



Teaching Guide

| Identifying Data | | | | 2023/24 |
|---------------------|--|--------|------------------------|---------|
| Subject (*) | Use of Galician | Code | 613G03045 | |
| Study programme | Grao en Inglés: Estudos Lingüísticos e Literarios | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 1st four-month period | Fourth | Optional | 4.5 |
| Language | Galician | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Letras | | | |
| Coordinador | Sanchez Rei, Xose Manuel | E-mail | x.m.sanchez.rei@udc.es | |
| Lecturers | Sanchez Rei, Xose Manuel | E-mail | x.m.sanchez.rei@udc.es | |
| Web | | | | |
| General description | Estudo das relacións entre norma e usos da lingua galega, con especial atención á problemática sociolingüística. | | | |

Study programme competences / results

| Code | Study programme competences / results |
|------|--|
| A1 | Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria. |
| A2 | Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual. |
| A3 | Coñecer as correntes teóricas da lingüística e da ciencia literaria. |
| A4 | Ter un dominio instrumental avanzado oral e escrito da lingua galega. |
| A9 | Elaborar textos orais e escritos de diferente tipo en lingua galega, española e inglesa. |
| A10 | Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións. |
| 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. |
| A15 | Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica. |
| B1 | Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información. |
| B2 | Manexar ferramentas, programas e aplicacións informáticas específicas. |
| B3 | Adquirir capacidade de autoformación. |
| B4 | Ser capaz de comunicarse de maneira efectiva en calquera contorno. |
| 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. |
| B8 | Apreciar a diversidade. |
| B9 | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade. |
| B10 | Comportarse con ética e responsabilidade social como cidadán/á e profesional. |
| C1 | Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma. |
| 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. |
| C6 | Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse. |
| C7 | Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida. |
| C8 | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade. |

Learning outcomes



| Learning outcomes | Study programme competences / results | | |
|--|--|---|----------------------|
| Describe and analyze the relationship between language and society and interpret the complexity of sociolinguistic phenomena. | A1 A2 A3 A4 A9 A11 A14 A15 | B1 B3 B4 B5 B7 B8 | C1 |
| Recognize language as a vehicle for cultural creation and transmission that produces and reproduces gender relations on a symbolic level. | A4 | B4 B8 B10 | C4 C7 |
| Develop strategies and techniques that make it possible to understand communication processes and, especially, to identify the gender patterns that govern communication. | A4 A10 | B3 B4 B5 B8 | C4 C7 |
| Carry out analysis according to the principles and methods of the theoretical currents most related to the contents of the subject. | A1 A2 A3 A4 A9 A10 A11 A14 A15 | B3 B4 B5 B7 B8 B9 | C1 C8 |
| Develop critical thinking about the sociolinguistic situation in the Galician / Galician-Portuguese cultural space. | A4 A10 A11 A14 A15 | B3 B4 B5 B7 B8 B9 B10 | C1 C4 C6 C8 |
| Know how to detect sexist uses and develop non-androcentric interpretation guidelines. | A4 A10 A11 A15 | B4 B10 | C4 |
| Accredit knowledge and management of the main bibliographic resources, databases and digital repositories on language and sociolinguistics in the Galician cultural field. | A4 A11 A15 | B1 B2 B3 B4 B6 B7 B9 | C4 C6 C8 |
| Have an advanced command of the Gallego grammatical norm, as well as knowledge of the standardization process and the linguistic variation of Galician. | A4 A9 A10 A15 | B4 B7 | C1 |



| Contents | |
|---|---|
| Topic | Sub-topic |
| 1. Language, standard and variation | 1.1. Norm and use. Definitions and types. Relations between norm and standard variety. 1.2. The process of standardization of the Galician language. 1.3. Linguistic variation: historical, geographic, social, situational and gender |
| 2. Linguistic standard and quality | 2.1. The concept of quality language 2.2. Spelling and orthological aspects 2.3. Morphosyntactic aspects 2.4. Lexical-semantic aspects 2.5. Pragmatic-textual aspects |
| 3. Linguistic uses and the Galician sociolinguistic situation | 3.1. Linguistic uses and areas of use: family, friends, work, local commerce, finances, school, administration, health, media; oral/written; popular/cult; urban/traditional 3.2. The sociolinguistic situation of Galicia. Social nature of language. Problems of non-standardized languages. Ideologies and value judgments about languages. Monolingualism, bilingualism, diglossia, multilingualism and multilingualism. |

