

Academic Year: (2022 / 2023)

Review date: 11-04-2022

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

Coordinating teacher: GARCÉS GÓMEZ, MARIA 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:

- 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%

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

BASIC BIBLIOGRAPHY

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- 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..
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- VARELA, S. (ed.). Morfología léxica: la formación de palabras, Madrid, Gredos, 2005.

ADDITIONAL BIBLIOGRAPHY

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