



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Historical development of the Spanish language	

Academic staff	Core academic unit(s)
Coordinating: Prof. Miguel Villanueva Svensson Other:	Institute for the Languages and Cultures of the Baltic

Study cycle	Type of the course unit
First cycle	Compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Interactive lectures, seminars, student's work	1 semester	Spanish

Requisites	
Prerequisites: Spanish B2 level	Co-requisites (if relevant): none

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130 h.	48 h.	82 h.

Purpose of the course unit						
<p>The aim of this subject is to educate:</p> <p>Ability to work and learn independently, applying the acquired knowledge in practice: the ability to organize one's work and learning, choosing the right strategies to perform tasks.</p> <p>Analytical and critical thinking: the ability to analyze, discern connections, and evaluate information (phenomena, things, human actions, etc.).</p> <p>Willingness to learn and strive for quality: the ability to value quality and the willingness to constantly improve.</p> <p>Essential knowledge and skills in linguistics: understanding of language as a phenomenon and linguistics as a scientific discipline.</p> <p>Understanding and analyzing the Spanish language system at different levels: phonetics, morphology, syntax, lexicology, etc.</p> <p>Competence of a language researcher: the ability to independently conduct linguistic research, applying the acquired philological knowledge and abilities in practice</p>						
<table border="1"> <thead> <tr> <th>Learning outcomes of the course unit</th> <th>Teaching and learning methods</th> <th>Assessment methods</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Learning outcomes of the course unit	Teaching and learning methods	Assessment methods			
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods				

will be able to set goals, choose the resources and methods necessary to perform the task;	Work in seminars, performance of independent tasks.	Colloquium, exam, discussions in seminars.
will be able to analyze phenomena, see the components and relationships between them;	Problem-based teaching, working in seminars, performing independent tasks.	Colloquium, exam, discussions in seminars.
will be willing to improve the quality of academic activities: to constantly improve the acquired knowledge and skills and to strive for new ones;	Preparation of the report.	Presentation, discussions in seminars.
know, understand and be able to properly use and interpret the basic concepts and terms of linguistics;	Problem-based teaching, working in seminars, performing independent tasks.	Colloquium, exam, discussions in seminars.
acquire knowledge of the Spanish language system;	Problem-based teaching, working in seminars, performing independent tasks.	Colloquium, exam, discussions in seminars.
be able to describe, analyze and interpret Spanish phenomena from a phonetic, morphological, syntactic, lexical, etc. point of view, using appropriate terminology and appropriate techniques;	Problem-based teaching, working in seminars, performing independent tasks.	Colloquium, exam, discussions in seminars.
will be able to compare the phenomena of the Spanish language with the phenomena of the Lithuanian language, identify and explain their similarities and differences.	Problem-based teaching, working in seminars, performing independent tasks.	Colloquium, exam, discussions in seminars.
will be able to discern a linguistic or literary problem, choose the appropriate empirical material, research methods and bibliographic sources to investigate it.	Preparation of the report.	Presentation, discussions in seminars.
To investigate the chosen problem, they will be able to collect, analyse, systematize and critically evaluate material from various sources and adequately apply philological research methods.	Preparation of the report.	Presentation, discussions in seminars.

Content	Contact hours						Individual work: time and assignments		
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Introduction: Basic concepts of historical linguistics. Paleohispanic languages of the Iberian Peninsula. Legacy of the Paleohispanic languages in Spanish. The concept of literary Latin and <i>Latin vulgaris</i> language. The main features of the <i>Latin vulgaris</i>	6		2				8	10	reading informational literature

language. The main features of <i>Hispanic</i> Latin. Latin and the development of Romance speeches during the Spanish Visigothic period. The legacy of the Visigothic language in Spanish.										
2. The Middle Ages. The Muslim conquests in Spain and the Christian <i>Reconquista</i> : their importance for the linguistic map of the Iberian Peninsula. Castilian and other Romance languages spoken in the early medieval period. Prevalence of the Castilian dialect. The first texts of Romance languages and the emergence of literature. Standardization of the Spanish language in the thirteenth century: the activities of Alfonso X. Influence of other languages in the Middle Ages: Arabisms, Mozarabisms, Galicisms. The development of the Spanish language and literature in the fourteenth-fifteenth centuries. Standardization of the Spanish language at the end of the fifteenth century.	6		4					10	15	research tasks, practical tasks, linguistic analysis of the text
3. Modern Spanish. The spread of Spanish outside the Iberian Peninsula. The main features of the American Spanish language. The development of the Spanish	4		2					6	10	reading informational literature

