# Spanish Linguistics (LLS; LCM; ELMT; 2° E 3° ELI/ELRI)

## **Brescia**

## Prof. Mario Salvatore Corveddu

**Spanish Language Classes (Year 2, Three-Year Course Students)**

## Silvia Cuenca Barrero, Luca Fiocchi

# Spanish Language Classes (Year 3, Three-Year Course Students)

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***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The purpose of the course is the theoretical and practical in-depth study of the Spanish language in its morphosyntactic, lexical and textual dimensions from a diachronic and diatopic perspective. At the end of modules 1 and 2, students will have acquired in-depth knowledge of the various phenomena that have characterised the evolutionary process of the Spanish language from a diachronic and diatopic perspective. Students will also be able to analyse and describe the main processes of lexical creation both formal, thus related to morphology, and semantic. At the end of the course, students will be able to develop the textual analysis, morphosyntactic, and lexicological skills they need to understand, analyse, write, and translate some of the most important text types used in companies, advertising, politics, and journalism.

***COURSE CONTENT***

The course is divided into four modules for the various student groups, as follows:

* **2nd year** students on the *Esperto linguistico d’impresa e Esperto linguistico per le relazioni internazionali* (ELI/ELRI) profiles must attend **Modules 1 and 2**, which will be held **in Semester 1.**
* **3nd year** students on the *Esperto linguistico d’impresa e Esperto linguistico per le relazioni internazionali* (ELI/ELRI) profiles must attend **Modules 3 and 4**, which will be held **in Semester 2.**
* Students whose study plan only includes one year of Spanish Language (LLS; LCM, ELTI) must attend **all three modules**.

**Modules 1 and 2 – Language, morphosyntax and lexis – Semester 1**

1. *Lexicology*: keynotes on the linguistic geography of Spanish-speaking countries; borrowings from Germanic languages and Arabic; the configuration of medieval Castilian; the *Real Academia Española* and the consolidation of the language; American Spanish; morphosyntactic and lexical characteristics of Atlantic Spanish from a synchronic perspective; indigenisms in the Spanish language.
2. *Morphology and semantics*: the life of words and the concept of neologism, the formal processes of lexical creation: derivation and composition; the semantic processes of lexical creation: homonymy and homophony; polysemy and monosemy; synonymy and antonymy; semantic change.

**Modules 3 and 4 – Language and professional communication – Semester 2**

1. *Technical-scientific communication and lexicography*: the concept of specialty language, analysis of the main morphosyntactic and semantic traits, general notions on the use of various types of dictionaries and corpora.
2. *Specific terminology*: the text types and expressive forms of the Spanish language in the following environments: companies, advertising, journalism, and politics.

***READING LIST***

For attending and non-attending students alike. The teaching material used in class (e.g. Power Point presentations) will be made available on Blackboard.

**Module 1**

D.A. Pharies, *Breve historia de la Lengua Espanola,* University of Chicago Press, Chicago 2015.

Medina LÓpez, Javier, *Historia de la lengua española I – Español medieval*, Madrid, Arco Libros, cualquier edición.

Moreno Fernández, Francisco, “Perfil histórico-geográfico de la lengua española”, en M. Lacorte (ed.), *Lingüística aplicada al español*, Madrid, Arco Libros, 2007, chapter 7.

Muñoz-Basols, Javier; Moreno, Nina; Taboada, Inma; Lacorte, Manel, *Introducción a la lingüística hispánica actual: teoría y práctica*, Routledge, London/New York, 2017, chapter 6.

Siguan Miquel, “El español en contacto con otras lenguas de España”, en M. Lacorte (ed.), *Lingüística aplicada al español*, Madrid, Arco Libros, 2007, chapter 8.

Palacios Azucena (coord.), *El español en América*, Barcelona, Ariel 2008.

Ramírez Luengo, José Luis, *Breve historia del español de América*, Madrid, Arco Libros, cualquier edición.

Vaquero de Ramírez, María, *El español de América II – Morfosintaxis y léxico*, Madrid, Arco Libros, cualquier edición.

