



COURSE DATA

DATA SUBJECT

Code: 35579
Name: Language A1: Usage and norms of the Catalan language
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1009 - Degree in Translation and Interlinguistic Mediation (English)	Facultat de Filologia, Traducció i Comunicació	1	First quarter
1010 - Degree in Translation and Interlinguistic Mediation (French)	Facultat de Filologia, Traducció i Comunicació	1	First quarter
1011 - Degree in Translation and Interlinguistic Mediation: German	Facultat de Filologia, Traducció i Comunicació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1009 - Degree in Translation and Interlinguistic Mediation (English)	Language	BASIC
1010 - Degree in Translation and Interlinguistic Mediation (French)	Language	BASIC
1011 - Degree in Translation and Interlinguistic Mediation: German	Language	BASIC

COORDINATION

MARTI BADIA ADRIA

SUMMARY

Language A 1: Usage and norms of the Catalan language is a subject that is part of the Basic Training: Language within the General Multilingual Training module. This course presents the social situation of the Catalan language and focuses on the study of grammatical aspects (phonetic, phonological and morphosyntactic) applied to the construction of oral and written texts.

More specifically, the course has the following objectives:

- To develop learners' linguistic competence and their ability to produce formal oral and written texts.



- To make learners understand the role of norms and the importance of standard language.
- To provide students with basic tools and strategies to solve grammatical and discourse problems autonomously.

This subject takes special account of SDG 4, and, specifically, contributes to "achieving inclusive and quality education for all".

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

In order to be able to follow the contents of the course and achieve the objectives, students will have to start from a knowledge of the language equivalent to that achieved at the end of high school.

COMPETENCES / LEARNING OUTCOMES

1009 - Degree in Translation and Interlinguistic Mediation (English)

Apply information and communication technologies and computer tools to translation and linguistic mediation.

Apply quality criteria to work in the field of translation and linguistic mediation, following the specifications of the European quality standard EN-15038:2006.

Compare and analyse the constituents of one's own language with those of other languages, in order to apply them to translation and linguistic mediation.

Interrelate different areas of humanistic studies.

Know the grammar and develop communicative skills in Catalan, applied to translation and linguistic mediation, at a C2 level of the Common European Framework of Reference (CEFR).

Show ethical commitment in the field of translation and linguistic mediation 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 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 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 in the field of translation and linguistic mediation.

Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.

1010 - Degree in Translation and Interlinguistic Mediation (French)

Apply information and communication technologies and computer tools to translation and linguistic mediation.

Apply quality criteria to work in the field of translation and linguistic mediation, following the specifications of the European quality standard EN-15038:2006.

Compare and analyse the constituents of one's own language with those of other languages, in order to apply them to translation and linguistic mediation.

Interrelate different areas of humanistic studies.

Know the grammar and develop communicative skills in Catalan, applied to translation and linguistic mediation, at a C2 level of the Common European Framework of Reference (CEFR).

Show ethical commitment in the field of translation and linguistic mediation 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 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 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 in the field of translation and linguistic mediation.

Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.

1011 - Degree in Translation and Interlinguistic Mediation: German

Apply information and communication technologies and computer tools to translation and linguistic mediation.

Apply quality criteria to work in the field of translation and linguistic mediation, following the specifications of the European quality standard EN-15038:2006.

Compare and analyse the constituents of one's own language with those of other languages, in order to



apply them to translation and linguistic mediation.

Interrelate different areas of humanistic studies.

Know the grammar and develop communicative skills in Catalan, applied to translation and linguistic mediation, at a C2 level of the Common European Framework of Reference (CEFR).

Show ethical commitment in the field of translation and linguistic mediation 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 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 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 in the field of translation and linguistic mediation.

Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.

DESCRIPTION OF CONTENTS

1. The text as a communicative unit

2. Sentence structure

3. Word formation

4. Sounds and spelling

WORKLOAD



PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	20,00
Preparation of lessons	30,00
Preparation for assessment activities	20,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The training activities of this course consist of 60 face-to-face hours (40% of the total workload) and 90 non-face-to-face hours (60% of the workload).

The 60 classroom hours will be distributed in two weekly sessions of theoretical-practical orientation, which will address the contents of the syllabus from theoretical presentations and practical activities that encourage reflection and discussion on the issues addressed.

