



IDENTIFYING DATA

Language: advertising language in Galician

Subject	Language: advertising language in Galician			
Code	P04G190V01102			
Study programme	Grado en Publicidad y Relaciones Públicas			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Basic education	1st	1st
Teaching language	Galician			
Department				
Coordinator	Fernández Salgado, Benigno			
Lecturers	Fernández Salgado, Benigno			
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Web				
General description	The purpose of this subject is to acquire the linguistic tools that enable students: (i) to adopt sensitive and intelligent attitudes with relation to the world and the languages to be used (b) to favour the expression of critical, independent, original and tolerant thought in Galician language (c) to develop a rational and creative thinking and practices by exercising Galician language, both in its spoken and written modalities.			

Skills

Code				
A1	That the students show having acquired and understanding knowledges in an area of study that splits of the base of the general secondary education and usually is found in a level that, despite its support in advanced books of text, it includes also any aspects that involve pertinent knowledges of the avant-garde of his field of study.			
A4	That the students can transmit information, ideas, problems and solution to an audience specialized as much as no specialized.			
B3	Interpretative competence of the environment: ability to analyze and interpret the economic, political, socio-cultural, technological and communicative environment.			
C2	Socio-cultural competences: Knowledge of the socio-psychological processes that affect to the development of the communication in general, the specific of the advertising communication and those related to public relations.			
C5	Theoretical and practical knowledge of the advertising elements, forms and languages and of the public relations in the local/regional context, both national and international.			
D1	Interpretative competences of the communication: ability to recognize ethical implications in professional decisions.			

Learning outcomes

Expected results from this subject	Training and Learning Results		
Purchase the relative theoretical bases to the system of the Galician tongue inside the frame of the social Communication.	A1	C5	
Study the diverse elements, forms and specific uses of the Galician applied to the advertising and his functionality inside the Galician community.	B3	C2	C5
Analyze the advertising communication from a linguistic perspective (gramatical, stylistic-rhetorical and pragmatic).		C5	
Learn to express ideas, informations, problems and solutions it a so much specialized public how no specialized and to argue and debate the points of view pertinentes.	A4	C5	
Know developed oralmente and by writing with correction and fluency in the academic and advertising field.	A4	C5	
Investigate and analyze the human and linguistic surroundings attending to the identity and values of the community.	B3	C2	D1

Analyze texts and value critically to adecuación, coherence and correction of the oral expression and writing of the advertising speech.	B3	C5
Know and apply basic concepts of the different branches of the linguistics to problems or advertising challenges of different nature.	C2	C5
Use active and consciously the resources that the Galician tongue offers. Promote the autonomy of the student to produce and correct advertising texts. Develop the creativity that supposes result of the freedom in the dominance of the tongue.	C5	D1
Read literature to develop a critical thought, independent and tolerante. Read to create, to take into account to the other; to understand the place that inhabit; to learn to comprise and respect the extraneous positions; for power act properly in the community in that live.	B3	D1

Contents

Topic	
UNITY 1. COMMUNICATION, LANGUAGE AND LANGUAGES: THE GALICIAN TONGUE	1.1. Communication and language. 1.2. Verbal and non verbal communication. 1.3. Unity and diversity in languages: the Galician language and its varieties.
UNITY 2. DOMAINS AND REGISTERS OF THE LANGUAGES: THE USES OF GALICIAN.	2.1. Linguist functions, uses and registers.I 2.2. Spoken and written expression in Galician: orthophony and spelling. 2.3. The Galician tongue and its history: mass media and advertising in Galician.
UNITY 3: GRAMMAR AND LEXICON IN ADVERTISING: ADVERTISING LANGUAGE IN GALICIAN.	3.1. Phonetics and prosody. The phonological structure and the graphic uses of Galician. Intonation and signs of punctuation. 3.2. Morphology and syntax: Galician grammars. Word formation. The classes of words and grammatical categories. Syntactic relations and sentence construction. Classification of sentences. 3.3. Lexicon and semantics: Galician dictionaries. Lexical usage and abuse. Lexical choice. Interferences and neologisms. Semantic relations.
UNITY 4: PROPAGANDA AND ADVERTISING MESSAGES: PRODUCTION AND RECEPTION OF ADVERTISING IN GALICIA	4.1. The Galician linguistic community. Language, identity and power. Social prestige and linguistic prejudices. 4.2. Standard language and linguistic nationalism. International language and globalization of culture. 4.3. Multilingualism and bilingualism. Diglosia and semilingualism. Monolingualism.
UNITY 5. ANALYSIS OF ADVERTISING LANGUAGE. TEXTS AND THE DISCOURSE OF ADVERTISING IN GALICIAN.	5.1. Textual analysis: coherence, cohesion, grammaticality and intertextuality of ads in Galician. Discourse markers. "Repeated discourse". 5.2. Stylistic analysis: adequacy and style in advertising texts in Galician. 5.3 The rhetorics of advertising communication: globalization and localization. The language of the market, of politics and of culture.

