

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

Contact

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Teachers

Ana Bartra Kaufmann

Gemma Rigau Oliver

(External) Clàudia Pons

(External) Jordi Fortuny

Teaching groups languages

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

Prerequisites

Those required for the master program.

Objectives and Contextualisation

This module analyses the linguistic bases and criteria governing the fixing of oral and written standards. The relationship is also studied between the grammatical description conceived as a system of linguistic competence and production and prescriptive grammar.

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.
- Contextualise texts for analysis and production.

- Continue the learning process, to a large extent autonomously
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Seek out information in the scientific literature using appropriate channels, and use this information to formulate and contextualise a research topic.
- Show respect for the opinions, values, behaviours, and practice of other researchers and professionals.
- 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. Apply the difference between descriptive grammar and normative grammar.
2. Apply the difference between descriptive grammar and pedagogical grammar.
3. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
4. Construct a well-argued critical evaluation of the different aspects of codification.
5. Continue the learning process, to a large extent autonomously
6. Evaluate the sociolinguistic context in which the Catalan language operates.
7. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
8. Know the new linguistic theories and their methodologies.
9. Seek out information in the scientific literature using appropriate channels, and use this information to formulate and contextualise a research topic.
10. Show respect for the opinions, values, behaviours, and practice of other researchers and professionals.
11. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
12. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Content

BLOCK 1: Phenomena of prosodic structure and prosodic form (Gemma Repiso)

1.1 Phonological analysis within the framework of generative theory. From segments to the sentence: hierarchy and prosodic constituents. Stress: the metrical foot and syllabic weight.

1.2 Morphophonological processes dependent on prosodic structure: truncation, reduplication, others. Dialectal variation.

1.3 The prosodic form. Autosegmental theory and prosodic annotation tools.

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<https://doi.org/10.1093/acprof:oso/9780198701781.003.0008>

Bloc 2.1 Pronominal issues (Gemma Rigau)

1.1 Possession expressed by pronouns

1.1.1 The pronoun "en"

1.1.2 Genitive pronouns

1.1.3 Dative pronouns

1.1.4 Elliptical anaphora

1.2 The partitive pronoun "en": special cases

1.2.1 The pronoun "en" in constructions with pure intransitive verbs

1.2.2 The pronoun "en" in constructions with temporal measure phrases

BLOCK 2.2 Phenomena of diachronic syntactic analysis of Catalan. Case studies of grammaticalization and reanalysis (Anna Bartra)

1.1. Determiners

1.1.1. The definite article and the indefinite article

1.1.2. Use of articles in Old Catalan

1.1.3. Restructuring within the noun phrase

1.2. Grammaticalization and impersonal structures

1.2.1. *Hom*

1.2.2. Reflexive, impersonal, and passive structures. Se.

References

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BLOCK 3. Research on Ambiguity (Jordi Fortuny)

3.1 General aspects

3.1.1 Definition and basic examples

3.1.2 Ambiguity and vagueness

3.1.3 Ambiguity and vagueness as problems

3.1.4 Solutions

3.2 Analysis

3.2.1 Morpholexical phenomena

3.2.1.1 Polysemy

3.2.1.2 Homonymy

3.2.1.3 Syncretism

3.2.2 Syntactic phenomena

3.2.2.1 Constituent ambiguity

3.2.2.2 Transfer ambiguity

3.2.2.3 Constituent ambiguity and prosody

3.2.2.4 Ambiguity and coordination

3.3 Codification

3.3.1 The treatment of ambiguity in the GIEC

3.3.2 Constituent ambiguity and punctuation: the Ortotipografia by Pujol & Solà (1995)

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BLOCK 4. Phenomena at the Phonology - Morphology - Syntax Interfaces (2) (Prof. Clàudia Pons-Moll)

1. Phonological Analysis

1.1. Phonological analysis: from descriptive generalization to formal analysis

- 1.2. Tools for phonological analysis: optimality theory and other constraint-based models
2. The Phonology-Morphology Interface
 - 2.1. Morphological phenomena conditioned phonologically
 - 2.2. Allomorph selection
 - 2.3. Morphological realization
 - 2.4. Others
3. The Phonology-Syntax Interface
 - 3.1. Syntactic phenomena conditioned phonologically
 - 3.2. Prosodic weight and constituent order
 - 3.3. The case of reversible and irreversible binomials
 - 3.4. Other cases

References

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Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Participation and debates in classes	50	2	1, 2, 7, 8, 11
Type: Supervised			
Supervision and coaching	70	2.8	3, 4, 5
Type: Autonomous			
reading assignments, writing assignments and study	120	4.8	5, 7, 8, 11

Lectures, exercises, debates, practical activities and personal study.

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
Activity of part 1	25%	2.5	0.1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Activity of part 2	25%	2.5	0.1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Activity of part 3	25%	2.5	0.1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Activity of part 4	25%	2.5	0.1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Each part of the module will be assessed by means of one or two activities. When two activities are submitted, none of them will represent more than 50% of the final mark. Each bloc corresponds to the 25% of the final score.

Previous evaluation of a set of activities equivalent to two thirds of the total value of the assignments is required to opt for a recovery exam. The student will be able to access to a recovery exam of the whole module only when his/her final score is between 3,5 and inferior to 5. The recovery exam will consist in an activity for each part of the module.

On carrying out each evaluation activity, lecturers will inform students of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Students will obtain a Not assessed course grade unless they have submitted more than 30% of the assessment items.

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.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Single assessment: students who wish to take the single assessment must carry out four activities at the end of the year that will correspond to the four scheduled blocks

Bibliography

See the Contents section in the Catalan version.

Software

None.

Language list

Name	Group	Language	Semester	Turn
(TEM) Theory (master)	1	Catalan	first semester	afternoon