



## COURSE DATA

### DATA SUBJECT

**Code:** 35661  
**Name:** Catalan language  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Facultat de Filologia, Traducció i Comunicació	1	First quarter, Second quarter
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	1	First quarter, Second quarter
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	1	Second quarter, First quarter
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	1	Second quarter, First quarter
1013 - Degree in Classical Philology	Facultat de Filologia, Traducció i Comunicació	1	Second quarter, First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1000 - Degree in English Studies	Language	BASIC
1001 - Degree in Catalan Studies	Language	BASIC
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Language	BASIC
1008 - Degree in Modern Languages and Literatures	Language	BASIC
1013 - Degree in Classical Philology	Lengua	BASIC

### COORDINATION

MARTI BADIA ADRIA

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## SUMMARY

This is a generic subject, included in the basic training module of the philological degrees. This course will deepen students' ability to produce formal oral and written texts and their knowledge of the grammatical rules of the Catalan language. Following the Common European Framework of Reference for Languages, in



this course the student will be required to demonstrate a minimum level of B2.

In addition to the Degree in Catalan Philology, this course is part of the following degrees: Degree in English Studies, Degree in Hispanic Studies: Spanish Language and its Literatures, Degree in Classical Philology and Degree in Modern Languages and their Literatures.

This course, together with Catalan Literature (35793), will allow students to access the Minor in Catalan Philology.

The basic objectives of the course are:

- To develop the linguistic competence of the learners and their ability to produce formal oral and written texts.
- To make students aware of the importance of the standard language.
- To relate Catalan to the other Romance and non-Romance languages known to the students.
- To develop learners' strategies to solve grammatical and discourse problems autonomously.

## 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 this course, it is recommended that students start from a B1 level and have a sufficient command of the rules of the Catalan language.

## COMPETENCES / LEARNING OUTCOMES

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Apply ICT and computer programs, either locally or through a network, in the field of English Studies.

Apply information and communication technologies and computer tools to language studies.

Apply information and communication technologies and computer tools to modern languages and literatures.

Apply quality criteria in philological work.

Apply quality criteria to work in the field of modern languages and literatures.

Be able to work and learn autonomously and to plan and manage work time.

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



Demonstrate, within the field of English Studies, an ethical attitude that focuses on aspects such as gender equality, equal opportunities, the values of the culture of peace and democracy and a sensitiveness regarding environmental problems and sustainability while, at the same time, knowing about and being able to appreciate linguist diversity and multiculturalism.

Have and apply general knowledge in humanistic areas related to this field of study.

Interrelate different areas of humanistic studies.

Know the grammar and develop communicative competences in Catalan.

Know the grammar and develop communicative competences in Spanish.

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.

Show ethical commitment in the field of modern languages and literatures 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 ones workload.

Work and learn autonomously and plan and manage work time.

Work as a team in the environment of language studies and develop interpersonal relations.

Work as a team in the environment of modern languages and literatures.

Work in a team in contexts related to English Studies and develop interpersonal relationships.

## DESCRIPTION OF CONTENTS

### 1. Introduction to Catalan Language

- 1.1. Catalan as a Romance Language.
- 1.2. Unity and Diversity of the Language: Linguistic Variation.
- 1.3. Social Situation and Normativization. Interference.



1.4. Documentation and Grammatical Resources.

2. The construction of the text

2.1. Properties of the Text.

2.2. Appropriateness to Register. Marks of Formality. Modalization. Impersonality.

2.3. Coherence.

2.4. Cohesion. Reference. Connection. Punctuation.

3. The construction of the sentence

3.1. Grammatical and Phrase Categories.

3.2. Specifiers and Dixi: Determiners, Quantifiers, and Terms of Negative Polarity.

3.3. Pronouns.

3.4. Sentence composition and cohesive style.

3.4.1. Relatives.

3.4.2. Prepositions, conjunctions, and other connectives.

3.4.3. Sentence types.

3.5. Verbal periphrases.

4. The form of words

4.1. Nominal morphology.

4.2. Verbal morphology.

4.3. Derivation and composition.

5. From sounds to writing

5.1. The vowel system.

5.2. The consonant system.

5.3. The syllable: apostrophe, accentuation and diaeresis.

Learning outcomes

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

Correctly write texts in Catalan language, both individually and in groups, and through the appropriate use of communication and information technologies.

