

Degree	Type	Year
2504211 Spanish Language and Literature	OB	4
2504386 English and Spanish Studies	OT	3
2504386 English and Spanish Studies	OT	4

## Contact

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## 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.

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

The specific and formative objectives of the subject are:

Know the foundations, history and principles of Digital Philology and contextualize it within the Digital Humanities.

Understand and imagine the possibilities of applying technology and the digital medium to the content and knowledge acquired around Language and Literature.

Approach the knowledge in a theoretical and practical way of the programs, websites, projects and lines of research of Digital Philology.

Develop communication skills with interdisciplinary teams.

Understand the need for humanistic and technological excellence in digital projects.

## Competences

### Spanish Language and Literature

- Act in one's own field of knowledge, assessing the social, economic and environmental impact.
- Advise organisations and institutions on linguistic or literary issues.
- Apply ethical academic principles to the processing of information.
- Apply the techniques and methods of critical editing and digital processing to the analysis and treatment of written texts and multimedia files.
- Demonstrate a normative knowledge of the Spanish language and a command of it in all its applications in the academic and professional spheres.
- Identify the most significant periods, traditions, trends, authors and works in Spanish-language literature in their historical and social context.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Recognise the main theories, themes and genres of literature in the different Spanish-speaking countries.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- 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.

### English and Spanish Studies

- Apply scientific ethical principles to information processing.
- Apply the concepts, resources and methods acquired during the study of the English and Spanish language in a global, multilingual social context.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Critically analyse linguistic, literary and cultural production in English and Spanish, applying the techniques and methods of critical editing and digital processing.
- Demonstrate a normative knowledge of the Spanish language and a command of it in all its applications in the academic and professional spheres.
- Demonstrate skills for professional development in the fields of linguistic applications, teaching, and literary and cultural management in English and Spanish.
- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- Develop arguments applicable to the fields of literature, culture, literary theory, language and linguistics, in Spanish and English, and evaluate their academic relevance.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.

- Recognize the most significant periods, traditions, trends, authors and works of literature in English and Spanish languages in their historical and social context
- 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 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 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 account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Use digital tools and specific documentary sources to gather and organise information.

## Learning Outcomes

1. Acquire awareness of linguistic and cultural diversity for good editing work.
2. Amend a text on scientific and methodological bases.
3. Analyse a situation and identify points for improvement from a linguistic point of view.
4. Apply and use digital media and instruments appropriate to the teaching of philological contents.
5. Apply digital technology to the transcription and editing of texts.
6. Apply the tools of literary theory to the analysis of a text.
7. Be able to plan methodological strategies using ICT.
8. Be aware of diastatic, diaphasic and diatopic linguistic variation, as well as different cultural contexts, in order to achieve good editing of texts.
9. Become aware of the different legal contexts and respect for ethics and moral and copy rights related to the text.
10. Carry out collaborative and social publishing.
11. Conceive and develop new areas and strategies for scientific, cultural and heritage transfer to society.
12. Convey relevant information about the textual tradition to both specialist and non-specialist audiences, using appropriate terminology and concepts.
13. Critically analyse digital information, evaluate its purpose and relevance.
14. Detect errors related to all levels of linguistic analysis.
15. Develop skills in the use of digital tools from a linguistic point of view.
16. Distinguish the literary sources of a text and its links with the Western tradition.
17. Evaluate the possibilities of applying ICT to one's own research and study subjects.
18. Extract data sources to obtain pedagogical material from different corpora and apply it to disciplines related to Spanish philology.
19. Identify errors in a textual tradition.
20. Identify how the management and dissemination of digital data can affect the linguistic context.
21. Identify the ethical and legal implications of the new context of research, management and dissemination of data in the digital era.
22. Identify the main themes, periods and stylistic features of a literary author.
23. Identify the peculiarities and contribution of the Hispanic tradition in Textual Criticism studies.
24. Identify the social, economic and environmental implications of academic-professional activities in the field of linguistic knowledge.
25. Justify the process of transmission of a text, its arguments and conclusions.
26. Learn about the different statistical tests related to parametric and non-parametric variables in philological analysis.
27. Make literary predictions and inferences about the content of a text.
28. Propose new methods and alternative solutions based on linguistic reasons.
29. Propose new methods and alternative solutions that are reflected in the editorial projects created.
30. Propose new methods and theoretical and practical approaches to critical editing.
31. Propose publishing projects that enhance social, economic and environmental benefits.
32. Recognise the main characteristics of a literary period and its aesthetic ideological programme.

