

Degree programme	Type	Course
Catalan Philology: Literary Studies and Linguistics	OP	4
Spanish Language and Literature	OP	3
Spanish Language and Literature	OP	4
English Studies	OP	3
English Studies	OP	4
English and Catalan Studies	OP	3
English and Catalan Studies	OP	4
English and Spanish Studies	OP	3
English and Spanish Studies	OP	4
Catalan and Spanish Studies	OP	3
English and French Studies	OP	4
English and Classics Studies	OP	3
English and Classics Studies	OP	4

Contact lecturer

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Teaching staff

Cristina Real Puigdollers

Group languages

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

Prerequisites

It is recommended that students be able to read academic papers in English on topics related to the contents of the course.

Objectives

The course pursues two main objectives: (1) to offer a general overview of linguistic typology that incorporates the analysis of phenomena of a phonetic, phonological, morphological, and syntactic nature; and (2) to present the working methods and tools specific to linguistic typology.

Learning outcomes

1. Identifying the main and secondary ideas and expressing them with linguistic correctness.
2. Analysing various types of linguistic data.
3. Establishing typological generalizations.
4. Identifying different theoretical options or ways of dealing with the same problem from alternative theoretical frameworks.
5. Solving problems of grammatical analysis.
6. Identify principal and secondary ideas and express them using correct language.
7. Solve problems of grammatical analysis.
8. Identify different theoretical options or ways to address the same problems from alternative theoretical frameworks.
9. Establish typological generalisations.
10. Analyse different types of linguistic data.
11. Identify main and secondary ideas and express them with linguistic correctness.
12. Identify different theoretical options or ways of approaching the same problems from alternative theoretical frameworks.
13. Use the appropriate and specific terminology of the literary studies.
14. Analyse various types of linguistic data.
15. Accurately drawing up normative texts.
16. Identifying main and supporting ideas and expressing them with linguistic correctness.
17. Establish typological generalizations.
18. Solving problems autonomously.
19. Solving problems autonomously.
20. Use and interpret texts of interdisciplinary nature about the connections between linguistics and other disciplines.
21. Appropriately use the different available formal and technical resources.
22. Identify the main and secondary ideas and express them with linguistic correctness.
23. Solve problems autonomously.
24. Accurately drawing up normative texts.
25. Resolving problems independently.

Contents

1.- The languages of the world

Number and distribution of the world's languages. Language families. Criteria for the classification of languages: genetic, geographic, sociolinguistic, and typological.

2.- Fieldwork methodology

Fieldwork. The corpus. Informants. Recording the corpus. Tools for the collection and processing of linguistic data.

3.- Phonetic typology

Phonetic typology: current state, methodological problems, and resources. Segmental elements: vowel sounds and consonant sounds in the world's languages. Suprasegmental elements: the use of fundamental frequency; the phonetic manifestation of stress; rhythmic typologies.

4.- Phonological typology

Databases for the study of phonological typology. Segmental structure: segment inventories, vowel systems, and consonant systems. Suprasegmental structure: length contrasts, tonal contrasts, and stress contrasts. Syllable structure.

5.- Morphological typology

Classifiers. Nominal aspect and tense. Noun incorporation. Argument changes (applicatives, causatives). Verbs of direction and posture. Evidentiality. Nominalizations.

6.- Syntactic typology

Systems of personal, possessive, and demonstrative pronouns. Morphosyntactic alignment (accusativity, ergativity, etc.). Constituent order.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Completion of exercises and presentations	11.5	0.46	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Use of tools and resources specific to the discipline	13.5	0.54	13
Discussion of the assigned readings and the proposed exercises	15	0.6	1, 4, 5, 6, 8, 9, 11, 12
Study of the subject contents	40	1.6	1, 4, 6, 8, 11, 12
Readings and consultation of supplementary materials	22	0.88	1, 4, 6, 8, 11, 12
Presentation of the course contents	35	1.4	2, 3, 4, 5, 8, 9, 12, 14

The teaching methodology combines sessions devoted to presenting the syllabus with sessions focused on the discussion of readings, the completion of exercises, in-class presentations, and the use of resources developed for the study of typology.

The schedule with the content of the various sessions will be specified on the day the course is presented. It will also be published on the Moodle classroom, together with a detailed description of the exercises and practical work, the various teaching materials, and any information necessary for properly following the course.

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
Ev3 - Take-home exercises on topics 5 and 6 of the	20%	5	0.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13,

syllabus				14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
Ev1 - In-person written test on the contents of topics 1, 2, 3, 4, 5, and 6 of the syllabus	40%	1.5	0.06	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
Ev2 - Take-home exercises on topics 3 and 4 of the syllabus	20%	5	0.2	2, 3, 4, 5, 7, 8, 9, 10, 12, 13, 14, 17, 18, 19, 20, 21, 23, 25
Ev4 - Oral presentations in class	20%	1.5	0.06	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25

1.- Continuous assessment

The final grade for the course is obtained from four assessment tasks:

(Ev1) In-person written test on the contents of topics 1, 2, 3, 4, 5, and 6 of the syllabus: 40% of the final grade.