**Module 2:**

Fernando Lara, Luis, *Curso de lexicología*, El Colegio de México, México 2006.

Escandell Vidal, maría victoria, *Apuntes de semántica léxica*, UNED, Madrid 2008.

Varela Ortega, soledad, *Morfología Léxica: La formación de palabras*, Gredos, Madrid 2005.

**Module 3:**

Calvi, maria vittoria**,** *Las lenguas de especialidad en español*, Carocci, Roma 2009.

san vicente, félix; bazzocchi, gloria (eds.)*, LETI. Lengua española para traducir e interpretar,* CLUEB, Bologna 2021, pp. 87-101.

**Module 4:**

Álvarez, Miriam, *Tipos de escritos comerciales*, Arco Libros, Madrid cualquier edición.

Fernández Lagunilla, Marina, *La lengua en la comunicación política I: el discurso del poder*, Arco Libros, Madrid, cualquier edición.

Fernández Lagunilla, Marina, *La lengua en la comunicación política II: el discurso del poder*, Arco Libros, Madrid, cualquier edición.

Ferraz Martínez, Antonio, *El lenguaje de la publicidad*, Arco Libros, Madrid, cualquier edición.

Gómez de Enterría y Sánchez, Josefa, *La comunicación escrita en la empresa*, Arco Libros, Madrid 2002.

Gómez de Enterría y Sánchez, Josefa, *La comunicación oral en la empresa*, Arco Libros, Madrid 2008.

López Eire, Antonio, *La retórica en la publicidad*, Arco Libros, Madrid, cualquier edición.

Romero Gualda, María Victoria, *El español en los medios de comunicación*, Arco Libros, Madrid, cualquier edición.

Further information on the reading list will be made available in class and on Blackboard. All the textbooks included in the reading list are available also in e-book format.

***TEACHING METHOD***

Theoretical lectures supported by practical exercises in the classroom.

***ASSESSMENT METHOD AND CRITERIA***

Computer-based test on Blackboard, followed by an oral exam aimed to assess knowledge of the topics explained during the frontal lectures and the practical activities. In addition, students will be tested on their ability to carry out a critical analysis of the most important linguistic phenomena of the Spanish language – both from a diachronic and synchronic perspective – with a focus on diatopic variation. Assessment criteria: accuracy of answers and use of appropriate terminology. The exam will be held in Spanish. To be allowed to sit the exam, students must register on the course on the above-mentioned platform and verify their access using their login details. The online test is made of 31 closed questions worth one point each. Wrong or missing answers will be awarded 0 points. 31 correct answers will be awarded 30 marks with *lode*. The pass mark is 18/30. The questions on the online test are designed to assess students on their understanding of key concepts covered during the course and their ability to apply them to practical examples, acknowledging the evolutionary, morphological and semantic processes of the Spanish language. The final mark will result from the combination of the computer-based test on Blackboard (70%) and the oral exam (30%).

ELI and ELRI students with this course on their profile, under the titles *Spanish Language 2 (Language, Morphology and Syntax*, 2nd year) and *Spanish Language 3 (Language and Professional Communication, 3rd year)*  respectively, are reminded that it is only possible to sit the exam after having passed the Spanish writing and speaking interim tests on the Faculty study plan. For the ELI and ELRI profiles, the final mark will be based on the weighted average of the results of the written and spoken interim tests. For theLLS, LCM and ELTI (3rd year) profiles, there are no prerequisites for taking the exam.

***NOTES AND PREREQUISITES***

As lectures will be held in Spanish, students require at least B2-level communicative skills.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.

**Spanish Language Classes (Year 2, Three-Year Course Students)**

## Silvia Cuenca Barrero, Luca Fiocchi

***Text under revision. Not yet approved by academic staff***

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to help students develop their communication and interpersonal skills, and acquire a good knowledge of the Spanish language, corresponding to the B2-level of the Common European Framework of Reference for Languages (CEFR). Taking a strongly communicative approach, the course aims to complete students’ knowledge of morphology and syntax and expand their vocabulary with a particular focus on the similarities and differences between Spanish and Italian. It also aims to develop the necessary skills for honing textual aspects and summary-related skills with regard to written content. There will be a focus on activities that stimulate the development of translation skills from L1 to L2, with a particular focus on the syntactic, lexical and formal aspects that characterise the target language.

