

Degree	Type	Year
2504211 Spanish Language and Literature	OB	4

## Contact

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## Teachers

Gloria Clavería Nadal

Dolors Poch Olive

Francisca Montiel Rayo

## 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. For this reason, any spelling and expression errors that may be committed will lead to a score decrease in the final grade.

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.

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

## Objectives and Contextualisation

Spanish Philology: Research, Profession and Transfer is a fourth-course core, which seeks to introduce undergraduate students, who have already completed basic training and the compulsory course, into the professional classes of Spanish Philology, both in language as in literature.

It is a subject of transversal continguts and of an applied dimension, where the theoretical and practical continguts learned during the three previous courses are presented in relation to the different types of professionals in philology, through the analysis of different courses of work.

## OBJECTIUS

- Deepen and expand the dimension applied to the theoretical-criticisms of Spanish philology.
- Conèixer the map of labor classes of Spanish philology and its various professions.
- Develop writing and critical analysis skills to prepare reports, assessments, reviews, etc.

## Competences

- 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.

## Learning Outcomes

1. Analyse a situation and identify points for improvement from a linguistic point of view.
2. Apply and use digital media and instruments appropriate to the teaching of philological contents.
3. Apply the tools of literary theory to the analysis of a text.
4. Be able to plan methodological strategies using ICT.
5. Conceive and develop new areas and strategies for scientific, cultural and heritage transfer to society.
6. Critically analyse digital information, evaluate its purpose and relevance.
7. Detect errors related to all levels of linguistic analysis.
8. Develop skills in the use of digital tools from a linguistic point of view.
9. Distinguish the literary sources of a text and its links with the Western tradition.
10. Evaluate the possibilities of applying ICT to one's own research and study subjects.
11. Extract data sources to obtain pedagogical material from different corpora and apply it to disciplines related to Spanish philology.
12. Identify how the management and dissemination of digital data can affect the linguistic context.
13. Identify the ethical and legal implications of the new context of research, management and dissemination of data in the digital era.
14. Identify the main themes, periods and stylistic features of a literary author.

15. Identify the social, economic and environmental implications of academic-professional activities in the field of linguistic knowledge.
16. Learn about the different statistical tests related to parametric and non-parametric variables in philological analysis.
17. Propose new methods and alternative solutions based on linguistic reasons.
18. Propose new methods and theoretical and practical approaches to critical editing.
19. Recognise the main characteristics of a literary period and its aesthetic ideological programme.
20. Solve the main problems related to the normative which may appear in a text.
21. 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.

## Content

- Introduction: research, profession and transfer, concept map
- Investigation
- The academic career
- Scientific publications: typologies and metrics
- Research in Spanish and Latin American literature
- Literary research methodologies
- Where do we read from? Self-critical position and localized knowledge.
- Canon, (mal) archive, corpus
- Research questions and the "toolbox"
- The network of hypotheses
- The research plan
- Bibliographic resources
- Case studies (examples)
- Research in the Spanish language
- General and specific foundations. The linguistic disciplines. The phases of the investigation.
- The challenges and objectives of the research: questions and hypotheses
- Bibliographic resources and the state of the art
- Analysis methodologies and data: research design; obtaining and processing data; analysis, results and interpretation
- Guidelines for writing a research paper
- Models and research projects
- Teaching Spanish as a foreign language
- The acquisition of Spanish as a mother tongue and the learning of Spanish as a foreign language
- What does it mean to be an ELE teacher? Planning and preparation of ELE courses and classes.
- Resources for ELE teachers.
- Professional guidance for ELE teachers.
- Spanish language and literature in the curriculum of compulsory secondary education and high school
- Communicative and linguistic competence
- Oral and written expression
- Reflection on language and its uses
- Oral and written comprehension
- Reading, interpretation, analysis and evaluation of literary works
- Aesthetic appreciation of literature
- The publishing world
- Introduction to the publishing world
- The editing work: phases
- Introduction to the style correction and editing process
- Preparation of a reading report
- The teaching materials

