



## Teaching Guide

Identifying Data					2023/24
Subject (*)	Portuguese Literature 2	Code	613G02037		
Study programme	Grao en Galego e Portugués: Estudos Lingüísticos e Literarios				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	Fourth	Obligatory	6	
Language	GalicianPortuguese				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Samartin López-Iglesias, Roberto	E-mail	roberto.samartin@udc.es		
Lecturers	Samartin López-Iglesias, Roberto	E-mail	roberto.samartin@udc.es		
Web	<a href="https://www.udc.gal/gl/filo/grao_galego/index.html">https://www.udc.gal/gl/filo/grao_galego/index.html</a>				
General description	Study of the main elements related to the functioning of Portuguese literature from the 19th century to the present				

## Study programme competences / results

Code	Study programme competences / results
A2	Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
A14	Ser capaz para identificar problemas e temas de investigación no ámbito dos estudos lingüísticos e literarios e interrelacionar os distintos aspectos destes estudos.
A18	Ter un coñecemento avanzado da literatura portuguesa.
A20	Coñecer a historia e a cultura das comunidades lusófonas.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B3	Adquirir capacidade de autoformación.
B5	Relacionar os coñecementos cos doutras áreas e disciplinas.
B6	Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.
B7	Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.

## Learning outcomes

Learning outcomes	Study programme competences / results		
Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual	A2		
Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.	A11		
Ser capaz de identificar problemas e temas de investigación no ámbito dos estudos literarios e culturais, así como interrelacionar os distintos aspectos destes estudos.	A14		
Ter un coñecemento avanzado da literatura portuguesa.	A18		
Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.		B1	
Adquirir capacidade de autoformación.		B3	
Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.		B6	
Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.		B7	
Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.			C4
Coñecer a historia e a cultura das comunidades lusófonas.	A20		



Relacionar os coñecementos cos doutras áreas e disciplinas.		B5
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Contents	
Topic	Sub-topic
SECTION 1. GENERAL AND METHODOLOGICAL ISSUES Topic 1. From rhetoric to national literature	1.1. Processes of nationalization and literary canonization: the Portuguese case 1.2. Theoretical-methodological tools for the analysis of the function and position of literature in cultural fields
SECTION 2. OF THE FRENCH INVASION OF THE REPUBLIC (1807-1910) Topic 2. The Portuguese literary field in the 19th century Topic 3. From Romanticism to Realism Topic 4. Political crisis and the turn of the century literary field	2.1. Production, tradition and translation 2.2. Canonized agents: Herculano, Garret, Camilo and Eça de Queirós. 23. Portuguese writers of the 19th century  3.1. Young and old: the 'Questão Coimbrã' 3.2. The realistic program: the 'Democratic Conferences'  4.1 Repertoires and authorship 4.2. Cesário Verde
SECTION 3. THE FIRST REPUBLIC AND THE NEW STATE (1910-1974) Topic 5. The Portuguese literary field before the Republic (1910-1933) Topic 6. O(s) Modernism(s) Topic 7. The Portuguese literary field in the New State (1933-1974)	5.1. Renascença and Saudosismo: Teixeira de Pascoaes (and Galicia) 5.2. Lusitanian Integralism: Afonso Lopes Vieira (and tradition)  6.1. 'Orpheu?', the 'Presença?' and other magazines 6.2. The 'drama em gente?' by Fernando Pessoa 6.3. Florbela Espanca and other writers  7.1. State culture: Salazarism (and colonialism) 7.2. Resilience, Resistance and the Periphery: Presença, Neorealism and Surrealism
SECTION 4. DA REVOLUÇÃO DOS CRAVOS AO NÓBEL (1974-1998) Topic 8. The Portuguese literary field after April 25 Topic 9. The canone and the producers (female)	8.1. The novel: José Cardoso Pires, António Lobo Antunes and José Saramago 8.2. Poetry: Helberto Helder, Eugénio de Andrade and Ana Hatherly  9.1. The 'New Portuguese Letters'; [Novas Cartas Portuguesas] 9.2. Agustina Bessa-Luís, Lídia Jorge and other writers (female)
SECTION 5. A PORTUGUESE LITERATURE IN THE SECULO XXI Topic 10. Approximation of the Portuguese literary field of the XXI century	10.1. Agents, groups, repertoires, awards, magazines, markets, meetings, institutions, internationalization, ...

