

Degree programme	Type	Course
Art History	FB	1
Musicology	FB	1
Humanities	FB	1

Contact lecturer

Name : Palmira Freixa Torner

Email : palmira.freixa@uab.cat

Teaching staff

Palmira Freixa Torner

Antoni Isarch Borja

Group languages

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

Prerequisites

None

Objectives

In order to further develop the skills for an effective use of the Catalan language in technical and scientific writing, the course will focus on strategies for writing specialised texts in a clear, correct and appropriate manner and to suit all contexts, subjects and disciplines. Special attention will be paid to the various textual typologies, to the stages of the drafting of texts and to the properties that characterise quality writings.

Learning outcomes

1. Accurately drawing up normative texts.
2. Using suitable terminology when drawing up an academic text.
3. Effectively expressing themselves and applying the argumentative and textual processes to formal and scientific texts.
4. Interpreting the regulatory information that is located in the web pages of regulatory institutions.
5. Summarising characteristics of a written text according to its communicative purposes.
6. Submitting works in accordance with both individual and small group demands and personal styles.
7. Accurately drawing up normative texts.
8. Explaining the spelling rules.

9. Identifying the regulatory, stylistic or argumentative errors of a text.
10. Correctly drawing up a previously analysed non-regulatory text.
11. Explaining the spelling rules.
12. Identifying the regulatory, stylistic or argumentative errors of a text.
13. Summarising characteristics of a written text according to its communicative purposes.
14. Interpreting the regulatory information that is located in the web pages of regulatory institutions.
15. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
16. Effectively express and textual argumentative applying formal procedures and scientific texts.
17. Use the appropriate terminology in the construction of an academic text.
18. Summarizing the characteristics of a written text in accordance to its communicative purposes.
19. Identifying normative, stylistic or argumentative errors in a text.
20. Interpret the rules localized information on the websites of regulatory bodies on the Internet.
21. Accurately drawing up normative texts.
22. Correctly drawing up a previously analysed non-regulatory text.
23. Communicate using language that is not sexist or discriminatory.

Contents

1. Strategies to write academic texts

a. Purposes.

b. Process.

c. Review.

d. Stages, tools and resources.

2. Text structure

a. Text organisation. Textual macrostructure planification.

b. Textual microstructure.

c. Textual cohesion.

d. Textual coherence.

e. Punctuation and connectors. Parenthetics.

3. Grammatical competence

a. Word order in a sentence: thema, rema, focus, emphasis. Communicative value of the parts of text.

b. Predicative structure. Verb, subject and complements.

c. Discourse markers and textual cohesion strategies.

d. Anaphoric and deictic relations. Intratextual and extratextual coherence. Internal and external references.

4. Pragmatic competence

a. Textual typologies: genre and register.

b. Adequacy and style. Conventions.

c. Special languages.

d. Exposition, description and argumentation.

5. Academic writing

a. Voices of discourse. Point of view. Impersonalisation.

b. Exposition. Definition. Critique. Analogy. Reformulation. Summary. Controversy.

c. Argumentation. Argumentative texts structure. Figurative language.

d. Review. Essay.

e. Work projects and proposals.

f. Research works, theses and dissertations.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Seminar of text analysis and discussion	30	1.2	1, 2, 5, 9, 14
Theoretical explanations by the teacher with ICT, debate group, problem-based learning	30	1.2	5, 9, 11, 14
Documentation, reading, study and writing	82.5	3.3	2, 3, 4, 5, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20

Lectures will be combined with the analysis and writing of texts of various genres.

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject. In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule and methodologies.

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	Weight	Hours	ECTS	Learning outcomes
Practice writing	30 - 40%	2.5	0.1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22
Writing tests	40%-50%	3	0.12	1, 3, 5, 9, 11
Exercises and participation	20%	2	0.08	1, 5, 7, 8, 9, 11, 13, 23

Continuous assessment grades will be based on:

- Exercises and participation: 20%
- Deliveries works: 30%-40%
- Final writing test: 40%-50%

Single assessment is not available.

The final assessment will result from the weighted sum of the marks from various tests.

At the time of each assessment activity, students will be informed via Moodle of the procedure and the date for a feedback session.

Test dates will be announced at the beginning of the course and the deadlines for the submission of activities will be scheduled and announced via Moodle.

Reassessment is only possible if the average mark is higher than 3.5 and activities with a value of at least 30% of the final assessment have been submitted. Only the final written test can be retaken.

Failure to qualify for the final test will result in a grade of NOT ASSESSED.

Grammatical errors will be penalised according to what is established for each activity.

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.

In this course, 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 may lead to a partial or total penalty in the grade of the activity, or greater sanctions in serious cases.

In order to pass the course it is necessary to get a minimal mark of 5.

Erasmus and exchange students who request to advance an exam must present a document from their home university justifying their request.

Bibliography

Writing manuals

AMADEO, Imma; SOLÉ, Jordi (1996). *Curs pràctic de redacció*. Barcelona: Columna.

