

Degree programme	Type	Course
English Studies	OB	3
English and Catalan Studies	OB	4
English and Spanish Studies	OB	4
English and French Studies	OP	4
English and Classics Studies	OP	3
English and Classics Studies	OP	4

Contact lecturer

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Group languages

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

Prerequisites

The course requires an initial level of English between C1 (Advanced) and C2 (Proficiency) (*Common European Framework of Reference for Languages: Learning, Teaching, Assessment*). Students with C1 can understand a wide range of demanding, longer texts, and recognise implicit meaning; they can express themselves fluently and spontaneously without much obvious searching for expressions; they can use language flexibly and effectively for social, academic and professional purposes; they can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. With C2 students can understand almost everything they read or hear without effort; they can summarise information from different oral and written sources, reconstruct facts and arguments and present them in a coherent way; they can express themselves spontaneously, with fluency and precision, distinguishing subtle nuances of meaning even in the most complex situations.

INFORMATION FOR INTERNATIONAL STUDENTS

This subject is NOT available to international students.

Objectives

This subject consists in an introduction to contrastive analysis. This knowledge is then applied to constructions, NPs, the lexical level, and discourse and pragmatics in English, Catalan and Spanish.

By the end of the course, the student will be able to:

- Define the main elements of contrastive analysis.
- Recognise the main differences and similarities in constructions, NPs, the lexical level, and discourse and pragmatics between English, Catalan and Spanish.
- Formulate differences and similarities between the three languages, different from the ones explained in

class.

Learning outcomes

1. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
2. Locate specialised and academic information and select this according to its relevance.
3. Incorporate ideas and concepts from published sources into work, citing and referencing appropriately.
4. Gather and interpret relevant data to make critical judgements on aspects of English linguistics and its practical applications.
5. Express oneself in English in writing and orally in an effective and correct manner, in an academic register and using appropriate terminology in relation to the study of phonetics and phonology, syntax, semantics and the history of the English language.
6. Understand specialised academic texts on research in English linguistics at C2 level.
7. Produce written and oral academic texts at higher-proficient-user level (C2) on the concepts and skills relevant to the study of English linguistics.
8. Describe and analyse (synchronically and diachronically) the main phonetic, phonological, morphological, syntactic and semantic properties of English.
9. Identify and understand different models for the linguistic analysis of English at phonetic-phonological, syntactic, semantic and historical levels.
10. Make use of the knowledge acquired while respecting diversity of opinion and varieties of a language.
11. Use the appropriate and specific terminology of the literary studies.
12. Understand specialised academic texts on research in English linguistics at Mastery level (C2).
13. Analysing various types of linguistic data.
14. Analyse different types of linguistic data.
15. Appropriately use the different available formal and technical resources.
16. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
17. Understand specialised academic texts on research in English linguistics at higher-proficient-user level C2.
18. Identifying the main and secondary ideas and expressing them with linguistic correctness.
19. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
20. Produce normatively correct written and oral texts.
21. Analyse various types of linguistic data.
22. Correctly identify linguistic units.
23. Analyzing linguistic structures.
24. Identify pragmatic factors that influence the use of various linguistic structures.
25. Plan, organise and carry out work in a team.
26. Understand specialised academic texts on research in English linguistics at advanced higher-proficient-user level (C2).

Contents

UNIT 1. Introduction to contrastive analysis

UNIT 2. Constructions in English, Catalan and Spanish

UNIT 3. The NP in English, Catalan and Spanish

UNIT 4. The lexicon in English, Catalan and Spanish

UNIT 5. Morphology in English, Catalan and Spanish

In this subject, gender perspective will be taken into account in the following aspects:

1. Making students aware of the sexist uses of language, and provide non-sexist alternatives.

2. Not allowing a sexist use of language in the students' oral and written contributions.
3. Guaranteeing in the classroom an atmosphere respectful with the diversity and plurality of ideas, people and politics.
4. Avoiding gender stereotypes in examples.
5. Including gender-related material in units 4 and 5.
6. Writing, in the references, the full names of authors, instead of only the initial.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Personal study	20	0.8	
Paper writing	25	1	
Theoretical classes	30	1.2	
Information search	15	0.6	
Exercises	15	0.6	
Practical classes	20	0.8	

