

## History of the Spanish Language

Code: 100596  
ECTS Credits: 6

Degree	Type	Year	Semester
2500248 Spanish Language and Literature	OB	3	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
2504012 Spanish and Chinese Studies: Language, Literature and Culture	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### 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.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

It is also expected that the student knows the general rules of submission of an academic work. However, the student could apply the specific rules that the teacher of the subject may indicate to him, if he deems it necessary.

Students in exchange programs: the subject requires a high level of proficiency in Spanish.

### Objectives and Contextualisation

"History of the Spanish language" is integrated into the subject of Spanish language: variation and diachrony, which is part of the 108 credits of compulsory education of the Spanish Language and Literature Degree, which the student attends along with other Spanish language subjects.

## Objectives and contextualization

Systematic knowledge of the main characteristics of the history of the Spanish language through the analysis of texts from different periods.

Acquisition of the basic tools of linguistic-philological analysis of texts and resolution of issues related to the historical-linguistic analysis.

Use of advanced bibliographical sources of the historical study of language.

## Competences

### Spanish Language and Literature

- 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 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.

### Spanish and Chinese Studies: Language, Literature and Culture

- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Recognise the factors of linguistic variation in Spanish from diachronic and synchronic viewpoints.
- 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.

## Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Apply the principles of applied historical linguistics to the study of historical Spanish grammar.
3. Apply the principles of historical linguistics applied to the study of Spanish historical grammar.
4. Carry out predictions and inferences about the content of a text.
5. Construct a spoken text using the correct grammar and vocabulary
6. Correctly draw up a previously analysed non-regulatory text.
7. Correctly drawing up a previously analysed non-regulatory text.
8. Correctly write previously analysed non-standard texts
9. Describe the main historical periods of the Spanish language: Medieval Romanesque, Classical Spanish, Modern Spanish.
10. Describe the main stages of the history of the Spanish language: medieval romance, Spanish classical, modern Spanish
11. Describe the main stages of the history of the Spanish language: medieval romance, Spanish classical, modern Spanish.
12. Interpret the meaning of unknown words thanks to its context.
13. Interpreting the meaning of unknown words thanks to its context.
14. Make predictions and inferences about the content of a text.
15. Making predictions and inferences about the content of a text.
16. Producing a written text that is grammatically and lexically correct.
17. Use suitable terminology when drawing up an academic text.
18. Use the adequate terminology in the construction of an academic text.
19. Using suitable terminology when drawing up an academic text.
20. find out the meaning of unknown words in a text.

## Content

1. Medieval romance: the birth of new writing and the first texts. Linguistic characteristics, uses of language and discursive traditions of medieval romance.
2. Classical and modern Spanish: linguistic characteristics, uses of the language and discursive traditions of classical and modern Spanish. The expansion of Spanish outside Spain. The formation and evolution of the linguistic norm. The reflection on the language.

## Methodology

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

- Directed activities (35%). These activities are divided into master classes and seminars and classroom practices led by the faculty, in which theoretical explanation is combined with discussion of all types of texts.
- Supervised activities (10%). These tutorials are programmed by the teacher, dedicated to correcting and commenting on problems at different levels of linguistic analysis.
- Autonomous activities (50%). These activities include both time devoted to individual study and production of reviews, papers and analytical comments written, as well as oral presentations.
- Evaluation activities (5%). The evaluation of the subject can be carried out through oral presentations and written tests.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes and seminars and practical sessions led by the teacher	52.5	2.1	10, 15, 19
Type: Supervised			
Supervised	15	0.6	10, 15, 19
Type: Autonomous			
Autonomous activity	75	3	16, 10, 15, 19

## Assessment

Exercise (Topic 1): 10%

Individual work (Topic 1): 50%

Final test (Topic 2): 40%

The student who has not performed any of the required tests will be considered as Not Evaluable.

The re-evaluation will be possible when the student has not submitted one of the tests within the deadline or when the final grade is not passed.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1. Exercise (topic 1)	10%	1	0.04	1, 3, 2, 16, 5, 10, 11, 9, 15, 14, 19, 17, 18, 13, 12, 20, 4, 7, 6, 8
2. Work (tema 1)	50%	3	0.12	1, 3, 2, 16, 5, 10, 11, 9, 15, 14, 19, 17, 18, 13, 12, 20, 4, 7, 6, 8
3. Final test (topic 2)	40%	3.5	0.14	1, 3, 2, 16, 5, 10, 11, 9, 15, 14, 19, 17, 18, 13, 12, 20, 4, 7, 6, 8

## Bibliography

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