

University of Houston
Department of Hispanic Studies

SPAN 4366 (31263)

Historical Linguistics

Fall 2010

T/TH 10-11:30

304-AH

Prof. Manuel J. Gutiérrez

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Office Hours (432-AH): T/TH 11:30-12:30

Goals for the Bachelor of Arts in Spanish

- Students will be able to converse with ease and confidence when dealing with most routine tasks and social situations that require an exchange of basic information related to work, school, recreation, particular interests and areas of competence.
- Students will be able to demonstrate analytical and critical skills when writing in Spanish.
- Students will demonstrate professional readiness for language-related fields of study and work.

Learning Outcomes of this course:

1. Students will be able to introduce basic linguistics concepts as applied to the study of the development of the language from Latin to Spanish.
2. Students will be able to explain in writing the development of the sound system from Latin to Modern Spanish.
3. Students will be able to explain in writing the formation of the Modern Spanish grammatical system taking into account the changes experienced in the development from Latin.
4. Students will be able to explain in writing the different hypotheses about the formation of the main Modern Spanish dialects.

Text: - Resnick, Melvyn C. Introducción a la historia de la lengua española.
Washington, D.C.: Georgetown University Press, 1981.

Students' responsibilities:

- Attendance to scheduled sessions
- Active participation in discussions
- WebCT exercises
- Exams

Grading: Final grade will be based on: exercises, a paper, and exams.

Exam 1	35%
Exam 2	35%
Exam 3	35%
WebCT exercises	30%

*Si falta a un examen, cuentan los otros dos; si rinde los tres, se elimina la nota más baja.

Week:

(8/24, 26)

- Introducción al curso.
- Descripción fonética de las vocales y consonantes del español moderno.
- **Ver video entre hoy y la primera clase de la próxima semana:** Biography of the Spanish Language. Spain: The Birthplace of a Language.

(8/31, 9/2)

- Introducción histórica: el latín vulgar y las lenguas romances, el protoindoeuropeo, el latín, iberos, vascos, celtas, celtíberos, vándalos, suevos, visigodos, moros y castellanos.
- **WebCT, ejercicio 1** (enviarlo por WebCT antes de las 11 p.m. del domingo).

(9/7, 9)

- Influencias extranjeras en la lengua latina llevada a España por los romanos. Influencias de sustrato, el sustrato vasco, derivados y cultismos.
- **WebCT, ejercicio 2** (enviarlo por WebCT antes de las 11 p.m. del domingo).

(9/14, 16)

- Características del latín: consonantes, vocales, acentuación, infinitivos. Cognados o palabras afines, la relación genética entre las palabras.
- **WebCT, ejercicio 3** (enviarlo por WebCT antes de las 11 p.m. del domingo).

(9/21, 23)

- La evolución fonológica: vocales y consonantes (reglas: 1-9)
- **WebCT, ejercicio 4** (enviarlo por WebCT antes de las 11 p.m. del domingo).

(9/28, 30)

- Repaso
- **Exam 1**

(10/5, 7)

- La evolución fonológica: vocales y consonantes (reglas: 10-15)
- **WebCT, ejercicio 5** (enviarlo por WebCT antes de las 11 p.m. del domingo).

(10/12, 14)

- La evolución fonológica: vocales y consonantes (reglas: 16-22)
- **WebCT, ejercicio 6** (enviarlo por WebCT antes de las 11 p.m. del domingo).

(10/19, 21)

- La yod y algunos grupos consonánticos, reglas 23-33.
- Cronología de algunos cambios importantes.
- **WebCT, ejercicio 7** (enviarlo por WebCT antes de las 11 p.m. del domingo).
- **Ver video antes de la primera clase de la próxima semana:** A Literary Journey to San Millán de la Cogolla and Santo Domingo de Silos.

(10/26, 28)

- Cambios gramaticales: cambios no verbales, sustantivos, casos, adjetivos.
- **WebCT, ejercicio 8** (enviarlo por WebCT antes de las 11 p.m. del domingo).

(11/2, 4)

- Repaso
- **Exam 2**

(11/9, 11)

- Cambios gramaticales: cambios no verbales, artículos, pronombres, casos pronominales.
- **WebCT, ejercicio 9** (enviarlo por WebCT antes de las 11 p.m. del domingo).

(11/16, 18)

- Cambios gramaticales: evolución del sistema verbal.
- **WebCT, ejercicio 10** (enviarlo por WebCT antes de las 11 p.m. del domingo).

(11/23, 30)

- Historia y dialectología: La formación de los dialectos principales del castellano.
- El cambio lingüístico: tipos de cambio.
- Cambios internos.
- Impedimentos al cambio.
- **WebCT, ejercicio 11** (enviarlo por WebCT antes de las 11 p.m. del domingo).

(12/2)

-Take-home exam (3) (entregar vía WebCT el 7 de diciembre o antes, 6 p.m.)