language in the sixteenth-seventeenth centuries and the formation of the main dialects. Spanish Today: A Linguistic Map of Spain and South America.										
4. Historical Grammar of the Spanish Language 1: The Evolution of Sounds from Latin to the End of the Fifteenth Century. Accent. The development of the vowel system: vowel weakening, metaphony, diphthong formation. The development of the consonant system: palatalization, lenition, the emergence of new consonant groups, the development of /f/.	6		4					10	15	research tasks, practical tasks, linguistic analysis of the text.
5. Historical Grammar of the Spanish Language 2: The Development of Sounds from the End of the Fifteenth Century and the Formation of Current Dialects. The evolution of the consonant system. Yeism. /ʎ/ and /h/ evolution. Weakening of /-s/ and /-θ/ at the end of words.	4		2					6	10	reading informational literature
6. Historical Grammar of the Spanish Language 3: Main Features of the Development of the Morphology and Syntax System. Noun: loss of inflections, gender, gradation of adjectives.	4		2					6	12	Preparation of a presentation: linguistic analysis of a medieval text.

Pronoun: the emergence of polite forms of personal pronouns, the system of paranoid pronouns. Verb: the emergence and evolution of synthetic forms.									
7. Exams.		2					2	10	Exam Preparation
Total	30	2	16				48	82	

Assessment strategy	Weight %	Deadline	Assessment criteria
Cumulative assessment:			
Presentation	30 %	During the semester	<p>The duration of the presentation is 15-20 minutes. The following aspects of the report are assessed:</p> <ul style="list-style-type: none"> - <u>Structure and scope:</u> the structure is clear and logical, there are all the necessary parts (introduction, where the topic, objectives, methods and sources used are presented; teaching, where the analysis and interpretation of the material is presented; conclusions) – 2 points; - <u>Content, analysis and conclusions:</u> the content and its analysis are (very) detailed and systematic, the conclusions are justified – 3-4 points are awarded; if the analysis is carried out, but is not complete, the conclusions are not always justified, 1-2 points are awarded, Scores are not awarded for incomplete content and superficial analysis. - <u>Language:</u> the speaker presents his thoughts (completely) freely, clearly and logically; when speaking, he focuses on the listeners, answers questions confidently – 2-3 points; if there is no contact with the listeners when speaking, not all questions are answered – 1 point; When scanning a larger part of the message from the written text, no scores are awarded. - <u>Use of visual aids:</u> Purposeful use of measures – 1 point <p><u>If the notification is not delivered – 0.</u></p>
Work During Seminars	10 %	VISA semester	<p>participation in the discussion.</p> <p>Aspects to be evaluated:</p> <ul style="list-style-type: none"> - Content Comprehensiveness (3 points) - Ability to analyze (2 points) - The logic of presenting information (coherence of thought, structure) (2 points) <p>Correctness of speech (3 points).</p>

Exam	60 %	Session	<p>10 (excellent). Excellent, exceptional knowledge and skills. 95-100 percent of the tasks were completed correctly.</p> <p>9 (very good). Strong, good knowledge and skills. 85-94 percent of the tasks were completed correctly.</p> <p>8 (good). Better than average knowledge and skills. 75-84 percent of the tasks were completed correctly.</p> <p>7 (average). Average knowledge and abilities are subject to minor errors. 65-74 percent of the tasks were completed correctly.</p> <p>6 (satisfactory). Knowledge and abilities are worse than average, there are mistakes. 55-64 percent of the tasks were completed correctly.</p> <p>5 (weak). Knowledge and skills meet the minimum requirements. 51-54 percent of the tasks were completed correctly.</p> <p>4, 3, 2, 1. The minimum requirements are not met.</p>
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Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or link
Required reading				
Lapesa, Rafael	1980	Historia de la lengua española		Madrid: Gredos
Menéndez Pidal, Ramón	1958	Manual de gramática histórica española		Madrid: Espasa-Calpe
Penny, Ralph	2002	A History of the Spanish Language		Cambridge: Cambridge University Press
Hualde, José Ignacio, Olarrea, Antxon, Escobar Anna María	2006	Introducción a la lingüística hispánica, p. 275-364		Cambridge: Cambridge University Press
García Mouton, Pilar	1999	Lenguas y dialectos de España		Madrid: Arco Libros
Recommended reading				
Menéndez Pidal, Ramón	1964	Orígenes del español: estado lingüístico de la Península Ibérica hasta el siglo XI		Madrid: Espasa-Calpe
Corominas, Joan, Pascual, José A.	1980-91	Diccionario crítico etimológico castellano e hispánico		Madrid: Gredos
Zamora Vicente, Alonso	1967	Dialectología española		Madrid: Gredos
de Hoz Bravo, Javier	2010-	Historia lingüística de la Península Ibérica en la Antigüedad, 4 t.		Madrid: CSIC
Alvar, Manuel, Pottier, Bernard	1983	Morfología histórica del español		Madrid: Gredos
Lloyd, Paul	1987	From Latin to Spanish		Philadelphia: American Philosophical Society
Alvar, Manuel (red.)	1996	Manual de dialectología hispánica, 2 t.		Barcelona: Ariel

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