Make an oral presentation in Catalan language correctly, both in terms of regulations and in terms of the discursive characteristics of a formal register.

Correctly describe fundamental aspects of the norms related to the syntax, morphology, phonetics



and spelling of the Catalan language.

Analyze constituents of the Catalan language and compare them with those of languages known and studied by the students.

Understand and correctly summarize the content of studies or monographs.

Argue adequately on aspects that can be the subject of reflection, polemic or controversy.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	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	15,00
Independent study and work	25,00
Preparation of lessons	35,00
Preparation for assessment activities	15,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The course content is introduced based on the learner's prior knowledge, and the learner must actively participate in the learning process. For this reason, students may take an initial oral and written level test (or worksheet).

Regarding classroom hours, the course is structured weekly into a theory session and a classroom practice session, for which the faculty will provide students with a workbook. In addition, the practical sessions will address all specific aspects of the presentation and correction of the written production exercises, the standard exercises, and the preparation of the oral test. Any questions students may have about the written test and the rest of the assessment will be addressed.

The practical activities will be:

- a) Assessment of general knowledge and assimilation of a study (proposed as course reading) related to



most or all sections of Topic 1. This activity will be assessed through the creation of a written text, independently of the final theoretical-practical test, in the form of a summary, review, or critical essay reviewing and assessing the content. Completion of the course and the information literacy exam, organized by the Humanities Library, will also be assessed within Topic 1, in relation to the learning of information and documentation search processes. Maximum score for these two activities: 1 point (one-third of the assessment exercises).

b) The individual production of one or two written texts (where the theory of Topic 2 will be taken into account). Maximum score: 1 point (one-third of the assessment exercises).

c) Completion of the dossier of normative exercises related to Topics 3, 4, and 5. Each of the exercises must be submitted on the day specified by the instructor during the course sessions. The grade obtained on the exercises presented during the course may be maintained until the second sitting, if applicable. Due to its nature as a face-to-face classroom activity, this practical activity cannot be submitted for the second sitting if it was not completed during the class period. Maximum grade: 1 point (one-third of the assessment exercises).

In the practical sessions, the instructor will specify the study of Topic 1 (a general text or one chosen from a list of works), the due dates for each written text, as well as its specific characteristics (length, format, font, line spacing, etc.). The text(s) in point b) will be expository-argumentative.

Regarding oral language skills in Catalan, it is considered that students should already have a B1 level by the beginning of university courses (for the typical student profile), and that meaningful follow-up of the course (both through written and reading exercises, as well as limited oral exercises developed in class) should be sufficient to pass the oral tests. If the professor, or the student involved, identifies a deficit in oral expression that exceeds the average entry profile, the student will need to make up for this deficit through supplementary oral practice through courses offered by the University or elsewhere. Students who, prior to their undergraduate studies, have not completed full Catalan language studies at primary and secondary levels must inform the professor, who may suggest the possibility of placing them in a group with specific needs.

The professor will also provide information during the practice sessions on the preparation of the final oral presentation, the assessment criteria, and the schedule for this oral exam. To prepare for the oral exam, students may voluntarily participate in the language tandem program within the course. The professor will explain how it works at the beginning of the course.

As a general rule, the development of students' ethical commitment will be taken into account in the production of oral and written texts, particularly with regard to knowledge and appreciation of linguistic diversity and multiculturalism.

Regarding non-contact hours, students will dedicate them to:

a) studying and preparing for theoretical and practical classes,

b) preparing and completing practical work,



c) preparing and completing the final oral presentation,

d) preparing and completing the final written test.

Teachers and students may use the Virtual Classroom and email as a means to communicate changes, details about the practicals, etc. However, individual or specific questions or concerns will be addressed in tutorials, whether in person or online.

Attendance at practical classes may be monitored by the faculty. Failure to attend classes does not excuse students from participating in any of the scheduled activities or from complying with all the accompanying requirements (deadlines, characteristics, midterm assessments, etc.).

At the beginning of the course period, students will be informed of any complementary activities that will be organized and their impact on teaching and assessment.

