.

## Objectives and Contextualisation

«Commentary of literary texts» is part of the 60 credits of basic training of the Degree in Spanish Language and Literature, which the student takes together with other subjects in Spanish and Latin American language and literature, as well as other transversal subjects.

The main objective of the course is to familiarize students with text commentary by providing them with the necessary tools to make a text commentary from any of the periods of Spanish and Latin American literature.

## Competences

- Develop arguments applicable to the fields of Hispanic literature, literary theory, Spanish language 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 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.
- Use the methodology and concepts of literary analysis taking into account sources and contexts.

## Learning Outcomes

1. Analyse rhetorically a text from any period.
2. Apply the techniques and methods of literary and linguistic commentary of texts and critical analysis of works as a whole.
3. Apply the theoretical knowledge acquired to carry out work.
4. Argue about different topics and problems of literary language in relation to different works and evaluate the results.
5. Make literary predictions and inferences about the content of a text.
6. Recognise the major genres from the perspective of poetics and their evolution over the centuries.  
Recognise the major genres from the perspective of poetics and their evolution over the centuries.
7. To delimit the characteristics of literary language.
8. Use digital tools and documentary sources to obtain, classify, interpret and analyse relevant data related to the practice of commenting on literary texts.
9. Use the appropriate terminology in the construction of an academic text and in the transmission of their knowledge.

## Content

### 1. Introduction to the commentary of literary texts

What is a literary commentary?

The steps of a literary commentary

Contextualisation of the text

Author and tradition

Literary language resources

Main critical approaches

### 2. Commentary on poetry

Finding the theme of a poem

Poetic topoi

Describing the structure

Stylistic analysis

Versification

Rhetorical figures

### 3. Commentary on narrative

Thematic Commentary

Plot and conflict

Characters

Narrator

Point of view

Time and location

#### 4. Commentary on dramatic texts

Thematic Commentary

Plot and conflict

Dramatic structure

Act and Scene

Dialogue

Characters

Time and location

Scenic language

### Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes	60	2.4	1, 3, 2, 4, 7, 5, 9, 6
Type: Supervised			
Programmed tutorials: correcting and analysing literary commentaries	15	0.6	1, 3, 2, 4, 7, 5, 9, 8, 6
Type: Autonomous			
Elaboration of academic essays, personal study and readiness	75	3	1, 3, 2, 4, 7, 5, 9, 8, 6

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 written tests and oral presentations.

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
Oral presentation	10	0	0	1, 3, 2, 4, 7, 5, 9, 6
Text Comment on Written 1	30	0	0	1, 3, 2, 4, 7, 5, 9, 8, 6
Text Comment on Written 2	30	0	0	1, 3, 2, 4, 7, 5, 9, 8, 6
Written test	30	0	0	1, 3, 2, 4, 7, 5, 9, 6

The evaluation will consist of two comments on written texts delivered throughout the course, a final written test and participation.

The two written comments will represent 60% of the final grade, given that each of the comments will be equivalent to 30% of the grade.

The final written test will represent 30% of the final grade.

Participation will represent 10% of the final grade.

In order to be evaluated, students must submit the three items within the term established by the teacher, as well as that he / she meets the requirement of having participated in class.

Spelling mistakes, punctuation and speech structure will be taken into account. Misspellings will deduct 0.25 points each.

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.

Evaluation review procedure:

At the time of each evaluation activity, the teacher will inform the student (Moodle) of the procedure and date of revision of the grades.

Recovery procedure:

Students who, once the average of the various tests has been completed, do not obtain a grade equal to or greater than 5 may take recovery, provided they meet the following requirements:

1. Have submitted the two text comments on written.
2. Having taken the written test and having obtained at least a 3.5 in it.
3. Have participated in class in the manner stipulated by the teacher.

The grade obtained in the recovery will replace the lowest grade obtained throughout the course.

In the event that a student having obtained less than a 5 in more than one test, he / she will be able to agree with the teacher which evaluation will recover.

The student will receive the grade of "Not assessable" as long as he / she has not delivered more than 30% of the evaluation activities.

Students will be able to adhere to the single evaluation and will have to take the same three tests on the dates determined by the faculty.

Single evaluation: the delivery of the three evaluable tests may coincide with the last test of the group, or with one of the possible days that the Faculty has enabled. The two comments will represent 70% of the mark (35% + 35%) and the final test, 30%. The same assessment method as continuous assessment will be used.

## Bibliography

AA. VV. (1973), *El comentario de textos, 1*, Madrid, Castalia.

AA. VV. (1977), *El comentario de textos, 2. De Galdós a García Márquez*, Madrid, Castalia.

AA. VV. (1982), *El comentario de textos, 3. La novela realista*, Madrid, Castalia.

AA. VV. (1983), *El comentario de textos, 4. La poesía medieval*, Madrid, Castalia.

Azaustre, Antonio, & Juan Casas, (1997), *Manual de retórica española*, Ariel, Barcelona.

Cesarini, Remo (2004), «Glosario», en *Introducción a los estudios literarios*, Madrid, Crítica, pp. 247-312.

Clavería, Gloria, & Dolors Poch (2010), *Al otro lado del espejo. Comentario lingüístico de textos literarios*, Barcelona, Ariel.

Culler, Jonathan (2000), *Breve introducción a la teoría literaria*, Barcelona, Crítica.

Domínguez Caparrós, José (1977), *Introducción al comentario de textos*, Madrid, Ministerio de Educación y Ciencia.

García Barrientos, José-Luis (2017), *Cómo se analiza una obra de teatro: ensayo de método*, Madrid, Síntesis.

Hernández Guerrero, José Antonio, & María del Carmen García Tejera (2005), *Teoría, historia y práctica del comentario literario*, Barcelona, Ariel.

Lázaro Carreter, Fernando, & Evaristo Correa Calderón (2006), *Cómo se comenta un texto literario*, Madrid, Cátedra, 37ª edición.

Marchese, Angelo, & Joaquín Forradellas (1986), *Diccionario de retórica, crítica y terminología literaria*, Barcelona, Ariel.

Moreiro, Julián (1996), *Cómo leer textos literarios. El equipaje del lector*, Madrid, Edaf.

Navarro Durán, Rosa (1995), *La mirada al texto: comentario de textos literarios*, Barcelona, Ariel.

Pozuelo, José María (1988), *Teoría del lenguaje literario*, Madrid, Cátedra.

Segre, Cesare (1985), *Principios de análisis del texto literario*, Barcelona, Crítica.

Villanueva, Darío (1992), *Comentario de textos narrativos: la novela*, Gijón, Ediciones Júcar, pp. 181-201.

## Software

It is not necessary for students to install any software specifically for this subject on their personal computer.

## 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	second semester	morning-mixed
(TE) Theory	1	Spanish	second semester	morning-mixed
(TE) Theory	2	Spanish	second semester	morning-mixed
(TE) Theory	3	Spanish	second semester	morning-mixed