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Workbook	A2 A18 A20 B1 B3 B7 C4	3	15	18
Oral presentation	B6 B7	3	14	17
Case study	A2 A14 B1 C4	2	25	27
Guest lecture / keynote speech	A18 B5 B7 C4	21	12	33
Workshop	A2 A11 B3 B6 B7 C4	16	10	26
Supervised projects	A2 A14 A18 B1 B3 B7	6	20	26
Personalized attention		3	0	3



(\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Workbook	Each student will select from a reading list presented by the teacher at the beginning of the classes a short reading (in article or book chapter format and with attention to the participation of women in the Portuguese literary field or in Galician-Galician intersystemic relations). Portuguese) that will be addressed in accordance with the instructions given by the teacher in the document with the planning of the subject. The result of this approach will be the subject of an oral presentation and comment in the group as a whole.
Oral presentation	Each student must address in accordance with the teacher's instructions and orally present to the group as a whole a book related to the contents of the subject and chosen from a reading list given by the teacher at the beginning of the sessions. The materials used in the oral presentation (slides, diagrams, fragments, etc.) will be available to the group as a whole through the Virtual Campus sufficiently in advance.
Case study	Commentary and critical analysis of various types of materials related to the contents dealt with in the matter. Although they will preferably be carried out autonomously by the students, their preparation will have the tutoring and advice of the teacher.
Guest lecture / keynote speech	Presentation, development and analysis of fundamental theoretical and procedural contents for students to achieve the competencies and skills provided for in the subject.
Workshop	During the interactive teaching sessions, each student will carry out a varied set of activities (consultation of documentary sources, analysis of various types of texts, preparation of schemes, time lines or conceptual maps, etc.). Three of these activities will be selected for evaluation.
Supervised projects	Using methodologies based on "collaborative learning", students will carry out supervised work in small groups (preferably focused on research, documentation, synthesis and, above all, the presentation of content on 21st century Portuguese literature. The work will be presented to the group as a whole and will have an expository and an interactive part. The materials used in this activity will be available to the group as a whole through the Virtual Campus sufficiently in advance. Both the composition of the team and the subject(s) concrete (s) dealt with (s) in the work will be (n) agreed with the teacher at the beginning of the sessions.

Personalized attention	
Methodologies	Description
Supervised projects Workbook Oral presentation Case study	<p>Along with the follow-up work carried out during the tutorial schedule established by the teacher responsible for the subject, the personalized attention will be directed especially (but not only) to support the realization of the Supervised Work and the Case Studies. In general, for Supervised Work, each team will attend at least one tutorial prior to the exhibition.</p> <p>In order to carry out the planned activities and in order to obtain adequate guidance, it is essential that students communicate fluently and frequently both their progress and their possible difficulties. In addition, each student will be able to make all kinds of queries in relation to the development of the teaching-learning process, either during the tutorial hours or through email.</p> <p>This personalized attention is also contemplated for part-time students and with recognized academic exemption, as well as for students enrolled to take the exam in the December call or for any student whose conditions (work, conciliation, care,...) do not allow a regular follow-up of the classes or the work of the seminary.</p>

