

Degree	Type	Year
2504211 Spanish Language and Literature	OB	3

## Contact

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## Teaching groups languages

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

## Prerequisites

As the student has demonstrated, by obtaining the credits corresponding to the basic and compulsory training subjects, that he / she has acquired the basic competences, he / she must be able to express himself / herself correctly orally and in writing. For this reason, any spelling and expression errors you may make will result in a drop in the score in the final grade.

The practical activities and the works presented in the subject will have to be original and will not admit, in no circumstance, the total or partial plagiarism of other people's materials published in any support. The possible presentation of non-original material without properly indicating its origin will automatically lead to the rating of suspense (0).

It is also considered that the student knows the general rules of presentation of an academic work. However, the teacher of the subject may give specific rules, if he deems it necessary.

## Objectives and Contextualisation

The subject is integrated into the subject as a whole, which is part of the 108 compulsory credits of the Degree in Spanish Language and Literature, and which the student takes together with other language and literature subjects. This is a syntax course that complements and deepens the subject Syntax of Spanish: the simple sentence. It starts from a descriptive approach to the phenomena that Spanish Syntax: the simple sentence affect to the compound sentence and provides the fundamental theoretical tools for its analysis and understanding.

The practical activities and the works presented in the subject will have to be original and the total or partial plagiarism of third-party materials published in any medium will not be accepted under any circumstances. The eventual presentation of non-original material without properly indicating its origin will automatically lead to a fail grade (0).

Likewise, it is considered that the student knows the general rules of presentation of an academic work. However, the professor of the subject can give specific rules, if he considers it necessary.

## Competences

- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Spanish language, its evolution throughout history and its current structure.

- Develop arguments applicable to the fields of Hispanic literature, literary theory, Spanish language and linguistics, and evaluate their academic relevance.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Use digital tools and specific documentary sources to gather and organise information.

## Learning Outcomes

1. Acquire in-depth phonetic knowledge so that it can be applied to other interdisciplinary fields.
2. Characterise linguistic phenomena taking into account the different levels of analysis.
3. Describe the phonological system of Spanish on the basis of the distribution, relationships and articulatory and acoustic properties of its elements.
4. Identify and describe the syntactic constructions of Spanish.
5. Identify the constituents of a word and the levels at which they operate.
6. Justify by means of appropriate terminology the analysis of data from a linguistic point of view.
7. Make linguistic predictions and inferences about the content of a text.
8. Propose new ways of measuring success or failure in the implementation of proposals or innovative ideas.
9. Recognise acoustically and articulately the sounds and prosody of Spanish.
10. Recognise the links between compositional semantics and other disciplines, both linguistic (syntax, lexicology, pragmatics) and non-linguistic (philosophy, logic, mathematics).
11. Use digital tools to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.
12. Use the appropriate terminology in the construction of an academic text and in the transmission of their knowledge.
13. Use traditional sources to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.

## Content

1. From the simple sentence to the complex sentence

The architecture of the sentence. Verbal phrase (SV) and predication. Verbal inflection: time and agreement marks. The complementizer phrase (SC): marks of subordination. Modality.

2. The complex sentence: general characterization

Coordination and subordination. The classification of subordinate clauses: completive, relative and adverbial subordinate clauses. Clause typing and tense. Types of subordinate nexuses.

3. The completive (or substantive) subordination

Complementary subordination: general characterization and typology. Predicates that select completive subordinates. The complementizers of completive subordination. Tense: the alternation between finite and non-finite verbal forms. Finite verb forms: indicative, subjunctive. Modality and substantive subordination: interrogatives vs and indirect exclamations. Quantified clauses.

4. Relative (or adjective) subordination

Relative clauses: general characterization and typology. Marks of relative subordination: the status of relative pronouns and adverbs. The relative free or "nominalized." Relationships between interrogative, exclamatory and relative clauses.

5. Adverbial subordination

Adverbial subordination: the traditional functional approach. The marks of adverbial subordination. Subordinate nexus classes. The absolute constructions. Own and improper adverbial subordinates. The formal analysis of adverbial subordination.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes, seminar sessions and teacher-led practices	50.5	2.02	7, 12, 4
Type: Supervised			
Scheduled tutorials	15.5	0.62	13, 6, 8
Type: Autonomous			
Individual work	84	3.36	12, 4

A basic purpose of teaching grammar is to train students in the practice of parsing. Consequently, theory and practice are two closely related aspects in the development of the subject. In the development of the subject both aspects will be combined: 1) the theoretical exposition of the contents of the program and 2) the practical illustration with the end to enhance the capacity of syntactic reflection of the students. The classroom will be an open space for the discussion of problems, the syntactic argumentation, the commentary of the relevant bibliography and the resolution of exercises (previously prepared by the students).

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 2	45%	0	0	1, 2, 3, 11, 13, 5, 4, 6, 9
Exam1	45%	0	0	1, 2, 3, 11, 13, 5, 4, 6, 9
Participation in class	10%	0	0	2, 7, 12, 11, 13, 5, 4, 6, 8, 10

#### 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-value 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 assessment. The date for the single evaluation 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 (1989): Las categorías gramaticales. Relaciones y diferencias. Madrid, Síntesis.  
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.  
Brucart, José María & Hernanz, M<sup>a</sup> Lluïsa (1987): La sintaxis, I. Principios teóricos. La oración simple. Barcelona, Crítica.

Pavón Lucero, María Victoria (ed.) (2016): Las relaciones interoracionales en español. Berlin, De Gruyter.  
RAE (2010): Nueva gramática de la lengua española. Manual. Madrid, Espasa.  
Rodríguez Ramalle, Teresa M<sup>a</sup>. (2005): Manual de Sintaxis del Español. Madrid, Castalia.  
Rodríguez Ramalle, Teresa M<sup>a</sup> (2015): Las relaciones sintácticas. Madrid, Síntesis.

## Software

Does not apply.

## Language list

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