



## COURSE DATA

### DATA SUBJECT

**Code:** 35408  
**Name:** Edition of texts in the Catalan language  
**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	3	First quarter
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	4	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1001 - Degree in Catalan Studies	Applications of Catalan studies to publishing	ELECTIVES
1001 - Degree in Catalan Studies	Applications of Catalan studies to publishing	ELECTIVES

### COORDINATION

LOPEZ-PAMPLO RIUS GONÇAL

RUBIO ALBARRACIN JOSEP E

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## SUMMARY

The editing of texts is one of the most characteristic practices of philology in the classical sense. It presupposes not only a knowledge of the methodology of critical editing, but also the ability to confront and resolve a diverse set of problems in which historical, cultural, linguistic, etc. factors converge. It is in the edition of the text that it appears in all its multiform dimension as a crossroads of different disciplines.

In this optional subject, who belongs to the subject-matter of ¿Applications of Catalan studies to publishing¿, text criticism is studied, fundamentally in a practical way. The texts worked on are limited to the Catalan linguistic area.

The subject participates in the teaching innovation project of the consolidated group LiCCA (



GCID23\_2591317). The PIEC of this group responds to strategic lines aimed at achieving the Sustainable Development Goals: actions to promote employment and entrepreneurship; actions to promote gender equality, diversity and sustainability; and active methodologies for learning, among others.

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

A good knowledge of the History of the Language and Medieval and Modern Literature is recommended. An adequate command of the rules in the Catalan language and written competence in the preparation of academic texts is required.

## COMPETENCES / LEARNING OUTCOMES

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Advanced communicative competences in the Catalan language.

Apply quality criteria in philological work.

Knowledge of textual criticism and edition of texts in Catalan and how it is applied.

Knowledge of the different processes of the industries of language and culture, and the different elements that comprise the literary circuit in the field of the Catalan language.

Know the grammar and develop communicative competences in Catalan.

Know the professional environment and the resources for labour insertion.

Poseer conocimientos de las herramientas, los programas y las aplicaciones informáticas específicas del área de 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.

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 developed the learning skills needed to undertake further study with a high degree of autonomy.

The ability to find, handle and make use of the information contained in databases and other software and



Internet tools in the field of Catalan philology.

Work and learn autonomously and plan and manage work time.

## DESCRIPTION OF CONTENTS

### 1. Objectives, contents and methodology

### 2. Introduction to text editing. Concepts and typology

Concepts: text, document, work, testimonies. Phases. Typology: facsimile, diplomatic, critical -diplomatic-interpretative or regularised-, genetic, digital, adapted, etc. Components: introductory study, principles and criteria of edition, edited text, critical apparatus, abbreviations.

### 2. The document and textual transmission

Paleography, codicology, analytical bibliography. Transcription criteria. Comparison of testimonies. Type of error. Filiation of testimonies in the stemma.

### 3. The elaboration of the edition

Testimonies: compilation, census, description and collation. Criticism: examination and affiliation; base text; criteria for emendation; constitution of the text; apparatus (typologies).

Editing criteria.

### 4. The edition of texts in the Catalan tradition

History of the edition of texts in the Catalan language.

Processes and conditions of philological editing as a publishing commission.

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

¿Know the history of publishing in the Catalan linguistic field and, more specifically, with regard to texts in the Catalan language.

¿Correctly differentiate between the different types of publishing that exist on the market or that can be



prepared, taking into account the interests of the curator or the public.

¿Correctly apply the different publishing rules, according to the type of work that is being faced.

¿Prepare, according to the different types of publishing, texts written in Catalan from the 13th to the 20th centuries.

¿Develop the relevant critical apparatus in order to explain, to different types of readers, the edited texts.

¿Write introductory comments, appendices and glossaries, if applicable, of editions of texts in Catalan from any period.

¿Interrelate the contents of the subject with those of other humanistic disciplines.

¿Reflect on problems raised by criticism and initiate research methods in the field of text editing in order to confront and resolve possible problems.

¿Understand and correctly summarize the content of specialized studies or monographs and, if necessary, be able to critically evaluate them, especially when faced with editions of texts previously made.