33. Relate and evaluate the relevance of linguistic variation in the transmission, transcription and edition of Hispanic texts.
34. Solve the main problems related to the normative which may appear in a text.
35. Suggest resources and methods from the Digital Humanities applied to textual analysis that facilitate the understanding of texts and their relationship with other literary texts.
36. Suggest resources and methods from the Digital Humanities related to phonic, morphological and syntactic issues of the Spanish language.
37. Use digital tools in a philological process of editing texts, from locating critical sources, to collation, transcription and documentation for the annotation and layout of the text.

## Content

The initials of the responsible teacher are included in the program in parentheses at the end of each topic.

BLOCK I. Philology and digital humanities. History, principles and methods (RV)

BLOCK II. Markup languages and data structuring in texts: XML-TEI.

II.1. The digital critical edition (RV)

II.2. Corpus Linguistics: Design, Markup and Exploitation Possibilities (CB)

BLOCK III. Storage, classification, systematization and exploitation of data. Databases

III.1. Towards another literary historiography: database design and visualization. How to digitize a dictionary of Exile literature (LC)

III.2. The study of the Golden Age Theater through databases (SB)

III.3. The story of the 19th century. Design and update of a database (MA)

BLOCK IV. Digital technologies for data analysis and inferences

IV.1. Description, systematization, graphic representation, analysis and inferences of data (MJM)

IV.2. Computational techniques for text attribution and automatic transcription. Discovering comedies by Lope (AC)

IV.3. Artificial intelligence and literary heritage. Discovering Lope manuscripts (SB)

BLOCK V. Other allied technologies of Philology

V.1. Prosody, technology and society. The potential of video games (LA)

V.2. Spectral photography for the analysis of literary manuscripts. Revealing the creative process of Lope's theater: what did he write, what did he cross out, who participated? (SB)

V.3. Digital lexicography: some lines of development (GC and NT)

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Master classes and seminars	25	1	1, 13, 3, 6, 17, 11, 26, 14, 16, 2, 18, 27, 20, 19, 22, 24, 21, 23, 25, 30, 8, 9, 29, 28, 31, 32, 33, 7, 34, 35, 36, 12, 37
Type: Supervised			
Collective practical sessions	25	1	1, 13, 4, 15, 10, 7, 37
Type: Autonomous			
Preparation of a long theoretical essay or practical exercise	38	1.52	1, 13, 3, 6, 4, 5, 17, 11, 26, 15, 14, 16, 2, 18, 10, 27, 20, 19, 22, 24, 21, 23, 25, 30, 8, 9, 29, 28, 31, 32, 33, 7, 34, 35, 36, 12, 37
Preparation of a short practical exercise	28	1.12	1, 13, 4, 15, 10, 7, 37
Preparation of a short theoretical essay exercise	28	1.12	3, 6, 5, 17, 11, 26, 14, 16, 2, 18, 27, 20, 19, 22, 24, 21, 23, 25, 30, 8, 9, 29, 28, 31, 32, 33, 34, 35, 36, 12

The student's learning of this subject is distributed as follows:

- Directed activities. These activities involve master classes that occupy approximately 50%, combining theoretical explanation with the discussion of all types of cases of practical digital solutions to philological problems.
- Supervised activities. It involves carrying out practical exercises in the classroom.
- Autonomous activities. These activities include both the time dedicated to personal study and the completion of reviews, theoretical and practical work, among which the preparation of files and digital products should be considered.
- Evaluation activities. The evaluation of the subject will be carried out through written evidence and also, in a minimum percentage of 40%, of digital products or evidence of a practical nature defined by the teachers.

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
Long theoretical or practical exercise or essay	40%	2	0.08	1, 13, 3, 6, 4, 5, 17, 11, 26, 15, 14, 16, 2, 18, 10, 27, 20, 19, 22, 24, 21, 23, 25, 30, 8, 9, 29, 28, 31, 32, 33, 7, 34, 35, 36, 12, 37
Short practical exercise	30%	2	0.08	4, 5, 17, 26, 15, 2, 18, 19, 30
Short theoretical exercise	30%	2	0.08	1, 13, 3, 6, 5, 17, 11, 26, 14, 16, 2, 18, 10, 27, 20, 19, 22, 24, 21, 23, 25, 30, 8, 9, 29, 28, 31, 32, 33, 7, 34, 35, 36, 12, 37

## EVALUATION

The evaluation will consist of the delivery of three pieces of evidence. The evidence may be practical or theoretical, but each student must deliver one piece of evidence of each type (either one practical and two theoretical pieces, or one theoretical and two practical pieces). The teaching staff will offer a list of possible tasks and the student may also propose tasks in agreement with the person in charge and the teaching staff. Each student may choose the subject and the teacher to whom they will deliver their evaluation tests, having to choose a minimum of two different teachers (not all the evidence can be delivered to a single teacher). The teacher in charge of the subject will check that these requirements are met in the submissions of all students (minimum of two types of evidence, theoretical or practical; minimum of two teachers). The list of proposed works will be published on the day the subject begins on the Virtual Campus.

