

Degree	Type	Year
4313382 Advanced Studies in Catalan Language and Literature	OT	0

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Teachers

Josefina Carrera Sabater

(External) Anna Pineda

(External) Clàudia Pons-Moll

(External) Francesc Bernat

(External) Josefina Carrera Sabaté

Teaching groups languages

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

Prerequisites

It is highly recommended that students be able to read literature in English.

Objectives and Contextualisation

In this module, various aspects of the structure of the language are studied in a critical and specialized way with the aim that the student obtains a different perspective from that offered by the degrees. The module provides the tools to carry out research in linguistics on the Catalan language in comparison with other natural languages. The typological properties of Catalan are studied, both in comparison with nearby Romance languages and with those more divergent from the Romance branch and with non-Romance. Topics that belong to different components of the language (phonetics, phonology, morphology, syntax and lexicon) and to different methodological fields (synchrony, diachrony, geolinguistics and sociolinguistics) are addressed from an integrating methodology, which presents the common feature of offering a critical, transversal and innovative methodology.

Competences

- Apply the research methods of linguistics and literary studies.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Construct a well-argued critical evaluation of a linguistic or literary analysis.
- Continue the learning process, to a large extent autonomously
- Produce reports on linguistic or literary activities or works.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning Outcomes

1. Analyse the most important research conducted recently into the Catalan language.
2. Apply the newest methods in social and functional research into language.
3. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
4. Construct a well-argued comparison and critical evaluation of several linguistic analyses based on diverging hypotheses.
5. Construct a well-argued comparison and critical evaluation of several linguistic analyses framed within diverging theories and methodologies.
6. Continue the learning process, to a large extent autonomously
7. Evaluate and apply the various theoretical frameworks for processing linguistic data and the research methods that they support.
8. Prepare critical reports on linguistic productions from any context and period.
9. Prepare critiques and critical reports on bibliographic works on the Catalan language.
10. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
11. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Content

Part 1. Prof. Anna Pineda (Universitat de Barcelona)

anna.pineda@ub.edu

Syntactic microvariation

1. Syntactic variation in Catalan and Romance languages. General and introductory aspects.
2. Transitivity, intransitivity, ditransitivity.
3. Accusative/dative case alternations.
3. Prepositional accusative, from a diachronic and a synchronic point of view.

Part 2. Francesc Bernat (Universitat de Barcelona)

francesc.bernat@ub.edu

Language change

1. Synchrony and diachrony

2. Variation and linguistic change
3. Factors of linguistic change
4. Types and mechanisms of language change
 - 4.1. Phonetic change
 - 4.2. Morphological change
 - 4.3. Syntactic change
 - 4.4. Lexical change
 - 4.5. Semantic change
5. Study of cases in the diachrony of Catalan

Part 3. Josefina Carrera-Sabaté (Universitat de Barcelona)

jcarrera@ub.edu

Sociophonetic variation in multilingual contexts

1. Cognitive fundamentals in sociophonetic variation.
2. Internal variation of a language. Speakers' production, perception and subjectivity.
3. Research methodology in sociophonetics
4. Catalan sociophonetic variation in multilingual contexts.

Part 4. Clàudia Pons-Moll (Universitat de Barcelona)

claudia.pons@ub.edu

This part is complementary to part 4 of the compulsory subject Catalan Language: Analysis, Coding, Communication and Learning

1. The phonology-syntax interface
 - 1.1. Phonologically conditioned syntactic phenomena
 - 1.2. Prosodic weight, and order and selection of constituents
 - 1.3. The case of collocations in Catalan and other languages
2. The phonology-semantics interface
 - 2.1. Body, imitative, and conventional sound symbolism, synesthesia
 - 2.2. Auditory, articulatory, associative iconicity
 - 2.3. Phonosthemes and onomatopoeia in Catalan and other languages

2.4. Phonosymbolism and literary and advertising creation

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Debates and practical activities	50	2	3, 4, 5, 6, 10
Type: Supervised			
Supervisions and oral presentations	75	3	11
Type: Autonomous			
Personal study, exercises and written assignments	115	4.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Professors' presentations will be combined with the resolution of exercises, practical activities, 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
Exercises, short written assignments and oral presentations	100%	10	0.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Assessment

The evaluation process will consist of one activity (extraordinarily two) per part, distributed throughout the course. These activities will include:

- formal data analysis exercises
- critical reading reviews
- oral presentations
- written tests

Each block contributes 25% of the overall mark.

Single assessment

Students who want to take the single assessment will have to carry out the activities that the teachers responsible for each block indicate once the single assessment has been requested.

The student will obtain a "No avaluable" in case of not delivering the four

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Bloc 1

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Software

None.

Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Catalan	annual	afternoon