

Degree	Type	Year
Spanish and Chinese Studies: Language, Literature and Culture	OB	3
English and Spanish Studies	OT	3
English and Spanish Studies	OT	4
Catalan and Spanish Studies	OT	3
Catalan and Spanish Studies	OT	4

Contact

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Teaching groups languages

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

Prerequisites

Since the student has successfully obtained the necessary credits in basic training subjects and compulsory courses, it is expected that they have acquired the essential language skills to effectively express themselves in Spanish, both orally and in writing.

It is essential to emphasize that any spelling or expression errors made by the student will result in a deduction of points from the final grade (a deduction of 0,25 per error in evaluation assessments).

In this course, originality holds great significance, and it is strictly forbidden to engage in complete or partial plagiarism of external materials published in any medium. Failure to appropriately attribute non-original content will automatically lead to a failing grade (0).

Furthermore, it is assumed that the student is familiar with the general guidelines for presenting academic work. However, if the professor deems it necessary, specific instructions may be provided, and it is expected that the student will comply with them accordingly.

Objectives and Contextualisation

The aim of this course is to deepen our understanding of the linguistic features of Latin American Spanish within the broader context of the Spanish language. By the end of the course, students will have the ability to identify the main variations of Spanish spoken in the Americas, describe their unique characteristics, and analyse examples from both oral and written sources. Furthermore, students will develop a comprehensive

understanding of the sociolinguistic dynamics in different Latin American countries, exploring the language's interactions with other languages and its impact on the cultural identity of its speakers. While the course primarily focuses on synchronic analysis, it also incorporates historical aspects that have shaped the diverse range of Latin American Spanish dialects. Throughout the course, students will encounter various theories aimed at explaining the distinctions between American variants and European Spanish.

Competences

Spanish and Chinese Studies: Language, Literature and Culture

- Analyse the phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Spanish language and the Mandarin Chinese language.
- Recognise the factors of linguistic variation in Spanish from diachronic and synchronic viewpoints.

English and Spanish Studies

- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the English and Spanish languages, their evolution throughout history and their current structure.
- Apply teaching and acquisition strategies in the development of communicative competence (both linguistic and extra-linguistic) in a global and multilingual society.
- Apply the concepts, resources and methods acquired during the study of the English and Spanish language in a global, multilingual social context.
- Demonstrate skills for professional development in the fields of linguistic applications, teaching, and literary and cultural management in English and Spanish.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- 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 develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use digital tools and specific documentary sources to gather and organise information.

Catalan and Spanish Studies

- Analyse the main factors of linguistic variation in the Catalan and Spanish languages, whether historical-political, diatopical, semantic or pragmatic and their historical evolution and current state.
- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Catalan and Spanish languages, their historical evolution and their current structure.
- Demonstrate skills for professional development in the area of linguistic applications, teaching and literary and cultural management in Catalan and Spanish.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- 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 develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use digital tools and specific documentary sources to gather and organise information.

Learning Outcomes

1. Acquire knowledge of techniques and methods of dialectal linguistic analysis for their application in the learning and teaching of the Spanish language.

2. Acquire techniques and methods of linguistic analysis related to variation.
3. Analyse inequalities due to sex or gender and gender bias in the field of social-historical knowledge.
4. Analyse the geographical variation of the Spanish language.
5. Apply the knowledge and methodological uses of discourse analysis and pragmatics to interpret texts and communicative intentions and argue accordingly.
6. Appreciate the importance of the Pan-Hispanic norm in the international context.
7. Be able to solve problems related to discourse analysis in professional linguistic situations (political communication, electoral campaigns, business interaction, language teaching, etc.).
8. Be tolerant of linguistic diversity and richness.
9. Communicate using a non-sexist use of language.
10. Communicate using non-sexist language.
11. Describe and analyse pragmatic variation taking into account verbal, paraverbal and non-verbal communication.
12. Identify different theoretical and methodological perspectives in discourse analysis.
13. Identify the main linguistic phenomena of dialectal variation in Spanish: phonetic, grammatical and lexical.
14. Know the current geolectal varieties of Spanish in the world, with special attention to the sociolinguistic varieties of Spanish in America.
15. Learn the necessary skills to carry out discourse analysis of oral and written texts.
16. Manage databases and Internet sources or materials for the analysis of linguistic variation in Spanish.
17. Place linguistic changes in their chronological context.
18. Recognise the processes of linguistic change.
19. Relate the linguistic norm with other grammatical disciplines.
20. Solve problems of the Spanish language, and carry out linguistic analysis and commentary, from both a synchronic and historical-comparative perspective.
21. To gain theoretical and practical knowledge of the linguistic diversity of Spanish.
22. Use discourse analysis to take a critical stance on different social linguistic uses (discourse of power, discourse of gender and sexism, etc.).
23. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.

