

| Degree                          | Type | Year |
|---------------------------------|------|------|
| Spanish Language and Literature | FB   | 1    |
| English and Spanish Studies     | FB   | 1    |
| Catalan and Spanish Studies     | FB   | 1    |

## Contact

Name: Maria Jesus Machuca Ayuso

Email: mariajesus.machuca@uab.cat

## Teachers

Cristina Guillen Arnaiz

## Teaching groups languages

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

## Prerequisites

In order to attend this subject, students must have a general linguistic knowledge and a command of oral and written expression comparable to those obtained after completing the baccalaureate.

A level of English that allows students to read bibliography in this language is recommended.

## Objectives and Contextualisation

The objectives of this course are twofold: to introduce discourse analysis and to enhance oral and written expression skills in Spanish for academic and professional purposes. The aim is to improve and consolidate language proficiency in formal contexts, both in speaking and writing.

By the end of the course, students should be able to:

- Engage in informed reflection on the topics covered throughout the course.
- Analyze fundamental aspects of discursive practices.
- Recognize different types of texts.
- Understand and apply linguistic strategies and resources introduced in the course.
- Produce accurate, coherent, and contextually appropriate academic texts, both orally and in writing.

## Competences

### Spanish Language and Literature

- Act in one's own field of knowledge evaluating inequalities based on sex/gender.
- Analyse the main phenomena of linguistic variation in Spanish (historical, diatopic, semantic and pragmatic variation).
- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Spanish language, its evolution throughout history and its current structure.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Demonstrate a normative knowledge of the Spanish language and a command of it in all its applications in the academic and professional spheres.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Typologically identify the main phenomena of the Spanish language and relate them to similar phenomena in other languages.
- Use digital tools and specific documentary sources to gather and organise information.

## Learning Outcomes

1. Analyse a situation from a linguistic point of view and identify points for improvement.
2. Analyse inequalities due to sex or gender from a linguistic point of view.
3. Analyse the stages in the construction of an oral discourse and the strategies for its oral execution.
4. Communicate using a non-sexist use of language.
5. Construct written texts of different discursive typologies with linguistic accuracy.
6. Correctly use the different registers of Spanish according to the context of which they form part.
7. Describe the varieties of oral and written discourse, their appropriateness and degrees of formality.
8. Detail the stages in the construction of written discourse.
9. Detect the characteristics of Spanish in bilingual or multilingual contexts.
10. Distinguish the systematic from the normative aspects in the study of language.
11. Express ideas with a specific vocabulary appropriate to the discipline, following the rules of the Spanish language.
12. Interpret and use the main linguistic concepts and relate them to pan-Hispanic and pluri-centric variation.
13. Interpret the different linguistic levels from a pan-Hispanic and pluri-centric perspective.
14. Plan and orally produce texts of different discursive typologies with linguistic accuracy.
15. Recognise and describe the varieties of Spanish and evaluate them in the context of diversity.
16. Use digital tools to collect, classify, interpret and analyse relevant data related to the study of linguistic variety.

## Content

The following contents constitute a framework for the subject.

1. Differences between orality and writing. Pragmatic adequacy and degrees of formality
2. Formal oral intervention in public: phonetic aspects, non-verbal communication, and use of supporting material.
3. Main problems in the articulation and prosody of a formal oral intervention. Orthology.
4. Rubrics of an oral presentation
5. Strategies for planning and delivering an oral speech.
6. Text typology.
7. Issues of normative correctness
8. Text organization. Coherence and cohesion.
9. Writing. Planning, drafting, and reviewing written discourse.

10. Editing written texts: orthotypography and adaptation to the medium.

## Activities and Methodology

| Title                                               | Hours | ECTS | Learning Outcomes                                     |
|-----------------------------------------------------|-------|------|-------------------------------------------------------|
| Type: Directed                                      |       |      |                                                       |
| Theory classes and practical sessions with guidance | 60    | 2.4  | 3, 1, 7, 8, 10, 16, 13, 12, 14                        |
| Type: Supervised                                    |       |      |                                                       |
| Tutoring and supervised activities                  | 15    | 0.6  | 2, 3, 1, 4, 5, 7, 8, 9, 10, 11, 16, 13, 12, 14, 15, 6 |
| Type: Autonomous                                    |       |      |                                                       |
| Study and preparation of activities                 | 63    | 2.52 | 2, 3, 1, 4, 5, 8, 10, 11, 16, 12, 14, 15, 6           |

Directed, supervised, and autonomous activities will be carried out, including evaluative activities.