***INTENDED LEARNING OUTCOMES***

By the end of the course, students are expected to have acquired the knowledge of the morphosyntactic and lexical contents, both oral and written, addressed during the course and corresponding to level B2. Students should also acquire the capacity to summarise messages received in written and oral form, with consequent application of subordinate structures of discourse. On a communicative level, students should be able to express opinions and thoughts relating to the subjects covered during the lectures in a well organised way and to interact in Spanish with the lecturer and course mates, expressing nuanced reasoning appropriate to the level achieved. Students are also expected to be able to grasp and resolve, from a contrastive perspective, the difficulties associated with the distinctive features of Italian and Spanish syntax and to demonstrate thorough knowledge of the lexical problems associated with languages that are similar.

***COURSE CONTENT***

The syllabus includes two essential aspects of the language: morphology and syntax. In terms of morphology, the course will analyse the meaning and the functions of the indicative and subjunctive; impersonal forms of the verb (infinitive, gerund and participle); subordination (nominal, adjectival and circumstantial); the passive voice and impersonal forms; direct and indirect speech; the use of suffixes and prefixes; the formation of compound words. In terms of syntax, the course lays the groundwork for studying more complex levels of discourse: compound propositions; verb complements; prepositional verb rection, periphrasis; discursive connectives.

The interaction activities will focus on the following content: asking and giving advice and instructions; orally describing your impressions of things, facts and people; expressing surprise, disbelief and indifference; transmitting and summarising information; listening to opinions and raising objections; identifying and describing objects, people, places; describing and connecting past experiences; reading and understanding articles from newspapers; giving opinions, making value judgements; recounting stories, the narratives of books and films; expressing real and unreal hypotheses in the present and in the past; asking to speak in formal contests, presenting what one wants to say and defending one's own ideas and opinions; producing written summaries of short texts of any subject; translating informative texts.

***READING LIST***

TEXTS USED ON THE COURSE

**Grammar:**

AA.VV. *Competencia gramatical en uso. Ejercicios de gramática: Forma y uso. B2*, Edelsa, Madrid 2018. (This textbook is compulsory for all students, regardless of class attendance).

1. **Compulsory readings for the oral exam**

- Alberto Vàsquez – Figuero A, *Bajamar,* Arzalia, Madrid 2018 Versión en papel o Kindle

- Carmen Aguirre et al*, El mundo en español lecturas de cultura y civilización. Nivel B*, Habla con eñe, Madrid 2019 (i due primi macrotemi: “Acontecimientos del pasado y del presente” [pp. 7-38] e “Grandes personajes de la historia y de la cultura” [pp. 39-78]).

Further information on the reading list about Latin America will be made available on Blackboard during the academic year.

**Suggested readings for self-learning**

F. Castro Viúdez, *Uso de la gramática española* – Nivel Intermedio, Madrid, Edelsa, latest edition.

F. Castro Viúdez, *Uso de la gramática española* – Nivel Avanzado, Madrid, Edelsa, latest edition.

L. Gómez Torrego, *Gramática didáctica del español,* Madrid, SM, latest edition.

O. Cerrolaza Gili, *Diccionario práctico de gramática,* Madrid, Edelsa.

Real Academia Española, *Nueva gramática de la lengua española. Manual*, Espasa Libros S.L. 2010.

Real Academia Española, *Ortografía de la lengua española,* Madrid, Espasa Libros S.L. 2010.

Real Academia Española, *Nueva gramática de la lengua española: fonética y fonología*, Espasa Libros S.L.U. 2010.

Real Academia Española, *Nueva gramática básica de la lengua española,* Espasa Libros, 2011 Madrid.