Assessment			
Methodologies	Competencies / Results	Description	Qualification



Supervised projects	A2 A14 A18 B1 B3 B7	The contents covered and the results of the teaching-learning process related to the achievement of the objectives sought with the "Supervised Work" will be evaluated. Teamwork, linguistic correctness, strategies and procedures used both to solve possible problems and to present the work will also be evaluated.	25
Workbook	A2 A18 A20 B1 B3 B7 C4	The achievement of the objectives set for this activity will be evaluated, specifically or the structure and contents of the materials used. In the same way, the quality of the presentation of the specific contents and the materials used will be evaluated.	10
Oral presentation	B6 B7	In addition to the usefulness of the presentations for the purposes of the subject, the linguistic quality, mastery of the content, organization and expository sequence, clarity and precision in the expositions, interaction with the audience, use of time will be evaluated. available and the use of technological resources.	10
Workshop	A2 A11 B3 B6 B7 C4	The correct fulfillment of the tasks entrusted during these activities, the analytical and critical capacity, the informed and coherent participation and, when appropriate, the participation and teamwork will also be evaluated.	30
Case study	A2 A14 B1 C4	In addition to the usefulness of the presentations for the purposes of the subject, the linguistic quality, mastery of the content, organization and expository sequence, clarity and precision in the expositions, interaction with the audience, use of time will be evaluated. available and the use of technological resources.	25

Assessment comments



1. The evaluation of the subject will be done continuously at the first opportunity. In it, not only the elements referred to in the corresponding place in this guide will be taken into account, but also, in a transversal way, the linguistic, argumentative and collaborative learning skills demonstrated throughout the teaching-learning process.
2. All the activities must be carried out and delivered in accordance with the deadlines and procedures established in the calendar that the teaching staff will provide to the students at the beginning of the sessions and that will be published on the Virtual Campus. Activities delivered after the established deadline will not be subject to evaluation. To pass the subject, students must achieve a grade equal to or greater than 5 points out of 10.
3. If there are specific evaluation criteria for any of the proposed tasks, these will be made available at the time by the teaching staff responsible for the subject through the Virtual Campus and/or displayed in the classroom. The teaching staff will also give the appropriate instructions for the correct development of each of the planned activities.
4. All activities or tests must meet minimum format and linguistic correctness requirements (spelling, punctuation, syntactic agreement, absence of repetitions, lexical precision, formal registration...); in the case of linguistic-expressive deficiencies, these may be sanctioned in the qualification according to the criteria contained in the document "Minimum requirements for linguistic correction" (approved by the Galician-Portuguese Section on 6/7/2018 and published on the Virtual Campus).
5. Any lack of academic honesty (plagiarism, use of texts or ideas from other authorships without indicating the origin, copying in tasks, papers or other variables of these characteristics) will be penalized in accordance with current regulations at the UDC. Papers submitted by students may be incorporated into Turnitin, a plagiarism detection tool, as well as papers previously submitted at this or other universities, even by the same student. In the event of a lack of academic honesty, the measures provided for in the Rules for the evaluation, review and claim of bachelor's and master's degree studies at the University of A Coruña (article 14.4) may be applied. In general, the fraudulent performance of tests or evaluation activities, once accredited, will directly imply a failure of "0" in the subject in the corresponding call, invalidating the qualification obtained in all the evaluation activities for the extraordinary call.
6. People who do not pass the subject according to the continuous evaluation in the first opportunity must participate in the July opportunity. To pass the subject on this second opportunity, students must take the exam (5 values) on the date set by the Faculty of Philology and those tutored readings or works (5 values) that have been assigned to them.
7. The part-time student or with academic exemption must take an exam (5 values) on the dates indicated for this purpose by the Faculty of Philology and deliver on a date previously agreed with the professor those tutored readings or works (5 values) that have been commissioned. In case of not being able to attend tutorials, these students must contact the teaching staff by email at the beginning of the course. Those students who prove the impossibility of attending classes must also contact the subject's teaching staff as soon as possible after this circumstance has occurred.
8. Students who take the early call in December must first contact the professor responsible for the subject and, to pass it, must take an exam (5 values) on the date set for this purpose by the Faculty of Philology, as well as those readings or supervised works (5 values) that have been entrusted to you.
9. Any student who does not hand in any of the activities provided for in this guide or who does not take the exam at the corresponding opportunity will be considered Not Present.
10. The course can be adapted for students who need the adoption of measures aimed at supporting diversity (physical, visual, auditory, cognitive, learning or related to mental health). If necessary, it is possible to contact the services available at the UDC/in the Center: with the Diversity Attention Unit (<https://www.udc.es/cufie/ADI/apoioalumnado/>) within the official deadlines stipulated before each academic term; otherwise, with the ADI Tutor of the Faculty of Philology (e-mail: [pat.filoloxia@udc.gal](mailto:pat.filoloxia@udc.gal)).
11. In accordance with the provisions of the different rules applicable to university teaching, this subject incorporates the gender perspective in its content and organization. Inclusive language will be used and attention will be paid to the inclusion of literature produced by people of different gender identities. Discrimination based on gender will be avoided in student participation in all teaching and learning processes. The values of respect and equality will be promoted, and the reproduction of prejudices or discriminatory attitudes will not be accepted. If situations of gender discrimination are identified, concrete actions and measures will be proposed to correct them.



