

Spanish Historical Grammar

Code: 100597
 ECTS Credits: 6

Degree	Type	Year	Semester
2500248 Spanish Language and Literature	OB	2	2
2501801 Catalan and Spanish	OT	3	0
2501801 Catalan and Spanish	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0

Contact

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Use of Languages

Principal working language: spanish (spa)
 Some groups entirely in English: No
 Some groups entirely in Catalan: No
 Some groups entirely in Spanish: Yes

Prerequisites

By obtaining the minimum of credits *in basic training subjects*, students have demonstrated to have acquired the basic competences and they will be able to express themselves orally and in writing. For this reason, any spelling and expression errors that may be committed will lead to a score decrease in the final grade.

Activities, practical sessions and papers submitted in the course must be original and under no circumstances will the total or partial plagiarism of third-party materials published on any medium be admitted. Any submission of non-original material without properly indicating its origin will automatically result in a failure rating (0).

It is also expected that students know the general rules of submission of an academic work. However, students could apply the specific rules that the teacher of the subject may indicate to them, if they deem it necessary.

It is not essential, but it is recommended, the possession of some basic knowledge of the Latin language.

Objectives and Contextualisation

"Historical Grammar of Spanish" is an introductory course to the historical study of the language, both in general (linguistic change) and particular (the concrete evolution of Spanish).

The aim of the subject is for the student to acquire a general vision of the different stages of evolution of Spanish, with special emphasis on the graphematic and phonic changes of the Spanish linguistic system, as well as an initial mastery of the tools of diachronic study of a language.

At the end of the course students must be able to:

- Apply different methodologies in the study of the historical grammar of Spanish.
- Handle the tools of historical linguistics.

- Identify the different types of linguistic changes that may occur in a language.
- Describe the most relevant aspects of the history of the Spanish language from the external point of view.
- Establish the different historical stages of the Spanish language and the phonic and graphematic changes corresponding to each period.
- Produce phonic evolution of Latin words to modern Spanish.

Competences

Spanish Language and Literature

- 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.
- Typological framing the main phenomena of the Spanish language and relate them to similar phenomena in other Romance languages.

Catalan and Spanish

- Demonstrate knowledge of the history and development of the Spanish language, and identify the main periods of evolution and fundamental linguistic characteristics of each.
- 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.
- Typological framing the main phenomena of the Spanish language and relate them to similar phenomena in other Romance languages.

English and Spanish

- Demonstrate knowledge of the history and development of the Spanish language, and identify the main periods of evolution and fundamental linguistic characteristics of each.
- 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.
- Typological framing the main phenomena of the Spanish language and relate them to similar phenomena in other Romance languages.

Learning Outcomes

1. Apply the principles of historical linguistics applied to the study of Spanish historical grammar.
2. Correctly draw up a previously analysed non-regulatory text.
3. Correctly drawing up a previously analysed non-regulatory text.
4. Describe the origins of Spanish: the Roman languages and romanization.
5. Interpret the meaning of unknown words thanks to its context.
6. Interpreting the meaning of unknown words thanks to its context.
7. Make predictions and inferences about the content of a text.
8. Making predictions and inferences about the content of a text.
9. Producing a written text that is grammatically and lexically correct.
10. Use suitable terminology when drawing up an academic text.

11. Using suitable terminology when drawing up an academic text.

Content

1. Introduction to historical linguistics

1.1. Historical linguistics: history of language and historical grammar.

1.1.1. Methods of historical linguistics and interdisciplinary relations

1.1.2. Tools and materials of historical linguistics

1.2. The concept of linguistic change and type of changes

1.2.1. The phonic change

1.2.2. The grammatical change

1.2.3. The lexical-semantic change

1.2.4. The contact between languages. Loan words.

2. Pre-Roman languages and romanization in the Iberian Peninsula

2.1. The pre-Roman languages of the Iberian Peninsula and their influence on Spanish

2.2. The romanization of Hispania and the consolidation of hispanic vulgar latin

3. Medieval romance and classical Spanish

3.1. The formation of medieval romance and its evolution to classical Spanish

3.2. The restructuring of classical Spanish and the constitution of the modern Spanish system

4. The evolution of the linguistic system: graphematics, phonetics and phonology

4.1. Vocal system

4.2. Evolutions of the sequences with yod and wau

4.3. Consonantal system

Methodology

The student must carry up a continuous follow-up of the subject.