Planning

	Class hours	Hours outside the classroom	Total hours
Lecturing	15	15	30
Seminars	15	45	60
Problem solving	10	10	20
Mentored work	10	20	30
Presentation	3	1	4
Essay questions exam	2	2	4
Systematic observation	1	1	2

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

Methodologies

	Description
Lecturing	A class given to students explaining the contents of the discipline. Explanations of the main guidelines of the course, exercises or projects that students have to carry out.
Seminars	Activities centered around specific themes which allowed the students to deep on the contents of the subject matter or complete them.
Problem solving	Formulation of problems or exercises related with the subject (for example, linguistic and stylistic correction to improve the grammar and léxicon.
Mentored work	Writting of an academic text of some extension based on research in the areas of study related to language and advertising.

Personalized assistance

Methodologies	Description
Mentored work	Personalised attention at my office and by electronic mail.
Seminars	Tutorials at my office (209).

Assessment					
	Description	Qualification	Training and Learning Results		
Seminars	Active participation, in particular the presentation of a subject, the questions, suggestions and comments.	10		C5	D1
Problem solving	Practical activities. Resolution of the planned exercises.	20		B3	C2
Mentored work	Process and final result of the investigation which was carried out. External aspect of the written work including graphics and artwork. Organisation, sources and references used. Quality of the arguments. Correction of the language used.	30	A4	C2	D1
Essay questions exam	Test that assesses knowledge of the subject. It includes open questions about a linguistic topic and more concrete problems of grammar and style. Students must develop, relate, organize and present what they have learned with reasoned answers.	30	A1	B3	C2
Systematic observation	Attentive, planned and systematic record to describe the student's behavior	10	A4	C5	D1

Other comments on the Evaluation

Continual evaluation through the following of lectures, tutorials and works done over the course.

Global evaluation of the process of learning and acquisition of competences and knowledges through the specified methodologies including an in-person test.

Evaluation based on the active participation of the student and on the submit of the works and exercises that had been required over the course.

The second call will consist on a written exam. The presentation of a work previously agreed with the professor could also be valued.

Numeric score from 0 to 10 according to the current legislation (RD 1125/2003).

Detect language ▼ Galician ▼

Sources of information

Basic Bibliography

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Ramallo, F., & Rei Doval, G., **Publicidade e Lingua Galega**, Consello da Cultura Galega, 1995

RAG, & ILG, **Normas Ortográficas e Morfolóxicas do Idioma Galego**, 2017, RAG, ILG, 2003

Romero, Mª V. (coord.), **Lenguaje publicitario : la seducción permanente**, Ariel, 2005

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Complementary Bibliography

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Sánchez Rei, X.M., **Lingua galega e variación dialectal**, Laiovento, 2011

Sánchez Vidal, P., **O debate normativo da lingua galega**, Pedro Barrié de la Maza, 2010

Sapir, E., **A Linguaxe. Introducción ó estudo da fala**, Universidade de Santiago, 2010

Valderrama Santomé, M., **A Publicidade televisiva en Galicia: análise dos emisores, soportes e tendencias creativas (1960-2000)**, Xunta de Galicia, 2008

Wardagh, R., **Introducción á Sociolingüística**, Universidade de Santiago, 1995

Xunta de Galicia, **Observatorio da lingua galega**, Secretaría Xeral de Política Lingüística, 2020

Recommendations

Subjects that continue the syllabus

Communication: Written Communication/P04G190V01201

Advertising theory and practice/P04G190V01105

Advertising Creativity/P04G190V01304

Preparation of advertising message/P04G190V01401

Advertising writing and voice-over/P04G190V01404

Other comments

"Advertising language in Galician" must be appealing if you have the will to use Galician in your professional future.

Contingency plan

Description

=== EXCEPTIONAL PLANNING ===

Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University of Vigo establishes an extraordinary planning that will be activated when the administrations and the institution itself determine it, considering safety, health and responsibility criteria both in distance and blended learning. These already planned measures guarantee, at the required time, the development of teaching in a more agile and effective way, as it is known in advance (or well in advance) by the students and teachers through the standardized tool.

=== ADAPTATION OF METHODOLOGIES ===

* Teaching methodologies

In the case that face-to-face teaching cannot be effective, the teaching activity will be carried out through the Campus Remoto platform and the use of the Fatic teleteaching platform.

* Non-contact mechanism for personalized attention of students (tutorials)

In the event that there is no face-to-face teaching, the tutoring sessions will be carried out by telematic means (virtual e-mail tutorials, online videoconference, Fatic forums...) with prior agreement depending on the modality.

=== ADAPTATION OF THE EVALUATION ===

In case there is no face-to-face teaching or it is necessary to simplify the evaluation without final exams, the course work (with the presentation) would be equivalent to 50% of the final qualification and the practical activities uploaded (exercises) would be the equivalent of the other 50%.