Continuous and active engagement with the subject is recommended.

Since the student must demonstrate the ability to express themselves correctly both orally and in writing in Spanish, any spelling and expression errors made in any of the evaluation tests will result in a reduction of the final grade (0.25 points deducted per error).

Practical activities and assignments submitted for the subject must be original, and the total or partial plagiarism of external materials published in any medium will not be accepted under any circumstances. The submission of non-original material without properly indicating its source will automatically result in a failing grade (0).

Furthermore, it is assumed that the student is familiar with the general guidelines for presenting an academic paper. However, the instructor(s) in charge of the subject may provide specific guidelines if they deem it necessary.

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                              |
|---------------------|-----------|-------|------|------------------------------------------------|
| (1) Written exam 1  | 25%       | 3     | 0.12 | 2, 3, 4, 5, 7, 8, 9, 10, 11, 16, 13, 12, 15, 6 |
| (2) Written exam 2  | 25%       | 3     | 0.12 | 4, 5, 7, 8, 9, 10, 11, 16, 13, 12, 6           |
| (3) Written project | 25%       | 3     | 0.12 | 3, 1, 4, 7, 9, 10, 11, 16, 13, 14, 15, 6       |

## Assessment dates

These will be announced by the teaching staff at the beginning of the course.

## Requirements to pass the subject

- To pass the course, a final overall grade equal to or higher than 5 is required.
- To be eligible for the resit exam, students must have completed two-thirds of the assessment activities and obtained an overall grade higher than 3.5.
- If students pass the resit exam, the maximum final grade for the course will be 5.
- Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 30% of the assessment items.

## **Continuous Assessment**

For the final assessment, three tests related to oral skills (oral presentation, 10%; critical analysis of an oral presentation and theoretical content, 20% each) and two written tests related to writing skills (25% each) will be taken into account.

The course instructors will determine the nature of each test at the beginning of the course.

## Observations

In regards to writing, it's understood that the student will write paragraphs with full content: spelling errors, punctuation and speech structure will discount (0,25 each mistake). Oral expression must be coherent, organized, correct and appropriate to the communicative situation.

It is also expected that students know the general rules of preparation and submission of an academic work.

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.

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.

At the beginning of the course both the methodology of the subject and the evaluable tests will be explained. Specific guidance will be later provided for each test. The guidelines with the detailed description of the evaluable activities content and the dates of submission can be consulted in the virtual teaching space of the subject. The procedures to be followed for reviewing all grades awarded can change depending on the type of test and will be announced in due course.

## Grade Review Procedure

At the time of each evaluative activity, the teacher will inform the students (via Moodle) of the procedure and the date for the grade review.

## Single Assessment

Not applicable

## Bibliography

Alba-Juez, Laura (2016) "Discourse Analysis and Pragmatics: Their scope and relation", *Russian Journal of Linguistics*, 20, 2: 43-55.

Alcoba, Santiago (coord.) (1999) *La oralización*, Barcelona: Ariel.

Bassols i Puig, M. Margarida y Anna M. Torrent (2003) *Modelos textuales: teoría y práctica*, Vic-Barcelona: Eumo-Octaedro.

Briz, Antonio (coord.) (2008) *Saber hablar*, Madrid: Aguilar, Instituto Cervantes.

Bustos Sánchez, Inés (2003) *La voz: la técnica y la expresión*, Barcelona: Paidotribo.

Carbó, Carme, María Machuca, Carme de la Mota, Montserrat Riera y Antonio Ríos (2001) "Estrategias gramaticales del castellano y del catalán para evitar un uso sexista del lenguaje en la comunicación epistolar política", en M. C. Ayala *et al*, *Jornadas de comunicación y género*, Málaga, Publ. Diputación Provincial de Málaga: 95-102.

