

Spanish Syntax: Simple Oration

Code: 106368
ECTS Credits: 6

2025/2026

| Degree | Type | Year |
|---------------------------------|------|------|
| Spanish Language and Literature | OB | 2 |

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

Since the student has shown, by obtaining the credits corresponding to the basic and compulsory training subject, that they have acquired the necessary knowledge and skills to undertake this subject, in the case of written expression, it is understood that the student writes clearly and coherently. The activities, practices and assignments presented in the subject must be completed. Similarly, the student is considered to know the general rules for submitting assignments.

Objectives and Contextualisation

This subject is part of the subject Spanish language: synchrony and aims to know and master the procedures that govern the formation of the different syntactic projections and the principles that govern the formation of the different syntactic projections. (A) they must be able to identify and describe the syntactic constructions and its structure; (B) they must know how to use the tools of syntactic analysis; (C) they must have acquired the techniques of syntactic argumentation, and (D) they must be able to use the basic bibliographic sources of the Spanish language. In order to achieve the first three objectives, the students' linguistic competence must be developed.

Competences

- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Spanish language, its evolution throughout history and its current structure.
- Develop arguments applicable to the fields of Hispanic literature, literary theory, Spanish language and linguistics, and evaluate their academic relevance.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Use digital tools and specific documentary sources to gather and organise information.

Learning Outcomes

1. Acquire in-depth phonetic knowledge so that it can be applied to other interdisciplinary fields.
2. Characterise linguistic phenomena taking into account the different levels of analysis.
3. Describe the phonological system of Spanish on the basis of the distribution, relationships and articulatory and acoustic properties of its elements.
4. Identify and describe the syntactic constructions of Spanish.
5. Identify the constituents of a word and the levels at which they operate.
6. Justify by means of appropriate terminology the analysis of data from a linguistic point of view.
7. Make linguistic predictions and inferences about the content of a text.
8. Propose new ways of measuring success or failure in the implementation of proposals or innovative ideas.
9. Recognise acoustically and articulately the sounds and prosody of Spanish.
10. Recognise the links between compositional semantics and other disciplines, both linguistic (syntax, lexicology, pragmatics) and non-linguistic (philosophy, logic, mathematics).
11. Use digital tools to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.
12. Use the appropriate terminology in the construction of an academic text and in the transmission of their knowledge.
13. Use traditional sources to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.

Content

1. Syntax.

2. Phrase structure.
3. Predication.
4. The sentence.
5. The grammatical functions.
6. The modality and aspect of the sentence.
7. Types of sentences.
8. The informative structure of the sentence.

On the first day of class the teacher will deliver to the students a develop

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|--|-------|------|---------------------------|
| Type: Directed | | | |
| Master classes, seminar sessions and teacher-led practices | 52.5 | 2.1 | 2, 7, 12, 11, 13, 4, 6, 8 |
| Type: Supervised | | | |
| Appointments | 15 | 0.6 | 13, 4, 6, 8 |
| Assessment | 6.5 | 0.26 | 7, 12, 9 |
| Type: Autonomous | | | |
| Assignments and exercises | 10 | 0.4 | 7, 12, 6 |
| Study of the course's contents | 66 | 2.64 | 11, 13, 6 |

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

- Directed activities (35%). These activities are divided into master classes
- Supervised activities (10%). These are tutorials programmed by the teacher
- Autonomous activities (50%). These activities include both time spent on
- Evaluation activities (5%). The evaluation of the subject will be carried out

- 15 minutes of a class will be reserved, within the timetable established by the centre/title, for the complementary

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 |
|------------------------|-----------|-------|------|---------------------|
| Assignments | 10% | 0 | 0 | 7, 11, 13, 10 |
| Exam 1 | 40% | 0 | 0 | 1, 3, 7, 5, 9 |
| Exam 2 | 40% | 0 | 0 | 1, 12, 11, 13, 5, 8 |
| Participation in class | 10% | 0 | 0 | 2, 13, 4, 6, 8, 10 |

1. Continuous assessment

Assessment activities

Weight

| | |
|----------------------------|-----|
| Exam 1 | 40% |
| Exam 2 | 40% |
| Assignments | 10% |
| Participation / Attendance | 10% |

The exams will contain a multiple-choice exercise, a reverse analysis exercise, and an argumentation or analysis

Exam 1: 1, 2, 3 and 4.

