

**COURSE DATA****DATA SUBJECT****Code:** 35393**Name:** Analysis and criticism of Catalan narrative**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1001 - Degree in Catalan Studies	Text analysis and criticism in Catalan	COMPULSORY

COORDINATION

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SUMMARY

It is a compulsory subject that belongs to the subject Analysis and criticism of texts in the Catalan language. The purpose of the subject is to provide students with the theoretical and practical basis necessary to analyze narrative texts. This subject delves into students' critical ability to analyze and comment on narrative texts, and connects with other similar ones but applied to other types of texts such as Analysis and criticism of Catalan theatre, Analysis and criticism of Catalan poetry, studied in first and second year. course, respectively, or Linguistic-discursive commentary on texts in the Catalan language.

This course integrates Sustainable Development Goals (SDGs) 4 and 5 into its content and methodology. Specifically, it contributes to SDG 4 by promoting inclusive, equitable, and high-quality education and fostering lifelong learning opportunities for all. Additionally, it aligns with SDG 5 by supporting gender equality and the empowerment of all women and girls

The basic objectives are:



- Know the methods and technical resources of narrative analysis.
- Know how to apply this knowledge in the analysis of novels, short stories and short stories.
- Understand the aesthetic results of the different technical options and delve into the critical capacity to capture the composition and functioning of narrative texts.
- Know how to relate the various techniques with the different narrative models and historical contexts.
- Know how to transmit this knowledge.

The subject participates in the teaching innovation projects of the consolidated group GESOLCAT (GCID23_2585499).

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

It is necessary to have basic knowledge of understanding and correct expression in the Catalan language; and it is also recommended to have the training received in the previous subjects of the subject (Analysis and criticism of Catalan theater and Analysis and criticism of Catalan poetry).

COMPETENCES / LEARNING OUTCOMES

1001 - Degree in Catalan Studies

Advanced communicative competences in the Catalan language.

Apply quality criteria in philological work.

Familiarity with techniques and methods of analysis of literary texts in the Catalan language and how they are applied in the academic field and in literary criticism.

Know the professional environment and the resources for labour insertion.

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.

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.

Work and learn autonomously and plan and manage work time.



DESCRIPTION OF CONTENTS

1. Introduction to the narrative text

- 1.1. Definition.
- 1.2. Characteristics.
- 1.3. Components: narrative or narrative act, discourse and story.

2. Analysis of the narrative or narrative act

- 2.1. Narrator: narrative levels and types of narrators. Functions of the narrator. Functions of metadiegetic or second stories. The mise en abyme. The reduced metadiegetic or pseudodiegetic.
- 2.2. Narratory: narrative levels and types of narration.
- 2.3. Storytelling time.
- 2.4. The narrative metalepsis.

3. Analysis of the narrative discourse

- 3.1. Mode: distance and focus.
- 3.2. The different types of focus: zero, internal and external. Focusing alterations: paralipsis and paralepsis.
- 3.3. The distance in the story of events and words (the different modalities of the character's discourse).
- 3.4. Time: order (anachronies, analepsis and prolepsis), duration or speed (pause, scene, summary and ellipsis) and frequency (singulative, repetitive and iterative story).

4. Analysis of history

- 4.1. Time.
- 4.2. Space.
- 4.3. Characters.

At the end of this subject, the student must be able to:

- Know the evolution of poetry written in the Catalan language, during the contemporary period.
- Know the production of the most relevant authors of contemporary poetry in the Catalan language.
- Analyze representative works of poetry from this period, taking into account not only the stylistic aspects but also the cultural and literary context itself and the major European trends of the genre.
- Comment on and interpret poems and relate them to the aesthetics of the period.
- Locate, understand and synthesize bibliography and other resources on contemporary Catalan poetry.
- Prepare, both individually and in teams, activities aimed at teaching contemporary poetry in the field of education.

**WORKLOAD****PRESENCIAL ACTIVITIES**

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

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	22,00
Independent study and work	6,00
Preparation of lessons	26,00
Preparation for assessment activities	34,00
Resolution of case studies	2,00
Total hours	90,00

TEACHING METHODOLOGY

The subject, with regard to face-to-face hours, is structured in 2 weekly theoretical-practical sessions in the classroom (2 theoretical hours and 2 practical hours) for each student, for which the teacher will make a dossier available to the students. of theoretical material and analysis and commentary material.

