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Spring 2015  
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### **LAN 421.15: History of the Spanish Language**

Course credit hours: 3  
 Course time: M 5:30-8:20

Course section: 001  
 Course location: STV 216

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#### **Required Readings:**

Pharies, David. A. (2006). *Breve historia de la lengua española*. First edition. Chicago, IL: University of Chicago Press.

#### **Student learning outcomes; Part of your learning experience will include:**

- identify the major linguistic influences from other languages and cultures
- evaluate and interpret how different linguistics processes work in diachronic terms
- explain historical changes that took place from Latin to Modern Castilian Spanish
- execute a wide variety of linguistic problem sets at the graduate level throughout the semester

#### **Course Structure: (see Page 7 for a Course Overview)**

The course is divided into two parts. The first treats language change, a historical context, and Latin; the second offers a linguistic analysis of the changes that occurred from Latin to Modern Castilian Spanish. The student is to read the assigned pages before going to class and complete the assigned tasks. For each class, there will be a module posted on the course site in ReggieNet. The module will appear Tuesday by 5:00pm and will need to be completed by class time on the following Monday. At the end of each chapter, there is a 'Preguntas' section which will be completed and turned in for homework. Given that we meet once a week, the student should read and work on a daily basis. Professor's notes supplement the text and are posted on ReggieNet, usually within 24 hours after each class.

#### **What this course promises you:**

Have you ever considered how Spanish evolved from its origins and what events altered its evolution? What is her 'mother language' and her 'sister languages'? This course answers these questions by exploring the historical changes that took place from Latin to Modern Castilian Spanish. The course includes crucial historical events that shaped Castilian Spanish along with linguistic analysis of the diachronic changes that occurred. Topics include, but are not bound to, the vowel and consonant inventory of Latin, both Classic and Vulgar; the phonological, morphological, syntactic, and dialectal changes over time; and major linguistic influences (principally lexical) from other languages and cultures. As this is a graduate-level course, it will ideally challenge you and offer you a forum for a rich, intellectual treatment of the material.

### Ways to fulfill these promises:

In order to fully succeed in your exploration of Spanish linguistics, you must take responsibility for your own learning and participate as an active learner. The study of Spanish and its origins is an exciting and challenging subject matter; each and every class will be thoroughly enriched when we are all active learners. To realize these goals, you will need to be a critically-thinking student, which means you must be willing to do the following:

First, you must be willing to **read** the assigned pages before going to class; without reading the material, the class will seem stale and unneeded. If you bring to class your questions, doubts, experiences, comments, and thoughts on the reading, the class will be a lively, thought-provoking environment. Reading is an integral aspect to the success of learning the material throughout the course.

Second, you must be willing to **speak** in class, both in small- and whole-group work; by *actively* participating, we all enhance the learning atmosphere of the class and gain a greater command of the material.

Third, you must be willing to **write** in prose and in paragraph form, use appropriate linguistics vocabulary, and offer a clear, in-depth explanation of the topics we treat. By doing this, I am able to fully assess just how far you have advanced in your learning.

Fourth, you must be willing to **listen** with a careful ear to both lectures and your colleagues' comments, questions, and observations. By doing so, you will improve your comprehension of both the language and the material in question.

Fifth, you must be willing to **problem-solve**. A vital part of critically-thinking comes from solving problems and gaining a deeper understanding of the material; this way, there is less rote-learning and more active learning, which helps us retain information longer.

Sixth, you must be willing to carry out **research and investigation**. An essential aspect of a critically-thinking graduate student is his/her development of research and investigation. As such, you will need to develop your ability to find, evaluate, and categorize appropriate sources.

Finally, to maximize your learning experience, you must be willing to **be pro-active**. It is the student's responsibility to take initiative in his/her learning. The syllabus shows you how to meet expectations, but it is up to you to demand excellence of yourself, seek out the professor during office hours to ask questions, anticipate problems and successfully address them well before deadlines, among other qualifications. How pro-active you are in your learning is one component of your 'Participation' grade. Retroactive excuses are not accepted.

In sum, by combining these seven components of learning, it is a 'win/win' situation for all of us: by developing these abilities, you 'win' in that you advance as a critically-thinking student and show you that you are serious about your college education and that you respect and value learning, each other, and the professor. I 'win' by helping you advance these abilities to the fullest extent possible, which will help to both succeed in the course and outside of college in all of your future endeavors.

