

**COURSE DATA****DATA SUBJECT****Code:** 46765**Name:** The Spanish Language in America in Its Texts: Advanced Study**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2267 - Master's Degree in Advanced Hispanic Studies: Application and Research	Facultat de Filologia, Traducció i Comunicació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2267 - Master's Degree in Advanced Hispanic Studies: Application and Research	La lengua española en América en sus textos: estudio avanzado	ELECTIVES

COORDINATION

GIMENEZ FOLQUES DAVID

SUMMARY

In the curriculum of the Master's Degree, this subject is integrated into itinerary I (Spanish Language) and III (Hispanic Training).

The aim of this course is to provide students with the theoretical foundations, methodologies, and appropriate technological tools to engage in advanced linguistic study of Latin American texts, with a particular focus on Latin American literary texts produced in the 20th and 21st centuries.

As detailed in the workload, theoretical classes are complemented by practical classes. In-person formative activities are supplemented by attendance at conferences and seminars organized by the Department of Spanish Philology.

In this subject the SDG4 and SDG10 are especially addressed.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

2267 - Master's Degree in Advanced Hispanic Studies: Application and Research

Be able to conduct teaching and research activities in Hispanic philology subject areas

Be able to critically analyse and explain texts, choosing the specific philological methodology according to the potential audience to which they are addressed

Be able to discuss the ideas of different theories in the field of Hispanic philology and to analyse their contributions critically in order to contextualise their achievements and contrast these with the knowledge acquired

Be able to edit texts and to build and catalogue corpora related to Hispanic philological studies

Be able to read all types of Hispanic philological texts in a critical, analytical and competent manner, based on a pertinent method of analysis through which it is possible to draw all their implications, both in form and content

Be able to read texts critically by analysing and explaining them in relation to the keys of the cultural debate of the historical period to which they belong.

Ser capaces de adquirir y saber aplicar conocimientos sobre nuevas tecnologías, lenguajes hipertextuales y las herramientas utilizadas en la producción literaria y en lengua española, multimedia y en red.

Ser capaces de aplicar en entornos profesionales los conocimientos y destrezas adquiridos, y de analizar el conjunto de variables que intervienen en el cruce entre teoría y práctica, captando conflictos y negociando soluciones, en el marco del diálogo y de la defensa de derechos y obligaciones, con criterios deontológicos y laborales.

Ser capaces de desempeñar un trabajo en equipo, fomentando las relaciones interpersonales, el diálogo, el respeto al otro y la no discriminación, ni lingüística ni social.

Ser capaces de elaborar un proyecto en el ámbito de estudio del máster y presentar sus resultados, mediante un discurso elaborado y coherente.

Ser capaces de emplear los recursos institucionales, los grandes instrumentos científicos, las técnicas, las bases de datos y bibliotecas, la bibliografía, las revistas especializadas y los nuevos recursos proporcionados por las TIC en el ámbito de estudio.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.



Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

DESCRIPTION OF CONTENTS

1. The linguistic commentary of texts in American Spanish

Methodology for the analysis of Hispanic American texts, with special attention to Hispanic American literary texts. Levels of analysis. Basic bibliographic and technological resources for the study of the Spanish language in America and its texts.

2. Methodological analysis of the grammatical level

Methodologies and selection of corpus in the grammatical study of a Hispanic American text. Grammatical phenomena of interest. Frequency of grammatical phenomena. Online technological resources.

3. Analysis of the Hispanic American lexicon

Methodologies and selection of corpus in the study of the Hispanic American lexicon. Records and their presence in Hispanic American lexicography. Frequency of certain lexical resources. Online technological resources.

These contents will be reflected in the following learning outcomes:

To be able to apply the acquired knowledge and solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the development of the Spanish language in the Americas.



To be able to communicate their conclusions (and the knowledge and reasons underlying them) to specialized and non-specialized audiences clearly and without ambiguity by delivering oral presentations on aspects of this subject matter.

To possess the learning skills that allow them to continue studying in a largely self-directed or autonomous manner using virtual tools suitable for the study of the Spanish language in the Americas and Spanish dialects, as well as the results of Spanish contact with other languages in the Americas.

To be able to work in a team, fostering interpersonal relationships, dialogue, respect for others, and nondiscrimination, both linguistic and social, through the completion of various collaborative tasks related to the current situation of Spanish language variation in the Americas.

To be able to conduct a linguistic analysis of Hispanic American dialectal texts, extracting all implications of form and content by applying an appropriate method of analysis.

To be able to locate and use existing bibliographic resources and new resources provided by ICT in the field of Hispanic dialectology research methodology, with special attention to the Spanish language in the Americas.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	20,00
Total hours	20,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	3,00
Individual or group project	0,00



Independent study and work	52,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	55,00

TEACHING METHODOLOGY

Lectures (presentation of content based on theoretical developments) using various resources (texts, audiovisual materials, etc.).