The 90 non-face-to-face hours correspond to the volume of work outside the classroom that is considered necessary for students to achieve the objectives of the subject. They include:

- study and preparation of theoretical and practical classes.
- exercises and preparation of written texts
- preparation of the oral test
- preparation of the written test

Students will have to prepare the theoretical and practical classes from the basic bibliography (see § 10.1), the compulsory readings (see § 11) and the dossier of the course. This material, together with the explanations given in the classroom, the programmed exercises, the resources provided through the Virtual Classroom and the reading books (see § 12), will also be the basis for the elaboration of the written text (a short narration on a free topic) and for the preparation of the final exams (written and oral).

In the first face-to-face sessions, the dates of delivery of the written text (original version and corrected version) and the specific formal characteristics that it will have to present (length, format, font, spacing, etc.) will be indicated. Once corrected, the text will be discussed with the students, who will be able to



express doubts before elaborating a second improved version.

The student will have to take into account that, once worked on in class, it will be necessary to dedicate study time to the contents of each unit in order to identify doubts and raise them in the classroom or in individual tutorials.

The oral test will take place in the last weeks of the school term and will consist of a presentation, in groups of 4 students, on one of the following topics:

1. History of the Catalan language
2. Non-verbal language
3. Being a university student in the 21st century: advantages, responsibilities and challenges.
4. The earth: a living being

The approximate overall duration will be 20 minutes. The intervention of the members of the group will have to be equal in length and will be around 5 minutes. The starting point for the preparation will be the reading, by all the members of the group, of one of the recommended books (see § 12). Elocution practice (pronunciation, expressiveness, etc.) will be of great help in detecting and correcting any difficulties. Likewise, it will be advisable for the student to have a well-formed opinion on the subject to be dealt with and to master the specific terminology necessary to express him/herself with precision and clarity. It will be of great help for this test to read and internalize the following article:

Rubio, Joana i Francesc Puigpelat (2005) "Com desbloquejar un orador", *Llengua, Societat i Comunicació* 3, 3-9. [Online].

Professor and students will use the Virtual Classroom and e-mail as a means to communicate any relevant information. However, it is recommended that students attend face-to-face tutorials in order to address individual or specific doubts.

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EVALUATION

The evaluation of learning will take into account the following aspects:

a) The completion of a final test that will evaluate theoretical and practical knowledge as well as general and specific skills related to expression, correctness and writing. This section will constitute 70% of the overall grade and will consist of a written part (60%) and an oral part (10%).

a.1) Written test (individual): it will include theoretical-practical questions related to the contents of the



subject and to the normative correction (40% of the final grade), and a written production exercise in which the textual construction, the normative correction and the ability to communicate in a formal register and a standard variety will be taken into account (20% of the overall grade).

a.2) Oral test (in groups of 4 students): it will consist of an oral presentation of approximately 20 minutes about one of the proposed topics. In both tests, the student will have to demonstrate a good knowledge of the formal register and grammatical rules. If the final written test as a whole contains normative errors, it cannot be considered passed.

b) The elaboration of a written text (a short story with a free theme). This section will also take into account the degree of involvement of the student in the learning process: active participation in classroom sessions, respect for deadlines and formal aspects (presentation). This section will constitute 30% of the overall grade.

In order to pass the course, the student must have passed all the sections.

In the second call the student will be able to release the recoverable practices. At the beginning of the course, the professor will indicate in writing which practices are recoverable.

REFERENCES

Basic

- BIBILONI, Gabriel (1997) *Llengua estàndard i variació lingüística*. València: 3 i 4.
- CONCA, Maria; COSTA, Adela.; CUENCA, Maria. Josep i Gemma LLUCH (1998) *Text i gramàtica. Teoria i pràctica de la competència discursiva*. Barcelona, Teide.
 - CUENCA, Maria Josep (2003) *Sintaxi Catalana*. Barcelona, Ediuoc
 - CUENCA, Maria Josep i Manuel PÉREZ SALDANYA (red.) (2002) *Guia d'usos lingüístics. Aspectes gramaticals*. València, IIFV.
 - *Gramàtica bàsica i d'ús de la llengua catalana*, IEC: Barcelona, 2019.
 - *Gramàtica de la llengua catalana*, IEC: Barcelona, 2016.
 - *Gramàtica essencial de la llengua catalana*, IEC: Barcelona, 2018 [<https://geiec.iec.cat/portada.asp>]
 - LACREU, Josep (1992) *Manual d'ús de l'estàndard oral*. València, Universitat de València.
 - *Ortografia catalana*, IEC: Barcelona, 2017 [https://www.iec.cat/llengua/documents/ortografia_catalana_versio_digital.pdf]
 - PÉREZ SALDANYA, Manuel; SIFRE, Manuel i Júlia TODOLÍ (2003) *Morfologia Catalana*. Barcelona, Ediuoc.
 - VILAWEB i TV3 (2011) *Una llengua que camina* [30/07/2011, Vídeo documental: <http://www.ccma.cat/tv3/alcanta/el-documental/una-llengua-que-camina/video/3741690/>]