CASSANY, Daniel (1993). *La cuina de l'escriptura*. Barcelona: Empúries.

- (1993). *Reparar l'escriptura: Didàctica de la correcció de l'escrit*. Barcelona: Graó / ICE de la UB.

NICOLAU FUSTER, Francesca; CUENCA ORDINYANA, M. Josep (2008). *Pensar, organitzar, escriure: Competència comunicativa per a professionals de les TIC*. Barcelona: UOC.

Dictionaries

ALCOVER, Antoni M.; MOLL, Francesc de B. (1930-1962). *Diccionari català-valencià-balear: Inventari lexicogràfic i etimològic de la llengua catalana en totes les seves formes literàries i dialectals*. Palma: Moll. <http://dcvb.iecat.net>.

ESPINAL FARRÉ, M. Teresa (2004). *Diccionari de sinònims de frases fetes*. Bellaterra: UAB; Barcelona: Publicacions de l'Abadia de Montserrat; València: UV. <https://dsff.uab.cat/>

IEC (2017). *Diccionari de la llengua catalana*. Barcelona: IEC. <http://dlc.iec.cat>.

- (2017). *Diccionari descriptiu de la llengua catalana*. Barcelona. IEC. <http://dcc.iec.cat/ddlc>.

- (2023). *Diccionari essencial de la llengua catalana*. Barcelona, IEC. <http://deiec.iec.cat>.

JANÉ, Albert (1995). *Diccionari de sinònims*. Barcelona: Barcanova. <http://sinonims.iec.cat>.

Orthography and grammar books

BADIA, Jordi; BRUGAROLAS, Núria; TORNÉ, Rafael; FARGAS, Xavier (1997). *El llibre de la llengua catalana per a escriure correctament el català*. Barcelona: Castellnou.

CASTELLANOS, Josep-Anton (1989). *Quadern: Normativa bàsica de la llengua catalana: Amb exercicis autocorrectius*. Bellaterra: ICE de la UAB.

FABRA, Pompeu (1956). *Gramàtica catalana*. Barcelona: Teide.

IEC (2016). *Gramàtica de la llengua catalana*. Barcelona: IEC.

- (2017). *Ortografia catalana*. Barcelona: IEC.
www.iec.cat/llengua/documents/ortografia_catalana_versio_digital.pdf.

- (2018). *Gramàtica essencial de la llengua catalana*. Barcelona: IEC. <https://geiec.iec.cat>.

SOLÀ, Joan [dir.] (2002). *Gramàtica del català contemporani*. Barcelona: Empúries.

UOC (2017). *Guia pràctica de català*. <http://www.uoc.edu/serveilinguistic/home/index.html>.

Manual on typographical conventions

DIRECCIÓ GENERAL DE POLÍTICA LINGÜÍSTICA (2016). *Majúscules i minúscules*. Barcelona: Generalitat de Catalunya.

GABINET DE LLENGUA CATALANA DE LA UAB (1993). *Els signes de puntuació*. Bellaterra: UAB.

- (1994). *Les referències i les citacions bibliogràfiques, les notes i els índexs*. Bellaterra: UAB.

PUJOL, Josep M.; SOLÀ, Joan (1995). *Ortotipografia: Manual de l'autor, l'autoeditor i el dissenyador gràfic*. Barcelona: Columna.

Textual typologies

BASSOLS, Margarida; TORRENT, Anna M. (1996). *Models textuels: Teoria i pràctica*. Vic: EUMO.

COROMINA, Eusebi; CASACUBERTA, Xavier; QUINTANA, Dolors (2000). *El treball de recerca: Procés d'elaboració, memòria escrita, exposició oral i recursos*. Vic: Eumo.

RIGO, Antònia; GENESCÀ, Gabriel (2000). *Tesis i treballs: Aspectes formals*. Vic: Eumo.

SANCHO, Jordi (2014). *Com escriure i presentar el millor treball acadèmic*, Vic: Eumo.

SERRA CASALS, Enric (2017). *Com escriure bé una ressenya*. Vic: Eumo.

Complementary bibliography

CASALS Daniel; TORRENT, Anna M.; BASSOLS, Margarida (2018). *Allò que el corrector no s'endugué: La correcció postdigital*. Bellaterra: UAB.

CONCA, Maria; COSTA, Adela; CUENCA, Maria Josep; LLUCH, Gemma (1998). *Text i gramàtica: Teoria i pràctica de la competència discursiva*. Barcelona: Teide.

JUNYENT, M. Carme [ed.] (2013). *Visibilitzar o marcar: Repensar el gènere en la llengua catalana*. Barcelona: Empúries.

NOGUÉ, Neus (2018). *La nova normativa a la butxaca*. Barcelona: Publicacions de l'Abadia de Montserrat.

PAGÈS, Vicenç (1998). *Un tramvia anomenat text: El plaer en l'aprenentatge de l'escriptura*. Barcelona: Empúries.

Software

None

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
------------------	-------	----------	----------	-------

(TE) Theory	1	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed
(TE) Theory	2	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	2	Catalan	second semester	morning-mixed