

Degree	Type	Year
English and Spanish Studies	FB	1
Catalan and Spanish Studies	FB	1

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

The student must be able to express himself / herself correctly orally and in writing.

In the case of written expression, it's understood that the student will write paragraphs with full content. Obviously, spelling errors, punctuation and speech structure will be taken into account. 0,25 points will be deducted for each error; any evaluable test that contains more than 10 errors will not continue to be corrected.

The activities, practices and works presented in the subject must be original and will not admit, under any circumstances, the total or partial plagiarism of other people's materials published in any support. Any presentation of non-original material without properly indicating its origin will automatically lead to the rating of suspense (0).

It is also considered that the student knows the general rules of presentation of an academic work. However, you can apply the specific rules that may be indicated by the teacher of the subject, if you deem it necessary.

Objectives and Contextualisation

"Commentary of literary texts" is integrated in the set of the subject Commentary of texts, that forms by part of the 108 credits of compulsory training of the Degree of Spanish Language and Literature, and that the student study together with other subjects of language and Spanish literature.

The main objectives of the course are to familiarize students with text commentary by providing them with the necessary tools for this, to consolidate the skills needed to make a text commentary from any of the periods of Spanish literature.

Competences

English and Spanish Studies

- Critically analyse linguistic, literary and cultural production in English and Spanish, applying the techniques and methods of critical editing and digital processing.
- Develop arguments applicable to the fields of literature, culture, literary theory, language and linguistics, in Spanish and English, and evaluate their academic relevance.
- Recognize the most significant periods, traditions, trends, authors and works of literature in English and Spanish languages in their historical and social context

Catalan and Spanish Studies

- Critically apply different analytical instruments to different types of linguistic data, whether in synchronic or diachronic.
- Use the methodology and concepts of literary analysis taking into account the sources and the historical and social context.

Learning Outcomes

1. Analyse rhetorically a text from any period.
2. Apply different theories, methods and instruments of analysis more suitable for the different works and periods of Spanish literature.
3. Recognise the main genres from the perspective of poetry and its evolution over the centuries.
4. Relate linguistic resources in Spanish to their literary function.
5. To delimit the characteristics of literary language.

Content

1. Introduction to commentary on literary texts

The delimitation of the literary text

The contextualization of the text

Author and tradition

The resources of the literary language

Main critical approaches

2. Poetry

Fixing the subject

The structure

Stylistic analysis

Versification

Rhetorical figures

3. Narrative

Plot and conflict

Characters

Point of view

Time and space

Narrative techniques

4. Theater

Plot and conflict

Dramatic structure

Dialogues

Characters

Time and space

The scenic language

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes, classroom	60	2.4	
Type: Supervised			
Supervised Activities	15	0.6	
Type: Autonomous			
To elaborate academic essays, personal study and readiness	75	3	

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

- Directed activities (35%). 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 (10%). 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 reviews, papers and analytical comments written, as well as oral presentations.
- 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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Participation	10%	0	0	1, 2, 5, 3, 4
Text comment 1	30%	0	0	1, 2, 5, 3, 4
Text comment 2	30%	0	0	1, 2, 5, 3, 4
Written test 3	30%	0	0	1, 2, 5, 3, 4

Knowledge will be assessed through two written text reviews, which will be given throughout the course, a final written test and classroom participation.

The two reviews (written tests 1 and 2) together will represent 60% of the final grade (30% each review).

The final written test will represent 30% of the final grade.

Classroom participation will represent 10% of the final grade.

Spelling mistakes, punctuation and speech structure will be taken into account. Misspellings will deduct 0.25 points each.

To pass the course, students must obtain a minimum of 5 points (out of 10) in the final weighted average of all tests.

Students who fail to attend more than 30% of the assessable activities will be marked as "Not Assessable."

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.

AI: This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.

This subject does not incorporate single assessment

Evaluation review procedure

At the time of each evaluation activity, the teacher will inform the student (Moodle) of the procedure and date of revision of the grades.

Recovery procedure:

Students who, after averaging the various tests, do not obtain a grade equal to or higher than 5 may take a resit, provided they meet the following requirements:

1. They have submitted/completed at least two-thirds of the assessment activities.
2. They have obtained an average of at least 3.5 points across the tests.

Students will be required to retake the sections they failed during the regular assessment process. Students will receive a grade of "Not Assessable" provided they have not submitted more than 30% of the assessment activities.

Bibliography

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AA. VV. (1977), *El comentario de textos*, 2. De Galdós a García Márquez, Madrid.

AA. VV. (1982), *El comentario de textos*, 3. La novela realista, Madrid, Castalia.

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Azaustre, Antonio, y Juan Casas, (1997), *Manual de retórica española*, Ariel, Barcelona.

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López-Casanova, Arcadio (1994), *El texto poético. Teoría y metodología*. Salamanca, Colegio de España.

Marchese, Angelo, y Joaquín Forradellas (1986), *Diccionario de retórica, crítica y terminología literaria*, Barcelona, Ariel.

Moreiro, Julián (1996), *Cómo leer textos literarios. El equipaje del lector*, Madrid, Edaf.

Navarro Durán, Rosa (1995), *La mirada al texto: comentario de textos literarios*, Barcelona, Ariel.

Pozuelo, José María (1988), *Teoría del lenguaje literario*, Madrid, Cátedra (ediciones posteriores).

Segre, Cesare (1985), *Principios de análisis del texto literario*, Barcelona, Crítica

Torres Nebrera, Gregorio (1999), *Entendimiento del poema: de Rubén Darío a Claudio Rodríguez*, Madrid, Ediciones de la Torre.

Villanueva, Darío (1992), *Comentario de textos narrativos: la novela*. Gijón, Ediciones Júcar.

Software

If required, Teams.

Moodle (Virtual Campus)

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	second semester	morning-mixed
(PAUL) Classroom practices	2	Spanish	second semester	morning-mixed
(PAUL) Classroom practices	3	Spanish	second semester	morning-mixed
(TE) Theory	1	Spanish	second semester	morning-mixed
(TE) Theory	2	Spanish	second semester	morning-mixed
(TE) Theory	3	Spanish	second semester	morning-mixed