Know and understand, from the field of the degree itself, the inequalities due to sex and gender in society; integrating the different needs and preferences due to sex and gender in the design of solutions and problem solving.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Computer classroom practice	30,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

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

## TEACHING METHODOLOGY



The methodology combines theoretical and practical activities. Practice plays a fundamental role in this subject. Students will work with different types of editions and will have to analyse, deductively and with the guidance of the lecturers, the characteristics that define them. On the other hand, and on the basis of specific cases, students will carry out a series of practical exercises in the description of testimonies and critical editing of texts.

The theoretical part will be devoted to the presentation of the contents necessary for the understanding of text criticism and its history in the Catalan linguistic area, from the 13th century to the present day.

The practical part will consist of: a) study and description of the testimonies; b) editing (palaeographic, diplomatic-interpretative, regularised, etc.) and annotation of texts (critical apparatus: variants, sources and notes on understanding).

The virtual classroom and e-mail are the means to be used to communicate changes, details about internships, etc. Attendance at the face-to-face tutorials is recommended to deal with questions or doubts of an individual or specific nature. Tutorials will not be used in any case to re-explain content already taught in class.

Whenever possible, a session and/or seminar will be scheduled with a specialist in the subject (*Authors in the Classroom Programme*). At the beginning of the teaching period of the subject, the activity and the impact it will have on teaching and assessment will be announced.

## EVALUATION

The evaluation of the student's learning will be based on two elements:

1. Activities carried out throughout the course (40%):

1.1. Exercises (30%)

At the beginning of the teaching period of the subject, the exercises to be carried out and the delivery



schedule will be informed.

3 exercises. They will be prepared individually, at home, and will be corrected in class. 3 points. Each passing exercise will be graded with a maximum of 1 point. A 4/10 must be obtained in 2 of the 3 exercises in order to pass the course.

The exercises will only be assessed during the course. Only 1 of the 3 exercises can be recovered in the 2nd call (the one with the lowest grade).

### 1.2. Preparation and participation (10%)

Preparation of the compulsory readings and practical exercises. Participatory attendance in class. 1 point.

The preparation and participation (1.2) cannot be recovered in the 2nd call.

### 2. Final exam (60%)

2.1. Evaluation of the concepts of the syllabus (30%). 3 points.

2.2. Exercise on the application of the contents of the syllabus (30%). 3 points. This exercise may be validated by a continuous assessment work to be carried out throughout the course and which will evaluate the contents of the main units.

In accordance with the criteria agreed by the Council of the Department of Catalan Language and Literature, failure to comply with the regulations will result in a failing grade.

The general evaluation system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017. 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.

Summary of the evaluation:



1. Course activities: 40% 1.1.

1.1. Exercises (30%)

1.2. Attendance (10%)

2. Final test: 60% 2.1.

2.1. Concepts (30%)

2.2. Application of the syllabus (30%)

## REFERENCES

### Main references

Allés, S. (2020). «Crítica textual y edición digital, o ¿dónde está la crítica en las ediciones digitales», *Studia Aurea*, vol. 14, p. 63-98.

Biasi, P. M. de (2011). *Génétiqúe des textes*, Paris, CNRS

Bleuca, A. (1987). *Manual de crítica textual*, Madrid, Castalia.

Canfora, L. (2014). *El copista como autor*, Salamanca, Delirio.

Capelli, A. (2011). *Dizionario di abbreviature latine ed italiane*, Milano, Hoepli.

Greetham, D. C. (ed.) (1995). *Scholarly Editing. A Guide to Research*, Nova York, The Modern Language Association of America.

Martínez-Gil, V. (coord.) (2013). *Models i criteris de l'edició de textos*, Barcelona, UOC.

Pujol, J. M.; Solà, J. (1995). *Ortotipografia. Manual de l'autor, l'autoeditor i el dissenyador gràfic*, Barcelona, Columna.

Veny, J. R. (2015). *Criticar el text. Per a una metodologia de l'aparat crític d'autor*, Lleida, Pagès Ed.



### Secondary references

Brambilla, F. (1984). *L'edizione critica dei testi volgari*, Padova, Antenore.

Martines, V. (1999). *L'edició filològica de textos*, València, Universitat de València.

Reynolds, L. D.; Wilson, N. G. (1986). *Copistas y filólogos. Las vías de transmisión de las literaturas griega y latina*, Madrid, Gredos.