<b>Basic</b>	<p>1. AA.VV. (1984). <i>Literatura e realidade (que é o Realismo?)</i>. Lisboa: Dom Quixote.</p> <p>2. Amaral, F. Pinto de (1991). <i>O mosaico fluido. Modernidade e pós-modernidade na poesia portuguesa mais recente (autores revelados na década de 70)</i>. Lisboa: Assírio &amp; Alvim.</p> <p>3. Barreira, C. (1981). <i>Nacionalismo e modernismo. De Homem Cristo Filho a Almada Negreiros</i>. Lisboa: Assírio &amp; Alvim.</p> <p>4. Bernardes, José Augusto Cardoso et al (dir.) (1995-2002). <i>BIBLOS. Enciclopédia VERBO das literaturas de língua portuguesa</i>. Lisboa-São Paulo: Verbo (5 vols.).</p> <p>5. Bessa-Luís, A. (1979). <i>A vida e a obra de Florbela Espanca</i>. Lisboa: Arcádia.</p> <p>6. Buescu, Maria Leonor Carvalhão (1994). <i>História da literatura</i>. Lisboa: IN-CM.</p> <p>7. Coelho, Jacinto Prado (ed.) (1987). <i>Dicionário de literatura: literatura portuguesa, brasileira, galega, estilística literária</i>. Porto: Figueirinhas (5.vols. e atualização de 2002-2003).</p> <p>8. Cruz, L. (1971). <i>Viragem do romance português</i>. Paris: Fundação Calouste Gulbenkian.</p> <p>9. Dias, A.F. (1998). <i>História e crítica da literatura portuguesa</i>. São Paulo: Verbo.</p> <p>10. Ferreira, A. (ed.) (1980). <i>Antologia de textos da "Questão Coimbrã"</i>. Lisboa: Moraes Ed.</p> <p>11. Ferreira, João Palma (1985). <i>Literatura portuguesa: história e crítica</i>. Lisboa: IN-CM.</p> <p>12. Gavilanes, José Luis &amp; Apolinário, António (eds.) (2000): <i>Historia de la Literatura Portuguesa</i>. Madrid: Cátedra.</p> <p>13. George, João Pedro (2002). <i>O meio literário português (1960/1998) prémios literários, escritores e acontecimentos</i>. Algés: Difel.</p> <p>14. Guerra da Cal, Ernesto (1981). <i>Língua e estilo em Eça de Queiroz [trad.]</i>. Coimbra: Almedina.</p> <p>15. Guimarães, Fernando (1969). <i>A Poesia da presença e o aparecimento do neo-realismo</i>. Porto: Inova.</p> <p>16. Lopes, Óscar (s.d.). <i>Oliveira Martins e as contradições da Geração de 70</i>. Porto: Biblioteca Fenianos.</p> <p>17. Lourenço, Eduardo (2003). <i>Lourenço, Eduardo. Título Pessoa revisitado : leitura estruturante do drama em gente</i>. Lisboa: Gradiva.</p> <p>18. Macedo, Helder (1999). <i>Nós uma leitura de Cesário Verde</i>. Lisboa: Presença.</p> <p>19. Machado, Álvaro Manuel (1998). <i>A Geração de 70. Uma revolução cultural e literária</i>. Lisboa: Presença.</p> <p>20. Marinho, Maria de Fátima (1999). <i>O romance histórico em Portugal</i>. Porto: Campo das Letras.</p> <p>21. Martins, A. Coimbra (1967). <i>Ensaio Queirosianos. O Mandarim assassinado. O incesto d'Os Maias. Imitação capital</i>. Lisboa: Publicações Europa-América.</p> <p>22. Martins, Fernando Cabral (coord.) (2008). <i>Dicionário de Fernando Pessoa e do modernismo português</i>. Lisboa: Caminho.</p> <p>23. Melo e Castro, E.M. (1980). <i>As vanguardas na poesia portuguesa do século XX</i>. Lisboa: ICALP.</p> <p>24. Morao, Paula (1991). <i>O Só de António Nobre uma leitura do nome</i>. Lisboa: Caminho.</p> <p>25. Pascoaes, Teixeira de (1988). <i>A Saudade e o saudosismo dispersos e opúsculos (Pinharada Gomes ed.)