Exam 2: 5, 6, 7 and 8.

The exercises, on the other hand, will consist of short activities related to the applied component of the course.

Class participation will be measured by submitting activities through the Virtual Campus.

1.1 Criteria for the evaluation of the subject

To pass the course, after completing the four assessable activities mentioned above and after applying the percentages indicated above, the student must obtain a final grade equal to or greater than 5. If the final grade is...

- Less than 3.5, the student will receive a failing grade.
- Between 3.5 and 4.8, the student will be eligible to retake the course.
- The student will receive a grade of not assessable as long as they have not submitted more than 1/3 of the assessment activities.

1.2. Re-evaluation criteria

Students who obtain a final grade between 3.5 and 4.8 and who have completed two-thirds of the aforementioned assessment activities may retake the subject on the date scheduled by the Faculty, where they will take the test(s) / exam(s) they failed.

The grade obtained in the retake will be their final grade for the subject.

Students who pass the subject will be allowed to retake the retake to improve their grade. Therefore, they will waive their previous grade, and the grade obtained in the retake will be their final grade.

1.3. Assessment Criteria

In order to pass the exam, mastery of the normative is considered essential; therefore, when evaluating the activities mentioned above, spelling errors, incorrect use of punctuation, lexical errors and morphosyntactic errors will be penalized.

1.4 Review procedure for evaluable evidence

After the publication of the grading of the evaluable activities mentioned above, the teacher will inform the students through Moodle of the day and time for the review of such activities.

1.5 Misconduct in assessment activities

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.

1.6 Artificial Intelligence

In this subject, the use of Artificial Intelligence (AI) technologies is not allowed in any of its phases. Any work that includes fragments generated with AI will be considered a lack of academic honesty and will result in the activity being evaluated with a 0 and not being able to be recovered, or greater sanctions in serious cases.

1.7 Erasmus Students

Erasmus students who request to advance an exam must present the teacher with a written document from their home university justifying their request.

2. Single assessment

| Assessment activities | Weight |
|-----------------------|--------|
| Exam 1 | 40% |
| Exam 2 | 40% |
| Delivery of homework | 20% |

Everything established in points 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7 of the previous section is also applicable to the single assessment. The date for the single evaluation will coincide with the date of Exam 2 of the continuous assessment. The teacher will communicate to the student the date for the single assessment through Moodle at the beginning of the course.

Bibliography

Bosque, Ignacio and Violeta Demonte (eds.) (1999): *Gramática descriptiva de la lengua española*. Calpe. 3 vols. Madrid: Espasa.

Bosque, Ignacio and Javier Gutiérrez-Rexach (2009): *Fundamentos de sintaxis formal*. Madrid: Akal.

Brucart, José María (2000). "L'analisi sintàctica i la seva terminologia en l'ensenyament secundari". In Macià, J. y Sola, J. (eds.), *La terminologia lingüística en l'ensenyament secundari. Propostes pràctiques*, 163-229. Barcelona: Graò.

Demonte, Violeta (1989). *De las estructuras a la rección*. Madrid: Síntesis.

Di Tullio, Ángela (2009). *Manual de gramática del español*. Buenos Aires: Waldhutter Ediciones

Gallego, Ángel J. (ed) (2015). *Perspectivas de sintaxis formal*. Madrid: Akal.

Hernanz, M^a. Luisa y José María Brucart (1987): *La sintaxis, I. Principios teóricos. La oración simple*. Barcelona: Crítica.

Rodríguez Ramalle, Teresa María (2005): *Manual de Sintaxis del Español*. Madrid: Castalia.

Software

Does not apply.

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 |
| (TE) Theory | 1 | Spanish | second semester | morning-mixed |
| (TE) Theory | 2 | Spanish | second semester | morning-mixed |