

Degree	Type	Year
Journalism	FB	1

Contact

Name: David Paloma Sanllehi

Email: david.paloma@uab.cat

Teachers

Marc Guevara Claramunt

Carla Gonzalez Collantes

Eva Comas Arnal

Teaching groups languages

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

Prerequisites

Students that don't come from Catalan speaking area and, so, they have not attended school in Catalan language, they have to follow a parallel work plan in order to learn this language. Simultaneous dedication is a necessary but not sufficient condition to pass the course: students with this profile will be evaluated with the same criteria as the rest of the students, although their effort and real progress will be taken into account.

Objectives and Contextualisation

- 1) To know the characteristics and conditions of the media texts in Catalan language
- 2) To analyze the standardisation process in oral Catalan language
- 3) To know and master expression and argumentation in Catalan language.
- 4) To consolidate the knowledge and application of Catalan normative, to have a complete command of the Catalan linguistic system

Competences

- Demonstrate a critical and self-critical capacity.
- Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.
- 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.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Value diversity and multiculturalism as a foundation for teamwork.

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. Consider how gender stereotypes and roles impinge on the exercise of the profession.
4. Demonstrate a command of the official languages and their communication resources in order to produce oral and written texts fluently, efficiently and accurately.
5. Demonstrate a critical and self-critical capacity.
6. Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.
7. Express oneself correctly, both orally and in writing.
8. 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.
9. Manage time effectively.
10. Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.
11. 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.
12. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
13. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
14. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
15. Value diversity and multiculturalism as a foundation for teamwork.

Content

1. Normative and standard language. The standardisation process: compositionality and polymorphism
2. Oral expression. Locutive efficiency
3. Written expression

4. Argumentation

Parla'm amb estil (Eumo Editorial, 2020), de Magí Camps, and *101 dubtes del català resolts per l'Optimot*, de Pau Clua (Rosa dels Vents, 2021), are mandatory readings.

The calendar detailed with the content of the different sessions will be presented on the day of presentation of the subject. It will be uploaded to the Virtual Campus, where students will also be able to access the detailed description of the exercises and practices, the various teaching materials, and any necessary information for the proper follow-up of the subject.

The course will foster gender perspective in all its activities.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Oral exercises	17.5	0.7	
Preparation of texts	35	1.4	
Theoretical classes	17	0.68	
Written exercises	18	0.72	
Type: Supervised			
Resolution of doubts	4.5	0.18	
Tutorials	13	0.52	
Type: Autonomous			
Personal study	25	1	
Selected readings	14	0.56	

In this course theoretical explanations are combined with exercises. There are two main objectives: (a) to consolidate normative and standard Catalan language and (b) to foster critical reflection.

Theory will be taught in person, through PowerPoints supported by audios or through different materials and readings. The seminars will be also in person, and will consist of guided, supervised or autonomous activities as appropriate.

The proposed teaching methodology and evaluation activities may undergo some modifications depending on the health authorities' attendance restrictions.

In the event that the student performs any irregularity that may lead to a significant variation of an evaluation act, this evaluation act will be graded with 0, regardless of the disciplinary process that could be instructed. In the event, that several irregularities occur in the evaluation acts of the same subject, the final grade for this subject will be 0.

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	10, 2, 1, 6, 4, 5, 7, 9, 14, 13, 12, 11, 8, 3, 15
Specific activities	10	2	0.08	10, 2, 1, 6, 4, 5, 7, 9, 14, 13, 12, 11, 8, 3, 15

a) Theoretical exams (40%).

> There are two exams. Besides, students submit various activities related to mandatory reading.

> The activities related to the mandatory reading are worth 30% of the theory grade.

> The two theory exams are worth 35% and 35% of the theory grade.

b) Seminars (60%).

> There are two practice exams. Besides, several activities, which are specified in advance, are assessed.

> Activities are worth 30% of the practical grade.

> Each of the two practice exams are worth 35% of the practice grade.

c) It is not possible to use the mean when the grade of theory or the grade of seminars is less than 3,5.

In order to be evaluated, one theory exam and one practice exam and also 66% of the activities must be done. If these requirements are not met, the qualification will be 'non-assessable'.

Reevaluation systems

There will be a theory exam and also a practice exam similar to exams of the course. The theory exam will have a value of 40% and the practice exam will have a value of 60%. Students who pass the reevaluation will get a 5 as a final grade. Students with a final grade between 3,5 and 4,9 have the right to reevaluation.

Plagiarism

If a student commits any irregularity that could lead to a significant change in the grade for an assessment, the assessment will be given a 0, regardless of any disciplinary action that may be initiated. If multiple irregularities occur in assessments for the same subject, the final grade for that subject will be 0.

