

SPN5845: History of the Spanish Language
 Fall 2020
 Dpt. of Modern Lges. and Literatures



**UNIVERSITY OF
 CENTRAL FLORIDA**

ONLINE!

Instructor:	Dr. Francisco José Fernández Rubiera
Office location:	TCH-359F (Trevor Colbourn Hall) – though remote for Fall 2020
Email:	rubiera@ucf.edu
Office hours:	Virtual (Zoom/Skype): Tuesday and Thursday, from 10 to 12:30, by appointment

Course prerequisites: Graduate status or senior standing or C.I.

Graduate catalog course description: An overview of linguistic characteristics of Latin and its evolution into Spanish with historical development of phonetic, morphological, and syntactic properties.

Required textbook: Resnick, M. C., and Hammond, R. M. (2011). *Introducción a la historia de la lengua española*. Georgetown University Press.

Course objectives: This graduate course has the following learning outcomes/objectives for its students:

1. Acquire a deeper knowledge of the phonetic, morphological, and lexical evolution from Classical Latin to vulgar Latin, and from this to Spanish and other modern Romance languages;
2. Apply and understand the processes and rules that regulated language evolution in every linguistic component (i.e., phonology, morphology, syntax, etc.);
3. Introduce its students to the field of diachronic linguistics, the origin and evolution of the Spanish language, and the various sources that make Spanish so lexically rich;
4. Carry out a final bibliography project related to one historical linguistic aspect found in the Spanish language. For this project, students will be required to use the APA (i.e., *American Psychology Association*) citation style;
5. Video-record the oral presentation of their final project in 10 min. (max.); and
6. Embed the course objectives in an online environment, using video captured lectures, and with different modules in which students will be required to do the different weekly online assignments, participate in discussions and complete the quizzes planned.

Evaluation criteria:	1. Quizzes (x4)	40%
	2. Weekly discussions and homework	15%
	3. Review of the literature final project	25%
	a. Video-recording presentation	= 10%
	b. Paper submission	= 15%
	4. Final exam	20%
	5. Extra credit (email acknowledgement)	2%
	6. Extra credit (video presentation)	2%
		= TOTAL 104%

Comments regarding the evaluation criteria for this course:

1. **Quizzes (40%):** There will be four quizzes during the term, which will open on Monday and close on a Wednesday. Their specific submission dates are: **September 16th, October 7th, October 28th and November 18th** (see “calendario de trabajo tentativo” below). Quizzes will include all the information and topics covered up until that very same day of class (i.e., including the assigned readings for the day in which the quiz will take place). Since this course will be carried out exclusively online, no make-ups will be granted (see below), unless proper documentation is provided well in advance (e.g., not the day of the quiz), and consent of instructor obtained.

Important notes:

- All online quizzes the final exam will be proctored using [ProctorHub](#) through Canvas, which requires a webcam that will be recording you while doing the quizzes and exams. If there is no image, or the image is not clear, you will be granted a zero for that assignment. Please, make sure you take the quizzes and exams in a well-lit area so that you are not penalized.
- The use of class notes and/or any other aids (either online or physical) is strictly prohibited. Using these aids to complete the quizzes and midterm/final exam will grant the student a zero for the quiz or exam. Furthermore, ProctorHub detects when the test-taker attention is directed to a different place from the screen. If this pattern is detected, the exercise and/or the whole quiz/exam will be granted a zero. If this pattern of behavior is found more than once, the student may be facing reporting to the appropriate parties at the [Center for Academic Integrity](#) in UCF.

2. **Weekly discussions and homework (15%):** You will be required to participate in weekly online discussions and homework assignments that will be posted in Canvas. These assignments will open on Wednesday and close on Saturday, so please check Discussions/Assignments in Canvas. Each entry will be graded out of 100 points in terms of content adequacy. The discussions/assignments will be related to the different topics that we will be covering during the different modules in the course.

Note: No make-ups will be available, so make sure you complete your assignments by the date and time window indicated in Canvas!

3. **Final project (25%):** The final project will reflect independent research carried out by the student and will consist in an annotated bibliography related to the study of a particular linguistic historical process or phenomenon involved in the evolution of the Spanish language. The project must include at least five academic references, all of which must come from databases as those available in our University library (i.e., Google is not a database! JStore, LLBA and MLA are!). This final project will be divided into two parts, an oral and a written one, each with different percentages, detailed next.