**Suggested dictionaries for the study of vocabulary**

C. Maldonado (ed.), *Clave.* *Diccionario de uso del español actual*, Madrid, SM, 2008.

L. Tam, *Dizionario spagnolo-italiano. Diccionario italiano-español,* Milan, Hoepli, 2009.

M. Moliner, *Diccionario de uso del español*, Madrid, Gredos, 2007 (2 volumes).

M. Moliner, *Diccionario de uso del español*, Edición abreviada, Madrid, Gredos, 2007.

Real Academia Española, *Diccionario de la lengua española*, 2014.

Real Academia Española, Asociación de Academias de la lengua española, *Diccionario panhispánico de dudas*, Santillana, Madrid 2017.

A. Sánchez, *Gran diccionario de uso del español actual*, SGEL, Madrid, 2002.

I. Bosque, *REDES. Diccionario combinatorio práctico del español contemporáneo*, Madrid, Ediciones SM, 2004.

***TEACHING METHOD***

Lectures and sessions in the multimedia language lab. Dictation, grammar, vocabulary and translation exercises.

Written and oral comprehension activities, textual summary exercises. Speaking and writing activities based on authentic texts (newspapers, movies, web pages, videos on multimedia channels, etc.).

***ASSESSMENT METHOD AND CRITERIA***

The exam will take place in two parts, which are mandatory for all students:

1. A written exam consisting of a language skills test, a translation from Italian to Spanish, a test on summarising a written text, and a listening comprehension test.
2. An oral interview exam in which students will be asked to hold a conversation in Spanish based on the content of the compulsory readings as well as the material viewed in class. The minimum mark for passing this test is 18/30; the maximum mark is 30/30.

***NOTES AND PREREQUISITES***

Any changes to the programme will be communicated in class and published on Blackboard in *the Spanish Language Course 2 (Three-year) – Interim exam (2023-2024)*. Students are required to be aware of such variations.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.

# Spanish Language Classes (Year 3, Three-Year Course Students)

## Silvia Cuenca Barrero, Maria de los Ángeles Saraiba Russell, Luca Fiocchi

***Text under revision. Not yet approved by academic staff.***

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

Building on students’ progress (up to level B2) in the second year, the main objective of this course is to lead students through a series of targeted activities based on the communicative approach, so that they can assimilate a wealth of knowledge and skills corresponding to level B2+/C1 of the Common European Framework of Reference for Languages. Key activities include consolidating knowledge of morphosyntax, register and lexicon, and the broadening of knowledge of idiomatic expressions which are an essential part of the language. In addition, there will be a particular focus on developing listening, speaking, reading and writing skills. The aim will also be to raise the level of students’ skills in translating journalistic texts into and out of the L2.

***INTENDED LEARNING OUTCOMES***

By the end of the course, students are expected to have acquired the following skills:

**Knowledge and understanding**: consolidation of morphosyntactic and lexical knowledge; ability to understand advanced audio/visual and written messages.

**Skills**: the ability to produce structured summaries based on video material on topical subjects, using accurate language adapted to the context of the message; the ability to complete written exercises aimed at testing knowledge about the sentence structure and the strategic elements of its syntax.

**Communicative skills**: the ability to express opinions and thoughts, in structured and moderately complex form (with extensive use of subordination), on the subjects covered in lectures; the ability to interact in Spanish with lecturers and classmates, and to express themselves with a degree of nuance appropriate to the level reached. In particular, interaction activities will focus on the following content: expressing opinions and judgements on people and situations; narrating past events; expressing feelings, requests, doubts and reactions in response to various phenomena; expressing nuanced personal opinions or beliefs, distinguishing facts from opinions; articulating one's own position; interacting formally with institutions and bodies.

**Autonomy:** the ability to grasp and resolve the language difficulties inherent to level B2+/C1 (e.g. advanced aspects of syntax, by demonstrating the ability to distinguish between the distinguishing features of Italian and Spanish syntax in the context of translation; thorough knowledge of lexical issues and the ability to select appropriate lexicon and register).