Additional

- BADIA, Jordi; Núria BRUGAROLAS; TORNÉ, Rafael i Xavier FARGAS (1997 [2004]) *El llibre de la llengua catalana per a escriure correctament el català*. Barcelona, Castellnou.
- CABRÉ, M. Teresa i Gemma RIGAU (1986) *Lexicologia i semàntica*. Barcelona, Enciclopèdia Catalana.



- CAMPS, Anna et al. (1990) Text i ensenyament. Barcelona. Barcanova.
- CASTELLÀ, Josep M. (1993) De la frase al text. Barcelona, Empúries.
- CASSANY, Daniel (1993) La cuina de l'escriptura. Barcelona, Empúries.
- PARTAL, Vicent (2005) El català a la xarxa: Història i raons d'un èxit [19/04/2005, https://www.softcatala.org/el_catal%C3%A0_la_xarxa_hist%C3%B2ria_i_raons_dun_cas_d%C3%A8xit]
- PRIETO, Pilar (2003) Fonètica i fonologia catalanes. Barcelona, Ediuoc.
- SOLÀ, Joan (1987) Qüestions controvertides de sintaxi catalana. Barcelona, Edicions 62.
- SOLÀ, Joan (1993 [1994]) Sintaxi normativa. Barcelona, Empúries.
- SOLÀ, Joan (dir.) (2002) Gramàtica del català contemporani. 3 vol. Barcelona, Empúries.
- VILÀ, Carme (1990) Sintaxi bàsica del català. Barcelona, Barcanova.
- Quaderns d'autoaprenentatge
- FERRER, Montse i Gemma LLUCH, Ortografia I. València, Tàndem Edicions.
- _____ Ortografia II. València. Tàndem Edicions.
- _____ Pronoms febles. València, Tàndem Edicions.
- _____ Morfologia Verbal. València: Tàndem Edicions

_____ Normativa pura i dura. València, Tàndem Edicions

Recursos en línia

INSTITUCIONS I DOCUMENTS DE TREBALL

Institut d'Estudis Catalans (Llengua, recursos en línia)
<http://www.iec.cat/llengua/recursos.asp>

Institut Interuniversitari de Filologia Valenciana (IIFV). Guia d'usos lingüístics

<http://www.ua.es/institutos/inst.filovalen/Guiausos.pdf>

Gramàtica essencial de la llengua catalana (IEC)
<https://geiec.iec.cat/>

Gramàtica normativa valenciana (AVL)
<http://www.avl.gva.es/inici.html>

Criteris lingüístics per als usos institucionals de les universitats valencianes
<http://www.ua.es/spv/assessorament/criteris.pdf>

Proposta per a un estàndard oral de la llengua catalana, I Fonètica, IEC
<http://retoc.iula.upf.edu/docs/ortol/Propostaestndard1.pdf>

Proposta per a un estàndard oral de la llengua catalana, II Morfologia, IEC
<http://www.iecat.net/institucio/seccions/Filologica/pdf/Proposta%20estndard%202.pdf>



Sobre el ciberplagi acadèmic
<http://ciberplagio.es/index.php?key=34>

- DICCIONARIS I ENCICLOPÈDIES
Diccionari de la llengua catalana, DIEC, 2a edició. IEC
<http://dlc.iec.cat/>

Gran Diccionari de la llengua catalana. Enciclopèdia Catalana
<http://www.diccionari.cat/lexicx.jsp?GECART=0>