Artificial intelligence

In this course, the use of Artificial Intelligence (AI) technologies is not permitted at any stage. Any assignment containing content generated by AI will be considered a breach of academic integrity and may result in a partial or total penalty to the assignment grade, or more serious sanctions in severe cases.

This course does not provide for a single-assessment system.

Bibliography

- Avui (1997). *Llibre d'estil*. Empúries. Barcelona.
- Badia, Jordi et al. (1997). *El llibre de la llengua catalana*. Barcelona: Castellnou.
- Bassols, Margarida; Segarra, Mila [ed.] (2009). *El col·loquial mediatitzat*. Vic: Eumo Editorial.
- Bau, Montserrat; Pujol, Montserrat; Rius, Agnès (2007). *Curs de pronunciació: exercicis de correcció fonètica*. Barcelona: Publicacions de l'Abadia de Montserrat.
- Bibiloni, Gabriel (1997). *Llengua estàndard i variació lingüística*. València: Edicions 3 i 4.
- Bibiloni, Gabriel (2006). "L'ús de la llengua catalana a IB3 Televisió". A: <<http://bibiloni.cat/blog/?p=239>>
- Bonet, Eulàlia et al. (1997). *Manual de transcripció fonètica*. Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona.
- Camps, Magí (2020). *Parla'm amb estil*. Eumo Editorial: Vic.
- Casals, Daniel; Faura, Neus (2010). *El català als mitjans de comunicació*. Barcelona: EdiUOC.
- Castellanos, Josep Anton (2004). *Manual de pronunciació*. Vic: Eumo.
- Clua, Pau (2021). *101 dubtes del català resolts per l'Optimot*. Rosa dels Vents: Barcelona.
- Company, Catalina; Puigròs, M. Antònia (2006). *Llibre d'estil d'IB3*. Palma: Consorci per al Foment de la Llengua Catalana i la Projecte Exterior de la Cultura de les Illes Balears.
- Consell de Mallorca; Universitat de les Illes Balears (2009). *Llibre d'estil per als mitjans de comunicació orals i escrits*. Palma: Consell de Mallorca, Universitat de les Illes Balears.
- Coromina, Eusebi (2008). *El 9 Nou, El 9 TV. Manual de redacció i estil*. Vic: Premsa d'Osona.
- Creus, Imma; Romero, Sílvia (1999). "Els mitjans de comunicació orals a Lleida". *Llengua i Ús*, núm. 14, p. 31-36.
- Creus, Imma, Julià, Joan i Romero, Sílvia (2000). *Llengua i ràdio*. Lleida: Pagès Editor.
- Cros, Anna; Segarra, Mila; Torrent, Anna Maria (eds.) (2000). *Llengua oral i llengua escrita a la televisió*. Barcelona: Publicacions de l'Abadia de Montserrat.
- Cuenca, Maria Josep (1996). *Sintaxi fonamental*. Barcelona: Empúries.
- Cuyàs, Manuel (2019). *Sota el barret*. Barcelona: Pòrtic.
- Enciclopèdia Catalana (1985). *Diccionari castellà-català*. Barcelona: Enciclopèdia Catalana.
- Fité, Marcel (2014). *Proudubtes.cat*. Barcelona: Barcanova
- Ginebra, Jordi (2017). *La nova normativa de l'Institut d'Estudis Catalans. Guia pràctica*. Tarragona: Publicacions de la Universitat Rovira i Virgili. [<http://llibres.urv.cat/index.php/purv/catalog/book/274>]
- Institut d'Estudis Catalans (1990). *Proposta per a un estàndard oral de la llengua catalana. I. Fonètica*. Barcelona: Institut d'Estudis Catalans.
- Institut d'Estudis Catalans (1990). "La llengua catalana en els mitjans de comunicació de massa i especialment en la televisió". A: *Documents de la Secció Filològica I*. Barcelona: Institut d'Estudis Catalans, p. 137-140.
- Institut d'Estudis Catalans (1992). *Proposta per a un estàndard oral de la llengua catalana. II. Morfologia*. Barcelona: Institut d'Estudis Catalans.

Institut d'Estudis Catalans (1993). "La llengua catalana i els mitjans de comunicació de massa". A: *Documents de la Secció Filològica II*. Barcelona: Institut d'Estudis Catalans, p. 31-36.

Institut d'Estudis Catalans (2007). *Diccionari de la llengua catalana*. Barcelona, Palma de Mallorca, València.

Institut d'Estudis Catalans (2016). *Gramàtica de la llengua catalana*. Barcelona: Institut d'Estudis Catalans.

Institut d'Estudis Catalans (2017). *Ortografia catalana*. Barcelona: Institut d'Estudis Catalans.