1. **Oral presentation (10%):** Each student will have to submit a 7 (min.) to 10 minute (max.) oral presentation of the final project. For that purpose, each student will have to record himself (e.g., with Zoom, starting and recording a meeting and sharing the screen to go over the PowerPoint or Prezi presentation, more information [here](#); with PowerPoint, which has already the presentation recording option incorporated, as shown [here](#); with a free program like [Loom](#) or any other that will allow the student to be recorded at the same time as the computer screen showing the PowerPoint or Prezi presentation created for the final project). The purpose of this presentation is to

familiarize the student with the remote format currently carried out by all the international conferences due to the Covid-19 pandemic. The video will be evaluated in terms of content, oral presentation skills and format – rubrics included in the assignment in Canvas. Due date: **November 25th**, via Canvas.

Important notes:

- For the video portion, make sure that the quality of the image and sound is adequate. If the video cannot be opened, the image is unclear or the sound cannot be clearly heard, the student will receive a zero for that portion.
 - Since Canvas has issues with uploading “heavy” videos, it is recommended that the student upload the recorded video to a platform like YouTube or Vimeo, and provide the link to the instructor for evaluation.
2. **Written final project (15%):** The written portion of the final project will be divided into four different assignments, all due on different Fridays during the term, with different percentages. Here is a breakdown of the different parts, percentages and instructions:
- a. **Part #1:** An introduction, in 150 words max, presenting the linguistic historical problem/puzzle to be considered, which will include two or three examples of the problem/puzzle chosen (2%); due on **September 25th**, uploaded to Canvas;
 - b. **Part #2:** A list of at least five references selected by the student that tackle the problem/puzzle chosen, cited using APA citation style. References must be found in our University library; electronic references are permitted provided they are found through the databases, such as MLA or LLBA in our University library (3%); due on **October 9th**, uploaded to Canvas;
 - c. **Part #3:** An abstract, in 200 words, related to the puzzle chosen, and using the sources in part #2 as in-text citations (3%); due on **October 30th**, uploaded to Canvas;
 - d. **Part #4:** Final paper (7%), due on **December 4th**, uploaded to Canvas. 1,000 words min. excluding the abstract. The rubric to evaluate this final version will assess the quality, rigor, consistency, and accuracy of both argumentation and *APA* citation style. The final paper must include the following **numbered** sections:
 - a. Section 0: Abstract (with the corrections proposed for part #3 above);
 - b. Section 1: Introduction (with the corrections proposed for part #1 above);
 - c. Section 2: Summary of at least three references of those chosen for part #2 above tackling the problem/puzzle using *APA*-style in-text citations;
 - d. Section 3: Conclusion wrapping up what you have learned from the activity and from the sources; and
 - e. References section: Using *APA*, cite the sources used in your paper – and only those.

Important notes:

- Dates are final, and no make-ups or late submissions will be allowed in the absence of a valid and previously approved excuse.
- TurnItIn will be activated when you submit the written portion of your final paper. See [below](#) for more information regarding this tool.

4. **Final exam (20%):** The final exam will be comprehensive and will include **all** the contents covered during the course. The final exam will open on Tuesday, **December 8th at 12:01am** and close on Thursday, **December 10th at 11:59pm**. Please, plan accordingly, as no make-ups will be granted!

Important notes:

- All online quizzes and the final exam will be proctored using [ProctorHub](#) through Canvas, which requires a webcam that will be recording you while doing the quizzes and final exam. If there is no image, or the image is not clear, you will be granted a zero for that assignment. Please, make sure you take the quizzes and final exam in a well-lit area so that you are not penalized.
- The use of class notes and/or any other aids (either online or physical) is strictly prohibited. Using these aids to complete the quizzes and midterm/final exam will grant the student a zero for the quiz or exam. Furthermore, ProctorHub detects when the test-taker attention is directed to a different place from the screen. If this pattern is detected, the exercise and/or the whole quiz/exam will be granted a zero. If this pattern of behavior is found more than once, the student may be facing reporting to the appropriate parties at the [Center for Academic Integrity](#) in UCF.