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes	50	2	6, 1, 3, 2, 10, 5, 16, 8, 7, 9, 11, 12, 14, 15, 13, 18, 17, 19, 4, 20, 21
Type: Supervised			
Evaluation activities	6	0.24	6, 1, 3, 2, 10, 5, 16, 8, 7, 9, 11, 12, 14, 15, 13, 18, 17, 19, 4, 20, 21
Type: Autonomous			
Preparation of classes and papers, study	76	3.04	6, 1, 3, 2, 10, 5, 16, 8, 7, 9, 11, 12, 14, 15, 13, 18, 17, 19, 4, 20, 21

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

- Directed activities. 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. These tutorials are programmed by the teacher, dedicated to correcting and commenting on problems at different levels of literary analysis.
- Autonomous activities. These activities include both time devoted to individual study and production of papers and analytical comments written.
- Evaluation activities. The evaluation of the subject will be carried out through 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.

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## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exercise I	33%	6	0.24	6, 1, 3, 2, 10, 5, 16, 8, 7, 9, 11, 12, 14, 15, 13, 18, 17, 19, 4, 20, 21
Exercise II	33%	6	0.24	6, 1, 3, 2, 10, 5, 16, 8, 7, 9, 11, 12, 14, 15, 13, 18, 17, 19, 4, 20, 21
Exercise III	33%	6	0.24	6, 1, 3, 2, 10, 5, 16, 8, 7, 9, 11, 12, 14, 15, 13, 18, 17, 19, 4, 20, 21

The continuous evaluation will consist of the preparation of 3 exercises to choose from among the five blocks of the subject. Each of them will have the value of one third of the grade. The teaching team will provide detailed instructions for the preparation of each test through the virtual campus, as well as delivery times.

Test delivery dates will be provided during the first two weeks of the course.

-Research in Spanish and Latin American literature

Based on a thematic list provided by the teacher, the student will write a brief scientific article (approximately 8 pages), taking into account the different steps of the literature research process studied in the sessions.

-Research in Spanish language

Based on a thematic list provided by the teacher, the student will write a brief scientific article (approximately 8 pages), taking into account the different steps of the literature research process studied in the sessions.

-Teaching Spanish as a foreign language

Students must design an activity whose objective is to teach an aspect of Spanish grammar, established by the teacher, to a group of foreign students. Said design must be duly justified using (that is, citing) the bibliographic sources provided during classes.

-Spanish language and literature in the secondary education curriculum

Brief work on the relationship between the training of the students of the degree in Spanish Language and Literature and their function as a possible future teacher in secondary education focused on a specific aspect previously agreed upon with the teacher.

-The publishing world:

Design of a reading sheet

After delivering the notes for each exercise, the teaching team will propose a date to the students to review the tests/notes.

To pass the subject you must obtain an average of 5 among the three exercises presented. If the student does not present the three required exercises, he/she will receive a non-evaluable grade. If the average of the three tests is less than 5, you will have the right to opt for the recovery of the suspended parts.

This subject does not incorporate single assessment.

## **Bibliography**

\*\*Complementary bibliography will be provided to the length of the course.

Cassany, Daniel (2021). *El arte de dar clase (según un lingüista)*. Barcelona: Anagrama (Argumentos).

Chicote, Gloria; Rodríguez Temperley, Mercedes; Gabrieloni, Ana Lía; Nofal, Rossana; Gerbaudo, Analía; Dalmaroni Miguel (2020). *La investigación literaria: problemas iniciales de una práctica*. Buenos Aires: Universidad Nacional del Litoral.

Ferrús, Beatriz, Poch, Dolors (2014), *El español entre dos mundos*, Madrid, Iberoamericana.

Foucault Michel (2012). *La arqueología del saber*. México: Siglo XXI Editores.

## Software

Moodle, Teams

## Language list

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

PROVISIONAL