

Spanish language

Academic Year: (2023 / 2024)

Review date: 25-01-2024

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

Coordinating teacher: PAVON LUCERO, MARIA VICTORIA

Type: Basic Core ECTS Credits : 6.0

Year : 1 Semester : 2

Branch of knowledge: Arts and Humanities

REQUIREMENTS (SUBJECTS THAT ARE ASSUMED TO BE KNOWN)

Nothing

OBJECTIVES

- To understand that language and especially Spanish language is a human ability that allows people to communicate.
- To know the norm of the Spanish language and the most frequent deviations from it.
- To know which tools we have to get informed about the norm of the Spanish language.
- To know the different varieties of the Spanish language in order to extend this knowledge within the professional environment.
- To analyze varieties and norms of the Spanish language in a critical way.
- To learn how to cope with information that people find in texts and in Spanish discourses in general.
- To know the structure of a text: cohesion and coherence.
- To analyze speech acts.
- To know the basic rules of Spanish word formation.
- To know the lexical devices which are more suitable for each situation and subject.

DESCRIPTION OF CONTENTS: PROGRAMME

1. Spanish word-formation.

- Introduction.
- Morphological polysemy.
- Morphological synonymy and antonymy.
- Morphological productivity and blocking.

2. Word relations.

- Syntactic-semantic relations.
- Syntagmatic relations.
- Paradigmatic relations:
 - Relations of inclusion.
 - Relations of identity.
 - Relations of exclusion and opposition.

3. Language and context.

- Speech acts.
- Cooperative principle.
- Conversational maxims.
- Violations of the cooperative principle.
- Relevance theory.
- Informative structure in discourse.

4. Spanish varieties.

- Introduction: linguistic change.
- Spanish dialects
 - Language and dialect.

- Historical dialects of Spanish language.
- Dialects of castilian.
- Diachronic, diastratic and diaphasic varieties.

5. The norm of Spanish language.

- The concept of the norm. Norm and standard language.
- Different degrees in the norm.
- The particular situation of the Spanish norm.
- Sources for the study of the norm.

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.

ASSESSMENT SYSTEM

Continuous evaluation: 40%
Final exam: 60%

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

It is compulsory to pass the final exam in order to pass the course.

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

BASIC BIBLIOGRAPHY

- Ana Estrada, Beatriz Martín y Carlota de Benito, eds. Como dicen en mi pueblo, Pie de Página, 2022
- BOSQUE, IGNACIO y VIOLETA DEMONTE (eds.) Gramática descriptiva de la lengua española, Madrid, Espasa Calpe, 1999..
- 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..
- ESCANDELL VIDAL, M^a VICTORIA Introducción a la pragmática, 2^a ed., Barcelona, Ariel, 2005..
- 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.
- GROSS, G. Manuel d'analyse linguistique. Approche sémantico-syntaxique du lexique., Presse universitaires du Septentrion., 2012
- 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..
- GUTIÉRREZ ORDÓÑEZ, SALVADOR Temas, remas, focos, tópicos y comentarios, Madrid, Arco/Libros, 1997.
- LABOV. W. Principios del cambio lingüístico (2 vols), Madrid, Gredos, 2006.
- LAPESA, RAFAEL Historia de la lengua española, 9^a ed., Madrid, Gredos, 1991..
- LYONS, JOHN Semántica, Barcelona, Teide, 1989[1977]..
- MILROY, J. Y MILROY, L. Authority in Language. Investigating Standard English., Routledge., 1985
- María Martín Ni por favor ni por favora: cómo hablar con lenguaje inclusivo sin que se note (demasiado), Los libros de la catarata, 2019

- PAVÓN LUCERO, MARÍA VICTORIA Gramática práctica del español, Madrid, Instituto Cervantes / Espasa-Calpe, 2007..
- PENA, J. Formación de palabras, en M. Alvar (dir.): Introducción a la lingüística española, Barcelona, Ariel, 234-253.
- 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.
- Sheila Queralt Atrapados por la lengua, Larousse, 2020
- VARELA, S. (ed.). Morfología léxica: la formación de palabras, Madrid, Gredos, 2005.