

Academic Year: ( 2020 / 2021 )

Review date: 22-06-2020

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

The subject is divided into two types of lessons: theoretical and practical, although a practical focus will be present in almost every session. The theoretical classes will be taught online; the practical lessons will be face to face and consist, overall, in texts analysis and exercises.

- 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.

TUTORIALS There will be two hours of virtual tutorials every week.

#### 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%

|                                                                             |    |
|-----------------------------------------------------------------------------|----|
| <b>% end-of-term-examination:</b>                                           | 60 |
| <b>% of continuous assessment (assignments, laboratory, practicals...):</b> | 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
- PENA, J. Formación de palabras, en M. Alvar (dir.): Introducción a la lingüística española, Barcelona, 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..
- REAL ACADEMIA ESPAÑOLA Nueva gramática de la lengua española, Madrid, Espasa-Calpe, 2009.
- 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.