</i>. Lisboa: Assírio e Alvim.</p> <p>26. Petrov, Petar et al (ed.) (2012). <i>Avanços em literatura e cultura portuguesas. De Eça de Queirós a Fernando Pessoa</i>. Santiago de Compostela-Faro: AIL-Através Editora.</p> <p>27. Petrov, Petar et al (ed.) (2012). <i>Avanços em literatura e cultura portuguesas. Século XX</i>. Santiago de Compostela-Faro: AIL-Através Editora (vols.1-3).</p> <p>28. Pimentel, F. Vieira (1981). <i>Tendências da estética finissecular. D. João da Câmara. Um caso exemplar</i>. Ponta Delgada: Universidade dos Açores.</p> <p>29. Pimentel, F.J. Vieira (ed.) (2002). <i>Presença : labor e destino de uma geração, 1927-1940: estudos e ensaios</i>. Coimbra: Angelus Novus Editora.</p> <p>30. Pires, Daniel (1986). <i>Dicionário das revistas literárias portuguesas do século XX</i>. Lisboa: Contexto.</p> <p>31. Popper, Karl R. (1987). <i>O Realismo e o objectivo da ciência</i>. Lisboa: Dom Quixote.</p> <p>32. Quadros, António (1989). <i>O primeiro modernismo português: vanguarda e tradição</i>. Lisboa: Publicações Europa-América.</p> <p>33. Rebelo, Helena (coord.) (2011). <i>Lusofonia. Tempo de reciprocidades (Actas do IX Congresso da AIL)</i>. Porto: Afrontamento (2 vols.).</p> <p>34. Reis, Carlos (coord.) (1989). <i>Literatura portuguesa moderna e contemporânea</i>. Lisboa: Universidade Aberta.</p> <p>35. Reis, Carlos (dir.) (1991-1996). <i>História crítica da literatura portuguesa</i>. Lisboa: Verbo (9 vols.).</p> <p>36. Rodriguez, J.L. et al (eds.) (2008). <i>Da Galiza a Timor. A Lusofonia em foco (Actas do VIII Congresso da AIL)</i>. Santiago de Compostela: USC (3 vols.).</p> <p>37. Saraiva, António José (1982). <i>As ideias de Eça de Queirós</i>. Amadora: Bertrand.</p> <p>38. Saraiva, António José e Lopes, Óscar (1992). <i>História da literatura portuguesa</i>. Porto: Porto Editora.</p> <p>39. Simões, M.L. Netto (1975). <i>Narrativa portuguesa em processo de fragmentação</i>. Petrópolis: Vozes.</p> <p>40. Taibo, Carlos (2010). <i>Parecia não pisar o chão. Treze ensaios sobre as vidas de Fernando Pessoa</i>. Santiago de Compostela: Através Edirora.</p> <p>41. Torres, A. Pinheiro (1977). <i>O Neo-Realismo literário português</i>. Lisboa: Moraes Ed.</p> <p>42. VV.AA. (1991). <i>A arte e a sociedade portuguesa no século XX (1910-1990)</i>. Lisboa: Livros Horizonte.</p>
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<b>Complementary</b>	<ul style="list-style-type: none"> <li>- Castro, A. (1960). Balzac em Portugal. Coimbra</li> <li>- Guimarães, Fernando (ed.) (2001). Simbolismo, saudosismo e modernismo antologia de poesía portuguesa. Lisboa: Quase</li> <li>- Hourcade, P. (1963). Guerra Junqueiro et le problème des influences françaises en son oeuvre. Paris</li> <li>- Martines, Enrico (ed.) (1998). Cartas entre Fernando Pessoa e os directores da presença. Lisboa: IN-CM</li> <li>- Monteiro, João César (1969). Sophia de Mello Breyner Andersen. <a href="http://www.youtube.com/watch?v=3JA7lxeovVY">http://www.youtube.com/watch?v=3JA7lxeovVY</a></li> <li>- Silva, Manuela