UAB
Universitat Autònoma de Barcelona

Norms and Use in Spanish

Code: 106372
ECTS Credits: 6

2025/2026

Degree	Type	Year
Spanish and Chinese Studies: Language, Literature and Culture	FB	1
Spanish Language and Literature	OB	2
English and Spanish Studies	OB	2
Catalan and Spanish Studies	OB	2

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Teachers

Cristina Buenafuentes de la Mata

Teaching groups languages

You can view this information at the end of this
document.

Prerequisites

This subject requires a command of oral and written expression in Spanish equivalent to that obtained at the end of bachelor studies. Therefore the ability to express correctly verbally and in writing is essential. You are strongly advised to carefully read the regulations for Spanish (the equivalents to level C1 of the Common European Framework of Reference for Languages/CEFR).

Objectives and Contextualisation

The subject has the following objectives:

1. To describe the use of the Spanish language.

2. To analyse the linguistic concepts linked to the standard form.

3. To reflect on the relationship between standard form and use.

After taking this subject, students should master the essential normative aspects of the Spanish language, understand the situation of Spanish use in the world and the relationship between them.

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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.
- Compare Spanish and Chinese from a literary and linguistic knowledge of both languages.
- Demonstrate the capacity to work autonomously, engaging in self-analysis and self. Criticism.
- Describe the linguistic foundations on which the standards of Spanish and mandarin Chinese are based.
- Identify and apply different methods and focuses for teaching Spanish as a foreign language.
- Recognise the factors of linguistic variation in Spanish from diachronic and synchronic viewpoints.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- 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.

Spanish Language and Literature
- Act in one's own field of knowledge evaluating inequalities based on sex/gender.
- Advise organisations and institutions on linguistic or literary issues.
- 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.
- Demonstrate a normative knowledge of the Spanish language and a command of it in all its applications in the academic and professional spheres.
- Identify the linguistic characteristics of the different periods in the evolution of the Spanish language.
- 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 develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Use digital tools and specific documentary sources to gather and organise information.

English and Spanish Studies
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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 scientific ethical principles to information processing.
- Apply the concepts, resources and methods acquired during the study of the English and Spanish language in a global, multilingual social context.
- Correctly use written and oral English and Spanish for academic and professional purposes, related to the study of linguistics, history, culture and literature.
- Demonstrate a normative knowledge of the Spanish language and a command of it in all its applications in the academic and professional spheres.
- Demonstrate skills for professional development in the fields of linguistic applications, teaching, and literary and cultural management in English and Spanish.
- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- 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 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.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.
- 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.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Demonstrate knowledge of the rules of Catalan and Spanish and mastery of their applications in the academic and professional fields.
- Demonstrate skills for professional development in the area of linguistic applications, teaching and literary and cultural management in Catalan and Spanish.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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.
- Use digital tools and specific documentary sources to gather and organise information.

Learning Outcomes

1. Accurately drawing up normative texts.
2. Acquire knowledge of techniques and methods of dialectal linguistic analysis for their application in the learning and teaching of the Spanish language.
3. Acquire techniques and methods of linguistic analysis related to variation.
4. Analyse inequalities due to sex or gender and gender bias in the field of social-historical knowledge.
5. Analyze properties phonetic, phonological, morphological, syntactic, lexical and semantic language that current problems arise.
6. Apply appropriate and thoughtfully prescriptive principles of oral and written standard Catalan.
7. Apply the knowledge and methodological uses of discourse analysis and pragmatics to interpret texts and communicative intentions and argue accordingly.