Diccionari normatiu valencià. AVL
<http://www.avl.gva.es/dnv>

Diccionari català-valencià-balear
<http://dcvb.iecat.net/>

Diccionari ortogràfic i de pronúncia. AVL
<http://www.avl.gva.es/lletres.asp>

Diccionari invers de la llengua catalana
<http://www.dilc.org/>

TermCat. Centre de terminologia en català
www.termcat.cat

Diccionari multilingüe. Enciclopèdia Catalana
<http://www.multilingue.cat/>

Lèxic obert flexionat del català (LOFC) <http://ca.oslin.org/> Inclou:
-Diccionari de divisió sil·làbica <http://ca.oslin.org/syllables.php>
-Diccionari de noms deverbals <http://ca.oslin.org/derdict.php>
-Diccionari de manlleus <http://ca.oslin.org/loanwords.php>
-Diccionari de topònims i gentilicis <http://ca.oslin.org/toponyms.php>
-Diccionari de mots encreuats <http://ca.oslin.org/crossword.php>

Diccionari de sinònims Albert Jané <http://sinonims.iec.cat/>

Diccionari valencià www.diccionarisvalencia.es



Diccionari de sinònims i frases fetes (M. Teresa Espinal) https://ddd.uab.cat/pub/lilibres/2006/89642/Diccionari_sinonims_Espinal_a2006.pdf

Enciclopèdia. Enciclopèdia Catalana <http://www.enciclopedia.cat/>

-CONSULTES LINGÜÍSTIQUES GENERALS

Optimot, Consultes Lingüístiques. Generalitat de Catalunya <http://www14.gencat.cat/llc/AppJava/index.jsp>

Portal de la Corporació Catalana de Mitjans Audiovisuals www.esadir.cat

Guia Lingüística Pràctica, Universitat Politècnica de Catalunya (UPC) <http://www2.upc.edu/slt/gl/>

Guia Lingüística. Universitat Oberta de Catalunya (UOC) http://www.uoc.edu/serveilinguistic/pdf/Guia_catalana_JULIOL-2010.pdf

Universitat Oberta de Catalunya (UOC). Servei Lingüístic <http://www.uoc.edu/serveilinguistic/criteris/ortografia/criteris.html>

-PRODUCCIÓ TEXTUAL

Universitat Autònoma de Barcelona (UAB). Argumenta http://wuster.uab.es/web_argumenta_obert/

Universitat Pompeu Fabra (UPF). Centre de redacció <http://parles.upf.edu/cr/catacd/>

Guia destil de softcatalà http://www.softcatala.org/wiki/Guia_d%27estil/Guia_2010

-AUTOAPRENTATGE

Servei de Política lingüística. Universitat de València (UV) <http://www.spluv.es/>

Àrea de Política lingüística. Generalitat Valenciana <http://www.edu.gva.es/polin/val/index.htm>

Recursos i aprenentatge del català per Internet, Universitat de Barcelona <http://www.ub.es/slc/ffil/apren/vincles.htm>

Intercat. Recursos electrònics per a aprendre la llengua i la cultura catalanes. <http://www.intercat.cat/ca/index.jsp>



FONET, pràctiques de fonètica, Universitat d'Alacant http://www.iifv.ua.es/web_uem/contingut_ind.php?id=84#.W5aUDSMS-MI

Gabriel Bibiloni. Pràctiques de fonètica <http://www.bibiloni.net/correcciofonetica/>

Josep Pii Mallarach. Pronunciem <http://www.xtec.net/~jpi/>

Els sons del català, Universitat de Barcelona <http://www.ub.edu/sonscatala/>

Atles interactiu de l'entonació del català, Universitat Pompeu Fabra <http://prosodia.upf.edu/atlesentonacio/presentacio.html>

-TRADUCTORS I CORRECTORS

Corrector ortogràfic, Sofcatalà <http://www.softcatala.org/corrector>

Traductor Sofcatalà <http://www.softcatala.org/traductor>

Traductor Internostrum <http://www.internostrum.com/>

Salt. Generalitat Valenciana http://www.edu.gva.es/polin/val/salt/apolin_salt.htm

Traductor Generalitat de Catalunya <http://traductor.gencat.net/jsp/go2text.jsp?locale=ca>

-MITJANS DE COMUNICACIÓ

À Punt (Televisió Valenciana) <https://apuntmedia.es/va/>

À Punt (Ràdio) <https://apuntmedia.es/es/directe/radio>

Corporació Valenciana de Mitjans de Comunicació <https://www.cvmc.es/es/la-cvmc/>

Televisió de Catalunya <http://www.tv3.cat/>

Catalunya Ràdio <http://www.catradio.cat/>

Vilaweb <http://www.vilaweb.cat/>

La Veudel País Valencià <http://www.laveupv.com/>

Ara.cat <http://www.ara.cat/>

Núvol. Diari digital de cultura en català <http://www.nuvol.com/>

-ALTRES RECURSOS

Paremiologia catalana (Refranys, dites, frases fetes, proverbis...) <https://refranys.wordpress.com/>