Theoretical evidence.

They may consist of states of the art on topics in digital philology (Philology in general, Language, Literature, Digital Humanities on specific aspects addressed in classes such as philological databases, digital critical editions, Corpus Linguistics, lexicography, etc.), summaries and reviews of bibliographies on Digital Humanities or Digital Philology (recent publications are preferred, although other possibilities will be valued; they may be on books or websites from the bibliography or webgraphy included in this teaching guide), presentation, analysis or reviews of digital resources and projects (for example, digital editions of texts of philological interest, databases of linguistic or literary content, digital lexicography, history of literature), mature proposals for digital projects (with a state of the art, existing resources and a development proposal with all the implications of a digital project, from purely philological ones to practical ones on applications, technologies or computer languages to be used, to legal ones of dissemination; (due to its complexity, this theoretical evidence is reserved for submission as "course work" (see below).

Practical evidence

Digital data preparation, analysis and processing: teachers will propose different challenges and practical tasks related to their explanations in class. Thus, for example, XML files with TEI tagging of literary or linguistic texts, files in EXCEL format or the formats determined by the teaching staff for feeding databases, statistical analysis, geolocation tests and the preparation of social network diagrams, etc. may be submitted.

Definition and weight of the evidence:

TASKS 1 and 2 (30%): If a theoretical work is submitted, with a length of 3 to 5 pages; if it is a file or digital product, the characteristics, treatment or volume of data determined by the teacher.

TASK 3. "COURSEWORK" (40%): If a theoretical assignment is submitted, it must be 7 to 12 pages long; if it is a file or digital product, the characteristics, treatment or volume of data determined by the teacher.

A maximum of two of these tasks or assignments may be related to each other. In this case, the third should address a different technology or subject.

DELIVERY DEADLINES: All students must submit at least one assignment within the first two months, a second assignment within the first three, and the last one may be submitted on the last day of class. It is not mandatory that they be submitted in the order of numbering. That is, the student may submit the "coursework" within any of the established deadlines, but must complete the three submissions at the latest on the last day of class.

After the grades for each exercise have been submitted, the teaching team will propose a date to the students for the review of the tests/grades.

To pass the course, the student must obtain an average of 5 between the three exercises submitted. If the student does not submit the three required exercises, he/she will receive a grade of not evaluable. If the average of the three tests is less than 5, the student will have the right to opt for the recovery of the failed parts. From the moment of the second delivery, the right to opt for the recovery of the different evidences will be generated. The evaluation acts in which plagiarism or other irregularities have occurred will not be recoverable.

SINGLE EVALUATION

This subject does not include a single evaluation system.

## PLAGIARISM and OTHER IRREGULARITIES

If the student commits any irregularity that may lead to a significant variation in the grade of an evaluation act, this evaluation act will be graded with 0, regardless of the disciplinary process that may be instructed. If several irregularities occur in the evaluation acts of the same subject, the final grade for this subject will be 0.

## NOT EVALUABLE

The student will receive the grade of "Not evaluable" provided that he/she has not submitted more than 1/3 of the evaluation activities.

## Bibliography

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Cabedo Nebot, A., "Estudio de la fonología/fonética española mediante corpus", en *Lingüística de corpus en español/The Routledge Handbook of Spanish Corpus Linguistics*, Routledge, Oxon - Nueva York, 2022, pp. 123-136.

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## WEBGRAFÍA

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## Software

Gephi (graphs): <<https://gephi.org/>>.

Onodo (redes): <<https://onodo.org/>>.

Oxygen (Editor XML): <<https://www.oxygenxml.com/>>.

R (Lenguaje de programación): <<https://www.r-project.org/>>.

RStudio (Entorno para R): <<https://posit.co/download/rstudio-desktop/>>.

Stylo (Librería para R): <<https://eadh.org/projects/stylo-r-package>>.

Timemapper (cronologías, timelines y mapas): <<https://timemapper.okfnlabs.org/>>.

Transkribus (Versión web): <<https://www.transkribus.org/>>.

Visual Studio Code: <<https://code.visualstudio.com/>>.

## Language list

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