



Universitat de Lleida

DEGREE CURRICULUM
**SPANISH HISTORICAL
LINGUISTICS**

Coordination: TERRADO PABLO, FRANCISCO JAVIER

Academic year 2020-21

Subject's general information

Subject name	SPANISH HISTORICAL LINGUISTICS			
Code	101074			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Hispanic Philology	4	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	3	3	
	Number of groups	1	1	
Coordination	TERRADO PABLO, FRANCISCO JAVIER			
Department	CLASSICAL, FRENCH AND HISPANIC STUDIES			
Teaching load distribution between lectures and independent student work	<p>Hybrid or mixed teaching:</p> <p>1. HP: 22,5h (face-to-face classes)</p> <p>2. HNP: 127.5h distributed as follows:</p> <p>- HNPs: Work with synchronous virtual accompaniment of the teacher (videoconferences for master classes, discussions, seminars or tutorials, resolution of doubts ...). Synchronous non-face-to-face classes will be held within the time established in the calendar for the subject. (22.5h)</p> <p>-HNPa: Autonomous work of the student, without the teacher's accompaniment: bibliography readings or teacher's material, sstudy, carrying out activities entrusted by the teacher. (105h)</p>			
Important information on data processing	Consult this link for more information.			
Language	Spanish			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
TERRADO PABLO, FRANCISCO JAVIER	javier.terrado@udl.cat	6	Friday 11-13 h

Subject's extra information

This subject helps the student to forge an idea of the evolutionary nature of language. Given a current oral or written text, we wonder how the elements and mechanisms that have allowed it to be constructed have been historically formed. This constitutes the basic and fundamental objective of the subject.

For those students who wish to deepen a little more there is an advanced level, whose objective is the knowledge of the mechanisms of evolution of the phonological, morphological, syntactic and lexical systems. The general principles will apply to the Castilian language of all ages, with special attention to the language of the Middle Ages. The transformations that have turned the old Castilian system into the current system will be described. This is intended to fully interpret the ancient texts and a better understanding of the peculiarities of the language of the present.

Learning objectives

- OR 1. Know and explain the changes that have shaped the current Spanish language system over time.
- OR 2. Explain the configuration of the Spanish phonological system based on the Latin phonological system.
- OR 3. Explain the historical makeup of the microsystems that make up the morphology of current Spanish.
- OR 4. Know how the syntax of Spanish has been shaped.
- OR 5. Explain the types of semantic changes that constantly transform the Spanish lexicon.
- OR 6. Learn to perform analysis and philological comments on texts, for which the knowledge indicated in the previous points will be necessary.

Competences

- CT1. Acquire an adequate oral and written comprehension and expression of Catalan and Spanish
- CB2 Apply their knowledge to their work or vocation in a professional way and possess the competences that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study
- CB3 Ability to gather and interpret relevant data (usually within their study area) to make judgments that include reflection on relevant social, scientific or ethical issues
- CG1. Demonstrate capacity for analysis and synthesis.
- CG2. Analyze and evaluate a topic or subject, applying critical and objective reasoning.
- CG4 Adequately plan individual and team work and manage time.
- CG5 Assess the rigor and quality of academic work.
- CG6 Demonstrate a rigorous systemic attitude at work.

CG7 Demonstrate capacity for autonomous learning and intellectual maturity.

CG11 Knowing how to use the terminology and techniques of the disciplinary or professional field.

CE4 Know the systematic aspects of the uses of the language from different perspectives of grammatical analysis: phonetic, phonological, lexical, morphological, semantic, syntactic, discursive, pragmatic and sociolinguistic.

CE6 Know how to analyze and reflect on the structure and functioning of the Spanish language and communication in the Spanish language, as well as know how to discriminate critically between the different theories and apply them to the scientific study of the language CE9 Design and manage projects in the field of business and education

CE8 Recognize the historical, external and internal evolution of the Spanish language and the ability to understand and identify different registers and dialect variants.

CE23 Know how to use specific techniques necessary to study and teach literary texts from different periods.

CE25 Know and know how to apply the research procedures related to the study of the Spanish language and its literature, including the use of laboratories.

Subject contents

- Diachronic phonology of Spanish

 - Graphematic

 - Syllable and accent.

 - Vocal system: quantity reduction, diphthonging, monoptonation, vowel inflection.

 - Consonant system: reduction of quantity, creation of palatals, creation of approximant sonors.

- Diachronic morphology

 - Nominal morphology: gender, number, case, article, pronouns (nouns, adjectives and adverbials).

 - Verbal morphology: lexemes, modotemporal suffixes and personal desinences. Forms created periphrastically.

- Diachronic lexicology

 - The renewal of the lexicon. General mechanisms.

 - Leximorphy and word creation. Suffixation, presetting, composition.

 - The semantic change: extension, restriction, transfer.