Minimàlia: frases breus per llegir, pensar, gaudir i endur-se <http://www.minimalia.net/inici.asp>

Rodamots. Cada dia un mot. <http://www.rodamots.com/inici.asp>

Octubre. Centre de cultura contemporània <http://www.octubre.cat/>

EL GRAN DICTAT (TV3)

<http://www.tv3.cat/elgrandictat/videos>

TENIM PARAULA

<http://www.upv.es/entidades/APNL/infoweb/anl/info/738567normalc.html>

POLIMÈDIA: Aprèn valencià (UPV) <https://media.upv.es/#/catalog/channel/eda03965-19d6-1a4e-abaf->



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Recursos d'aprenentatge per nivells (UPV) <http://www.upv.es/entidades/APNL/infoweb/anl/cav/521632normalv.html>

- LLIBRES DE LECTURA (preparació del tema triat per a la prova oral*)

HISTÒRIA DE LA LLENGUA CATALANA

CUENCA, M. Josep (2003) El valencià és una llengua diferent? València, Tàndem.

FERRANDO, Antoni i MIQUEL Nicolás (2005) Història de la llengua catalana. Barcelona, UOC/Pòrtic.

LÓPEZ DEL CASTILLO, Lluís (1987) El català a través del temps. Barcelona. La Llar del Llibre.

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SERRANO, Sebastià (2003) El regal de la comunicació. Barcelona, Ara Llibres.

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TERRICABRAS, Josep Maria (2003) I a tu, què timporta? Barcelona, Edicions La Campana.

LA TERRA: UN ÉSSER VIU

WILSON, Edward (2007) La creació. Una crida per a salvar la vida a la Terra. Barcelona, Empúries. SANS

ROVIRA, Ramon (2015) La darrera oportunitat. La transició energètica del segle XXI. Barcelona, Octaedro.

- LECTURES (preparació de les sessions teoricopràctiques)

Tema 1

INSTITUT INTERUNIVERSITARI DE FILOLOGIA VALENCIANA (2002) Introducció dins Guia d'usos lingüístics. Aspectes gramaticals. València, Institut Interuniversitari de Filologia Valenciana, p. 15-22. En línia: <https://web.ua.es/iifv/Guiausos.pdf>

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- Tema 2

INSTITUT INTERUNIVERSITARI DE FILOLOGIA VALENCIANA (2002) Morfosintaxi dins Guia d'usos lingüístics. Aspectes gramaticals. València, Institut Interuniversitari de Filologia Valenciana, p. 95-101 i 109-154. En línia: <https://web.ua.es/iifv/Guiausos.pdf>

CUENCA, Maria Josep (2003) Loració dins Sintaxi Catalana. Barcelona, Editorial UOC, cap.VI, p. 223- 250.

Tema 3

INSTITUT INTERUNIVERSITARI DE FILOLOGIA VALENCIANA (2002) Flexió i conjugació i Morfosintaxi dins Guia d'usos lingüístics. Aspectes gramaticals. València, Institut Interuniversitari de Filologia Valenciana, p. 63-92 i 101-109. En línia: <https://web.ua.es/iifv/Guiausos.pdf>

INSTITUT D'ESTUDIS CATALANS (2017), Morfologia dins Gramàtica de la llengua catalana. Barcelona, IEC.



- Tema 4

INSTITUT INTERUNIVERSITARI DE FILOLOGIA VALENCIANA (2002) Ortografia i pronúncia dins Guia d'usos lingüístics. Aspectes gramaticals. València, Institut Interuniversitari de Filologia Valenciana, pp. 35-59 i 114-115. En línia: <https://web.ua.es/iifv/Guiausos.pdf>

PRIETO, Pilar (2004) La fonètica dins Fonètica i fonologia. Els sons del català. Barcelona, UOC, cap. 1, p. 17-39.

INSTITUT DESTUDIS CATALANS (2017), Fonètica i fonologia dins Gramàtica de la llengua catalana. Barcelona, IEC.

INSTITUT DESTUDIS CATALANS (2017), Ortografia catalana. Barcelona, IEC. En línia: https://www.iec.cat/llengua/documents/ortografia_catalana_versio_digital.pdf