



COURSE DATA

Data Subject

Code	35742
Name	Spanish morphology
Cycle	Grade
ECTS Credits	6.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	3	Second term
1001 - Degree in Catalan Studies	Faculty of Philology, Translation and Communication	3	Second term
1002 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	3	Second term
1008 - Degree in Modern Languages and Literatures	Faculty of Philology, Translation and Communication	3	Second term
1013 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	3	Second term

Subject-matter

Degree	Subject-matter	Character
1000 - Degree in English Studies	15 - Minor in Hispanic studies: Spanish language and literature	Optional
1001 - Degree in Catalan Studies	38 - Minor in Hispanic studies	Optional
1002 - Degree in Classical Philology	24 - Minor in Hispanic studies	Optional
1008 - Degree in Modern Languages and Literatures	18 - Minor in Hispanic studies: Spanish language and literature	Optional
1013 - Degree in Classical Philology	24 - Minor en Estudios Hispánicos	Optional

Coordination

Name	Department
-------------	-------------------



ALBELDA MARCO, MARTA

150 - Spanish

SUMMARY

The subject Morfología española (Spanish Morphology) is included in the subject Spanish Descriptive Grammar and in the Spanish Language module, aimed at developing the general skills foreseen for people studying the Degree in Hispanic Studies: Spanish language and literature.

The module in which this subject is included, Spanish Language, focuses on the study of grammar from a descriptive and explanatory and, partially, normative point of view. This subject deals with the internal structure and meaning of the language in its synchronic state (present-day Spanish), although for its explanation it will be necessary to refer at some points to its diachrony (History of the Spanish language). Likewise, in order to arrive at a certain depth of knowledge of Spanish grammar, both its real uses and its relationship with the different varieties of Spanish, the dialects, sociolects and registers of the Spanish language must be taken into account.

The subject Morfología española is designed as a compulsory training course to provide students with skills in the knowledge of the different types of words in the Spanish language, analysing the form, function and meaning of each of them, as well as the limits between the different grammatical categories and the problems of definition.

This course particularly takes into account the following SDGs: SDG 4, as it contributes to "ensuring inclusive and quality education for all," which "is based on the firm belief that education is one of the most powerful and proven drivers for sustainable development." It also aligns with SDG 5, specifically aiming to "end all forms of discrimination against all women and girls everywhere in the world."

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

None.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1000 - Degree in English Studies

- 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 be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving 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.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Demonstrate, within the field of English Studies, an ethical attitude that focuses on aspects such as gender equality, equal opportunities, the values of the culture of peace and democracy and a sensitiveness regarding environmental problems and sustainability while, at the same time, knowing about and being able to appreciate linguist diversity and multiculturality.
- Apply ICT and computer programs, either locally or through a network, in the field of English Studies.
- Work in a team in contexts related to English Studies and develop interpersonal relationships.
- Apply quality criteria at work in the field of English Studies.
- Work and learn autonomously, and plan and manage one's workload.
- Be familiar with a literature in a language other than the main Degree language.
- Know the grammar and develop communicative competences in Spanish.

1001 - Degree in Catalan Studies

- 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 be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving 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.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Be familiar with a literature in a language other than the main Degree language.
- Know the grammar and develop communicative competences in Spanish.
- Show ethical commitment in the field of language studies 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 language studies.
- Work as a team in the environment of language studies and develop interpersonal relations.
- Be able to work and learn autonomously and to plan and manage work time.
- Apply quality criteria in philological work.

1002 - Degree in Classical Philology

- Have the ability to communicate orally and in writing in the native languages.
- 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 be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving 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.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Know the grammar and develop communicative competences in Spanish.
- Show ethical commitment in the field of language studies 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 language studies.
- Work as a team in the environment of language studies and develop interpersonal relations.
- Be able to work and learn autonomously and to plan and manage work time.
- Apply quality criteria in philological work.

1008 - Degree in Modern Languages and Literatures

- 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 be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving 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.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Work and learn autonomously, and plan and manage one's workload.
- Be familiar with a literature in a language other than the main Degree language.
- Know the grammar and develop communicative competences in Spanish.
- Show ethical commitment in the field of modern languages and literatures 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 modern languages and literatures.
- Work as a team in the environment of modern languages and literatures.
- Apply quality criteria to work in the field of modern languages and literatures.

1013 - Degree in Classical Philology

- Have the ability to communicate orally and in writing in the native languages.
- 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 be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving 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.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Know the grammar and develop communicative competences in Spanish.
- Show ethical commitment in the field of language studies 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 language studies.
- Work as a team in the environment of language studies and develop interpersonal relations.
- Be able to work and learn autonomously and to plan and manage work time.
- Apply quality criteria in philological work.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

- Being able to handle relevant, specialized and updated bibliographic information.
- Being able to correctly and adequately prepare oral and written texts of different types in Spanish.
- Being able to autonomously organize their own reflection or research project within the area.
- Being able to rely on the philological and critical linguistic tradition to understand texts of reflection and linguistic research.
- Being able to apply knowledge of the Spanish grammar system in specialised and academic contexts to identify relevant research topics.
- Be able to reflect on the doubts and difficulties that arise in the current use of the language.
- Being able to describe the functioning of the Spanish language and its grammatical categories.
- Being able to argue and debate around the problems that arise in studies on the grammatical categories of Spanish.