| Planning | | | | |
|---------------------------------|---|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student's personal work hours | Total hours |
| Guest lecture / keynote speech | A1 A3 A10 A11 A14 B4 B5 B8 B9 B10 C4 C6 C8 | 17.5 | 8 | 25.5 |
| Workshop | A1 A2 A4 A9 A10 A11 A14 A15 B1 B2 B3 B5 B6 B7 C1 C7 | 9 | 16.5 | 25.5 |
| Workbook | A1 A3 A11 B1 B2 B3 B5 B6 B8 B9 C1 C6 | 2 | 20 | 22 |
| Supervised projects | A1 A2 B1 B2 B3 B5 B6 C1 C4 | 1 | 18.5 | 19.5 |
| Mixed objective/subjective test | A1 A2 A3 A4 A9 A11 A14 A15 B1 B3 B4 B5 B6 B7 C1 | 2 | 15 | 17 |
| 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 |
| 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 | In these sessions, the students will carry out PRACTICAL ACTIVITIES of different types (completion exercises, text correction, analysis and preparation of texts, reading and intonation of texts, expositions, debates, etc.) aimed at consolidating the content presented in the sessions. lectures, as well as the skills and strategies related to the objectives and contents of the subject. At the beginning of the course there will be INITIAL ACTIVITIES in order to know the skills, interests and/or motivations from which the students start. |
| Workbook | Readings Each student must do a series of readings throughout the course that will be selected and eventually provided by the teacher. |
| Supervised projects | Work in which the student has to show his ability to delve into a topic autonomously. |



| | |
|---------------------------------|---|
| Mixed objective/subjective test | Written practical exam in which the acquired knowledge and skills will be demonstrated. |
|---------------------------------|---|

Personalized attention

| Methodologies | Description |
|---|---|
| Guest lecture / keynote speech Workshop Workbook Supervised projects | In addition to the tutoring work carried out during the tutoring hours set by the teaching staff responsible for the subject, personalized attention will be directed especially to support the carrying out of face-to-face and non-face-to-face practices. 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 early December opportunity. |

Assessment

| Methodologies | Competencies / Results | Description | Qualification |
|---------------------------------|---|--|---------------|
| Workshop | A1 A2 A4 A9 A10 A11 A14 A15 B1 B2 B3 B5 B6 B7 C1 C7 | On-site practical activities and readings derived from the master sessions, in which attendance, participation and the correct application of the theoretical contents to practice, the capacity for analysis, clarity and correctness in oral and written expression, as well as individual and group work. | 10 |
| Supervised projects | A1 A2 B1 B2 B3 B5 B6 C1 C4 | Work in which a topic agreed with the teacher is selected, in which the originality of the proposal, the development of the exhibition and the linguistic correctness will be taken into account. The work will be compulsorily exposed on a date set by the teacher. | 40 |
| Mixed objective/subjective test | A1 A2 A3 A4 A9 A11 A14 A15 B1 B3 B4 B5 B6 B7 C1 | Written test with theoretical-practical elements. Issues such as content, clarity and expository rigor and expressive quality will be valued. | 50 |

Assessment comments



PRELIMINARY ISSUES ON TEACHING AND ASSESSMENT

In accordance with the various regulations governing university teaching, it is necessary to incorporate a gender perspective into this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation from all students in class, regardless of their gender.

We will pay particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality.

Our efforts will focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases.

1. GENERAL EVALUATION OBSERVATIONS

1.1. To pass the subject, students must pass (with 5 points out of 10) the "Supervised work" and the "Mixed test". Otherwise, you can partially or totally recover these methodologies in the second opportunity, according to the rules detailed in section 2 of these "Observations". 1.2. The practical activities will be delivered exclusively on the days set by the teaching staff of the subject. Those activities that are delivered after the deadline and/or that do not comply with the established guidelines will not be subject to evaluation.