☞ One aspect of my teaching philosophy is to view a cross-section of your learning across a 16-week semester. To assess your work optimally, I understand that you either might miss an assignment or quiz for a variety of reasons, or simply have an off day. As such, I drop the lowest homework and quiz scores (1 in each category). In return, I only ask that you review the syllabus in detail and fully understand the policies, goals, and philosophy in this course.

## **Evaluation Procedures:**

### **1. Exams (2 x 20 = 40%)**

There are two exams in this course; both designed for 120 minutes. Exams are not graded on a curve and I do not give study guides nor discuss the exam content before-hand. Both exams are open-book and -note (including previous homework assignments and my notes). Feel free to bring anything that we used in the course. Finally, there are no make-up exams given under any circumstance; in the event of an (un)excused absence for an exam, the student will take a comprehensive final at the end of the semester.

### **2. Homework (25%)**

For all of us to succeed, we must always come prepared. Our class sessions are based on the readings, the 'Preguntas' section of the chapter, and on-line modules. The student is expected to read thoroughly and come to class ready to engage in thoughtful discussion. The idea is that the class will clarify doubts and solidify what you already learned. All homework is collected at random and is graded on the degree to which you complete the assignment and show excellence. Though collected at random, always feel free to turn an uncollected homework assignment in to me for feedback. Keep in mind that you are asked to look over the assignments well before-hand and attend office hours if you have any questions; failure to turn in an assignment due to not understanding it does not constitute a valid excuse and will result in a zero for that assignment. Note that the lowest homework score is dropped.

### **3. Quizzes (20%)**

The student is expected to read thoroughly and come to class ready to engage in thoughtful discussion. To ensure in-depth reading for each class session, I give 'pop' quizzes in two formats: written and oral. For written quizzes, a quiz is given out at the beginning of class; you will be given 20 minutes (starting from the time I pass out the quiz to the whole class; if you arrive late, you will simply have less time) to complete the quiz. Part of the challenge of the quiz is to complete the answers in the time allotted. It is your responsibility to manage your time and appropriately answer the questions within the timeframe given. After the 20 minutes have passed, I will collect all quizzes. For oral quizzes, a student is called on at random and is expected to summarize the reading material for that day; though you cannot use the text, you can use all the notes you like for the oral quiz!

### **4. Class Participation and Attendance (15%)**

*Active* participation across 16 weeks is crucial for the success of both the student's learning and the class atmosphere. With regard to active participation, you must be willing to be well-prepared, actively participate in in-class activities and engage in thought-provoking discussion. Your participation is also dependent on always speaking Spanish, especially in small-group work, and the overall quality of your Spanish. Note that complacency, side conversations, and the degree to which you are pro-active are also considered as well. In short, simply attending does not constitute active participation. Keep in mind that you must sign the attendance sheet to be considered present that day. If you arrive late, you must still sign the sheet and mark yourself late; you are late if I have begun class. Every two times late equals one absence; please be punctual. I give a weekly score out of 10 points that is based on your class participation.

### **Attendance policy:**

You are expected to attend all classes. You are allotted **one** unexcused absence for personal reasons (e.g. weddings, funerals, religious observations, job interviews, sick family member). All unexcused absences after the first one will result in a lowering of the student's overall participation grade by 10% for each absence. **\*\*Read the course schedule carefully during the first week of class\*\*** -- Any trips, vacations, holidays, and non-emergency doctor appointments must be made so that they do not interfere with your attendance in this course; they are not excused absences. It is the student's responsibility to change his/her schedule around the course as his/her absence would result in a zero otherwise. After the **fourth** unexcused absence, the student will fail the course.

An excused absence is defined as i) *the individual student's verifiable* health emergency or serious illness, ii) officially-sanctioned and sponsored university travel, documented from an appropriate university official, or iii) a required court appearance, documented by an appropriate official. When an excused absence arises, the student must notify the professor within 24 hours. The student must show *original proof* (e.g. doctor's note) of the emergency on his/her first day back to class in person. If you will miss more than three university class days, you must contact the Office of the Dean of Students, 438-2008.

### **The pro-active student:**

In this course you must properly budget your time and anticipate problems. Please see my policies in this syllabus regarding email, homework, and scheduled office hours. You must address any questions or concerns you have by Friday's scheduled office hours.

