

Methodology of Catalan Studies

Code: 100711
ECTS Credits: 6

Degree	Type	Year	Semester
2500247 Catalan Language and Literature	FB	1	A
2501801 Catalan and Spanish	OB	2	A
2501902 English and Catalan	OB	2	A

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Josep Pujol Gómez
Albert Tomas Monso

Prerequisites

None. However, all students are expected to have a good command of orthography and basic grammar rules of Catalan language. Failing this, they are advised to revise them on their own all along the academic year.

Objectives and Contextualisation

This is an all-round-the-year course (one session per week), both for first-year students of Catalan Philology (single honours) and second-year students of combined degrees. It will provide practical training on how to read and produce scholarly texts, including writing skills, as well as tools and resources for essay writing that will prove indispensable throughout the degree.

Competences

- Catalan Language and Literature
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
 - Interpret political, social and cultural factors that influence the use of the Catalan language and its evolution throughout history and in today's multicultural society.
 - Know and interpret the theoretical and historical linguistics of current regulations.
 - Respecting the diversity and plurality of ideas, people and situations.
 - Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Catalan and Spanish

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Interpreting political factors, social and cultural conditions the use of the Catalan language and its evolution throughout history and multicultural society today.
- Respect the diversity and plurality of ideas, people and situations.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Understand and interpret the theoretical and historical linguistic norms in force.

English and Catalan

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Interpreting political factors, social and cultural conditions the use of the Catalan language and its evolution throughout history and multicultural society today.
- Respect the diversity and plurality of ideas, people and situations.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Understand and interpret the theoretical and historical linguistic norms in force.

Learning Outcomes

1. Adapt the knowledge of the standard language to different conditions.
2. Apply appropriate and thoughtfully prescriptive principles of oral and written standard Catalan.
3. Apply the acquired knowledge of the standard language to linguistic interference detection.
4. Apply the tools and know consult the specific documentary sources.
5. Applying knowledge about language standard detection linguistic interference.
6. Autonomously search, select and process information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
7. Develop effective written work and oral presentations and adapted to the appropriate register.
8. Develop texts critically and clarity of exposition.
9. Distinguish between the different linguistic models in different areas of use.
10. Distinguish between the different linguistic models present in different areas of use.
11. Dominate oral and written expression in Catalan.
12. Effectively communicate and apply the argumentative and textual processes to formal and scientific texts.

13. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
14. Effectively express and textual argumentative applying formal procedures and scientific texts.
15. Empower reading, interpretation and critical analysis of literary texts and language
16. Identify main ideas and express them with secondary and linguistic correctness
17. Identify the main and secondary ideas and express them with linguistic correctness.
18. Identifying the main and secondary ideas and expressing them with linguistic correctness.
19. Interpret texts in depth and provide arguments for critical analysis
20. Interpret texts in depth and provide arguments for critical analysis.
21. Interpret the problem and the conditions of use of the Catalan language in a multicultural society.
22. Interpreting the problem and the conditions of use of the Catalan language in a multicultural society.
23. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
24. Master oral and written expression in Catalan.
25. Produce written and oral texts with correction rules.
26. Producing a written text that is grammatically and lexically correct.
27. Producing an oral text that is grammatically and lexically correct.
28. Properly apply the knowledge gained to data collection and management of documentary sources application to the study of Catalan language and literature.
29. Properly cite the literature and computer sources used in the preparation of academic papers.
30. Properly cite the literature and technologic sources used in the preparation of academic papers.
31. Properly implement the mandatory principles of the standard language and current records cults and consider the problems and conditions of use.
32. Properly use the tools of grammatical and lexical reference.
33. Search, select and manage information autonomously, both structured sources (databases, bibliographies, journals) and distributed information on the network.
34. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
35. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.
36. Use appropriate sources for adaptation and creation of terminology.
37. Use appropriate to the production of academic texts in all genres linguistic resources.
38. Use correct terminology sources of adaptation and creation.
39. Use information in accordance with scientific ethics.
40. Use suitable terminology when drawing up an academic text.
41. Use the appropriate terminology in the construction of an academic text.
42. Using suitable terminology when drawing up an academic text.
43. Work independently in the synchronic and diachronic study of Catalan language and literature.
44. Working independently in the synchronic and diachronic study of Catalan language and literature.
45. Written assignments and make effective oral presentations adapted to the appropriate register.

Content

1. Introduction. The art of writing. Guidelines of scholarly work.
2. Reference works and online resources (Catalan grammar and the history of Catalan language and literature). Dictionaries and databases for the student of Catalan Philology.
3. Copy-editing guidelines. Typography and other issues. Bibliographical references.
4. Common mistakes in grammar.
5. The text (1). Structure. Paragraphs. Connectors. Argument and logic.
6. The Text (2). Syntax and punctuation. Relative clauses.
7. The Text (3). Reading philological texts: understanding a descriptive text. The art of summary.
8. The Text (4). Reading philological texts: comprehension of a thesis-making text.
9. The text (5). Reading poetry. Paraphrase and commentary.