In order to achieve the aforementioned objectives, theoretical explanations will be combined by the teacher (where the methodology and the basic tools of the historical study of the language will be shown) with the practical realization of exercises in the classroom (mainly focused on the identification of the graphic and phonic changes experienced by Spanish from Latin to the present).

The realization of one theoretical-practical test, one theoretical test and a practical evaluative activity will be required. The participation of the student will be taken into account.

The learning of this subject by the student is distributed as follows:

- 40% of directed activities (52,5 hours)

- These activities are distributed in theoretical classes (57%) and classroom practices (43%)

- 10% of supervised activities (15 hours)
- 50% of autonomous activities (76 hours)

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom practices	22.5	0.9	1
Theoretical classes	30	1.2	1
Type: Supervised			
Activities	7.5	0.3	8, 11, 6, 3
Mandatory readings	7.5	0.3	6
Type: Autonomous			
Elaboration of the activities	20	0.8	9, 6, 3
Preparation of partial tests and final test	56	2.24	1, 11

Assessment

The faculty will evaluate this subject on an ongoing basis through class participation and class attendance (resolution of exercises in the classroom, bring the weekly practices done, etc.), the realization of one theoretical-practical test, one theoretical test and a practical evaluative activity.

The evaluation will be distributed as follows:

- Participation in class: 5%
- Theoretical and practical test: 20%
- Theoretical test: 25%
- Practical evaluation activity: 50%

The evaluation of the subject will be carried out, therefore, starting from the realization of three activities / tests in which the following aspects will be evaluated:

- The assimilation of theoretical contents;
- The practical application of the contents;
- The adaptation to the requirements of the activity in question;
- Attendance and participation in class.

The three activities / tests to be carried out are the following:

- A theoretical-practical exam about the required readings and the theoretical concepts and their application in the resolution of exercises. This test constitutes 20% of the final grade of the subject.
- A theoretical exam based on the contents of the required readings. This test constitutes 25% of the final grade of the subject.
- A practical evaluative activity that will consist of the evolution of a certain number of words from Latin to Spanish, through the identification of the different evolutionary stages and the phonic changes corresponding to each period. This exam constitutes 50% of the final grade of the subject.
- Participation in class by solving exercises in the class and the presentation of the weekly practices. This participation constitutes 5% of the final grade of the subject.

To pass the subject all the evaluation activities must be done. The minimum admission grade required to pass each of the tests, considering it on the average, must be equal to or greater than 4 points. However, the final grade, once all the notes have been added and the percentages indicated above applied, must be equal to or greater than 5.

The student will be considered "not evaluable" if delivered only 45% of the evaluable evidence. The elaboration of more than 45% of the tests will mean, then, the will of the student to be evaluated in the subject and, therefore, his presentation to the evaluation.

The completion of spelling, expression, lexicon and syntax errors will have a penalty of 0.2 each, without limit, on the final grade in the activities and exams. Repeated faults also discount.

Re-evaluation

All evaluation activities are recoverable (except participation in class). All tests whose score is less than 4 points must be compulsorily recovered during the recovery period. However, students will lose the right to re-evaluation if they suspend with less than 3,5 points the three evaluation activities. In no case the three tests can be recovered. Moreover, it should be taken into account that in order to be eligible for re-evaluation, students are obliged to attend all the evaluable tests.

Important dates

The dates of the activities and the examinations mentioned in this program will be indicated at the beginning of the course.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Participation in class	5%	0.5	0.02	1, 11, 6, 5
Practical evaluation activity	50%	3	0.12	1, 8, 7, 11, 10, 6, 5, 3, 2
Theoretical tests	45%	3	0.12	1, 9, 4, 6, 5

Bibliography

The students will have to acquire the following book:

- CLAVERIA, Gloria; Marta PRAT and Carlos SÁNCHEZ (1999), *Curso de lengua española: diacronía*. Bellaterra: UAB (*Materials*, 76).

The teacher will indicate recommended and mandatory readings for each content.

Reference works and manuals:

ABAD NEBOT, Francisco (2008), *Historia general de la lengua española*. Valencia: Tirant Lo Blanch.