Content

1. American Spanish and the Hispanic norm: the concept of pan-Hispanism. Presence of pan-Hispanic language policy in academic works.
2. Projects on linguistic variation in Spanish: linguistic atlases and oral atlases of the Americas.
3. The sociolinguistic situation in Hispanic America. The languages of Latin America: linguistic diversity at risk of extinction. Contacts between the Spanish language and the indigenous languages of Latin America.
4. Spanish as a heritage language and the situation of Spanish heritage speakers in Europe. Survival/use of indigenous languages of Latin America in Spanish-speaking contexts.
5. Spanish in/from the United States. Hispanic varieties in the United States. The presence of English in Hispanic dialects of the United States. Spanglish: linguistic and cultural fusion.
6. Hypotheses on the formation of American Spanish. Brief history of the expansion of Spanish in the Americas (15th, 16th and 17th centuries).
7. Expansion of Spanish in the Americas (18th, 19th and 20th centuries). Fragmentation and unity.
8. Dialect zones in American Spanish: main varieties.
9. Phonetics and phonology of American Spanish.

10. Morphosyntax of American Spanish.

11. Lexicon of American Spanish.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theory and practice classes	62	2.48	2, 3, 5, 15, 9, 10, 21, 14, 11, 22, 1, 12, 16, 18, 19, 20, 7, 8, 17, 23, 6
Type: Supervised			
Tutorials	15	0.6	9, 21, 14, 16, 19, 8, 6
Type: Autonomous			
Tasks and exam preparation	65	2.6	2, 4, 10, 9, 21, 14, 13, 16, 19, 8, 6

The students activities are distributed as follows:

- Teacher-directed activities (35%): they include classroom classes, practical classes and seminars, with a combination of theoretical presentations and discussion of all kind of texts.
- Tutorials (10%): devoted to the comment and correction of problems and exercises.
- Autonomous and cooperative activities (50%), which include individual study, the elaboration of reports and exercises and the resolution of difficulties.
- Evaluation activities (5%)

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
Individual or small group coursework	30%	3	0.12	2, 4, 3, 5, 15, 10, 9, 21, 14, 11, 22, 1, 13, 16, 19, 20, 7, 8, 23, 6
Written exam	35%	2.5	0.1	2, 4, 9, 21, 14, 11, 1, 13, 16, 19, 20, 7, 8, 6
Written exam	35%	2.5	0.1	2, 3, 5, 15, 9, 21, 14, 11, 22, 1, 12, 16, 18, 19, 20, 7, 8, 17, 6

Final Assessment

The final grade will be based on an individual or group coursework paper (30%) and two on-site written exams

(35% each).

Requirements to Pass the Course

A final average grade of 5 or higher (on a scale of 10) is required to pass.

Any student who has completed or taken part in more than 30% of the assessment activities will be evaluated, applying the corresponding weightings in each case.

Regarding resits, according to the regulations, students who have previously completed two-thirds of the assessment activities are entitled to participate. To be eligible for a resit, they must have obtained a minimum weighted grade of 3.5 or higher.

Remarks

For written expression, students are expected to produce full-content paragraphs and texts. Spelling, punctuation, and text structure errors will be penalized (-0.25 per error).

It is assumed that students are familiar with general standards for the presentation and submission of academic work.

Irregularities in Assessment Activities

If a student commits any irregularity that may significantly alter the evaluation of an activity, that activity will be graded with a 0, regardless of any disciplinary actions that may follow.

If multiple irregularities are detected in the assessment activities of the same course, the final grade will be 0. Any assessment activity where irregularities occur (e.g., plagiarism, misuse of AI, etc.) cannot be resat.

Use of Artificial Intelligence (AI) Technologies

The use of Artificial Intelligence (AI) tools is permitted as part of the learning process, provided that the final result reflects a significant contribution from the student in terms of analysis and personal reflection. The student must:

- (i) identify which parts were generated using AI;
- (ii) specify which tools were used; and
- (iii) include a critical reflection on how these tools influenced the process and final outcome of the activity.

Lack of transparency in the use of AI in assessable activities will be considered academic dishonesty and will result in a grade of 0 for the activity, with no option to resit, or more severe sanctions in serious cases.

Assessment Activities and Review Process

At the beginning of the course, the methodology and assessment components will be explained. Specific guidelines for each assessment will be provided later. Detailed descriptions, grading criteria, and deadlines will be available in the course's virtual learning environment.

The review process will vary depending on the type of assessment and will be announced in due course.

Assessment Schedule

The schedule of assessments will be published during the first week of the course in the virtual learning environment.

Single Assessment Option

The single assessment entails a single assessment date, but not a single activity. It consists of the following components: submission of the coursework paper (30%) and two on-site written exams (35% each).

Everything will take place on a single day, which will be announced along with the exam schedule during the first week of the course on the subject's virtual platform.

The same resit rules as for continuous assessment will apply.

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Software

No specific software is required.

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	first semester	morning-mixed
(TE) Theory	1	Spanish	first semester	morning-mixed