Methodology

Lectures will provide students with grammar tuition (based on a dossier which includes the most frequent errors) and abundant practical exercises to be solved in the classroom or at home. Essay-writing practice will rely on a selection of texts (included in the dossier) which deal with topics both related to language and literature. Assessment of essays will also take into account the student's command of Catalan grammar.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	15	0.6	28, 29, 19, 15, 35
Written and oral exercises	30	1.2	27, 45, 41, 14
Type: Supervised			
Essay writing	30	1.2	16, 19, 15
Grammar exercises	20	0.8	29
Type: Autonomous			
Practice of searching online resources	10	0.4	28, 4, 33, 44
Students' own practice of grammar	20	0.8	2, 27

Assessment

Students will be assessed by means of (a) a variety of exercises (20%), a written exam at the end of the first semester (40%) and a final test (40%). All assignments must be submitted in due course.

Students will receive (via Moodle) prior notice of the date and all relevant information concerning their right to review any assessment item with their teacher. If a student does not sit the final exam, he/she will be considered as Not Assessable.

A final mark between 3.5 and 4.9 is required to opt for reassessment. Reassessment includes a written exam and, whenever appropriate, submission of essays in order to complete a 50% of all assessment items. Students who pass the reassessment will obtain a 5.0 mark.

Any impropriety (such as plagiarism) that may be conducive to substantially alter the assessment of any item will result in a 0 mark for any such item, irrespectively of other disciplinary measures. Were such improper practices to take place repeatedly, the final mark for the subject concerned would be 0.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essay writing	20%	20	0.8	1, 28, 31, 2, 3, 5, 4, 6, 33, 29, 30, 26, 27, 10, 9, 11, 24, 45, 38, 8, 13, 12, 42, 41, 40, 16, 18, 17, 22, 21, 19, 20, 23, 15, 34, 14, 25, 7, 35, 44, 43, 32, 36, 37, 39
Written exam (final)	40%	1.5	0.06	1, 28, 31, 2, 3, 5, 4, 6, 33, 29, 30, 26, 27, 10, 9, 11, 24, 45, 38, 8, 13, 12, 42, 41, 40, 16, 18, 17, 22, 21, 19, 20, 23, 15, 34, 14, 25, 7, 35, 44, 43, 32, 36, 37, 39

Written exam (sem. 1)	40%	3.5	0.14	1, 28, 31, 2, 3, 5, 4, 6, 33, 29, 30, 26, 27, 10, 9, 11, 24, 45, 38, 8, 13, 12, 42, 41, 40, 16, 18, 17, 22, 21, 19, 20, 23, 15, 34, 14, 25, 7, 35, 44, 43, 32, 36, 37, 39
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Bibliography

Amadeo, Imma i Solé, Jordi, *Curs pràctic de redacció*, Barcelona, Educaula, 1996.

Badia, Jordi et al., *El llibre de la llengua catalana*, Barcelona, Castellnou, 2004.

Cassany, Daniel, *Esmolar l'eina. Guia de redacció per als professionals*, Barcelona, Empúries, 2007.

Coromina, Eusebi, et al., *El treball de recerca: procés d'elaboració, memòria escrita, exposició oral i recursos*, Vic, Eumo, Universitat de Vic, 2000.

Gabinet de Llengua Catalana, *Les referències i les citacions bibliogràfiques, les notes i els índexs*, 2a ed., Bellaterra, Gabinet de Llengua Catalana, Universitat Autònoma de Barcelona, 1995.

Garolera, Narcís (ed.), *Anàlisis i comentaris de textos literaris catalans*, Barcelona, Curial, 4 vols., 1982-1985.

Mestres, Josep M., *Manual d'estil. La redacció i l'edició de textos*, Vic, Eumo, 1995.

Pujol, J. M. (et al.), *Ortotipografia. Manual de l'autor, l'autoeditor i el dissenyador gràfic*, Barcelona, Columna, 1995.

Rigo, A. i Genescà, G., *Tesis i treballs: aspectes formals*, Vic, Eumo, 2000.

Solà, Joan i Pujol, Josep Maria, *Tractat de puntuació*, Barcelona, Columna, 1990.

Links

AELC www.escriptors.cat

ARCA www.bnc.cat/digital/arca

Argumenta http://wuster.uab.cat/web_argumenta_obert/index.html

BNC www.bnc.cat

Corpus Informatitzat del Català Antic www.cica.cat

Culturcat www.culturcat.cat

DCVB dcvb.iecat.net

DLC <http://dlc.iec.cat>

Espais Escrits www.espaisescrits.cat

Gramàtica zero (UV) http://www.spluv.es/PDFS/gramatica_zero.pdf

IEC www.iec.cat (accés a modificacions d'ortografia i gramàtica)

Institució de les Lletres Catalanes www.gencat.cat/cultura

Llengua Catalana a Gencat.cat www20.gencat.cat/portal/site/Llengcat

Mapa Literari Català www.mapaliterari.cat

Narpan www.narpan.net

