



Universitat de Lleida

DEGREE CURRICULUM  
**SPANISH HISTORICAL  
LINGUISTICS**

Coordination: TERRADO PABLO, FRANCISCO JAVIER

Academic year 2022-23

Subject's general information

<b>Subject name</b>	SPANISH HISTORICAL LINGUISTICS			
<b>Code</b>	101074			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Hispanic Philology	4	OPTIONAL	Attendance-based
	Double degree: Bachelor's degree in Applied Languages and Translation and Bachelor's degree in Hyspanic Philology	5	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	TERRADO PABLO, FRANCISCO JAVIER			
<b>Department</b>	CLASSICAL, FRENCH AND HISPANIC STUDIES			
<b>Teaching load distribution between lectures and independent student work</b>	1)Face-to-face classes;; 60 h 2) Autonomous work of the student: 90 h			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Spanish			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MACHETTI VALLVERDÚ, JÚLIA	julia.machetti@udl.cat	1	
TERRADO PABLO, FRANCISCO JAVIER	javier.terrado@udl.cat	5	Thursday and friday from 9 -10 h

## Subject's extra information

This subject helps the student to forge an idea of the evolutionary nature of language. The mechanisms of evolution of phonological, morphological, syntactic and lexical systems are exposed. The general principles apply to the Castilian language of all ages, with special attention to the language of the Middle Ages. The transformations that have converted the old Castilian system into the current system are described. This is intended to provide a thorough interpretation of 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 lexicology and semantics

  - The renewal of the lexicon. General mechanisms.

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

  - The semantic change: extension, restriction, transfer.

- Diachronic phonology of Spanish

  - Graphematics

  - Spanish phonetic laws

  - 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 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

See Spanish version.

## Development plan

See Spanish version of 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. There are practices presented individually and delivered at hand to the professor.

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

Lexicology and semantics activity:	20%
Graphemic and phonology activity:	20%
Morphology and syntax activity:	20%
Individual work:	20%
Exam:	20%
	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.

GonzálezOllé, 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>

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

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