5. **Extra credit (2%):** The contents of this syllabus will only be discussed electronically during the first week of classes. Thereafter, the instructor will not discuss any aspect related to the contents found herein. Each student is required to send either a message through Canvas or via email (Rubiera@ucf.edu), deadline **Monday, August 31st by 11:59pm**, stating that s/he has read, understood and abides by the contents included in this syllabus. Doing so will grant the student a 2% of extra credit. No credit will be given if the message is sent at a later date than **Monday, August 31st by 11:59pm**.

6. **Extra credit (2%):** As part of the Financial Aid Statement (see below), students will have to record a video indicating, **in Spanish**, what their motivations and expectations are for taking this class, and uploaded to Canvas, deadline **Friday, August 28th by 11:59pm**. Failure to do so may result in a delay in the disbursement of your financial aid. Doing so will grant the student a 2% of extra credit. No credit will be given if the video is sent at a later date than **Friday, August 28th by 11:59pm**.

Grade scale:	
100% - 93%: A	76.9% - 73%: C
92.9% - 90%: A-	72.9% - 70%: C-
89.9% - 87%: B+	69.9% - 67%: D+
86.9% - 83%: B	66.9% - 63%: D
82.9% - 80%: B-	62.9% - 60%: D-
79.9% - 77%: C+	59.9% - 0%: F

Policy statements / Important information:

Academic Integrity:

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance:* Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means:* The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial use of academic material:* Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism:* Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions:* Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

Quiz Audit Log

For each quiz, test, or exam, you are expected to remain on the testing screen for the duration. You may not visit other sections of the course, other websites, or communication tools for assistance. I will be monitoring the Webcourses@UCF quiz audit log for compliance. Failure to only access the quiz, test, or exam during testing will result in an academic integrity violation.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Campus Safety Statement:

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter](#)

Copyright:

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this classroom environment and your use only.

Course Accessibility Statement:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

COVID-19 and Illness Notification:

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Deployed Active Duty Military Students:

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Financial Aid Statement:

As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete **Assignment #1** in WebCourses by the end of the first week of classes or as soon as possible after adding the course, but no later than **Friday, August 28th**. Failure to do so may result in a delay in the disbursement of your financial aid.

Make-up exams and Assignments:

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Notifications in Case of Changes to Course Modality:

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

ProctorHub:

[ProctorHub](#) is a UCF test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. Videos are only accessible to your instructor and are stored in a secure environment. It is your responsibility to ensure that you will have access to a computer with a webcam and know how to log into and use ProctorHub, prior to the time that the tests start. Currently, ProctorHub is not yet compatible with Apple iOS (iPhone, iPod Touch, iPad) or Android smartphones.

Title IX:

Title IX's implementing regulation provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. The University receives federal financial assistance, so Title IX applies to UCF's programs – and, by extension, provides protections to UCF students. More information: <https://letsbeclear.ucf.edu/title-ix-at-ucf/>

Turnitin.com:

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes:

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

WebCourses (a.k.a. Canvas):

WebCourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your classmates and me. Under the "Discussion" section, you will have a designated forum section. My recommendation is to check WebCourses every day for updates from your classmates and/or myself.

Withdrawal from course:

According to [UCF's academic calendar](#), the withdrawal deadline for Fall 2020 Term is **Friday, October 30th, 2020 @ 11:59pm**.

Tentative schedule (subject to change)

<u>Date</u>	<u>Topics</u>	<u>Pages</u>
Week #1 Aug. 24 th – 30 th	Presentación de los objetivos del curso Introducción a la fonética y fonológica	Canvas

