

**COURSE DATA****DATA SUBJECT**

**Code:** 35392  
**Name:** Historical grammar of the Catalan language  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	3	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1001 - Degree in Catalan Studies	Diachrony of Catalan	COMPULSORY

**COORDINATION**

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**SUMMARY**

The Catalan Historical Grammar subject has the following objectives:

1. Teach the student to understand and explain the linguistic changes from Latin to Catalan.
2. Train the student in the techniques of diachronic linguistics.
3. Get the student used to dealing with old texts and know how to comment on them.
4. Relate the historical Catalan grammar to that of the other Romance languages.



5. Familiarize students with the theoretical and methodological problems of the discipline and know how to interpret them monographs.
6. Train students in handling and researching the sources and bibliography of the discipline.
7. Develop students' critical and analytical strategies to solve the problems posed by Catalan historical grammar.
8. Place the changes in a space, a time and a context.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

Generic prior knowledge

## COMPETENCES / LEARNING OUTCOMES

### 1001 - Degree in Catalan Studies

Compare and analyse the constituents of one's own language with those of other languages.

Interrelate different areas of humanistic studies.

Know the grammar and develop communicative competences in Catalan.

Know the internal and external historical evolution of the Catalan language and its application for the commentary of texts from a historical-philological perspective.

Ser capaz de localizar, manejar y sintetizar información bibliográfica en el área de la filología catalana.

Show ethical commitment in the field of language studies as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

The ability to identify problems and subjects for research and assess their importance in the field of Catalan philology and to begin to carry out research into these subjects.



## DESCRIPTION OF CONTENTS

### 1. Introduction to historical Catalan grammar

- 1.1. Language change. Synchrony and diachrony.
- 1.2. Catalan contrasted with the closest Romance languages.
- 1.3. Cultisms and traditional forms in current Catalan. General rules
- 1.4. Relationship of historical grammar with other related disciplines.
- 1.5. General questions of method in historical grammar

### 2. Catalan historical phonetics and phonology (I). The vocalism

- 2.1. The evolution of tonic and unstressed vowels. Vowel groups.
- 2.2. Type of iodine. Diphthongization in Catalan.

### 3. Catalan historical phonetics and phonology (II). Consonantism

- 3.1. The evolution of consonantism. From the Latin consonant system to Catalan.
- 3.2. The consonant groups.

### 4. Catalan historical morphosyntax (I)

- 4.1. Trends in morphological evolution.
- 4.2. The noun and the adjective: gender, number and case.
- 4.3. Determinants and quantifiers. Personal and relative pronouns.

### 5. Catalan historical morphosyntax (II). Verbal morphosyntax

- 5.1. Verbal morphology.
- 5.2. Readjustment in forms and functions.

### 6. Catalan historical morphosyntax (III)

- 6.1. Syntactic evolution. The origins of the Catalan phrase.
- 6.2. Prepositions and adverbs.
- 6.3. The conjunctions

The learning outcomes are:

Compare and analyse constituents of one's own language with those of other languages.



Know the internal and external historical evolution of the Catalan language and its application for the commentary of texts in a historical-philological perspective.

Know grammar and develop communicative skills in the Catalan language. Interrelate different areas of humanistic studies.

That students have the ability to collect and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

Be able to identify problems and research topics and evaluate their relevance in the area of Catalan philology, as well as to initiate themselves in these research topics.

Be able to locate, manage and synthesise bibliographic information in the area of Catalan philology.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	28,00
Independent study and work	0,00
Preparation of lessons	20,00
Preparation for assessment activities	36,00
Resolution of case studies	6,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The contents of the subject, of a theoretical and practical nature, are introduced based on prior knowledge of the learner -Latin, phonology and morphosyntax-, who will have to participate actively in the learning development.

The students will have a dossier of expressly recommended texts, which complement the theoretical and practical classes.

The students will carry out, individually, practical activities related to the content of the subject, which will be corrected in the practical classes.



The students will make the linguistic comments on the texts provided by the teacher.