Participatory practical classes (exercises, presentations, debates, tests, etc.), conducted individually or in groups.

Use of deductive procedures and strategies in applying acquired knowledge: problem detection and resolution, activities conducted individually or in groups (exercises, reading and critical commentary on various texts, writing assignments and/or oral presentation of results, etc.) based on prior content exposure.

Use of inductive procedures and strategies in applying acquired knowledge: problem detection and resolution, activities conducted individually or in groups (exercises, reading and critical commentary on various texts, writing assignments and/or oral presentation of results, etc.) based on basic guidelines to formulate subsequent theoretical development.

EVALUATION

Assessment of active participation in the classroom (presentations): up to 1 point. 10%. Oral presentation on the draft of the current commentary. *Not recoverable* in second call (face-to-face activity in the classroom). The grade will be kept in the second call.

Assessment on the basis of final written or oral tests demonstrating the skills acquired. Up to 9 points. 90%. Final written essay of a linguistic commentary of a Hispanic-American text. *Recoverable* in the second call.

Both in examinations and coursework, orthographic, grammatical, and lexical accuracy will be required. Each spelling or language error will result in a reduction of the final mark, which may lead to a failing grade.

Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All work submitted in this course must be original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, except if their use is part of the course content and is authorized by the faculty teaching the course.



The assessment and the overall grading system will follow the regulations of the University of Valencia approved by the Governing Council on 30/5/2017-ACGUV108/2017.

REFERENCES

Basic

ALEZA, Milagros y ENGUITA, José María (coordinadores): *La lengua española en América: normas y usos actuales*, Universitat de València, Valencia, 2010. En línea: <http://www.uv.es/aleza>

ALEZA, Milagros (1997): *Una cultura sumergida. Aspectos lingüísticos de la narrativa de José María Arguedas*, Valencia, Grup d'Estudis Iberoamericans y Tirant lo Blanch.

ALEZA, Milagros y ENGUITA, José María (1999): *Estudios lingüísticos de textos literarios hispanoamericanos*, Valencia, Universitat de València (Grup d'Estudis Iberoamericans) y Tirant lo Blanch.

KANY, Charles (1962): *Semántica hispanoamericana*, Madrid, Aguilar.

REAL ACADEMIA ESPAÑOLA Y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA (2025): *Nueva gramática de la lengua española* (edición revisada y ampliada), Barcelona, Planeta.

REAL ACADEMIA ESPAÑOLA Y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA (2010): *Diccionario de americanismos*, Lima, Santillana. En línea (Madrid): <http://lema.rae.es/damer/>

REAL ACADEMIA ESPAÑOLA Y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA (2014): *Diccionario de la lengua española*, Madrid, Espasa. En línea: <https://dle.rae.es>

Additional

ALEZA, Milagros (2000): «Nuevos enfoques metodológicos en la práctica lexicográfica hispanoamericana diferencial actual», en Aleza, M. y López, A. (eds.): *Estudios de filología, historia y cultura hispánicas*, Valencia, Universitat de Valencia.

ALEZA, Milagros (2006): «Peculiaridades léxicas de la lengua española en América», *Lengua española para los medios de comunicación: usos y normas actuales*, Valencia, Tirant lo Blanch.



ENGUITA UTRILLA, José María (1983): «La expresión de colectividad en un texto gauchesco (Don Segundo Sombra)», *Lingüística Española Actual*, 6, 113-129.

ENGUITA UTRILLA, José María (1988a): «Factores determinantes en la formación del español de América», *Cuadernos de Investigación Filológica*, 14, Logroño, 57-73.

ENGUITA UTRILLA, José María (1988b): «Peculiaridades léxicas en la novela hispanoamericana actual (a propósito de ¿Quién mató a Palomino Molero?, de Mario Vargas Llosa)», en *Actas del I Congreso Internacional de Historia de la Lengua Española*, 2 vols., Madrid, Arco Libros, I, 785-806.

ENGUITA UTRILLA, José María (1997): «El español de América, Un comentario lingüístico», en *Comentario lingüístico de textos*, edición de Manuel Crespillo y compilación de Pilar Carrasco, Málaga, Universidad de Málaga, 107-122.

ENGUITA UTRILLA, José María (2004): *Para la historia de los americanismos léxicos*, Frankfurt, Peter Lang.

ECKKRAMMER, Eva Martha (ed.) (2021): *Manual del español en América*, Berlin/Boston, De Gruyter.

REAL ACADEMIA ESPAÑOLA Y ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA (2025): *Diccionario panhispánico de dudas*, Madrid, Taurus. En línea: <http://lema.rae.es/dpd/>