ARIZA, Manuel (1989), *Manual de fonología histórica del español*. Madrid: Síntesis.

ARIZA, Manuel (2012), *Fonología y fonética histórica del español*. Madrid: Arco/Libros.

CANO AGUILAR, Rafael (1988), *El español a través de los tiempos*. Madrid: Arco/Libros.

CANO AGUILAR, Rafael (coord.) (2004), *Historia de la lengua española*. Barcelona: Ariel.

COMPANY COMPANY, Concepción and Javier CUÉTARA PRIEDE (2008), *Manual de gramática histórica*. México D. F.: UNAM.

COROMINAS, Joan and José Antonio PASCUAL (1980-1991), *Diccionario crítico etimológico castellano e hispánico*, 6 vols. Madrid: Gredos.

GARCÍA GALLARÍN, Consuelo (2018), *Diccionario histórico de la morfología del español*. Madrid: Guillermo Escolar Editores.

ECHENIQUE, M^a Teresa and M^a José MARTÍNEZ (2011), *Diacronía y gramática histórica de la lengua española*. 4^a edición revisada y aumentada. Valencia: Tirant Humanidades.

ECHENIQUE, M^a Teresa and Juan SÁNCHEZ (2005), *Las lenguas de un reino. Historia lingüística hispánica*. Madrid: Gredos.

ELVIRA, Javier (2015), *Lingüística histórica y cambio gramatical*. Madrid: Síntesis.

FRADEJAS RUEDA, José Manuel (1997), *Fonología histórica del español*. Madrid: Visor Libros.

LAPESA, Rafael (1981), *Historia de la lengua española*, 9^a ed. Madrid: Gredos.

LLEAL, Coloma (1990), *La formación de las lenguas romances peninsulares*. Barcelona: Barcanova.

LLOYD, Paul M. (1987/1993), *Del latín al español: I. Fonología y morfología históricas de la lengua española*. Madrid: Gredos.

MENÉNDEZ PIDAL, Ramón (1940), *Manual de gramática histórica española*, 6^a ed. Madrid: Espasa-Calpe.

MENÉNDEZ PIDAL, Ramón (2005), *Historia de la lengua española*, 2 vols. Madrid: Fundación Ramón Menéndez Pidal and Real Academia Española.

PHARIES, David A. (2007), *Breve historia de la lengua española*. Chicago and London: The University of Chicago Press.

PENNY, Ralph (2000/2004), *Variación y cambio en español*. Madrid: Gredos.

PENNY, Ralph (2002/2006), *Gramática histórica del español*, 2^a ed. Barcelona: Ariel.

PONS RODRÍGUEZ, Lola (2010), *La lengua de ayer. Manual práctico de Historia del Español*. Madrid: Arco/Libros.

RODRÍGUEZ IGLESIAS, Ígor (2018): *Aspectos de lingüística histórica española en el contexto europeo*. Munich: LINCOM.

YLLERA, Alicia (1983), "Lingüística histórica", in ABAD, Francisco and Antonio GARCÍA BERRIO (coord.), *Introducción a la lingüística*. Madrid: Alhambra, pp. 345-388.

Links:

DAVIES, Mark: Banco de datos [en línea]. *Corpus del español*. <<http://www.corpusdelespanol.org>>.

REAL ACADEMIA ESPAÑOLA: Banco de datos (CORDE) [en línea]. *Corpus diacrónico del español*. <<http://corpus.rae.es/cordenet.html>>.

REAL ACADEMIA ESPAÑOLA: Banco de datos (CREA) [en línea]. *Corpus de referencia del español actual*. <<http://corpus.rae.es/creanet.html>>.

REAL ACADEMIA ESPAÑOLA: Banco de datos (CNDHE) [en línea]. *Corpus del Nuevo Diccionario Histórico del Español*. <<http://web.frl.es/CNDHE>>.

REAL ACADEMIA ESPAÑOLA: Banco de datos (CORPES XXI) [en línea]. *Corpus del Español del Siglo XXI*. <<http://web.frl.es/CORPES>>.

TORRUELLA, Joan and KABATEK, Johannes (dirs.). *Portal de Corpus Históricos Iberorrománicos* (CORHIBER). <<http://www.corhiber.org>>.