DESCRIPTION OF CONTENTS

1. Morphology, the word and word classes

- 1.1. Definition of morphology. Status in the language system
 - 1.1.1. Three senses of morphology
 - 1.1.2. Linguistic sign
 - 1.1.3. Types of morphology: lexical and inflectional
 - 1.1.4. Relationship with other linguistic disciplines
- 1.2. Definition of word
- 1.3. Classification of word classes
 - 1.3.1 Heterogeneity of classification criteria.
 - 1.3.2. The term word classes
 - 1.3.3. Synthesis of word classes in the grammatical tradition
 - 1.3.4. Relationship between categories and functions



2. The noun

2.1. The common name and the proper name

2.2. Form: gender and number inflection

2.2.1. Gender

2.2.1.1. Brief note on the evolution of the genre

2.2.1.2. Biological category/grammatical category

2.2.2. Number

2.2.2.1. Classification of nouns according to their plural morpheme

2.2.2.2. Differences in meaning in the number morpheme

2.3. Semantics: lexical classes of common names

2.3.1. Countable and non-countable nouns

2.3.2. Quantitative and classifying nouns

2.3.3. Individual and collective nouns

2.3.4. Abstract and concrete nouns

2.4. Syntactic functions, noun without determination, substantivation

2.4.1. Features

2.4.2. Nouns without determination

2.4.3. The substantive

2.4.4. Apposition and predication relations

3. The adjective. Definition of the adjective. Affinities and differences with other kinds of words

3.1.1. Definition

3.1.2. Affinities and differences with other kinds of words

3.2. Distinction between determiners and adjectives

3.3. Form: gender, number and degree

3.3.1. Gender and number

3.3.2. The expression of the degree

3.4. Meaning. Classes of adjectives according to their meaning: qualifying, relational and adverbial

3.4.1. Classification into qualifiers, relational and adverbial

3.4.1.1. Syntactic implications

3.4.1.2. Characterization

3.4.2. Semantic features of classification

3.5. Syntactic functions. The position of the adjective

3.5.1. Syntactic functions

3.5.2. The position of the adjective (syntax and semantics)



4. Article

- 4.1. Definition. The grammatical status of article
- 4.2. Shape. Article Paradigm
 - 4.2.1. Article Paradigm
 - 4.2.2. The problem of the indefinite article
- 4.3. Item function. The substantive
 - 4.3.1. Item functions
 - 4.3.2. The substantive
- 4.4. Meaning of the definite article and the indefinite article
 - 4.4.1. Meaning of the definite article
 - 4.4.2. Meaning of the indefinite article
 - 4.4.3. Direct anaphora, associative anaphora and endophoric uses
- 4.5. The way it. Problems around
 - 4.5.1. Shape
 - 4.5.2. Problems around
 - 4.5.3. Constructions with what: referential and emphatic
- 4.6. Absence of article

5. The pronoun

- 5.1. Determiners and pronouns. Double manifestation
- 5.2. The pronoun: category and concept
- 5.3. Demonstratives: form, function and meaning
- 5.4. Possessives: form, function and meaning
- 5.5. Quantifiers
 - 5.5.1. The indefinite: form, function and meaning (universal and non-universal indefinite)
 - 5.5.2. Numerals: cardinal, ordinal, fractional, multiplicative)
- 5.6. Personal: form, function and meaning
- 5.7. Relatives, interrogatives and exclamatives: form, function and meaning

6. The verb- Definition of the verb as a class of words

- 6.1. Constituents of verbal forms. inflectional verb morphemes
 - 6.1.1 Number and person
 - 6.1.2 Time. Basic values of tenses and dislocated uses of tenses
 - 6.1.3 Appearance. Relationships between time and aspect. Classes of aspectual predicates
 - 6.1.4 Mode
 - 6.1.5 Voice
- 6.2. Non-personal forms: infinitive, gerund and participle
- 6.3. The verbal periphrases
- 6.4. Classification of verbs

Enviar comentarios

Paneles laterales

Historial



Guardado

7. The adverb

7.1. Definition. Basic features and main problems

7.2. Shape

7.3. Relations with other grammatical categories

7.3.1. Adverb and adjective

7.3.2. Adverb, noun and pronoun

7.3.3. Adverb and preposition

7.3.4. Adverb and conjunction

7.4. Function and meaning

7.4.1. Semantic classification

7.4.2. Functions of the adverb

7.4.3. Functional classification

8. The preposition

8.1. Definition and characterization

8.2. Form: paradigm of prepositions and prepositive phrases

8.3. Function. Some particular syntactic constructions

8.3.1. Subject with preposition

8.3.2. The double prepositions

8.4. Meaning

9. The conjunction

9.1. Definition and classification of conjunctions

9.1.1. Criteria and definition problems

9.1.2. Classification of conjunctions and paradigm

9.2. Conjunction functions

9.2.1. Syntactic consequences of the conj distinction. coordinated/subordinate

9.2.2. Conjunctions and transposers. Types of what (Alarcos 1973)

9.2.3. Other aspects of conjunction syntax

9.3. Meaning of conjunctions?

9.3.1. Grammatical meaning

9.3.2. procedural meaning

9.4. Extrasentential links and discourse markers

**10. The interjection. Definition**

- 10.1.1. Grammar statute
- 10.1.2. Definition criteria
- 10.1.3. Relationships with other elements
- 10.2. Shape
 - 10.2.1. Morphology
 - 10.2.2. Types of interjections
- 10.3. Function
- 10.4. Meaning