Assignments	Extra credit: Financial aid (due on Aug. 28 th @ 11:59pm)	
Week #2 Aug. 31 st – Sep. 6 th	Evolución histórica y los sustratos lingüísticos tempranos	1-47
Assignments	Extra credit: Syllabus email (due on Aug. 31 st @ 11:59pm) Discussion #1 (due on Sep. 6 th @ 11:59pm)	
Week #3 Sep. 7 th – 13 th	Introducción al latín clásico: Consonantes, vocales y acentuación El latín vulgar (I): Grupo A: Las vocales	47-72
Assignments	Discussion #2 (due on Sep. 13 th @ 11:59pm) Anonymous informative feedback survey	
Week #4 Sep. 14 th – 20 th	El latín vulgar (II): Grupo B: Las oclusivas sordas El latín vulgar (III): Grupo C: Consonantes El latín vulgar (IV): Grupo D: Las vocales	73-112
Assignments	Quiz #1 (due on Sept. 16 th @ 11:59pm) Discussion #3 (due on Sep. 20 th @ 11:59pm)	
Week #5 Sep. 21 st – 27 th	El latín vulgar (V): Grupo E: Consonantes El latín vulgar (VI): Grupo F: La yod El latín vulgar (VII): Grupo G: Consonantes	113-156
Assignments	Final project: Part #1 (due on Sep. 25 th @ 11:59pm) Discussion #4 (due on Sep. 27 th @ 11:59pm) Anonymous informative feedback survey	
Week #6 Sep. 28 th – Oct. 4 th	Cambios gramaticales: No verbales	157-185
Assignments	Discussion #5 (due on Oct. 4 th @ 11:59pm)	
Week #7 Oct. 5 th – 11 th	Cambios gramaticales: No verbales II	157-185

Assignments	<p>Quiz #2 (due on Oct. 7th @ 11:59pm)</p> <p>Final project: Part #2 (due on Oct. 9th @ 11:59pm)</p> <p>Discussion #6 (due on Oct. 11th @ 11:59pm)</p> <p>Anonymous informative feedback survey</p>	
<p>Week #8</p> <p>Oct. 12th – 18th</p>	Cambios gramaticales: Verbales	186-200
Assignments	Discussion #7 (due on Oct. 18 th @ 11:59pm)	
<p>Week #9</p> <p>Oct. 19th – 25th</p>	Cambios gramaticales I: Sintaxis y morfología	200-227
Assignments	<p>Discussion #8 (due on Oct. 25th @ 11:59pm)</p> <p>Anonymous informative feedback survey</p>	
<p>Week #10</p> <p>Oct. 26th – Nov. 1st</p>	Cambios gramaticales II: Sintaxis y morfología	200-227
Assignments	<p>Quiz #3 (due on Oct. 28th @ 11:59pm)</p> <p>Final project: Part #3 (due on Oct. 30th @ 11:59pm)</p> <p>Discussion #9 (due on Nov. 1st @ 11:59pm)</p>	
<p>Week #11</p> <p>Nov. 2nd – 8th</p>	Historia y dialectología	229-278
Assignments	<p>Discussion #10 (due on Nov. 8th @ 11:59pm)</p> <p>Anonymous informative feedback survey</p>	
<p>Week #12</p> <p>Nov. 9th – 15th</p>	Los cambios léxicos: Procesos externos e internos	279-304
Assignments	Discussion #11 (due on Nov. 15 th @ 11:59pm)	
<p>Week #13</p> <p>Nov. 16th – 22nd</p>	<p>Los cambios léxicos I: Arcaísmos, anglicismos, siglas, argot</p> <p>Eufemismos, tabú lingüístico</p>	305-390

Assignments	<p>Quiz #4 (due on Nov. 18th @ 11:59pm)</p> <p>Discussion #12 (due on Nov. 22nd @ 11:59pm)</p> <p>Anonymous informative feedback survey</p>	
<p>Week #14</p> <p>Nov. 23rd – 25th (Thanksgiving)</p>	<p>Los cambios léxicos II: Arcaísmos, anglicismos, siglas, argot</p> <p>Eufemismos, tabú lingüístico</p>	305-390
Assignments	<p>Final project: Oral presentation (due on Nov. 25th at 11:59pm)</p>	
<p>Week #15</p> <p>Nov. 30th – Dec. 4th</p>	<p>Repaso general de conceptos: Preparación para el examen final</p>	
Assignments	<p>Final project: Part #4 (due on Dec. 4th @ 11:59pm)</p> <p>Discussion #13 (due on Dec. 4th @ 11:59pm)</p> <p>Anonymous informative feedback survey</p>	
	<p>FINAL EXAM due on December 10th @ 11:59pm</p>	