The teaching methodology is based on:

- Directed (33% - 2 cr)
- Supervised (17% - 1 cr)
- Autonomous (33% - 2 cr)
- Assessment (17% - 1 cr)

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
Written assignments	15%	11	0.44	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, 26
Final exam	40%	2	0.08	1, 5, 6, 7, 8, 9, 16, 18, 20, 21, 22, 23, 24, 25
Homework, in-class activities and progression	10%	10	0.4	1, 2, 5, 6, 7, 8, 13, 14, 16, 17, 21, 22, 23, 24
Midterm exam	35%	2	0.08	1, 5, 6, 7, 8, 9, 16, 18, 20, 21, 22, 23, 24, 25

The final grade will be calculated as follows:

- Midterm exam: 35%
- Final exam: 40%
- Written paper: 15%
- Homework, in-class activities and progression: 10%

The midterm will take place mid-April and the final in June. The written assignments and homework and in-class activities will be programmed throughout the semester. Exact dates for all assessment activities will be confirmed at the start of the course through a calendar published on Moodle.

Please note:

1. The final exam is not a second midterm, that is, it will include the content covered in the whole course.
2. The minimum grade required in the exams to form average 4.
3. Students will obtain a "Not assessed/Not submitted" course grade unless they have submitted more than 30% of the assessment items.
4. The level of English will be taken into account when correcting exams and in the final assessment.
5. 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 this case, the activity will not have the possibility of reassessment. 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.
6. This subject allows the use of AI technologies exclusively for support tasks such as bibliographic or content-based searches. The student must clearly (i) identify which parts have been generated using AI technology; (ii) specify the tools used; and (iii) include a critical reflection on how these have influenced the process and final outcome of the activity. Lack of transparency regarding the use of AI in the assessed activity will be considered academic dishonesty; the activity will be awarded a zero. In cases of greater infringement, more serious action may be taken.

IMPORTANT NOTE FOR EXCHANGE STUDENTS (ERASMUS, etc.) ON EXAMS AND OTHER ASSESSMENT ACTIVITIES

Exchange students (Erasmus and other) who request to bring forward an exam or any other type of assessment activity must present the teacher with an official document from their home university justifying their request.

Procedure for Reviewing Grades Awarded

On carrying out each evaluation activity, the lecturer 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.

Reassessment

Reassessment for this subject requires a content-synthesis test (covering reassessable activities, i.e., the midterm and final exams) for which the following conditions are applicable.

- The student must previously have obtained an average overall grade equal to or higher than 3.5.
- The student must have been assessed before in a set of activities whose weight is equivalent to at least 2/3 of the total grade.

VERY IMPORTANT: It is possible to have passed both exams and still fail the course since there are some activities that are excluded from reassessment.

Evaluation Activities Excluded from Reassessment

The following activities are not eligible for reassessment:

- Homework and in-class activities
- Written assignments

- Activities in which there has been some irregularity

SINGLE-ASSESSMENT OPTION

Students who opt for this evaluation system will do an exam on the same day as the rest of the group (75%) and will have to hand in the exercises established by the teacher (25%).

To participate in the reassessment process, the student must have sat the exam and handed in the exercises, and have obtained a grade of 3.5 or higher.

As with continuous assessment, reassessment requires a content-synthesis test (covering reassessable activities, i.e., the final exam). The exercises are excluded from reassessment.

Bibliography

Mackenzie, J. Lachlan & Elena Martínez Caro. 2012. *Compare and Contrast: An English Grammar for Speakers of Spanish*. Editorial Comares.

Quirk, Randolph, Sidney Greenbau, Geoffrey Leech and Jan Svartvik. 1985. *A Comprehensive Grammar of the English Language*. Longman.

Real Academia de la Lengua Española. 2009. *Nueva gramática de la lengua española*. Espasa Calpe.

Solà, Joan, Rosa Maria Lloret, Joan Mascaró i Manuel Pérez Saldanya. 2008. *Gramàtica del català contemporani*. Editorial Empúries.

Online resources

[Gramàtica de la llengua catalana. IEC](#)

[Nueva gramática de la lengua española](#)

[Glosario de términos gramaticales](#)

Specific references for each unit will be provided throughout the semester.

Software

Not applicable.

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