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of group work	15,00	0
Development of individual work	15,00	0
Study and independent work	30,00	0
Readings supplementary material	6,00	0
Preparing lectures	20,00	0
Resolution of case studies	4,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The teaching and learning methodology is based on two types of activities (face-to-face and non face-to-face):

a) Attendance-based training activities constitute 40% of the workload of the subject and are equivalent to 2.4 ECTS credits (60 teaching hours). These training activities will describe and analyse each of the grammatical categories of Spanish and will highlight the main problems of form, function and meaning. The classes will therefore be theoretical and practical; the grammatical explanations will be mostly inductive: based on a brief presentation by the teacher, examples of use will be worked on and reflected upon. The student will be offered practical activities to discuss the nature of certain grammatical categories. Specifically, students will carry out short activities during the classes and a more extensive activity, supported by non-classroom work, which they will develop in groups and present in class. These activities will develop the competences CB1, CB3, CB4 and CB5 of this guide.

b) the student's non-attendance activities represent between 60% of the workload of the subject and are equivalent to 3.6 ECTS credits (90 hours). This personal task includes the preparation of a group work that will be presented in class at the end of the course and that will be submitted in writing, appropriately structured and endorsed by the bibliography that you will select with the help of the teacher. In addition, individual problem-solving tasks will be carried out and the final exam (or partial exams) will be prepared



with the help of the bibliography, especially the compulsory one. To carry out these tasks, students will have regular tutorials with the teacher. All the work indicated, in addition to bibliographical consultation and critical reading of grammatical works, involves the promotion of a reflective spirit in the student, the active involvement of the student in the process of building their grammatical knowledge. These activities will develop the competences CE04, CE013, CE51 and CE55 of this same guide.

Some of the activities conducted during the course align with those approved by the SFPIE of the UV in the PIEE LENGUALDAD. Equal Communication: Academic Writing Practices in Higher Education

EVALUATION

1st examination

ASSESED ACTIVITY	% over the final rating
Final exam	70%
Activities carried out during the course and/or final work	40%

2nd examination

ASSESED ACTIVITY	% over the final rating
Final exam	70%
Activities carried out during the course and/or final work	40%

NOTE: The course can only be passed if more than a 3 is obtained in the course content exam.

The evaluation system also takes into account the competences that the student must acquire, among which are those of writing and correcting in Spanish. Therefore, if the student makes mistakes in spelling or expression, each mistake will result in a reduction of the grade obtained. A total of five absences will mean that the exam will be assessed with zero points; likewise, the exam may also be suspended if the number of absences is less than five, but the teachers responsible consider that their seriousness justifies



it.

The general grading system will follow the University of Valencia regulations approved by el Consell de Govern del día 30 de mayo de 2017. ACGUV 108/2017

REFERENCES

Basic

- Alarcos Llorach, E. (1994): Gramática de la lengua española. Madrid, Espasa-Calpe, págs. 227-239.
- Alcina, J. y J. M. Blecua (1975): Gramática española, Barcelona, Ariel.
- Bello, A. (1888: 1847): Gramática de la lengua castellana, Madrid, Edaf.B
- Bosque, I. y Demonte, V. (dirs.) (1999): Gramática descriptiva de la lengua española, Madrid, Espasa.
- Fernández Ramírez, S. (1986-87: 1951): Gramática española. Los sonidos, el nombre y el pronombre. Madrid. Revista de Occidente; reed. vol. 3.2: El pronombre (preparado por J. Polo): Madrid, Arco/Libros, 1987; vol. 4: El verbo y la oración (ordenado y completado por I. Bosque), Madrid, Arco/Libros, 1986.
- Gili Gaya, S. (1983:1943): Curso superior de sintaxis española. Barcelona, Vox.
- Marcos Marín, F., Satorre Grau, J., Viejo Sánchez, M. L. (1998): Gramática española, Madrid, Síntesis.
- Real Academia Española (1973): Esbozo de una nueva gramática de la Lengua Española, Madrid, Espasa-Calpe.
- Real Academia Española y Asociación de Academias de la Lengua Española (2009): Nueva gramática de la lengua española, Madrid, Espasa Libros, vols. 1 y 2.
- Roca Pons, J. (1974): Introducción a la gramática, Barcelona, Teide, 3ª ed.
- Seco, R. (1953): Manual de gramática española, Madrid, Aguilar.