

**COURSE DATA****Data Subject**

Code	35574
Name	Language A2 (Stylistics of the Catalan language)
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1009 - Degree in Translation and Interlinguistic Mediation(English)	Faculty of Philology, Translation and Communication	2	Second term
1010 - Degree in Translation and Interlinguistic Mediation (French)	Faculty of Philology, Translation and Communication	2	Second term
1011 - Degree in Translation and Interlinguistic Mediation (German)	Faculty of Philology, Translation and Communication	2	Second term

Subject-matter

Degree	Subject-matter	Character
1009 - Degree in Translation and Interlinguistic Mediation(English)	3 - Training in language A	Basic Training
1010 - Degree in Translation and Interlinguistic Mediation (French)	3 - Training in language A	Basic Training
1011 - Degree in Translation and Interlinguistic Mediation (German)	3 - Training in language A	Basic Training

Coordination

Name	Department
SENTI PONS, ANDREU	140 - Catalan

SUMMARY

See Catalan version



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

See Catalan version.

OUTCOMES

1009 - Degree in Translation and Interlinguistic Mediation(English)

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Interrelate different areas of humanistic studies.
- Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.
- Apply information and communication technologies and computer tools to translation and linguistic mediation.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Apply quality criteria to work in the field of translation and linguistic mediation, following the specifications of the European quality standard EN-15038:2006.
- Know the grammar and develop communicative skills in Catalan, applied to translation and linguistic mediation, at a C2 level of the Common European Framework of Reference (CEFR).
- Compare and analyse the constituents of one's own language with those of other languages, in order to apply them to translation and linguistic mediation.

1010 - Degree in Translation and Interlinguistic Mediation (French)

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.



- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Interrelate different areas of humanistic studies.
- Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.
- Apply information and communication technologies and computer tools to translation and linguistic mediation.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Apply quality criteria to work in the field of translation and linguistic mediation, following the specifications of the European quality standard EN-15038:2006.
- Know the grammar and develop communicative skills in Catalan, applied to translation and linguistic mediation, at a C2 level of the Common European Framework of Reference (CEFR).
- Compare and analyse the constituents of one's own language with those of other languages, in order to apply them to translation and linguistic mediation.

1011 - Degree in Translation and Interlinguistic Mediation (German)

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Interrelate different areas of humanistic studies.
- Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.
- Apply information and communication technologies and computer tools to translation and linguistic mediation.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.



- Apply quality criteria to work in the field of translation and linguistic mediation, following the specifications of the European quality standard EN-15038:2006.
- Know the grammar and develop communicative skills in Catalan, applied to translation and linguistic mediation, at a C2 level of the Common European Framework of Reference (CEFR).
- Compare and analyse the constituents of one's own language with those of other languages, in order to apply them to translation and linguistic mediation.

LEARNING OUTCOMES

See Catalan version.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	2,00	0
Development of group work	10,00	0
Development of individual work	18,00	0
Study and independent work	12,00	0
Preparation of evaluation activities	28,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

See Catalan version.

EVALUATION

See Catalan version.

REFERENCES



Basic

- AGOST, Rosa i Esther MONZÓ (2001), Traduir el llenguatge dins Teoria i pràctica de la traducció general espanyol català, pp. 133-150.
- BIBILONI, Gabriel (1997 [2007]), Variació i varietats lingüístiques i La variació estilística dins Llengua estàndard i variació lingüística. València, 3 i 4, pp. 65-108.
- CUENCA, M. Josep (2000), Estudi estilístic i contrastiu de l'arquitectura de l'oració. Estil segmentat vs. estil cohesionat, Caplletra 29, pp. 105-120. [En línia:
http://descargas.cervantesvirtual.com/servlet/SirveObras/67926288760358563354679/210346_0002.pdf]
- CUENCA, M. Josep (2007), Modalització i text argumentatiu, Articles de Didàctica de la llengua i la literatura 42, pp. 33-43.
- CUENCA, M. Josep (2008), Gramàtica del text. Alzira, Bromera.
- INSTITUT d'ESTUDIS CATALANS (2019): Gramàtica bàsica i ús de la llengua catalana. Barcelona: Institut d'Estudis Catalans.
- INSTITUT D'ESTUDIS CATALANS (2016): Gramàtica de la llengua catalana. Barc
- NICOLAU, Francesca i M. Josep CUENCA (2008), Pensar, organitzar, escriure. Competència comunicativa per a professionals de les TIC. Barcelona, UOC.
- SALVADOR, Vicent (2000), L'estil nominalitzat, Caplletra 29, pp. 69-82. [En línia:
http://descargas.cervantesvirtual.com/servlet/SirveObras/jlv/67926288760358563354679/210346_0001.pdf]
- TOUTAIN, Ferran (2000), Sobre l'estil dins Sobre l'escriptura, Barcelona, Blanquerna, pp. 189-222.