### **Grading Scale:** (wording adapted from University of Minnesota grading policy)

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|---|----------|---|
| A | 90-100   | Represents achievement that is outstanding relative to the level necessary to meet course requirements.   |
| B | 80-89    | Represents achievement that is significantly above the level necessary to meet course requirements.   |
| C | 70-79    | Represents achievement that meets the course requirements in every respect.   |
| D | 60-69    | Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.   |
| F | 59-below | Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit, (2) was not completed, or (3) the student had more than 8 absences. |

\*The following includes a list of standard operating procedures for the course. In general, I ask you to treat the class, me, and your colleagues in a respectful manner; know the general standard operating procedures for the class; stay mindful of the attendance policy; and use email in the way defined in this syllabus. Many of the standard operating procedures in this course will help you with your future courses as well. Thank you for your cooperation in making this class a total success!

### **Course policies:**

1. Please do not ask the professor when items will be handed back. Items will be returned when corrected.
2. As a courtesy to others, please refrain from cell phones, text-messaging or disruptions of any kind during the class and my office hours. Please turn off all such devices before arriving. If one goes off by accident, please turn it off quickly. Given that this is a discussion-based course in a second language, I do not allow laptops in class. The use of any technological device in class will result in a lowering of that day's participation grade.
3. I kindly request a one-month minimum advance notice for letters of recommendation, commencing from the time that I have received all appropriate signatures and documents, and we have met in person. All requests for letters of recommendation must be made both in person and in print (i.e. an email). I do not write letter of recommendation if the student does not waive their right to view the letter.
4. I maintain a 24-hour policy on all graded material: I do not discuss a graded item with a student until 20-24 hours after having turned it back.
5. It is inappropriate to tell the professor what grade you want/expect/need from the class; this includes telling the professor the relevancy of this course to your studies (e.g. graduation schedule, minor completion, etc.). In addition, there is no need to tell the professor how you do in other classes and the grades you have received in previous Spanish courses. There is no need to say that you are 'concerned about your grade' or you 'demand much of yourself', as these are assumed. Any occurrence of these incidences will result in a warning, and then a lowering of the student's professionalism grade of 10 percentage points for each incidence.
6. In an effort to begin class on time and respect your privacy, I kindly ask that you reserve non-content related questions for office hours. Please let me know if you cannot attend them and we can make an appointment.
7. Any student who needs to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853. You must notify me in the first week of class of any *documented* disabilities. Retroactive documentation or self-diagnosed disabilities are not valid.
8. All graded work must be submitted in person during the class time on the day that it is due and in print-out format. \*\*No late work is accepted in this course, unless you have an excused absence and have consulted with the professor in a manner that is consistent in this syllabus. In the event of an excused absence, the homework is due on the first day the student returns.\*\* You may turn in homework to me early in class, if you know you will miss a following class. All work in this class not handed in to me in class (e.g. sent through email, put in my box, or slid under my door) will automatically result in a zero, unless you consult with me before-hand and we mutually agree to use that forum.
9. Any cheating or plagiarism will result in no credit for the assignment or exam in question. I will refer all cases of academic dishonesty to Community Rights and Responsibilities (CRR).

**The following policies pertain to email:**

10. No graded or ungraded (e.g. drafts or assignments in progress) work will be accepted as an attachment in electronic mail format, unless agreed upon by the professor before-hand. Email is not an acceptable medium through which the professor is expected to review/correct drafts.

11. Please do not expect to receive an immediate response to an email query; I will probably get back to you within 1-2 school days. This is particularly relevant around due dates. Emails within a school day of due dates will likely not be answered and it is the student's responsibility during that time to consult with colleagues and/or utilize course information found on Reggienet.

12. In general, email should be used for very brief questions or doubts concerning course subject matter. Email is not an acceptable medium through which the professor is expected to give lengthy, detailed answers to intricate, ambiguous questions or concerns. Also, remember to maintain a professional tone to your emails. In general, you should address the person to whom you are writing and avoid strong tones (e.g. excessive question/exclamation marks, all caps, etc.).

**Scheduled office hours:**

Scheduled office hours are a wonderful time to stop in and ask any questions you have regarding course content. This is especially relevant to us because it gives you a chance to express yourself in English (or Spanish, if you like) and get individual attention. I would also be happy to go over any graded material with you and offer verbal feedback on it; take note that I generally do not provide a lot of feedback on actual assignments and exams, but I do enjoy going over them with you. There is no need to sign up, but just knock and make your presence known if I am with another student. If you cannot make the times allotted, feel free to email me and we can try and set up another time. Due to meetings and grading, I do not hold office hours during Finals week.