***COURSE CONTENT***

Exercises on morphosyntax to help students develop contrasting-comparative strategies for translating to and from the foreign language through analysis and commentary of various text types; reading and listening to audio-video material (documentary/informative, current affairs and cultural); speaking activities on topics related to culture/society and current affairs; introduction to written and oral business communication in the corporate context.

***READING LIST***

1. **Compulsory textbooks**

**PROFILO LLS, LCM e ELTI:** D. Gálvez, N. Gálvez, L. Quintana, *Dominio. Curso de perfeccionamiento,*Madrid,Edelsa, 2016.

**PROFILO ELI\_ELRI:** E. Furió blasco et al., *El español en entornos profesionales*, Madrid, Edinumen, 2016 (nivel-B1-C2).

**Required home reading for the oral exam**

Mònica Lavìn, *Últimos días de mis padres,* Planeta, México 2022. Versión en papel o Kindle.

Rosa Ribas, *El pintor de Flandes*, Debolsillo, Barcelona 2014. Versión en papel o Kindle

Carmen Aguirre *et al*, *El mundo en español, lecturas de cultura y civilización. Nivel B,* Habla con eñe, Madrid 2019

For the part on Latin American civilization, students must also read material uploaded weekly on Blackboard in the “Comunicación” section under “Materiali”.

1. **Suggested further reading for independent learning**

Real Academia Española y Asociación de Academias Americanas, *Nueva gramática de la lengua española: Manual,* Madrid, Espasa Calpe, Madrid 2010.

M. Carrera Díaz, *Grammatica spagnola,* Bari, Laterza, 1998.

L. Gómez Torrego, *Gramática didáctica del español,* SM*,* Madrid, 2007.

L. Gómez Torrego, *Manual de español correcto (I y II),* Madrid, Arco Libros, 2002.

M.P. Garcés, *La oración compuesta en español. Estructuras y nexos*. Madrid, Verbum, 2008.

**Suggested vocabulary for lexical reference and reinforcement**

Real Academia Española, *Diccionario de la lengua española,* Madrid, Espasa Calpe, 2001.

Real Academia Española, *Diccionario panhispánico de dudas,* Madrid, Santillana, 2005.

V.V.A.A., *Clave. Diccionario de uso del español actual*, Milan, Hoepli, 2007.

L. Tam, *Grande dizionario di spagnolo. Spagnolo-italiano, Italiano-spagnolo,* Milan, Hoepli, 2004.

L. Tam, *Dizionario spagnolo economico & commerciale. Spagnolo-italiano, italiano-spagnolo,* Milan, Hoepli, 2006.

Real Academia Española, *Diccionario de americanismos,* Madrid, Santillana, 2010.

V.V.A.A., *Diccionario de sinónimos y antónimos*, Madrid, Gredos, 2009.

M. Moliner, *Diccionario de uso del español,* Madrid, Gredos, 2007.

I. Bosque, *REDES.* *Diccionario combinatorio práctico del español contemporáneo,* Madrid, Ediciones SM, 2004.

***TEACHING METHOD***

Frontal lectures with multimedia tools. Comprehension, conversation and writing activities. Translation exercises into and out of the foreign language with comparative analysis to consolidate translation strategies. A systematic approach to using bilingual, monolingual and specialist dictionaries, as well as all the professional tools designed to develop translation skills.

***ASSESSMENT METHOD AND CRITERIA***

The exams take place in two parts, which are mandatory for all students.

1. A written exam consisting of a language skills test, a translation test of sectoral texts from and into Spanish, and the drafting of a text written in Spanish starting from an audio/video material.
2. An oral interview exam in which students will be asked to hold a conversation in Spanish based on the content of the compulsory home readings and the material viewed in class. The minimum mark for passing this test is 18/30; the maximum mark is 30/30.

***NOTES AND PREREQUISITES***

Any changes to the syllabus will be communicated in class and published on Blackboard under “Corso di Lingua Spagnola 3 (Triennale) – Prova intermedia (2023-2024).” Students are responsible for staying up to date in this regard. Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.