

**COURSE DATA****DATA SUBJECT****Code:** 35396**Name:** Linguistic-discursive commentary of texts in the Catalan language**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	4	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

The subject is located in the fourth academic year of the Bachelor's Degree in Catalan Studies and it belongs to the module *Analysis and criticism of texts in Catalan language*. It is a compulsory subject with methodological nature, since it enables the learning of text analysis methods and techniques.

Text analysis is one of the main activities in language learning and teaching. The communicative and discursive approaches in linguistics and their application to language and literature teaching have promoted textual analysis based on the three text properties: adequacy, coherence and cohesion. These properties, especially cohesion, enhance a linguistic-discursive approach to text analysis and production from a discrete and well-defined number of concepts, as a basis for commenting on texts and for improving the students' productions. This brief description summarizes the theoretical and applied scope of what we call *text grammar*.

The subject deepens the students' critical ability to analyze mostly non-literary texts, such as journalistic and academic-scientific genres. The module *Analysis and criticism of texts in Catalan language* also



includes the subjects *Analysis and criticism of Catalan theater*, *Analysis and criticism of Catalan poetry* and *Analysis and criticism of Catalan narrative*, which focus on the analysis of literary texts, from different theoretical and conceptual frameworks, but with similar methodologies.

The subject participates in the GESOLCAT teaching innovation project. Moreover, the selection of texts for the development of the subject focuses, mainly, on the Sustainable Development Goals (SDGs) 4 (quality education), 5 (gender equality), 10 (reduction of inequalities), 13 (climate change), 15 (life in terrestrial ecosystems) and 16 (peaceful and inclusive societies).

The subject aims basically to:

- get to know and be capable of explaining the main concepts of discourse analysis, text linguistics and text grammar;
- know the methods and techniques of text analysis from the point of view of text grammar;
- be able to apply this knowledge to different types of texts, especially non-literary ones;
- be capable of transmitting this knowledge.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

An advanced level of texts understanding and of the Catalan linguistic norm is advised.

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 non-literary texts and how they are applied.

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

- 1.1. The text commentary. General concepts: domains of use and registers, genres, typologies and sequences
- 1.2. Text grammar and the textual properties (adequacy, coherence and cohesion)
- 1.3. The journalistic field and the academic field. Genres and sequences. Linguistic-discursive features
- 1.4. Virtual communication. The field of social networks

2. Grammar and utterance

- 2.1. Utterance and deixis
- 2.2. Modalization
- 2.3. Polyphony and reported speech

3. Referential devices

- 3.1. Discourse reference
- 3.2. Grammatical and lexical devices
- 3.3. Anaphora
- 3.4. Ellipsis
- 3.5. Alternation of verb tenses
- 3.6. Lexical cohesion



4. Connection, coherence and discourse style

- 4.1. Definition and types
- 4.2. Connectors
- 4.3. Textual connection and textual coherence
- 4.4. Compound sentence: loose and cohesive style

Learning outcomes

By the end of this subject, students are to:

- Analyze and comment on different types of texts, especially non-literary ones, from the perspective of text grammar.
- Define the concept of cohesion and relate it to coherence and adequacy.
- Identify, define, and classify the main mechanisms of cohesion.
- Define the different mechanisms of reference and identify them in texts.
- Define connection, describe the types of connection and the function they perform, define the concepts included, and identify them in texts.
- Construct texts that are cohesive, coherent, and appropriate for the communicative situation.

WORKLOAD

PRESENCIAL ACTIVITIES

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

NON PRESENCIAL ACTIVITIES

Activity	Hours
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Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	0,00
Preparation of lessons	26,00
Preparation for assessment activities	34,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

Regarding in-person hours, the subject is structured into two weekly theory-practice sessions in the classroom, distributed over two days, for which the professors will provide students with theoretical and practical material for analysis and commentary. For proper monitoring of the subject, reading, discussion, and study of M. Josep Cuenca's book *Gramàtica del text* (Alzira / València, Bromera / IIFV, 2008) are mandatory. Additionally, for the more theoretical content, the work and study of the chapters to be indicated from *De la frase al text. Teories de l'ús lingüístic* (Castellà, 1992) and *Text i gramàtica. Teoria i pràctica de la competència discursiva* (Conca, Costa, Cuenca & Lluch, 1998) are mandatory.

The learning outcomes of the subject are achieved through the active involvement of the student, who must actively participate in the learning process.

Theoretical classes

Theoretical sessions will be dedicated to discussing the theoretical concepts of the program in class and commenting on the linguistic-discursive analysis methodology. Each topic will begin with the mandatory reading of the corresponding chapter from Cuenca (2008). In addition, at the beginning of the course, the mandatory theoretical bibliography for each topic will be provided, corresponding to the chapters to be indicated from Castellà (1992) and Conca, Costa, Cuenca & Lluch (1998).

Discussions will be based on these readings and the students' prior work with these materials. In this sense, master classes will be limited to introductory guidance, so that in-depth work on theoretical content stems from students' effective prior study and classroom discussion. Therefore, active participation in the discussion of theoretical topics is essential to achieve the objectives of the subject.

In accordance with this methodological perspective, at the beginning of the course, a list of 17 theoretical statements will be provided, which will make up the theoretical part of the final exam. Based on the basic bibliography specified above, students must prepare, in groups of three people (exceptionally, four people), an oral presentation of one of these statements and a written elaboration of the statement as a potential exam question (one statement per group, so 17 working groups must be formed). The oral presentation and the group written elaboration of the statement constitute two assessable assignments and must conform to the production criteria for formal academic texts.