Theoretical classes:

The theoretical sessions will be intended to introduce and comment by the teacher and the students on the methodology and theoretical concepts, presented in the program, which will be used for the analysis of the narrative texts.

Practical classes:

The practical sessions will respond to the following activities:

¿ Preparation and correction of specific analysis activities on the different texts, carried out collectively.

¿ Preparation of a text analysis activity assigned to a student or a group of students, which will be defended orally in public and which will count towards the final grade.

Other activities

Non-contact hours will be dedicated to:



¿ The study and preparation of the theoretical-practical classes.

¿ The preparation and completion of practical work.

¿ Preparation for the final test.

Email and the Virtual Classroom will be used as means to communicate changes, details about practices, etc. For individual questions or doubts about the subject, there are face-to-face tutorials.

The teaching staff of the subject will guarantee the presentation and discussion of the rubrics provided by the consolidated teaching innovation groups GESOLCAT and TREFINCAT within the framework of the PIEC Writing, oral expression and audiovisual discourse in the subjects of the area of ¿¿Catalan Philology (2nd phase) and Methodologies, tools and ICT resources for the TFG in Catalan Philology, respectively. The completion of a non-evaluative practice of oral/written expression will be ensured in accordance with these rubrics, with the adaptations considered appropriate. This practice will serve as an instrument to control the evolution of each student. The results will be recorded so that they can be provided to the teaching staff of the control subjects of the following course or, where appropriate, to the coordinators of the TFG.

Within the framework of the Authors in the Classrooms cycle, sessions with guest speakers may be organized. At the beginning of the teaching period for the subject, you will be informed of the possible complementary activities that will be organized and the impact they may have on teaching and evaluation.

Intellectual honesty is vital in academic communities and for the fair evaluation of the student¿s work. All work submitted in this course must be of original authorship. Submissions that involve fraudulent collaboration or composition with the aid of artificial intelligence (ChatGPT or others) will not be accepted, unless their use is part of the course content and is authorized by the lecturer.

EVALUATION

Final tests

A final written exam worth 60% of the final grade. It will consist of the proposal of a narrative text to be analyzed and the relevant explanation of the theoretical points worked on. The student will be able to consult the theoretical and practical material.

Practical work

The oral commentary of narrative texts carried out during the course. It will be worth 40% of the final grade. Due to its nature of oral practice in the classroom, this work will not be recoverable in the second call. Note: Throughout the final test it is necessary to demonstrate good knowledge of the formal register and grammatical regulations. In accordance with the criteria agreed upon by the Council of the Department of Catalan Philology, violating the regulations will result in a disqualification, regardless of the content grade.



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

Evaluation tests	% of final
Practical Activities Oral commentary	40%
Final tests Final exam	60%

REFERENCES

GARRIDO DOMÍNGUEZ, A. (1993) El texto narrativo, Síntesis, Madrid.

GENETTE, G. (1989, 1ª ed. 1972) Figuras III, Lumen, Barcelona.

RIMMON-KENAN, S. (1983) Narrative Fiction: Contemporary Poetics, Routledge, Londres-Nova York.

SIMBOR ROIG, V. (2025), Primera lliçó sobre anàlisi de la narrativa, Publicacions de l'Abadia de Montserrat, Barcelona.

The teaching staff will distribute various excerpts from narrative texts in class for discussion and will inform students of the works to be read and analyzed.

BELTRÁN ALMERÍA, L. (1992) Palabras transparentes. La configuración del discurso del personaje en la novela, Cátedra, Madrid.

COHN, D. (1978) Transparent Minds, Princeton University Press, Guilford, Surrey.

DÄLLENBACH, L. (1991, 1ª ed. 1977) El relato especular, Visor, Madrid.

ESTÉBANEZ CALDERÓN, D. (1999, 1ª ed. 1996) Diccionario de términos literarios, Cátedra, Madrid.

GENETTE, G. (1983) Nouveau discours du récit, Éditions du Seuil, París.

GLAUDES, P.-REUTER, Y. (1998) Le personnage, PUF, París.



JOUVE, V. (1992) L'effet-personnage dans le roman, PUF, París.

REIS, C.-LOPES, A. C. M. (1996) Diccionario de Narratología, Ediciones Colegio de España, Salamanca.

VALLES CALATRAVA, J. R. (director) Diccionario de teoría de la narrativa, Alhulia, Granada.