

| Degree             | Type | Year |
|--------------------|------|------|
| 2501933 Journalism | OT   | 3    |
| 2501933 Journalism | OT   | 4    |

## Contact

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## Teaching groups languages

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

## Prerequisites

A C1 level is necessary to be able to follow the subject

## Objectives and Contextualisation

The objective of this course is to present different linguistic tools and resources, both digital and on paper, that help students to improve their knowledge of the Spanish language. At the end of the course, students must be able to apply the knowledge acquired to the detection and solution of linguistic errors present in texts extracted from oral and written media in an efficient manner, as well as the composition and improvement of their own texts.

## Competences

- Journalism
- Express oneself fluently and effectively in the two official languages, both orally and in writing.
  - Manage time effectively.
  - Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.
  - 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.
  - Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

## Learning Outcomes

1. Build texts in the two official languages that adapt to the structures of journalistic language.
2. Communicate using language that is not sexist or discriminatory.
3. Demonstrate a command of the official languages and their communication resources in order to produce oral and written texts fluently, efficiently and accurately.
4. Express oneself correctly, both orally and in writing.
5. Find the substance and relevance in journalistic texts, in the two official languages, in any format to detect correct forms of oral and written expression.
6. Manage time effectively.
7. Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.
8. 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.
9. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

## Content

1. Introduction to paper and digital linguistic tools and resources. Wich and why
2. Grammars, dictionaries and style books. Other linguistic tools and resources
3. The main doubts in the use of oral and written language

## Activities and Methodology

| Title                | Hours | ECTS | Learning Outcomes |
|----------------------|-------|------|-------------------|
| Type: Directed       |       |      |                   |
| Oral exercises       | 17.5  | 0.7  | 3, 4, 6, 7, 8, 9  |
| Theoretical classes  | 18    | 0.72 | 1, 5, 7, 8, 9     |
| Written exercises    | 18    | 0.72 | 1, 4, 5, 9        |
| Type: Supervised     |       |      |                   |
| Resolution of doubts | 4.5   | 0.18 | 4, 6, 9           |
| Tutorials            | 13    | 0.52 | 1, 7, 8           |
| Type: Autonomous     |       |      |                   |
| Personal study       | 25    | 1    | 5, 6, 7, 8        |
| Preparation of texts | 34    | 1.36 | 1, 2, 3, 4, 8, 9  |
| Selected readings    | 14    | 0.56 | 3, 5, 6, 8, 9     |

The methodology used combines theoretical classes with different practical activities, which require the active participation of the students individually and in groups. In the supervised activities, students must read and analyze texts and reading documents, as well as prepare and carry out the activities assigned by the teacher. The students will have support materials in the Moodle of the subject and with face-to-face tutorials.

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         |
|---------------------|-----------|-------|------|---------------------------|
| Exams               | 90        | 4     | 0.16 | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Specific activities | 10        | 2     | 0.08 | 2, 3, 4, 5, 8, 9          |

### Assessment

The evaluation will be based on three evidence types:

- 1) Attendance and active participation in class (10%)
- 2) Two written tests (35% + 35%)
- 3) Oral presentation (20%)

At the beginning of each evaluation activity, the teacher will inform the students about review of grade procedure and date. The minimum grade to pass the course is 5.

If a student has been evaluated of less than 2/3 of the total grade of the course, he will receive the consideration of "non-assessable".

To qualify for the second-chance test, two conditions must be met: (1) the student must have been evaluated of at least 2/3 of the total grade of the course and (2) he must have a continuous evaluation mark between 3.5 and 4.9. The maximum second-chance test rating is 5. The second-chance text will consist of a global test on the contents of the subject.

### Single assesment

The evaluation will be based on three evidence types:

- 1) Written tests (40%)
- 2) Practical activities test (40%)
- 3) Written work (20%)

To qualify for the second-chance test, two conditions must be met: (1) the student must have been evaluated of at least 2/3 of the total grade of the course and (2) he must have a continuous evaluation mark between 3.5 and 4.9. The maximum second-chance test rating is 5. The second-chance text will consist of a global test on the contents of the subject.

## Bibliography

BOSQUE, Ignacio/Violeta DEMONTE (1999): *Gramática descriptiva de la lengua española*. Madrid: Espasa-Calpe.

CLAVE (2002): *CLAVE. Diccionario del uso del español actual*, 5ª ed., dir. C. Maldonado González, Madrid: SM, con ed. en CD-Rom.

DEA (1999): Manuel Seco/Olimpia Andrés/Gloria Ramos, *Diccionario del español actual*, Madrid: Aguilar.

DPD (2005): Real Academia Española, *Diccionario panhispánico de dudas*. Madrid: Santillana, <http://www.rae.es>.

DLE (2014): Real Academia Española, *Diccionario de la lengua española*, 23ª edición. Madrid: Espasa-Calpe, <https://dle.rae.es/>

REAL ACADEMIA ESPAÑOLA (2009-2011): *Nueva gramática de la lengua española*, Madrid: Espasa-Calpe.

REAL ACADEMIA ESPAÑOLA (2018): *Libro de estilo de la lengua española*, Madrid: Espasa.

Specific bibliography Throughout the course, the obligatory and complementary fundamental bibliographical references will be provided to make it possible to follow the subject.

## Software

Microsoft Office suite or similar

## Language list

| Name           | Group | Language | Semester       | Turn          |
|----------------|-------|----------|----------------|---------------|
| (SEM) Seminars | 11    | Spanish  | first semester | morning-mixed |
| (TE) Theory    | 1     | Spanish  | first semester | morning-mixed |