Calsamiglia, Helena y Amparo Tusón (1999) *Las cosas del decir. Manual de análisis del discurso*. Barcelona: Ariel. 3ª ed., 2012.

Cassany, Daniel (1995) *La cocina de la escritura*. Buenos Aires: Anagrama.

Charaudeau, Patrick y Dominique Maingueneau (2002) *Diccionario de análisis del discurso*, Buenos Aires: Amorrortu, 2005.

Cortés Rodríguez, Luis (2021). *Aproximación al dominio Análisis del discurso y su incidencia en la lengua española*. Vol. 70. Universidad Almería, 2021.

Cros, Anna (2003) *Convencer en classe. Argumentación y discurso docente*. Barcelona: Ariel.

de-la-Mota Gorriz, Carme (2021) *Oratoria actual* [Canal de vídeos, Polimedia UAB]. Con la colaboración de Cecilia Gassull Bustamante y Rosa Maria Raich Escursell. Universitat Autònoma de Barcelona. Disponible en: <https://polimedia.uab.cat/canal/oratoria-actual>

Escandell-Vidal, M. Victoria, José Amenós Pons, y Aoife Kathleen Ahern, editores (2020) *Pragmática*. Akal. ISBN 978-84-460-4871-8.

Escandell Vidal, Mª Victoria; Victoria Marrero Aguiar; Celia Casado Fresnillo; Edita Gutiérrez Rodríguez; Nuria Polo Cano y Pilar Ruiz-Va Palacios (2014) *Claves del Lenguaje Humano*, Madrid: Centro de Estudios Ramón Areces [cap. 2, punto 3.2]

Fernández Lagunilla, Marina (1999a) *La lengua en la comunicación política: El discurso del poder*, Madrid, Arco/ Libros.

Fernández Lagunilla, Marina (1999b) *La lengua en la comunicación política: La palabra del poder*, Madrid, Arco/ Libros.

García Mouton, Pilar (2003) *Así hablan las mujeres: Curiosidades y tópicos del uso femenino del lenguaje*, Madrid: La esfera de los libros.

Gee, James Paul y Michael Handford (eds.) (2011) *The Routledge Handbook to Discourse Analysis*, London: Routledge.

Gil Fernández, Juana (2024) *Español Académico Esencial*, London: Routledge.

Gómez Torrego, Leonardo (2006) *Hablar y escribir correctamente: gramática normativa del español actual*, Madrid: Arco/Libros.

Gómez Torrego, Leonardo (2011) *Ortografía y gramática. Las normas académicas: últimos cambios*, Madrid: SM.

González Ferrán, Judith (coord.) (2015) *El español más vivo: 300 recomendaciones para hablar y escribir bien*, Barcelona: Fundeu-BBVA, Espasa Libros.

Hernández Guerrero, José Antonio y María del Carmen García Tejera (2004) *El arte de hablar: manual de retórica práctica y de oratoria moderna*, Barcelona: Ariel.

Johnstone, Barbara (2002) *Discourse Analysis*. Oxford: Blackwell (3ª ed., revisada y actualizada, 2018).

López Alonso, Covadonga (2014) *Análisis del discurso*, Madrid: Síntesis.

López Valero, Amando (1996) "Tipología textual y técnicas de expresión oral", *Lenguaje y textos*, 9: 115-133.

Loureda, Óscar y Angela Schrott (Eds.) 2021. *Manual de lingüística del hablar*. Berlin/ Boston: De Gruyter.

Marçal, Heura, Fiona Kelso y Mercè Nogués (2011) *Guía para el uso no sexista del lenguaje en la Universitat Autònoma de Barcelona* [Traducción al castellano de Gemma Lozano]. Servicio de Lenguas y Observatorio para la Igualdad, Servicio de Publicaciones de la UAB.

Martín Zorraquino, María Antonia y José Portolés (1999) "Los marcadores del discurso". En Violeta Demonte e Ignacio Bosque (Coords.) *Gramática descriptiva de la lengua española*, Madrid: Espasa, vol. 3: 4051-4214.

