

**Historical Catalan Grammar**

Code: 100681  
ECTS Credits: 6

Degree	Type	Year	Semester
2500247 Catalan Language and Literature	OB	2	2
2501801 Catalan and Spanish	OT	3	0
2501801 Catalan and Spanish	OT	4	0
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Prerequisites**

None.

**Objectives and Contextualisation**

Study the main phoneticophonological and morphosyntactic changes involved in the formation and evolution of th

**Competences**

- Catalan Language and Literature
- Analyze, with the help of the concepts of linguistic theory and the contributions of applied linguistics where appropriate, major phonetic properties, phonological, morphological, syntactic, lexical and semantic of the Catalan language, its evolution throughout history and its current structure.
  - Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
  - Interpret political, social and cultural factors that influence the use of the Catalan language and its evolution throughout history and in today's multicultural society.
  - Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
  - Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
  - Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Catalan and Spanish

- Analyse, with the help of the concepts of linguistic theory and contributions of applied linguistics when appropriate, the main properties phonetic, phonological, morphological, syntactic, lexical and semantic Catalan language, its evolution throughout history its current structure.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Interpreting political factors, social and cultural conditions the use of the Catalan language and its evolution throughout history and multicultural society today.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### English and Catalan

- Analyse, with the help of the concepts of linguistic theory and contributions of applied linguistics when appropriate, the main properties phonetic, phonological, morphological, syntactic, lexical and semantic Catalan language, its evolution throughout history its current structure.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Interpreting political factors, social and cultural conditions the use of the Catalan language and its evolution throughout history and multicultural society today.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

## Learning Outcomes

1. Apply appropriate and thoughtfully prescriptive principles of oral and written standard Catalan.
2. Be able to situate the Catalan oral and written texts in time and space.
3. Being able to situate the Catalan oral and written texts in time and space.
4. Dominate oral and written expression in Catalan.
5. Empower reading, interpretation and critical analysis of literary texts and language
6. Get linguistic differences between different dialects of the language.
7. Identify the context in which the historical processes enroll.
8. Identifying the context of the historical processes.
9. Interpret texts in depth and provide arguments for critical analysis
10. Interpret texts in depth and provide arguments for critical analysis.
11. Knowing the linguistic differences between the various dialects of the language.

12. Master oral and written expression in Catalan.
13. Producing a written text that is grammatically and lexically correct.
14. Producing an oral text that is grammatically and lexically correct.
15. Properly apply the knowledge gained to data collection and management of documentary sources application to the study of Catalan language and literature.
16. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
17. Understanding the historical evolution of the use of the Catalan language.

## Content

1. Introduction and basic concepts.

2. Phoneticophonological processes.
  - 2.1. Evolution of the stressed vocalism.
  - 2.2. Evolution of the unstressed vocalism.
  - 2.3. Evolution of consonantism.
3. Morphosyntactic processes.
  - 3.1. Nominal morphosyntax.
  - 3.2. Verbal morphosyntax.

## Methodology

The dedication required to follow this subject of 6 ECTS credits is about 150 hours of student's work, 45 of which spent in directed activities (theory classes, text discussion seminars, correction of exercises) and 102 in autonomous activities (reading of bibliography, elaboration of exercises, study).

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theory classes, text discussion seminars, correction of exercises	45	1.8	1, 14, 17, 11, 6, 4, 12, 8, 7, 9, 10, 5, 16, 3, 2
Type: Autonomous			
Reading of bibliography, elaboration of exercises, study	102	4.08	15, 1, 13, 17, 11, 6, 4, 12, 8, 7, 9, 10, 5, 16, 3, 2

## Assessment

The evaluation will be based on three evidence types:

- Short answer questions (30%).
- Resolution of practical exercises (30%).
- Tests (40%).

At the beginning of each evaluation activity, the teacher will inform the students about review of grade procedure and date.

If a student has been evaluated of less than 66,6% of the subject, he will receive the consideration of "non-assessable". To qualify for the re-evaluation, two conditions must be met: (1) the student must have been evaluated of at least 66,6% of the subject and (2) he must have a continuous evaluation mark between 3.5 and 4.9. Students meeting these conditions may be re-evaluated of at least 50% of the continuous evaluation activities. The maximum reassessment rating is 5.