8. Apply the principles of correctness required in the standard language and the different registers and variants.
9. Appreciate the importance of the Pan-Hispanic norm in the international context.
10. Be able to solve problems related to discourse analysis in professional linguistic situations (political communication, electoral campaigns, business interaction, language teaching, etc.).
11. Be tolerant of linguistic diversity and richness.
12. Communicate using a non-sexist use of language.
13. Communicate using language that is not sexist or discriminatory.
14. Communicate using non-sexist language.
15. Construct a spoken text using the correct grammar and vocabulary
16. Construct texts according to the established rules.
17. Correctly draw up a previously analysed non-regulatory text.
18. Correctly write previously analysed non-standard texts
19. Create an organised and correct discourse, spoken and in writing, in the corresponding language.
20. Define the concepts of semantic and pragmatic competence.
21. Describe and analyse pragmatic variation taking into account verbal, paraverbal and non-verbal communication.
22. Explain spelling rules.
23. Explain the rules of spelling.
24. Express oneself fluently, correctly, appropriately and effectively, both orally and in writing, in an academic environment.
25. Express oneself in English orally and in writing in a formal register and using the appropriate terminology in relation to the characterisation of academic discourse.
26. Identify different theoretical and methodological perspectives in discourse analysis.
27. Identify the primary and secondary ideas and express them correctly.
28. Incorporate ideas and concepts from published sources into work, citing and referencing appropriately.
29. Interpret regulatory information regulatory institutions localized websites on the Internet.
30. Interpret the problem areas and factors that have conditioned the correct use of standard Catalan throughout history in a multicultural society.
31. Interpret the process of acquiring Spanish as a foreign language compared with other languages.
32. Know the current geolectal varieties of Spanish in the world, with special attention to the sociolinguistic varieties of Spanish in America.
33. Know the linguistic phenomena according to the social, geographical and stylistic variability of the Spanish language and know how to relate them to the normative.
34. Learn the necessary skills to carry out discourse analysis of oral and written texts.
35. Learn to use linguistic terminology related to norm and variation accurately.
36. Locate specialised and academic information and select this according to its relevance.
37. Manage databases and Internet sources or materials for the analysis of linguistic variation in Spanish.
38. Master oral and written expression in Catalan.
39. Modulate written and oral discourse in order to express oneself respectfully and ethically in a context of academic interaction.
40. Place linguistic changes in their chronological context.
41. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
42. Produce academic written and oral speeches at advanced higher-proficient-user level (C2) and adapting them to the conventions of the different genders.
43. Produce academic written and oral speeches at an advanced proficient-user level (C1) and adapting them to the conventions of the different genders.
44. Properly apply the knowledge gained to data collection and management of documentary sources application to the study of Catalan language and literature.
45. Propose projects and actions that incorporate the gender perspective.
46. Recognise the processes of linguistic change.
47. Relate linguistic theory with the methodology employed in the areas of Spanish as a foreign language.
48. Relate the linguistic norm with other grammatical disciplines.
49. Solve problems of the Spanish language, and carry out linguistic analysis and commentary, from both a synchronic and historical-comparative perspective.
50. Summarise the knowledge acquired about the origin and changes experienced by the different fields of study in the discipline.
51. To gain theoretical and practical knowledge of the linguistic diversity of Spanish.

52. Understand written and oral academic discourse in the field of human and social sciences at an advanced proficient-user level (C1).
53. Understand written and oral academic discourse in the field of human and social sciences at higher-proficient-user level (C2).
54. Use appropriate metalanguage to describe the knowledge acquired in relation to the subject.
55. Use discourse analysis to take a critical stance on different social linguistic uses (discourse of power, discourse of gender and sexism, etc.).
56. Use evaluation instruments to measure the level of knowledge of a foreign language.
57. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
58. Work independently in the synchronic and diachronic study of Catalan language and literature.
59. Write text commentaries from a critical standpoint.

Content

Part 1. Introductory concepts

The concept of idiomatic correctness: what is correct and what is usual. Differences between grammatical description and grammatical regulations. The concept of standard. The pan-Hispanic norm(s). The organisms that set the stardard form in Spanish-speaking countries and its evolution. Reference works for the Spanish standard. Linguistic corpus of l'espanyol

Part 2. Orthology and ortography issues

Orthology or orthoepy. Most frequent phenomena in the spoken language: monoptongations, metathesis, vowel and consonant elisions and additions. Orthography. Most common errors: use of the accent, spelling problems arising from pronunciation. Punctuation: rules and use.