Merayo, Arturo (2001) *Curso práctico de técnicas para hablar en público*, Madrid: Tecnos. 2ª ed.

Montolío, Estrella(2014) *Manual de escritura académica y profesional*, Barcelona: Ariel.

Moreno Cabrera, Juan Carlos (2000) *La dignidad e igualdad de las lenguas. Crítica de la discriminación lingüística*, Madrid: Alianza, 2016.

Portolés, José (2004) *Pragmática para hispanistas*, Madrid, Síntesis.

Puchol, Luis (1997) *Hablar en público. Nuevas técnicas y recursos para influir a una audiencia en cualquier circunstancia*, Madrid: Editorial Díaz de Santos.

Real Academia Española Española (2014) *Diccionario de la lengua española*, Madrid: Espasa Libros. 23.ª ed [Actualizado en el 2020, en línea 23.4]

Real Academia Española y Asociación de Academias de la Lengua (2009-2011) *Nueva gramática de la lengua española*, Madrid: Espasa, 3 vols. y DVD.

Real Academia Española y Asociación de Academias de la Lengua (2010) *Ortografía de la lengua española*, Madrid: Espasa.

Real Academia Española y Asociación de Academias de la Lengua (2013) *El buen uso del español*, Madrid: Espasa.

Real Academia Española y Asociación de Academias de la Lengua (2018) *Libro de estilo de la lengua española según la norma panhispánica*, Madrid: Espasa.

Real Academia Española y Asociación de Academias de la Lengua (2019) *Glosario de términos gramaticales*. Madrid: Ediciones Universidad de Salamanca.

Regueiro Rodríguez, María Luisa y Daniel M. Sáez Rivera (2013) *El español académico. Guía práctica para la elaboración de textos académicos*, Madrid: Arco/Libros.

Reyes, Graciela (1995) *El abecé de la pragmática*, Madrid: Arco Libros.

Reyes, Graciela (1998) "Registros, estilos y tipos de textos (cuáles son las variedades de la lengua escrita)", en *Manual de redacción. Cómo escribir bien español*. Madrid: Arco/Libros:47-80.

Reyes, Graciela (1990) *La pragmática lingüística. El estudio del uso del lenguaje*, Barcelona: Montesinos.

Reyzábal, M.<sup>a</sup> Victoria (1993) *La comunicación oral y su didáctica*, Madrid: La Muralla.

Rodero, Emma and Larrea, Olatz (2022) Realidad virtual con distractores para superar el miedo a hablar en público en universitarios. *Comunicar*, Tomo 30, N.º 72, pp. 87-99. DOI:10.3916/C72-2022-07. <https://www.proquest.com/scholarly-journals/realidad-virtual-con-distractores-para-superar-el/docview/26815211>

Sánchez Lobato, Jesús (coord.) (2006) *Saber escribir*, Madrid: Instituto Cervantes-Aguilar.

Schiffrin, Deborah, Deborah Tannen y Heidi E. Hamilton (eds.) (2001) *The Handbook of Discourse Analysis*, Oxford: Blackwell.

Serafini, M.<sup>a</sup> Teresa (1994) *Cómo se escribe*, Barcelona: Paidós.

Studer, Jurg (1998) *Oratoria: El arte de hablar, disertar, convencer*, Madrid: Editorial El Drac.

Tusón Valls, Jesús (1996) *Los prejuicios lingüísticos*, Octaedro. 2010.

Vilà i Santasusana, Montserrat (coord.) (2005) *El discurso oral formal. Contenidos de aprendizaje y secuencias didácticas*, Barcelona: Editorial Graó.

## Software

Guidance will be provided during the course.

## 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 | 21    | Spanish  | first semester  | morning-mixed |
| (PAUL) Classroom practices | 22    | Spanish  | first semester  | morning-mixed |
| (TE) Theory                | 1     | Spanish  | second semester | morning-mixed |
| (TE) Theory                | 2     | Spanish  | first semester  | morning-mixed |

---