Bibliography

- Alonso, Martín. 1962. *Evolución sintáctica del español*. Madrid: Aguilar.
- Avila, Raúl. 1991. *La lengua y los hablantes*. México: Trillas.
- Azevedo, Milton M. 1992. *Introducción a la lingüística española*. New Jersey: Prentice Hall.
- Bolaño e Isla, Amancio. 1971. *Manual de historia de la lengua española*. México: Porrúa.
- Bynon, Theodora. *Historical Linguistics*. Cambridge University Press.
- Feldman, David M. 1973. *Apuntes históricos sobre las frases verbales de modo del español*. Madrid: Playor, S. A.
- García de Diego, Vicente. 1951. *Gramática histórica española*. Madrid: Gredos.
- Hockett, Charles F. 1971. *Curso de lingüística moderna*. Buenos Aires: Eudeba.
- Lapesa, Rafael. *Historia de la lengua española*. Madrid: Gredos.
- Lathrop, Thomas A. *The Evolution of Spanish (an Introductory Historical Grammar)*. Delaware: Juan de la Cuesta Hispanic Monograph.
- Lloyd, Paul M. 1987. *From Latin to Spanish*. Philadelphia: American Philosophical Society.
- Menéndez Pidal, Ramón. 1950. *Orígenes del español*. Madrid: Espasa-Calpe.
- _____. 1904. *Manual elemental de gramática española*. Madrid: Librería General de Victoriano Suárez.
- Resnick, Melvyn C. 1981. *Introducción a la historia de la lengua española*. Washington, D.C.: Georgetown University Press.
- Urrutia, Hernán y Manuela Alvarez. 1983. *Esquema de morfosintaxis histórica del español*. Bilbao, Universidad de Deusto.
- Weinreich, Uriel, William Labov and Marvin I. Herzog. *Empirical Foundations for a Theory of Language Change*. Columbia University.

PLAGIARISM

Plagiarism is a serious form of cheating. To plagiarize is to claim another's ideas or writing as one's own. It is a form of stealing.

Plagiarism can take several forms. Students often associate the term with writers who copy entire passages from a book, magazine, encyclopedia, or other printed source and turn them in to an instructor as their work. This is, perhaps, the most blatant form of plagiarism as well as the easiest for instructors to detect. After all, instructors can usually recognize a passage lifted from Time magazine or other sources with distinctive styles. In fact, instructors can almost always recognize professional writing, even if they cannot immediately identify its source.

But plagiarism takes several other forms. For instance, students plagiarize when they borrow ideas from other writers without giving them credit. In this case, students might not even use the other writer's language; nevertheless, they are stealing the writer's content. Students also plagiarize when they present another student's work *{or the work of a professional paper writing service, or work copied from a Web Site}* as their own. Thus, documentation involves more than just citing the source of direct quotations.

Because plagiarism is such a complex concept to come to grips with in its entirety, take note of the following summary definition:

1. Plagiarism includes the **literal repetition without acknowledgement of the writings of another author**. All significant *words, phrases, clauses or passages* in a student's paper which have been taken directly from the source material must be enclosed in quotation marks and acknowledged either in the text itself or in foot or endnotes.
2. Plagiarism includes borrowing without acknowledging another writer's **general plan, outline, or structure of argument** in the creation of one's own organization.
3. Plagiarism includes borrowing another's **ideas** and representing them as one's own. To **paraphrase** the thoughts of another writer without acknowledging them is to plagiarize.
4. Plagiarism includes allowing **any other person or organization (including those found on the internet)** to prepare the paper and submitting it as one's own work.

Plagiarism in the course will not be tolerated. Penalties for plagiarism include, but are not limited to, failure in the course, suspension, and permanent expulsion from the university. For more information, consult the University of Houston Undergraduate Studies handbook, section on "Academic Honesty."

Spanish 4396: Topics in Spanish Language and Linguistics

Course Prerequisite

The prerequisite for enrollment in Spanish 4396 is:

- a) Completion of SPAN 3301 and SPAN 3302, **or**
- b) Completion of SPAN 3307 and 3308, **or**
- c) Credit for 3308 through the departmental exam.

Please check one:

1. I fulfill the prerequisite for SPAN 4365 because:
 - a) _____ I successfully completed SPAN 3301 and SPAN 3302.
 - b) _____ I successfully completed SPAN 3307 and 3308.
 - c) _____ I received credit for a) or b) through the departmental exam.

2. _____ I do not meet the stated prerequisites for SPAN 4396.

INFORMATION PROVIDED ON THIS FORM MAY BE VERIFIED BY CONSULTATION WITH UNIVERSITY RECORDS. A STUDENT WHO KNOWINGLY PROVIDES MISINFORMATION REGARDING THE COMPLIANCE WITH A COURSE PREREQUISITE IS SUBJECT TO DISCIPLINARY ACTION UNDER THE UNIVERSITY POLICY ON ACADEMIC HONESTY.

Signature _____ Date _____

Print Name _____

***Please detach this form and give it back to the instructor.**

During their last semester of foreign language study at UH, students are encouraged to take an Oral Proficiency Exam (OPI) based on the Guidelines issued by the American Council of the Teaching of Foreign Languages (ACTFL). The results of the test can be listed on the students' resume to certify their level of oral proficiency in the language. Information about the test can be found at the Language Testing International website: www.languagetesting.com or by contacting the ACTFL Testing Office: testing@languagetesting.com.