- Diachronic syntax

 - The birth of Romanesque syntax

 - Structural order and linear order

 - Oral language syntax and written language syntax

 - Logical syntax and expressive syntax

- Philological analysis and diachronic commentary of texts

 - Comment methodology

 - Practice of the commentary diachronic comment of texts

Methodology

The basic level of the subject can be achieved by reading and commenting in groups of the texts that the teacher will present in class. These face-to-face sessions will be complemented with exercises that the student will have to do at home and hang in the Activities folder of the virtual campus.

The "inverted class" system will be applied, so that the student will have to attend the classroom having performed the tasks previously marked by the teacher.

The advanced level will be achieved through a more in-depth study of the contents contained in the program. The teacher will guide and oversee the learning process of the students under tutoring.

It is essential to constantly monitor the subject, through the virtual campus and the face-to-face conversation with the teacher. The acquired knowledge must be cumulative: the concepts and techniques learned in some subjects are the basis for the acquisition of subsequent knowledge.

Activity	Code	O	G	HP*	HNPs
Master class (M)	General overview of the topics of the subject	O1...O6	1	12,5	10
Basic readings (LO)	Basic readings	O1...O6			30
Seminars (S)	In specialised aspects	O1...O6	1	10	30
Practices (P)	Phonetic evolution Syntactic analysis	O1...O6			25
Course Work (T)	Philological coment of a text	O1...O6	1		30
Tutoríals (Tut)			1		2,5
Other(AA)					
TOTAL				22,5	127,5

Development plan

The teacher will publish in the resource folder of the subject the SCHEDULE of the course, indicating the days of tutoring, presentation of each topic and delivery of the practices.

1) Topics. The teacher will explain the topics, with the collaboration of the students. The flipped classroom or inverted class method will be applied: students must go to the classroom carrying out the tasks that the teacher has sent for each session. Each student will make their own notes. The teacher will publish some materials in the Resources folder.

2) Practices. They are practices presented individually, but can be developed in collaboration with other classmates, in the classroom or outside it. They will be delivered in the "Activities" section of the virtual campus.

3) Individual work. It will consist of the philological analysis and the diachronic commentary of a text. Each student will receive a text and should study it following the guidelines set by the teacher and going to the tutorials to account for their development.

Evaluation

Philological analysis activity 5%

Graphemic and phonology activity 20%

Morphology activity 10%

Syntax activity 15% Lexical activity 10%

Philological comment activity 15%

Exam 25%

Total 100%

Bibliography

Alvar, Manuel y Bernard Pottier(1983), *Morfología histórica del español*, Madrid, Gredos.

Ariza, Manuel (2002), *El comentario filológico de textos*, Madrid, Arco Libros.

Cano Aguilar, Rafael(2000), *Introducción al análisis filológico*, Madrid, Castalia.

Corominas, Joan y José A. Pascual(1980-1990), *Diccionario crítico etimológico castellano e hispánico*, Madrid, Gredos.

Company, Concepción (2006), *Sintaxis histórica de la lengua española*, México, Fondo de Cultura Económica.

Echenique, María Teresa y Ma. José Martínez (2000), *Diacronía y gramática histórica de la lengua española*, Valencia, Tirant lo Blanc.

Elvira, Javier (1998), *El cambio analógico*, Madrid, Gredos.

Fradejas Rueda, Manuel (1997), *Fonología histórica del español*, Madrid: Visor Libros.

González Ollé, Fernando (1993), *Lengua y literatura españolas medievales*, Madrid: Arco Libros.

Lapesa, Rafael (2000), *Estudios de morfosintaxis histórica del español*, Madrid, Gredos.

López García, Ángel (2001), *Cómo surgió el español*, Madrid, Gredos.

Menéndez Pidal, Ramón (1940), *Manual de gramática histórica española*, Madrid: Espasa-Calpe.

Penny, Ralph (1993), *Gramática histórica del español*, Ariel, Barcelona.

Terrado Pablo, Javier (1990), "Sobre el valor de la alternancia /í/-/á/ en los adverbios de lugar", en *Sintagma*, 2, 45-54.

Terrado Pablo, Javier (1990), "Sobre la forma de contenido de los adverbios de lugar. Cuestiones de diacronía", en *Sintagma*, 2, 55-66.

Väänänen, Veikko (1981), *Introducción al latín vulgar*, Madrid, Gredos.

Diccionarios en línea

DRAE: *Diccionario de la Lengua Española*.

<https://dle.rae.es/>

CREA: *Corpus Diacrónico del Español*.

<http://corpus.rae.es/cordenet.html>

CREA: *Corpus de Referencia del Español Actual.*

<http://corpus.rae.es/creanet.html>

CORPES: *Corpus del Español del Siglo XXI.*

<http://web.frl.es/CORPES/view/inicioExterno.view>

NTLLE: *Nuevo Tesoro Lexicográfico de la Lengua Española.*

<http://ntlle.rae.es/ntlle/SrvltGUILoginNtlle>