Institut d'Estudis Catalans (2018). *Proposta per a un estàndard oral de la llengua catalana. III. Lèxic*. Barcelona: Institut d'Estudis Catalans.

Llibre d'estil. El Periódico de Catalunya (2002). Barcelona: Ediciones Primera Plana.

Lacreu, Josep (2008). *Manual d'ús de l'estàndard oral*. 8a edició corregida. València: Institut Interuniversitari de Filologia Valenciana.

Marí, Isidor (2007). "La consolidació d'un estàndard oral: límits i condicions". *Quaderns del CAC*, núm. 28. Pàg. 31-37.

Mestres, Josep M. et al. (2009). *Manual d'estil. La redacció i l'edició de textos*. 4a edició. Vic: Eumo Editorial; Barcelona: Universitat de Barcelona; Universitat Pompeu Fabra; Associació de Mestres Rosa Sensat.

Mollà, Toni (2007). "El model lingüístic oral: el cas de Canal 9 o el nivell (lingüístic) desnivellat". *Quaderns del CAC*, núm. 28. Pàg. 13-19.

Ortega, Rudolf (2008). *Tinc un dubte. El petit llibre del català correcte*. Barcelona: La Magrana.

Paloma, David; Rico, Albert (2000). *Diccionari de pronunciació en català*. Barcelona: Edicions 62.

Paloma, David; Rico, Albert (2005). *No et confonguis! Diccionari de mots que es confonen*. Barcelona: Empúries.

Paloma, David; Rico, Albert (2008). *Diccionari de dubtes i barbarismes*. Barcelona: Edicions 62.

Paloma, David (2010). *50 obres de llengua del segle XXI. Ressenyes i propostes de recerca*. Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona.

Paloma, David (2015). *Personatges convertits en paraules*. Barcelona: Barcanova.

Paloma, David (2024). *Tot un món en català*. Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona.

Pujol, Josep M.; Solà, Joan (1995). *Ortotipografia*. Barcelona: Columna.

Saborit, Josep (2009). *Millorem la pronúncia*. València: Acadèmia Valenciana de la Llengua.

Solà, Joan (1994). *Sintaxi normativa*. Barcelona: Empúries.

Solà, Joan et al. (2002). *Gramàtica del català contemporani*. Barcelona: Empúries.

Vallverdú, Francesc (2000). *El català estàndard i els mitjans audiovisuals*. Barcelona: Edicions 62 - Televisió de Catalunya. Pràctiques Lingüístiques, 3.

Webgraphy

Bibiloni, Gabriel. *Guia de correcció fonètica*. [<http://bibiloni.cat/correcciofonetica/index.html>]

Centre de Terminologia Termcat [<http://www.termcat.cat>]

Corporació Catalana de Mitjans Audiovisuals: Portal lingüístic [<http://esadir.cat>]

Enciclopèdia Catalana: *Gran enciclopèdia catalana* [<http://www. enciclopedia.cat>]

Enciclopèdia Catalana: *Diccionari de la llengua catalana* [<http://www. enciclopedia.cat>]

Institut d'Estudis Catalans: *Diccionari de la llengua catalana* [<https://mdlc.iec.cat/>]

Institut d'Estudis Catalans: *Gramàtica essencial de la llengua catalana* [<https://geiec.iec.cat/>]

Mestres, Josep M. *et al.* (2009). *Manual d'estil. La redacció i l'edició de textos* [<https://estil.lloc.iec.cat/>]

Paloma, David; Mas, JosepÀngel; Montserrat, Mònica (2017). *Diccionari de dubtes del català oral*. [<http://www.llengua.info/ddcor>].

Puigdomènech, Laura; Solís, Marina(2005). *Proposta de llibre d'estil per a Andorra Televisió*. [http://www4.uji.es/~al058181/Llibre_estil_Andorra.pdf]

Secretaria de Política Lingüística de la Generalitat de Catalunya, Institut d'Estudis Catalans, Centre de Terminologia Termcat. Optimot [<http://optimot.gencat.cat>]

Universitat de Barcelona: *Els sons del català*. [<http://www.ub.edu/sonscatala/ca/ presentacio>]

Vilaweb: *Llibre d'estil* [<http://www.uic.es/sites/default/files/uic/lilibreestil-vilaweb1.pdf>]

Software

Microsoft office suite or similar.

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
(SEM) Seminars	11	Catalan	first semester	morning-mixed
(SEM) Seminars	12	Catalan	first semester	morning-mixed
(SEM) Seminars	13	Catalan	first semester	morning-mixed
(SEM) Seminars	21	Catalan	first semester	morning-mixed
(SEM) Seminars	22	Catalan	first semester	morning-mixed
(SEM) Seminars	23	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed
(TE) Theory	2	Catalan	first semester	morning-mixed