**Level of knowledge expected in this course:**

*\*No previous knowledge of Latin is required for this course.\** This course assumes no previous knowledge of Latin. If other students bring advanced knowledge of Latin to class, it is always great to hear their perspectives, but I do not expect it. Ideally, you would have some linguistics background; if you have never taken a linguistics course before, consult the professor.

**A concluding remark:**

Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at [Counseling.IllinoisState.edu](http://Counseling.IllinoisState.edu) or by calling (309) 438-3655.

## A General Overview of Our Journey This Semester

Week 1      Introductions to each other, the course, and the text

### Part 1: Spanish and its origins

Week 3      Language change  
 Week 4      Linguistic origins  
 Week 5      Historical context  
 Weeks 6-7   Latin  
 Week 8      Examination

### Part 2: From Latin to Modern Castilian Spanish

Weeks 10-11 From Latin to Medieval Spanish - Phonology  
 Weeks 12-13 From Latin to Medieval Spanish - Morphology and Syntax  
 Weeks 14-15 From Medieval Spanish to Modern Castilian Spanish  
 Week 16      Spanish lexical history  
 Finals        Examination

#### \*Nota Bene\*

1) 'El módulo' sale a las 17:00 los martes. Debería verlo lo antes posible para hacer cualquier pregunta; no se olvide que tengo horas de consulta los martes y viernes de 13:30 a 14:30.

### Programa *tentativo* de curso

<i>Semana / Fecha</i>	<i>Capítulo y tema(s)</i>	<i>Tarea: antes de ir a clase</i>
1/ 12 enero	Introducciones; Introducción al curso y el texto	-
2/ 19 enero  *No hay clase*	Dr. Martin Luther King, Jr. Day	hacer: Student Profile Form y MI questionnaire; ver: Professor's website ver: Course website
3/ 26 enero	Introducción y 1. El cambio lingüístico	leer: Prólogo (xi-xiv); leer: 1-20 hacer: 'Preguntas'
4/ 2 febrero	2. La genealogía del español	leer: 21-32 hacer: 'Preguntas' y el módulo
5/ 9 febrero	3. La historia interna y externa de la Península Ibérica hasta el siglo XIII	leer: 33-52 hacer: 'Preguntas' y el módulo

<i>Semana / Fecha</i>	<i>Capítulo y tema(s)</i>	<i>Tarea: antes de ir a clase</i>
6/ 16 febrero	4. La lengua latina	leer: 53-76 hacer: el módulo
7/ 23 febrero	4. La lengua latina	hacer: 'Preguntas'
8/ 2 marzo	<b>*Examen 1*</b>	hacer: estudiar
9/ 7-15 marzo	<b>Spring Break</b>	-
10/ 16 marzo	5. Del latín al castellano medieval: Fonología; Rudimentos de fonética y fonología españolas	leer: 77-102, 231-236 hacer: el módulo
11/ 23 marzo	5. Del latín al castellano medieval: Fonología	hacer: 'Preguntas' y el módulo
12/ 30 marzo	6. Del latín al castellano medieval: Morfología	leer: 103-128 hacer: el módulo
13/ 6 abril	6. Del latín al castellano medieval: Sintaxis	leer: 128-140 hacer: 'Preguntas' y el módulo
14/ 13 abril	7. Del castellano medieval al español moderno: el contexto histórico y la fonología	leer: 141-156 hacer: el módulo
15/ 20 abril	7. Del castellano medieval al español moderno: la morfología y la sintaxis	leer: 156-166 hacer: 'Preguntas' y el módulo
16/ 27 abril	8. Historia del léxico español	leer: 167-188 hacer: 'Preguntas' y el módulo
Finals/ TBA	<b>*Examen 2*</b>	hacer: estudiar

Final grades will be available only through my.illinoisstate.edu.

Editor's note:

Editorial changes (e.g. typographical errors, errors with dates, section or page numbers, etc.), will be made as needed. It is understood that the program is tentative and changes may be made, especially if classes are canceled for any reason (e.g. snow). *In the case of any changes in content, I will notify the students and post the revised syllabus on ReggieNet.*