As for the non-face-to-face hours, students will dedicate them to:

1. the study and preparation of theoretical and practical classes,
2. the preparation and implementation of practical activities,
3. the preparation and completion of the linguistic commentary work,
4. the preparation and performance of the final written test.

Teachers and students will use the Virtual Classroom and email as a means of communicating changes, details about practical activities, etc. However, it is recommended to attend face-to-face tutorials to deal with questions or doubts of an individual or specific nature.

As part of the cycle *Authors and authors in classrooms*, it will be possible to organize sessions with invited speakers.

At the beginning of the teaching period of the subject, you will be informed of the possible complementary activities that will be organized and of the impact they may have on teaching and assessment.

Intellectual honesty is vital in academic communities and for the fair evaluation of the student's work. All work submitted in this course must be of original authorship. Submissions that involve fraudulent collaboration or composition with the aid of artificial intelligence (ChatGPT or others) will not be accepted, unless their use is part of the course content and is authorized by the lecturer.

## EVALUATION

The evaluation of the student's learning will be carried out based on two elements:

a. A final written test with test-type questions, which will evaluate theoretical and practical knowledge, as well as the acquisition of general and specific skills. This part will constitute 70% of the grade. The final written test will include:

1. Theoretical and practical questions related to historical Catalan grammar and its methodology (50% of the final mark)
2. Commentary on a text made in class or questions on one or more of the texts in the dossier of



expressly recommended texts (20% of the final grade)

b. Practical activities carried out out of hours or during class and interventions in class at the teacher's request or voluntarily or in a tutorial /30%).

To pass the subject, you must pass both parts of the final written test.

In all tests it is necessary to demonstrate a good knowledge of the formal register and grammatical normative. In accordance with the criteria agreed by the Council of the Department of Catalan Philology, the fact of committing regulatory errors in the final test will lead to the qualification of not suitable, regardless of the grade of the content. Similarly, in the final practical work, regulatory errors count negatively.

The grading system follows the regulations of the University of Valencia approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

Evaluation summary:

a) Practical activities and class participation (30 %)

b) Final exam (70 %)

## REFERENCES

### Basic references

Bastardas, Joan (1996): *Diàlegs sobre la meravellosa història dels nostres mots*, Barcelona, ed. 62.

Coromines, Joan (1983): *Lleures i converses d'un filòleg*, Barcelona: Club editor.

Coromines, Joan (1988-1991): *Diccionari etimològic i complementari de la llengua catalana*, Barcelona: Curial.

Martí i Castell, Joan (1990): *Gramàtica històrica. Problemes i mètodes*, València: PUV.

Moran, Josep (1994): *Treballs de lingüística històrica catalana*, Barcelona: PAM.

Russell-Gebbett, P. (1965): *Mediaeval Catalan Linguistic Texts*, Oxford.

### Additional references

Badia i Margarit, Antoni M. (1981): *Gramàtica històrica catalana*, València: 3 i 4.



Batlle, Mar-Martí, J.-Moran, J.-Rabella, J.A. (2016), Gramàtica històrica de la llengua catalana, Barcelona: PAB.

Casanova, Emili (1989): Gramàtica històrica catalana: Proposta dun mètode destudi, Caplletra, 6, pp. 7-20.

Casanova, Emili i Joaquim Martí (2000): Gramàtica històrica i Onomàstica, dins Júlia Butiñá Jiménez (coord.), Llengua Catalana III, Madrid: Universidad Nacional de Educación a Distancia, pp. 15-200.

Duarte, Carles i Àlex Alsina (1984): Gramàtica històrica catalana, Barcelona: Curial.

Gulsoy, Joseph (1993): Estudis de gramàtica històrica, Barcelona: PAM.

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Pérez Saldanya, Manuel (1998): Del llatí al català. Morfosintaxi verbal històrica, València: PUV.

Rasico, Philip (1982): Estudis sobre la fonologia del català preliterari, Barcelona: PAM.

Recasens, Daniel, (2017), Fonètica històrica del català, Barcelona: IEC.

COLLECTION OF ARTICLES AND MATERIALS FROM THE DOSSIER.