



## COURSE DATA

### DATA SUBJECT

**Code:** 35697

**Name:** Linguistic studies in the German language 2

**Cycle:** Undergraduate Studies

**ECTS Credits:** 6

**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	3	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1008 - Degree in Modern Languages and Literatures	Linguistic studies in language B (CO German)	ELECTIVES

### COORDINATION

BERTOMEU PI PAU

## SUMMARY

Linguistic Studies 2 is a compulsory subject of 6 credits in the third year, 2nd term for students of the Degree in Modern Languages and their Literatures with a major in German. The aim is to provide an overview of lexical, semantic and pragmatic aspects of the German language from a synchronic perspective. This is one of the three subjects that make up the course "Linguistic Studies in B-Language".

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

#### 3.1. Relationship with other subjects in the same degree course

There are no official restrictions for this subject.



### 3.2. Other requirements

Recommendation: German language 5 (level B2) and Language Studies 1.

## COMPETENCES / LEARNING OUTCOMES

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Adapt to different work environments in the field of modern languages and literatures.

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

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

Describe a foreign language scientifically by applying the knowledge of its grammar.

Identify research issues and themes and evaluate their relevance in the area of study.

Know and apply the techniques and methods of analysis of non-literary texts in a foreign language.

Know the different types of linguistic variation in a foreign language and recognise them in texts.

Know the grammar and develop communicative competences in (a) foreign language(s).

Know the internal and external historical evolution of a foreign language so as to scientifically describe its evolution and understand its non-contemporary texts.

Locate, manage and synthesise bibliographic information on various media in the area of modern languages and literatures.

Produce texts of different types in a foreign language with stylistic and grammatical correction.

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 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 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.

Work and learn autonomously, and plan and manage ones workload.

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



## DESCRIPTION OF CONTENTS

### 1. Theories of semantic meaning

Theme 1 lays the foundations of Semantics as a science and gives an overview of the theories of meaning. It begins with the theories of the linguistic sign and then deals with the main features of traditional semantics, logical semantics, semantic features and prototype semantics. Finally, the basic foundations of frame semantics are pointed out.

### 2. The semantics of words

Topic 2 focuses on two key aspects of word semantics: lexical semantics and semantic relations. In the first case, lexical semantics as a linguistic construct, the stylistic, social, and connotative elements of meaning, and types of meaning are addressed. In the second one, a distinction is made between syntagmatic and paradigmatic relations, and the main types of relations between words are discussed.

### 3. From meaning to sense: the move to pragmatics

Theme 3 involves the move from semantics to pragmatics, from meaning to contextual sense. It begins with the foundations of pragmatics and reviews key concepts, such as deixis, anaphora, cataphora, implicature, presupposition and implicature. The topic ends with speech act theory as a foundational position in the field.

### 4. Language in use: modern pragmatics

Theme 4 deals with the most important theories of the 20th century for the study of language in use. Following on from the concepts seen in Topic 3, we begin with conversational maxims and the principle of cooperation, followed by the theory of relevance. After addressing its main features, the topic ends with the theory of verbal politeness and subsequent postmodern approaches.

Through the contents and activities of the course, students will achieve the following learning outcomes: they will deepen their knowledge of the grammar of language B through operative concepts from various linguistic schools; they will be able to apply synchronic and diachronic perspectives in linguistic studies of language B; they will improve their skills in reading and analyzing texts in language B from past centuries; they will increase their ability to develop in writing and present in language B a critical and synthetic reflection on various aspects of linguistic



studies in that same language; and they will strengthen their communicative competences in language B.

Likewise, students will identify and understand, within the scope of their degree program, the inequalities based on sex and gender in society; and they will incorporate the different needs and preferences related to sex and gender into the design of solutions and problem-solving processes.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Seminar	15,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	3,00
Individual or group project	25,00
Independent study and work	44,00
Preparation of lessons	0,00
Preparation for assessment activities	18,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

Classes will be organized according to the following teaching methodologies:

- expository method for the presentation of concepts and procedures of analysis
- practical exercises
- performance and presentation of individual work
- performance and presentation of group work
- case studies and problem solving
- debate on issues raised in the course.



In addition, the following will be considered:

**Theoretical classes** will combine methodological approaches to optimize the assimilation of the contents and the adaptation to the different learning styles of the students. The application of the expository method will guarantee the presentation and adequate treatment of the concepts and facts specific to the field of specialty. This information will be based on the teacher's knowledge and will be treated from the projection of information and the selection of written texts. On the other hand, the communicative method will emphasize the need to produce oral texts in the teacher-student dialogues, but also in the communication within groups of 2 or 3 students and in the phases of debate and joint reflection.

**Practical classes** will be devoted to case analysis and problem solving in various phases. They will start with rather guided exercises that will test the understanding of the contents and will continue with free exercises that will allow the deployment of the students' communicative competences, the development of critical analysis and the reasoned reflection of the phenomena. These classes will also include individual and/or group presentations by the students, the creation of practical exercises and their individual and/or joint resolution.

This course is part of the Consolidated Educational Innovation Project **INNOVA-TEA** (UV-SFPIE\_PIEC-2735478) and follows the activities approved by the SFPIE of the UV. The application of dramatic techniques will be tackled, particularly, in the students' presentations, which may include the representation of everyday situations.

This subject is particularly relevant to SDG 5 and contributes to ending all forms of discrimination against all women in the classroom and in society; and SDG 10, specifically in terms of reducing inequalities that may arise in the classroom due to disparate income or other baseline inequalities.

## EVALUATION

Type of evaluation	% of the final
a) Final exam	50% - recoverable
b) Completion and exposition of work during the course	25% - not recoverable.
c) Theory and practice tests taken during the course	25% - recoverable.

The grades obtained during the course will be maintained. If the assignments have not been completed, they cannot be made up.

Intellectual honesty is vital to an academic community and for the fair evaluation of the student's work. All work submitted in this course must be originally authored by every student. No student shall engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

The general grading system will follow the regulations of the Universitat de València approved by



the Consell de Govern on May 30, 2017. ACGUV 108/2017.

## REFERENCES

- Erhardt, Claus / Heringer, Hans Jürgen (2011). Pragmatik. UTB.
- Finkbeiner, Rita (2015). Einführung in die Pragmatik. Darmstadt: WBG.
- Gutzmann, Daniel (2019). Semantik. Eine Einführung. Berlin: J. B. Metzler.
- Liedtke, Frank / Tuchen, Astrid (eds.) (2018). Handbuch Pragmatik. Stuttgart: J. B. Metzler.
- Linke, A./Nussbaumer, M./Portmann, P.R. (1991). Studienbuch Linguistik. Tübingen: Niemeyer (Kap.4. Semantik).
- Löbner, Sebastian (2015) (2<sup>a</sup> ed.). Semantik. Eine Einführung. Berlin / Boston: De Gruyter.
- Meibauer, Jörg (2001 [1999]). Pragmatik. Tübingen: Stauffenburg.
- Meibauer, Jörg et alii (2015) (3<sup>a</sup> ed.). Einführung in die germanistische Linguistik. Stuttgart / Weimar: J. B. Metzler.
- Pafel, Jürgen / Reich, Ingo (2016). Einführung in die Semantik. Grundlagen & Analysen & Theorien. Stuttgart: J. B. Metzler.
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