Part 3. Morphological and Lexical issues

Existing words and possible words: conditions for considering a word to be well formed. Problems with grammatical gender and number. Lexical-semantic selection and adequacy. Lexical improprieties. Adaptation of words from other languages: loanwords and latinisms.

Part 4. Syntax issues

Some of the most frequent syntactic phenomena: *queísmo*, *dequeísmo*, *deísmo*, *quesuismo*; agreement and disagreement; other aspects related to the use of word classes.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theory and practice classes	76	3.04	3, 5, 35, 34, 12, 51, 33, 32, 16, 15, 23, 24, 29, 37, 18, 48, 47, 11, 9
Type: Supervised			
Tutorials	5	0.2	3, 35, 34, 12, 51, 33, 32, 16, 15, 23, 24, 29, 37, 18, 48, 11, 57, 9
Type: Autonomous			
Class and exam preparation	63	2.52	3, 5, 35, 34, 12, 51, 33, 32, 16, 15, 23, 24, 29, 37, 18, 48, 11, 54, 9

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 problems, as well as the preparation of an oral presentation.

-Evaluation activities (5%): the evaluation of this 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
Practical evaluation activity	40%	2	0.08	3, 4, 5, 44, 6, 7, 8, 35, 34, 52, 53, 14, 12, 13, 51, 33, 32, 1, 16, 15, 20, 21, 38, 19, 23, 22, 24, 25, 56, 55, 2, 26, 27, 28, 31, 29, 30, 36, 37, 39, 41, 42, 43, 45, 46, 59, 18, 17, 48, 47, 49, 10, 11, 50, 40, 58, 54, 57, 9
Theoretical-practical test	40%	2	0.08	3, 4, 5, 6, 7, 8, 35, 34, 52, 53, 12, 13, 51, 33, 32, 16, 15, 20, 21, 19, 23, 24, 56, 55, 2, 26, 27, 28, 31, 30, 36, 37, 39, 41, 42, 43, 45, 46, 59, 18, 48, 47, 49, 10, 11, 50, 40, 54, 57, 9
Theorical test	20%	2	0.08	44, 35, 52, 14, 12, 51, 33, 32, 16, 19, 24, 55, 29, 37, 42, 43, 18, 48, 49, 11, 50, 54

The faculty will evaluate this subject on an ongoing basis by developing three evaluation activities on theoretical and practical aspects. The evaluation will be distributed as follows:

- 1 Theoretical test (Lesson 1) (40 %)
- 1 Practical evaluation activity (25 %)
- 1 Practical evaluation activity (25 %)
- Participation in the classes (10 %)

0.25 points of penalty will be given, without limits, for each error of spelling, expression, lexicon and syntax committed on the final grade of the different tests.

To pass the subject, the student must achieve a minimum average of 5. The final grade, once all the notes have been added and the percentages indicated above applied, must be equal to or greater than 5.

While it is the responsibility of the students to bring the subject up to date, the faculty will indicate with sufficient notice the date of each test.

Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 1/3 of the assessment items.

All evaluation activities are recoverable. However, the student will lose the right toreassess if the average of the tests performed with the corresponding percentage is less than 3.5 points. Moreover, it should be taken into account that in order to be eligible for re-evaluation, students are obliged to attend 2/3 of the evaluable tests.

In case of requesting anwers for exams or presentations of activities, papers, etc., everything must be original and the total or partial copy of materials already published in any medium is not allowed. 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 willbe given a zero as the final gradefor 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.

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Erasmus students who request to advance a qualifying exam or test must submit a written document from their home university with due justification

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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	2	Spanish	second semester	morning-mixed
(PAUL) Classroom practices	11	Spanish	second semester	morning-mixed
(PAUL) Classroom practices	12	Spanish	second semester	morning-mixed
(TE) Theory	1	Spanish	second semester	morning-mixed
(TE) Theory	2	Spanish	second semester	morning-mixed