



COURSE DATA

DATA SUBJECT

Code: 35384

Name: Catalan syntax

Cycle: Undergraduate Studies

ECTS Credits: 6

Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	2	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1001 - Degree in Catalan Studies	Grammar of the Catalan language and applications to language advice	COMPULSORY

COORDINATION

RAMOS ALFAJARIN JOAN R

HERRERO ARAMBUL RICARD

SUMMARY

This course is part of the subject area *Catalan Language Grammar and Applications in Language Consultancy* within the Bachelor's Degree in Catalan Philology. It focuses on the study of grammatical categories and syntactic functions, while highlighting those syntactic structures that distinguish Catalan from other neighbouring languages.

The aim of the course is for students to consolidate their basic knowledge of Catalan syntax and extend it from both theoretical and descriptive perspectives. It also places special emphasis on issues related to syntactic norms, so that students can develop the necessary competences to apply this knowledge to other subjects and in professional contexts.

In addition to the Bachelor's Degree in Catalan Philology, this course also forms part of the Minor in Catalan Philology. More broadly, it contributes to the achievement of Sustainable Development Goal (SDG) 4: ensuring inclusive, equitable, and quality education, and promoting lifelong learning opportunities for all.

The basic objectives of the course are to:



- a) Provide students with a basic description of the functioning of Catalan syntax, referring where possible to linguistic variation (both dialectal and diachronic), as well as its relationship to neighbouring languages and to general aspects of linguistics.
- b) Apply the most suitable model of linguistic analysis for each syntactic phenomenon, through prior reflection and discussion with students.
- c) Describe the fundamental aspects of Catalan syntactic norms and reflect on their application in both teaching and language consultancy contexts.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

There are no formal prerequisites for this course within the Bachelor's Degree in Catalan Philology. However, it is recommended that students have prior knowledge of the essential aspects of syntax (such as word classes, syntactic functions, phrase structures, simple and complex sentences) and a good command of the Catalan language.

COMPETENCES / LEARNING OUTCOMES

1001 - Degree in Catalan Studies

Advanced communicative competences in the Catalan language.

Advanced knowledge of the grammar of the Catalan language and its parts.

Compare and analyse the constituents of one's own language with those of other languages.

Know the grammar and develop communicative competences in Catalan.

Ser capaz de localizar, manejar y sintetizar información bibliográfica en el área de la filología catalana.

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.

The ability to assess and correct linguistic and literary texts in the Catalan language.

The ability to communicate and teach the knowledge acquired in the area of Catalan philology, taking into account the different teaching levels and contexts of Catalan language and literature.

The ability to receive, understand and transmit scientific production in the languages studied.

DESCRIPTION OF CONTENTS



1. Introduction to syntax

- 1.1. Grammars and linguistic methodologies
- 1.2. Basic concepts

2. Grammatical categories

- 2.1. Nominal categories
 - 2.1.1. The noun and the NP (Noun Phrase)
 - 2.1.2. The adjective and the AdjP (Adjective Phrase)
 - 2.1.3. Other nominal categories
- 2.2. Non-nominal categories
 - 2.2.1. The verb and the VP (Verb Phrase)
 - 2.2.2. The preposition and the PP (Prepositional Phrase)
 - 2.2.3. The adverb and the AdvP (Adverb Phrase)

3. Syntactic functions

- 3.1. The subject
- 3.2. The predicate
 - 3.2.1. Complements

4. The compound sentence and the types of connectors

- 4.1. Coordination
- 4.2. Subordination and interordination
- 4.3. Textual connection

Learning outcomes

By the end of this course, students are expected to be able to:

- Distinguish correct from incorrect writing and composition in Catalan.
- Identify, select, and classify Catalan syntactic structures.
- Apply linguistic theories to the syntactic description of Catalan.
- Demonstrate adequate knowledge of the core bibliography related to different areas of syntax.
- Address and resolve questions by consulting additional bibliography.
- Apply normative syntactic solutions in practice.
- Analyse, evaluate, and compare Catalan syntactic structures with those of other languages.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
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Theory	30,00
Classroom practices	30,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	1,00
Individual or group project	22,00
Independent study and work	0,00
Preparation of lessons	42,00
Preparation for assessment activities	25,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

Taking into account the table where the volume of work appears (§ 7), the most noteworthy aspects of the method that we will follow in the subject are the following:

The 30 hours of **theoretical classes** will be dedicated to:

- Describe the various theoretical aspects of the program.
- Discuss and analyze these aspects in groups, guided by the lecturer.

The 30 hours of **practical classes** will consist of:

- Application of the theoretical knowledge acquired to the practical activities programmed in each subject. The practical activities will appear in the subject file (within the Resources section of the Virtual Classroom).
- Reflection and debate, if appropriate, on the solutions for these activities.