Parreira da (ed.) (2001). Cartas de Mário de Sá-Carneiro a Fernando Pessoa. Lisboa: Assírio &amp; Alvim</li> <li>- Torres Feijó, Elias J. (2003). "Introducción", in La brasileña de Prazins. Madrid: Cátedra</li> <li>- (). Agália. Revista de Estudos na Cultura. <a href="http://www.agalia.net">http://www.agalia.net</a></li> <li>- (). Arquivo Pessoa. <a href="http://arquivopessoa.net">http://arquivopessoa.net</a></li> <li>- (). Casa Fernando Pessoa. <a href="http://casafernandopessoa.cm-lisboa.pt/index.php?id=2233">http://casafernandopessoa.cm-lisboa.pt/index.php?id=2233</a></li> <li>- (). Colóquio/ Letras. Lisboa: Fundação Calouste Gulbenkian</li> <li>- (). Correntes d'Escritas. Revista de Cultura Literária de Póvoa de Varzim.</li> <li>- (). Dicionário Histórico de Portugal. <a href="http://arqnet.pt/dicionario/">http://arqnet.pt/dicionario/</a></li> <li>- (). Jornal de Letras, Artes e Ideias. <a href="http://visao.sapo.pt/JL">http://visao.sapo.pt/JL</a></li> <li>- (). Literatura portuguesa (Instituto Camões). <a href="http://cvc.instituto-camoes.pt/conhecer/bases-tematicas/literatura-portuguesa.html">http://cvc.instituto-camoes.pt/conhecer/bases-tematicas/literatura-portuguesa.html</a></li> <li>- (). Projecto Vercial. <a href="http://alfarrabio.di.uminho.pt/vercial/index.html">http://alfarrabio.di.uminho.pt/vercial/index.html</a></li> </ul> <p>O docente poderá indicar referencias bibliográficas específicas para cada un dos temas en que están organizados os conteúdos da materia. Se foren indicadas leituras (nomeadamente aos efeitos da presentación oral que figura no presente guía) estas deberán contemplar, no conxunto da turma, a necesaria variedade en relación tanto co xénero literario como das persoas produtoras. A selección de obras de lectura/ presentación poderá ser feita a partir de unha listaxe orientativa fornecida polo profesor responsábel pola materia.</p>
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## Recommendations

### Subjects that it is recommended to have taken before

Portuguese Literature 1/613G02026

### Subjects that are recommended to be taken simultaneously

Language and Culture of the Portuguese-Speaking Countries/613G02027

Poetry in Galician and Portuguese/613G02043

### Subjects that continue the syllabus

Narrative and Essays in Galician and Portuguese/613G02046

Theatre in Galician and Portuguese/613G02047

### Other comments

In order for mobility students (Erasmus program or others) to be able to follow the subject correctly, it will be necessary to have a sufficient level (a minimum equivalent to level B2 of the European Framework is recommended) of comprehension and expression, both oral and written, in any Galician-portuguese variant. All questions not explicitly contemplated in this guide or possible doubts in relation to the development of the subject will be clarified by the professor in his tutorial schedule, in the face-to-face sessions or in the email that appears in the corresponding place of this document. .

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