1.3. All tests and activities must meet minimum requirements for linguistic correction (spelling, punctuation, syntactic agreement, absence of repetitions, lexical precision, formal registration, etc.); in the case of linguistic-expressive deficiencies, these can be penalized in the qualification, according to the document "Minimum requirements for linguistic correction" (approved by the Galician-Portuguese Section on 07/06/2018 and posted on the Virtual Campus) . 2. EVALUATION OF THE 2nd CHANCE (xullo) 2.1. In the 2nd opportunity, the students will be evaluated with the same criteria and with the same percentages as in the previous opportunity. In the same way as in the 1st opportunity, to pass the subject on this occasion the student body must pass (with 5 points out of 10) each one of the methodologies.

3. EVALUATION OF THE EARLY OPPORTUNITY OF DECEMBER

3.1. On this occasion, each student will be evaluated through a "Mixed Test", which will account for 50% of the final qualification and which will take place on the official date set by the Faculty of Philology, and various practices (exercises, assignments, etc.), scored at 50%.

4. QUALIFICATION OF NOT PRESENTED (NP)

4.1. Students who do not attend the "Mixed Test" and/or do not present or work supervised will be considered Not Presented.

5. PART-TIME STUDENTS AND WITH ACADEMIC EXCESS

5.1. Students enrolled part-time and with academic dispensation from attendance exemption granted must contact the teaching staff of the subject at the beginning of the academic year to plan, in each specific situation, the necessary adjustments in the evaluation regarding the face-to-face activities (which will be replaced by other equivalent non-face-to-face activities). Likewise, those students who justify the impossibility of attending class should contact the responsible teacher. 6. UNETHICAL BEHAVIOR Any case of plagiarism or academic fraud will mean a fail (0) in the subject, as it appears in the UDC Student Disciplinary Regulation: "Qualification of failing in the call in which a fault is committed in respect of the subject in which it is committed: o/a student will be qualified with 'suspense' (numerical mark 0) in the corresponding call of the academic year, both if the commission of

the fault occurs in the first opportunity and in the second. For this, proceed to modify your qualification in the first opportunity certificate, if necessary.



Sources of information

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| Basic | <ul style="list-style-type: none"> - Freixeiro Mato, Xosé Ramón (2006 [1998-2004]). Gramática da Lingua Galega (4 vols.). Vigo: A Nosa Terra - Freixeiro Mato, Xosé Ramón (2020 [1997]). Lingua galega: normalidade e conflito. Santiago de Compostela: Laiovento - Freixeiro Mato, Xosé Ramón (2010). Lingua de calidade. Vigo: Xerais - García Negro, M^a Pilar (1993). Sempre en Galego. Santiago de Compostela: Laiovento - García Negro, M^a Pilar (coord.) (2009). Sobre o racismo lingüístico. Santiago de Compostela: Laiovento - Moure, Teresa (2011). Ecolingüística. Entre a ciencia e a ética. A Coruña: UDC - Ninyoles, Rafael (2005). Idioma e poder social. Santiago de Compostela: Laiovento - Sánchez Rei, Xosé Manuel (2011). Lingua galega e variación dialectal. Santiago de Compostela: Laiovento - Sánchez Rei, Xosé Manuel (ed.) (2014). Modelos de lingua e compromiso. A Coruña: Baía - Sánchez Rei, Xosé Manuel (2019). "Sociosintaxe. Perspectivas históricas sobre a calidade da lingua no galego desde o ámbito sintáctico". Acta Iassyensia Comparationis, Special Issue, 145-165 - Sanmartín Rei, Goretti (coord.) (2009). Nos camiños do entusiasmo. Calidade da lingua e planificación. Vigo: Xerais - Sanmartín Rei, Goretti (coord.) (2010). Lingua e futuro. Santiago de Compostela: Laiovento |
| Complementary | |

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.