In case of irregularities such as plagiarism or copying found in an evaluation activity, the mark of this evaluation activity will be 0. In case of irregularities in various evaluation activities, the final mark of the subject will be 0.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Resolution of practical exercises	30%	1	0.04	15, 1, 13, 17, 11, 6, 4, 12, 8, 7, 9, 10, 5, 16, 3, 2
Short answer questions	30%	1	0.04	15, 1, 14, 17, 11, 6, 4, 12, 8, 7, 9, 10, 5, 16, 3, 2
Tests	40%	1	0.04	15, 1, 13, 17, 11, 6, 4, 12, 8, 7, 9, 10, 5, 16, 3, 2

## Bibliography

### Manuals of historical grammar of Catalan:

Badia i Margarit, Antoni Maria (1951, trad. 1981 [1994<sup>3</sup>]). *Gramàtica històrica catalana*. València: Tres i Quatre ("Biblioteca d'Estudis i Investigacions", 4).

Batlle, Mar, Joan Martí i Castell, Josep Moran & Joan Anton Rabella (2016). *Gramàtica històrica de la llengua catalana*. Barcelona: Publicacions de l'Abadia de Montserrat ("Biblioteca Abat Oliba", 299).

Duarte i Montserrat, Carles & Àlex Alsina i Keith (1984). *Gramàtica històrica del català*, vol. 1 (*I. Origen i formació, II. Fonologia*). Barcelona: Curial ("Manuals", 7).

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Fouché, Pierre (1924a). *Phonétique historique du roussillonnais*. Tolosa: Privat. [Reprinted in Ginebra in 1980 by Slatkine Reprints].

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Martí i Castell, Joan (1990). *Gramàtica històrica. Problemes i mètodes*. València: Universitat de València ("Biblioteca Lingüística Catalana", 9).

Moll, Francesc de Borja (1952, trad. 1991, corrected and annotated ed. 2006). *Gramàtica històrica catalana*. València: Universitat de València.

Recasens, Daniel (2017). *Fonètica històrica del català*. Barcelona: Institut d'Estudis Catalans ("Biblioteca Filològica", LXXX).

### Manuals of the history of Catalan language:

Ferrando, Antoni & Miquel Nicolás (1993 [1997<sup>2</sup>]). *Panorama d'història de la llengua*. València: Tàndem.

Nadal, Josep M. & Modest Prats (1982 [1996<sup>5</sup>]). *Història de la llengua catalana*, vol. I. *Dels inicis al segle XV*. Barcelona: Edicions 62.

Nadal, Josep M. & Modest Prats (1996). *Història de la llengua catalana*, vol. II. *El segle XV*. Barcelona: Edicions 62.

#### Manuals of Catalan dialectology:

Colomina i Castanyer, Jordi (1999). *Dialectologia catalana. Introducció i guia bibliogràfica*. Alacant: Universitat d'Alacant.

Veny, Joan (1978 [1998<sup>12</sup>]). *Els parlars catalans (Síntesi de dialectologia)*. Palma de Mallorca: Moll ("Tomir", 38).

Veny, Joan & Mar Massanell (2015). *Dialectologia catalana. Aproximació pràctica als parlars catalans*. Barcelona / Alacant / València: Universitat de Barcelona / Universitat d'Alacant / Universitat de València.

#### Dialectal and historical Catalan dictionaries:

Alcover, Antoni Maria & Francesc de Borja Moll (1926-68, 1975-1977<sup>2</sup> [1993]). *Diccionari català-valencià-balear* [= DCVB], 10 vol. Palma de Mallorca: Moll.

Coromines, Joan (1980-2001 [1995-2001]). *Diccionari etimològic i complementari de la llengua catalana* [= DECat], 10 vol. Barcelona: Curial/ La Caixa.

#### Other reference works:

Coromines, Joan (1989<sup>4</sup>). *Lleures i converses d'un filòleg*. Barcelona: Club Editor.

Martines, Josep & Manuel Pérez Saldanya (coord.) (2005). "Monogràfic sobre sintaxi històrica", *Caplletra. Revista Internacional de Filologia*, 38 (Primavera, 2005), p. 93-301. Accessible in: <https://ojs.uv.es/index.php/caplletra/issue/view/374>

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Rasico, Philip D. (1982). *Estudis sobre la fonologia del català preliterari*. Barcelona: Curial; Publicacions de l'Abadia de Montserrat.