The 42 hours of **class preparation** (theoretical and practical) will be dedicated to:

- Reading of bibliographic material recommended in theoretical classes.
- Resolution of the proposed activities, among which the mandatory presentation of a summary or analysis of an article or book related to one of the program's topics stands out. The student must agree with the lecturer on the bibliographic reference to work with.
- Consult through bibliographic sources the doubts generated by the resolution of the practical activities.
- Supervision, afterwards, of the activities corrected in class in order to be able to draw conclusions and advance knowledge about the subject.

The exam preparation will take about 22 hours. It is a subject with a lot of theoretical content; therefore, it will be convenient to dedicate enough time to the study. It is especially recommended that the study is not left for the last few days and that the relevant consultations are made with the lecturer.



There will be a final exam, which will last between two and three hours.

Although there will be no scheduled tutorials, it is advisable for students to get into the habit of attending the lecturer's office hours, which can be used, among other things, to recommend additional bibliography, comment on deficiencies or problems detected in the interventions in class, guide the preparation of summaries or analysis of the bibliography, resolve theoretical or practical doubts, etc.

The teaching staff of the subject will ensure the presentation and discussion of the rubrics provided by the consolidated teaching innovation groups GESOLCAT and TREFINCAT within the framework of the PIEC projects *Writing, oral expression, and audiovisual discourse in the subjects of the Catalan Philology area* and *Methodologies, tools, and ICT resources for the Bachelor's Thesis (TFG) in Catalan Philology*, respectively. A non-graded oral/written expression exercise will be carried out according to these rubrics, with any adaptations deemed appropriate. This exercise will serve as a tool to monitor each student's progress. The results must be recorded in order to provide them to the teaching staff of the follow-up subjects in the next academic year or, if applicable, to the Bachelor's Thesis coordinators.

As part of the cycle *Authors in the Classroom*, sessions with guest speakers may be organized. At the beginning of the teaching period of the subject, students will be informed of any complementary activities that may be organized and of their potential impact on teaching and assessment.

EVALUATION

The evaluation will be organized around three criteria:

- a) Active monitoring of theoretical and practical classes (10%). Class attendance and the degree of involvement in theoretical and practical classes will be assessed by monitoring student interventions and the activities given to the lecturer.
- b) The presentation of the summary or analysis of a bibliographic reference (20%). This activity will be evaluated taking into account the ability to synthesize, the explanatory clarity and the formal and regulatory correctness.
- c) The exam on the contents of the subject (70%). The exam is designed for students to record, through their reflections and proposed solutions, the theoretical and practical knowledge they have acquired, as well as the general and specific skills they have acquired. The exam will consist of two parts: 1) questions about the content explained in class, which must be answered based on fragments of real texts or created ad hoc; 2) in the correction of a text from the point of view of grammatical regulations, which will have an eliminatory character: those who do not pass the correction of the text (Pass/Fail) will have the entire exam suspended, regardless of whether they master the theoretical and



practical contents.

There will be only one exam at the end of the semester. In accordance with the criteria agreed by the Council of the Department of Catalan Philology, the fact of committing non-compliance with regulations will result in the qualification of not suitable, regardless of the grade of the content. It should also be noted that the marks from the practical activities (follow-up of the activities and presentation of the summary) only will be added to the grade for the content exam, if students have a minimum grade of 4.5 points in this exam (out of 10).

The attention schedule can be used to check both the lecturer and the student's progress in learning and to detect the student's theoretical, descriptive and basic normative deficiencies, which will be able to reorient them through the selfevaluation.

Evaluation summary:

a) Practical activities (30%):

1. Follow-up of theoretical and practical classes (assistance, interventions, consultations, etc.) (10 %).
2. Summary or analysis of a bibliographic reference (20%).

b) Final written test (70%)

Intellectual honesty is essential within academic communities and for the fair assessment of student work. All work submitted on this course must be original. Simply replacing cohesive elements (such as connectors) or using synonyms in a source text does not prevent the result from constituting plagiarism. Assignments that involve fraudulent collaboration or are composed with the help of artificial intelligence tools (such as ChatGPT or others) will not be accepted, unless such use is part of the course content and has been explicitly authorized by the teaching staff.

The grading system follows the regulations of the University of Valencia approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

REFERENCES

Basic references

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SOLÀ, Joan; LLORET, Maria-Rosa; MASCARÓ, Joan; PÉREZ SALDANYA, Manuel (dir.) (2002): *Gramàtica del català contemporani*, 4a edició (definitiva, 2008), Barcelona: Empúries.

Complementary references

BADIA, Antoni Maria (1994): *Gramàtica de la llengua catalana*, Barcelona: Enciclopèdia Catalana.

CUENCA, M. Josep (1996): *Sintaxi fonamental*, Barcelona: Empúries.

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HERNANZ, M. Lluïsa i José M. BRUCART (1987): *La sintaxis. 1. Principios teóricos. La oración simple*, Barcelona, Crítica.

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TODOLÍ, Júlia (1998): *Els pronoms personals*, València: Publicacions de la Universitat de València.