Additional

- ALBEROLA, Patrícia; BORJA, Joan; PERUJO, Joan; FORCADELL, Josep; CORTÉS, Carles i Josep BERNABEU (1996), Comunicar la ciència. Teoria i pràctica dels llenguatges despecialitat. Picanya, Edicions del Bullent.
- AMADEO, Imma i Jordi SOLÉ (2004), Curs pràctic de redacció. Barcelona, Columna.
- CASSANY, Daniel (2018 [1993]), La cuina de l'escriptura, Barcelona, Editorial Empúries.
- CASTELLÀ, Josep M. (2004), Oralitat i escriptura. Dues cares de la complexitat del llenguatge. Barcelona, Publicacions de l'Abadia de Montserrat.
- CORPORACIÓ VALENCIANA DE MITJANS DE COMUNICACIÓ (2017), Llibre destil de la Corporació Valenciana de Mitjans de Comunicació. València: Generalitat Valenciana.
- COSTA, Joan i Neus Nogué (2006), Curs de correcció de textos orals i escrits. Pràctiques autocorrectives. Vic, Eumo.
- PAYRATÓ, Lluís (1988), Català colloquial. Aspectes de l'ús corrent de la llengua catalana. València, Universitat de València.
- PAYRATÓ, Lluís. (2003), Pragmàtica, discurs i llengua oral. Introducció a l'anàlisi funcional de textos. Barcelona, UOC.
- PÉREZ SALDANYA, Manuel (2000), Notes per a una estilística dels temps verbals, Caplletra 29, pp. 83-104.
- PIQUER, Adolf (2000), Pragmaestilística del català, Caplletra 29, pp. 53-68.
- PUJOL, Josep M. i Joan SOLÀ (1989), Tracat de puntuació, Barcelona, Columna.
- UNIVERSITAT DE LES ILLES BALEARS, FACULTAT DE FILOSOFIA I LLETRES (2006), Orientacions metodològiques per a la presentació de treballs acadèmics.



ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

MODALITAT DE DOCÈNCIA HÍBRIDA

1. Continguts

No hi ha canvis respecte la guia docent.

2. Volum de treball i planificació temporal de la docència

No hi ha canvis respecte la guia docent.

3. Metodologia docent

Classe (presencial) teòrica/pràctica + videoconferència síncrona BBC.

4. Avaluació

No hi ha canvis respecte la guia docent.

5. Bibliografia

No hi ha canvis respecte la guia docent.

MODALITAT DE DOCÈNCIA NO PRESENCIAL

1. Continguts

Es mantenen els continguts inicialment recollits a la guia docent

2. Volum de treball i planificació temporal de la docència

Manteniment del pes de les diferents activitats que sumen les hores de dedicació en crèdits ECTS marcades en la guia docent original.

3. Metodologia docent

Combinació de diverses metodologies:

1. Publicació de materials a l'Aula Virtual
2. Proposta d'activitats per Aula Virtual
3. Videoconferència síncrona BBC
4. Desenvolupament de projectes
5. Tutories per videoconferència
6. Gravacions dels alumnes



4. Avaluació

L'avaluació de les pràctiques anunciades a l'Aula Virtual tindran un pes del 60% de la nota final.

L'examen, dissenyat en una o diverses proves mitjançant un qüestionari a l'Aula Virtual, tindrà un pes del 40%.

5. Bibliografia

La bibliografia recomanada es manté sempre que siga accessible.