

Academic Year: (2019 / 2020)

Review date: 05-05-2020

Department assigned to the subject: Humanities: Philosophy, Language, Literature Theory Department

Coordinating teacher: GARCÉS GÓMEZ, MARÍA PILAR

Type: Basic Core ECTS Credits : 6.0

Year : 1 Semester : 2

Branch of knowledge: Social Sciences and Law

REQUIREMENTS (SUBJECTS THAT ARE ASSUMED TO BE KNOWN)

The student needs a perfect domain of Spanish and its orthography to pass this subject.

OBJECTIVES

Competences and skills that will be acquired and learning results.

- To know the norm of Spanish Language
- To be able to deliver information about events and to report other people's speech in a clear and trustworthy way.
- To recognize the particularities of Media language in order to use the vocabulary that is suitable for the subject, the means and the public.
- To know the basic semantic relations and to be able to determine how they behave in journalistic texts: if they create explicit, added, hidden meanings, etc.
- To be able to detect the relations and the differences between the grammatical structure and the informative structure of statements.
- To recognize the extralinguistic factors which determine language use and the meaning that linguistic expressions have depending on the context.

DESCRIPTION OF CONTENTS: PROGRAMME

1. Variation, standard language and norm.
 - 1.1 Introduction: variation and linguistic change.
 - Diatopic variation: Spanish dialects.
Language and dialect.
 - Historical dialects of the Spanish Language.
Dialects of Castilian.
 - Diachronic, diastratic and diaphasic variation.
 - 1.2. Standard language and the norm.
 - The concept of standard language.
 - The norm as a question of degree.
 - The particular situation of Spanish language norm.
 - The sources for the norm.
 - 1.3. Journalism and linguistic correctness.
2. Word formation.
 - Introduction.
 - Morphologic polysemy.
 - Morphologic synonymy and antonym.
 - Productivity and blocking.
 - Lexical creativity in journalistic discourse.
3. Language and context
 - Speaking act
 - Cooperation
 - Conversation's maxims
 - To break the cooperation in a conversation
 - Relevance theory
 - Speech's informative structure

4. Syntactic-semantic relations.
 - Introduction.
 - Beyond the lexical frame.
 - The simple phrase.
 - Syntactic-semantic restrictions.
 - From simple phrases to complex phrases.
 - Lexical relations in journalistic discourse.
 - Syntagmatic and paradigmatic relationships.
 - Identity relationships.
 - Inclusion and exclusion relationships.

LEARNING ACTIVITIES AND METHODOLOGY

- 1) The teacher explains a subject while the students try to understand the explanation and ask questions about it if necessary.
- 2) The students get used to handling the fundamental tools of the Spanish language: grammar, dictionaries...
- 3) The students do different exercises in order to apply their theoretical knowledge.
- 4) The students read some chapters from books concerning the Spanish language and sum them up or review them.
- 5) The students take part in debates which allow them to develop their argumentative abilities and their critical thinking.
- 6) The students do some exercises at home.

At the course's beginning, the teacher will establish his tutorial's timetable, in order to attend students' enquires.

ASSESSMENT SYSTEM

Summaries and reviews of readings.....	20%
Exercises (in class or at home).....	20%
Final exam.....	60%

Taking part in continuous assessment means that the students attend at least 80% of practical classes and do at least 80% of classwork and homework.

Continuous assessment = 40%
Final exam = 60%

% end-of-term-examination:	60
% of continuous assessment (assignments, laboratory, practicals...):	40

BASIC BIBLIOGRAPHY

- CRUSE, D. A. Meaning in language. An introduction to Semantics and Pragmatics, Oxford University Press, 2004.
- DE MIGUEL, ELENA (ed.) Panorama de la lexicología,, Barcelona, Ariel, 2009..
- GARCÍA MEDAL, J. (ed.) Aspectos de morfología derivativa del español, Lugo, Tristram, 2002.
- GARCÍA MOUTON, PILAR Lenguas y dialectos de España, Madrid, Arco Libros, 2002..
- GIMENO, F. Dialectología y sociolingüística españolas, Alicante, Universidad de Alicante, 1990.
- GUTIÉRREZ CUADRADO, J. Y J. A. PASCUAL De cómo el castellano se convirtió en español, en A. García Simón (ed.): Historia de una cultura. La singularidad de Castilla, Valladolid, Junta de Castilla y León, vol. 2, 320-385..
- LABOV. W. Principios del cambio lingüístico (2 vols), Madrid, Gredos, 2006.
- LAPESA, RAFAEL Historia de la lengua española, 9ª ed., Madrid, Gredos, 1991..
- MILROY, J. y MILROY, L. Authority in Language. Investigating Standard English, Routledge, 1985
- MORENO FERNÁNDEZ, F. Principios de sociolingüística y sociología del lenguaje, Barcelona, Ariel, 1998
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Ariel, 234-253.

- PERELMAN, CH. Y OLBRECHTS-TYTECA, L. Tratado de la argumentación. La nueva retórica., Madrid, Gredos., 1989
- REAL ACADEMIA ESPAÑOLA Diccionario de la lengua española, Madrid, Espasa Calpe, 2001, 22ª ed..
- REAL ACADEMIA ESPAÑOLA Diccionario panhispánico de dudas, Madrid, Santillana, 2005..
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- VARELA, S. (ed.). Morfología léxica: la formación de palabras, Madrid, Gredos, 2005.

ADDITIONAL BIBLIOGRAPHY

- COSERIU, E. Sincronía, diacronía e historia, Madrid, Gredos, 1988.
- GARCÉS GÓMEZ, M. P. La organización del discurso. Marcadores de ordenación y de reformulación, Iberoamericana Vervuert, 2008.
- HERNÁNDEZ, C. ¿Qué norma enseñar? en II Congreso Internacional sobre la lengua española, Valladolid, 2001.
- LAKOFF, GEORGE Y MARK JOHNSON Metáforas de la vida cotidiana, trad. de Carmen González Marín, Madrid, Cátedra, 1986.
- LYONS, J. Linguistic Semantics, Cambridge University Press, 1995.
- MONTOLÍO, E. Conectores de la lengua escrita, Barcelona, Ariel, 2001
- PASCUAL, J.A. El placer y el riesgo de elegir. Sobre los recursos derivativos del español. Lectura inaugural del curso académico 1996-1997, Universidad de Salamanca.
- PENA, J. La derivación en español. Verbos derivados y sustantivos verbales, Santiago de Compostela, 1980.
- SAUSSURE, F. Cours de linguistique générale, Paris, Payot, 1995 [1916].
- ULLMANN, S. Semantics, Oxford, Blackwell, 1962.
- VIGARA, A.M Cultura y estilo de los niños bien: radiografía del lenguaje pijo, en Rodríguez F. (coord.): El lenguaje de los jóvenes, Barcelona, Ariel, 195-242.