## EVALUATION

Student learning will be assessed based on two elements:

a) The practical assignments (assessment of the two activities on Topic 1: writing a written text and the information literacy course and exam; assignment on Topic 2; and exercise dossier) completed during the course. This section will constitute 30% of the grade, divided proportionally among the three parts (activities on Topic 1, assignment on Topic 2, and exercise dossier). This part will assess compliance with deadlines for completion and submission, presentation rules, and participation in practice sessions in which the activities will be supervised and discussed. Due to its nature as a face-to-face classroom activity, the activity dossier cannot be submitted in the second sitting if it has not been completed during the class period.

b) A final exam that will assess theoretical and practical knowledge, as well as the acquisition of general and specific skills. This section will account for 70% of the grade. This test consists of a final written exam and an oral exam.

- The final oral exam will comprise two components: a) a reading review and b) an oral language proficiency test. The oral test will be recorded, and other teachers from the subject or from the synchronous linguistics area, in addition to the group leader, may participate at the same time.

The reading review will be conducted on an essay, research work, or literary creation in Catalan, indicated by the teacher or chosen by the students from a list of proposed options. The assessment of this reading within the oral exam will include questions related to both the correct comprehension and interpretation of the language (vocabulary and phraseology, constructions and idiomatic expressions) and to the different chapters, sections, or sections of the work. The main content of these questions must be specified with a medium-high degree of precision and in relation to the questions proposed by the teacher. This section will have a maximum score of 1 point (10% of the total grade) and will be eliminatory, meaning a minimum of 0.5 points must be obtained to pass the course.



The oral language proficiency test, which will be graded pass/fail and will also be eliminatory, will consist, at a minimum, of an assessment of genuine (standard) pronunciation, basic and normative morphological and syntactical competence, and sufficient fluency in Catalan, through the student's presentation and answers (high level of understanding and adequate comprehension of fragments, words, and locutionary and phraseological expressions).

- The final written exam will include:

- 1) Theoretical and practical questions related to knowledge of Catalan grammatical rules and the ability to analyze Catalan constituents and compare them with those of other languages (40% of the final grade).
- 2) A written production exercise in which, in addition to correcting the rules, the ability to communicate in writing in a formal register and a standard variety will be assessed (20% of the final grade). Any type of incorrect writing will necessarily be deducted from the maximum grade.

To pass the course, a pass mark must be obtained in the oral exam, a minimum of 0.5 points in the reading test, a minimum of 2 points in the theoretical and practical section, and a minimum of 1 point in the written production.

In both tests, a good knowledge of the formal register and grammatical rules must be demonstrated. If the final written exam contains more than ten errors in the rules, the exam will not be considered passed, regardless of the grade for the content.

Assessment Summary:

- a) Practical Activities: 30%
- b) Final Exams: 70%
  - b.1) Final Oral Exam (reading test and qualifying language proficiency test): 10%
  - b.2) Final Qualifying Written Exam: 60%
    - b.2.1) Theoretical and Practical Questions: 40%
    - b.2.2) Written Production: 20%

Important Additional Information: Each professor will assess exclusively, without exception, the students assigned to their group according to the enrollment schedule determined by the Faculty Secretary. Therefore, students who need to change groups are urged to arrange this directly with the Faculty of Philology Secretary, within the regulatory deadlines and with all necessary justification and documentation. This enrollment-based assessment is compatible with class attendance and monitoring of the subject in other groups, provided that the exercises and practices are consistently submitted and assessed by the teacher of the group to which the student is officially assigned, and within the established deadlines.



Intellectual honesty is vital in academic communities and for the fair evaluation of the students 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.

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

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- Pérez Saldanya, Manuel; Sifre, Manuel i Júlia Todolí (2003): *Morfologia catalana*. Barcelona: Ediuoc.

### COMPLEMENTARY

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- Cabré, M. T. i G. Rigau (1986): *Lexicologia i semàntica*. Barcelona: Enciclopèdia Catalana.
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- Prieto, P. (2003): *Fonètica i fonologia catalanes*. Barcelona: Ediuoc.
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- Solà, J. (dir.) (2002): *Gramàtica del català contemporani*. 3 vol. Barcelona: Empúries.
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