At the beginning of the course, the professor will establish the calendar for the oral presentations of the theoretical statements in agreement with the students. From the date of the oral presentation, student



groups must submit the written elaboration of the theoretical statement to the professor, who will correct it, and students must include in the text the corrections and suggestions for improvement requested.

For the preparation of oral presentations and the written text of the theoretical statement, it is recommended that student groups seek advice from the professor through tutorials.

Practical classes

In the practical sessions, a selection of texts will be proposed for reading, analysis, and critique between the professor and the students. In addition, complementary materials for each topic will be provided, including resolved analysis activity proposals similar to those in the final exam.

Throughout the course, in classroom sessions, text commentary activities previously proposed by the professor will be discussed, which students must prepare to present when requested. Each student must participate in the discussion of at least one of the activities proposed.

Due to their nature as classroom practicals, carrying out these activities requires attendance at class sessions and active participation. These practicals cannot be performed outside the teaching period and cannot be recovered in a second call.

Non-presential hours will be devoted to:

- Preparation of individual or group assignments (30 h).
- Class preparation (26 h).
- Preparation of assessment activities (34 h).

Professors and students will use the Virtual Classroom and email as a means to communicate changes and details about the practicals. However, attending in-person tutorials is recommended to address individual or specific questions or doubts.

Other activities

Within the framework of the "Authors in the Classrooms" cycle, sessions with invited speakers may be organized.

**EVALUATION**

The assessment of student learning will be carried out based on two elements:

1. Assessable practices (40%)

a) Group presentation of a theoretical statement. The visual support for the presentation must be submitted (5%).

b) Group written elaboration of the presented theoretical statement. The teaching staff will correct the written text, and the student group must incorporate the suggested modifications or improvements (5%).

c) Individual in-class presentation and discussion of a brief commentary activity from those proposed by the professor for each practical session, and at the professor's discretionary and direct request during class sessions (10%).

d) Mid-term linguistic-discursive commentary on a text (20%). A text will be proposed for an individual assessable commentary. This commentary will be held in the classroom on April 20, 2026. A minimum of 0.75 points must be obtained in this practice; if this threshold is not met, it must be retaken in the second call.

2. Final Exam (60%) The final exam will be theoretical-practical and will account for 60% of the final grade. The exam will consist of the theoretical and reasoned exposition of one of the 17 theoretical statements (20%), according to the professor's decision, and the linguistic-discursive commentary on a text, based on a question that will focus on the most relevant linguistic-discursive aspects of the proposed text (40%). A minimum of 1.5 points must be obtained in the commentary section (out of a maximum of 4 points), and the sum of the theoretical and commentary sections must reach a minimum of 2.5 points (out of a maximum of 6 points).

To pass the subject, the sum of the practical activities and the final exam must be equal to or greater than 5 points.

Due to their nature as in-class assignments, the presentation of the theoretical statement, the written elaboration of the statement, and the practice of presenting and discussing a text commentary activity are not recoverable in a second call. The mid-term practical and, obviously, the final exam can be taken in a second call under the same criteria as in the first call.

In all aspects of the evaluation, a good knowledge of the appropriate formal register for the academic field and linguistic rules must be demonstrated. In accordance with the criteria agreed upon by the Council of the Department of Catalan Philology, committing rule violations will result in a "not suitable" grade, regardless of the content's score.

Assessment Summary:



a) Assessable assignments (40 %)

- Group oral presentation of a theoretical topic (5%)
- Group written elaboration of the same topic (5%)
- Individual in-class discussion and oral presentation of a commentary activity (10%)
- Mid-term practice (20%; minimum mark: 0,75 points).

b) Final exam (60 %; minimum mark: 2,5 points)

- Reasoned exposition of a theoretical aspect of the program (20%)
- Linguistic-discursive commentary on a text (40 %; minimum mark: 1,5 points).

Intellectual honesty is vital in academic communities and for the fair assessment of student work. All work submitted in this course must be of original authorship. Work involving fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, unless the use is part of the course content and is authorized by the teaching staff.

The grading system follows the regulations of the Universitat de València approved by the Governing Council on May 30, 2017. ACGUV 108/2017.

REFERENCES

Basic references

Castellà, Josep Maria, De la frase al text. Teories de l'ús lingüístic, Barcelona. Empúries, 1992

Conca, Maria; Costa, Adela; Cuenca, M. Josep; Lluch, Gemma, Text i gramàtica. Teoria i pràctica de la competència discursiva, Barcelona, Teide, 1998.

Cuenca, M. Josep, Gramàtica del text, Alzira / València, Bromera / IIFV, 2008.

Cuenca, M. Josep, Comentari de texts, València, Bullent, 1996.

Lluch, Gemma; Nicolàs, Miquel, Escriptura acadèmica. Planificació, documentació, redacció, citació i models, Barcelona, EdiUOC, 2015.



Complementary references

Calsamiglia, Helena; Tusón, Amparo, Las cosas del decir. Manual de análisis del discurso, Barcelona, Ariel, 1999.

Cuenca, M. Josep, Comentario de textos: los mecanismos referenciales, Madrid, Arco Libros, 2000.

Cuenca, M. Josep, La connexió i els connectors. Perspectiva oracional i textual, Vic, Eumo, 2006.

Ribera, Josep, La cohesió lèxica en seqüències narratives, Alacant / Barcelona, IIFV / PAM, 2012.