(Ev2) Take-home exercises on topics 3 and 4 of the syllabus: 20% of the final grade.

(Ev3) Take-home exercises on topics 5 and 6 of the syllabus: 20% of the final grade.

(Ev4) Oral presentations in class: 20% of the final grade.

Detailed information on each of the tasks will be provided at the start of the course. These four tasks are the only elements considered in the grade. Class attendance is not a criterion considered in the assessment.

To pass the course, students must obtain a grade equal to or higher than 4.9 (/10) in the weighted average of the grades of the four assessment tasks and, in addition, must have obtained a minimum mark of 4 (/10) on the in-person written test on the content of the syllabus (Ev1). If this second requirement is not met, the maximum grade for the course will be 4.5 (/10).

Failure to submit an assignment without a reasonable cause documented and justified results in a score of 0 (zero).

The take-home exercises must be the result of each student's individual work, and students may be interviewed by the lecturers on the content of the work submitted.

During the in-person written test on the content of the syllabus (Ev1), students may use whatever reference material they consider appropriate, but only on paper; no electronic device may therefore be used.

Students who have submitted assignments worth less than 30% of the total grade for the course are considered "Not assessable".

At the time of each assessment activity, information will be provided in the Moodle classroom on the procedure and the date for reviewing the grades.

To be eligible for the resit, students must have obtained a grade between 3.5 and 4.8 (/10) and have submitted a set of assessment tasks whose weight is equivalent to at least 2/3 of the total grade for the course.

The resit will consist of an in-person written test on the content of topics 1, 2, 3, 4, 5, and 6 of the course syllabus and on the exercises corresponding to topics 3, 4, 5, and 6; the in-class oral presentations are excluded from the resit.

Should a student commit any irregularity that could lead to a significant variation in the grade of an assessment activity, that assessment activity will be graded with 0 (zero), regardless of any disciplinary procedure that may be initiated. If several irregularities occur in the assessment acts, the final grade for this course will be 0 (zero).

In this course, the use of Artificial Intelligence (AI) technologies is not permitted in any of its phases. Any work

that includes fragments generated with AI will be considered a breach of academic honesty and will result in the activity being graded with a 0 with no possibility of a resit, or in greater sanctions in serious cases.

Exchange programme students who request to bring an exam forward must present to the lecturer a written document from their home university justifying their request.

2.- Single assessment

The final grade for the course is obtained from four learning evidences:

(Ev1) In-person written test on the contents of topics 1, 2, 3, 4, 5, and 6 of the syllabus: 40% of the final grade.

(Ev2) Take-home exercises on topics 3 and 4 of the syllabus: 20% of the final grade.

(Ev3) Take-home exercises on topics 5 and 6 of the syllabus: 20% of the final grade.

(Ev4) Oral presentations in class: 20% of the final grade.

These four evidences are the only elements used in the single assessment of the course. The written test (Ev1) will take place on the day on which this test is scheduled for the students who have chosen continuous assessment; the exercises (Ev2 and Ev3) will be submitted on the same day on which the written test is held. Depending on the number of students who opt for single assessment, the oral presentations (Ev4) may be individual or will necessarily have to be carried out in groups.

In the case of single assessment, the same criteria will apply for assessment and for the resit as for continuous assessment.

Bibliography

Aikhenvald, A. Y., & Dixon, R. M. W. (Eds.). (2017). *The Cambridge handbook of linguistic typology*. Cambridge University Press. <https://doi.org/10.1017/9781316135716>

Croft, W. (2003). *Typology and universals* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511840579>

Dryer, M. S., & Haspelmath, M. (Eds.). (2013). *The world atlas of language structures online*. Max Planck Institute for Evolutionary Anthropology. <https://wals.info>

Igartua, I. (2023). *Fundamentos de tipología lingüística*. Síntesis.

Moravcsik, E. A. (2013). *Introducing language typology*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511978876>

Song, J. J. (Ed.). (2010). *The Oxford handbook of linguistic typology*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199281251.001.0001>

Song, J. J. (2018). *Linguistic typology*. Oxford University Press.

Velupillai, V. (2012). *An introduction to linguistic typology*. John Benjamins. <https://doi.org/10.1075/z.176>

More specific reading lists will be provided during the semester.

Software

Boersma, P., & Weenink, D. (2026). *Praat: Doing phonetics by computer* (Version 6.4.67) [Computer

Software]. University of Amsterdam. <http://www.praat.org>

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