



UNIVERSITY OF  
**TORONTO**  
MISSISSAUGA

## **LIN369H5S**

### **Romance Linguistics**

Winter Session 2019 - Department of Language Studies

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Instructor: Michelle Troberg

Weekly meeting time: Thursdays 9:00 - 12:00 in IB220

Office hours: Wednesdays 10 am to 12 pm or by appointment

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### **LAND ACKNOWLEDGMENT**

*For thousands of years the land on which the University of Toronto operates has been occupied by the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River, who are currently the acknowledged caretakers. The territory is subject to the Dish With One Spoon Wampum Belt Covenant, an agreement between the Haudenosaunee Confederacy, the Anishinaabeg, and allied nations to peaceably share and care for the resources around the Great Lakes. Today, this meeting place is the home to many Indigenous people from across Turtle Island, and we are grateful to have the opportunity to live, work, and teach on this land.*

### **Course Description and Goals**

This course explores the linguistic features and characteristics of major Romance languages such as French, Italian, Spanish and Romanian. Attention will be given to the phonological, morphological and syntactic components of the languages to be studied, with emphasis on both similarities and differences and how their features evolved from a common ancestor, Latin. No prior knowledge of Latin or a Romance language is necessary. Suggested companion courses: FRE372H5, FRE373H5, ITA437Y5.

LIN369H5 provides an introduction to the comparative study of some of the major linguistic systems that evolved from spoken Latin. Students are expected to have a solid foundation in linguistic analysis that will enable them to examine specific aspects of the phonological and morphological systems of Latin, Italian, Spanish, French, and to some extent, Portuguese and Romanian. No previous knowledge of Latin or any Romance language is necessary.

Our primary focus will be historical, considering the processes involved in the evolution of the Latin phonological and morphological systems into the various Romance systems (the syntactic system is left for the follow up course, Advanced Topics in Romance linguistics). In this sense, the analytic skills associated with historical linguistic method will be underlined through discussion, reflection, and practical application. The notion of *how* language changes and its relation to child language acquisition will provide the overarching theoretical framework within which all practical work is approached.

Students who successfully complete this course will acquire specific knowledge and a skill set that will enable them to approach articles and books in which current developments in Romance linguistics are discussed. They will also be able to apply the analytic tools that are emphasized in this course to other language families. Finally, students will be initiated to the broader questions of *what is language* and *what is language change*.

**Prerequisite:** LIN229H5, LIN231H5/LIN232H5/LIN237H5 (or LIN247H5)

**Exclusion:** LIN376H5

**Textbook (required):** Alkire, Ti & Carol Rosen. 2010. *Romance Languages: A Historical Introduction*. Cambridge: Cambridge University Press. (available at UTM Bookstore)

**Other readings:** All other readings and resources will be posted inside the Quercus course shell.

### **Learning Outcomes:**

By the end of the course, the successful student should be able to:

- recognize, discuss, and analyze the major sound changes that occurred in Classical and Late Latin that would define the Romance phonological systems.
- recognize, discuss, and analyze some of the major sound changes that define subgroups of the Romance languages and some that define individual languages and varieties.
- recognize, discuss, and analyze how certain phonological and prosodic changes can lead to morphological changes.
- recognize, discuss, and analyze some of the major morphological changes that would define various Romance languages.
- discuss some ways in which linguists define what language is.
- recognize the role of language contact and language acquisition in language change.
- critically evaluate basic claims about language change and linguistic changes in Romance.
- consult a variety of reference materials and current research in order to write an accurate linguistic description of certain features of the phonology and morphology of a lesser-known variety of Romance.
- produce a properly formatted and referenced linguistic description.
- deliver a concise summary of one's research using a power point or handout as an aid.

## **COURSE, DEPARTMENT, AND UNIVERSITY POLICIES**

**Important dates at UTM:** <http://student.utm.utoronto.ca/calendar/sessional.pl>

### **Grades and Appeals**

- It is recommended that you check your grades regularly on the Quercus webpage and let the instructor know of any discrepancies. If you notice any possible errors, please bring it to the attention of the instructor **within four weeks** of the date it was returned to you.

### **Getting help**

- If you would like extra help on the course material, please don't hesitate to set up an appointment with the instructor. If you cannot attend the scheduled office hours, contact me to arrange another time. I will do my best to answer your email messages promptly, on weekdays, within 48 hours. Please email me from your University of Toronto email address and put '**LIN369H5S**' in the subject line.
- The faculty and staff at the [Writing Centre at UTM](#) are always available to help students improve their writing skills in all disciplines. Their program includes writing groups, writing workshops, one-to-one tutoring, and both print and online resources. For information, resources, and to sign up for individualized feedback: <https://www.utm.utoronto.ca/asc>
- The Robert Gillespie Academic Skills Centre (RGASC) also offers a wide range of services to students, including individual appointments and academic skills workshops. Learn more about the centre at <https://www.utm.utoronto.ca/asc/>.

### **Accommodation**

- The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. Students wishing to request or learn more about accommodations should contact UTM's AccessAbility Resource Center (905-569-4699, <http://www.utm.utoronto.ca/accessability/future-uoft-students/about-centre>)

### **Academic conduct**

- We have the expectation that students will treat each other and all faculty, staff, and TAs with respect and honesty. Students can expect the same from us.
- UTM students are subject to policies regarding academic honesty as set out by the Code of Behaviour on Academic Matters. Please make yourself familiar with these policies: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

### **Academic offense**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. Potential offences include, but are not limited to:

- In papers and assignments
  - Using someone else's ideas or words without appropriate acknowledgement.
  - Submitting your own work in more than one course without the permission of the instructor.
  - Making up sources or facts.
  - Obtaining or providing unauthorized assistance on any assignment.
- On tests and exams:
  - Using or possessing unauthorized aids.
  - Looking at someone else's answers during an exam or test.
  - Misrepresenting your identity.
- In academic work:
  - Falsifying institutional documents or grades.
  - Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources: <http://www.artsci.utoronto.ca/osai/students/students>.

### **Equity Statement**

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at [edo.utm@utoronto.ca](mailto:edo.utm@utoronto.ca) or the University of Toronto Mississauga Students' Union Vice President Equity at [vpequity@utmsu.ca](mailto:vpequity@utmsu.ca).

## Academic Rights

For your information, students at UTM, have the right to:

- obtain a course syllabus either through accessing a copy on Quercus, through the UTM Timetable, Office of the Registrar website, or one can be provided by the instructor. The course syllabus may be provided at the start of the course;
- rely upon a course syllabus. An instructor may only change marks' assignments by following the University Assessment and Grading Practices Policy Provision Part B: 1.3, see <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>
- refuse to use turnitin.com (you must be offered an alternative form of submission);
- have access to your instructor for consultation during a course or follow up with the unit Chair or Director if the instructor is unavailable;
- ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. Students must make any inquiries about the mark on a graded piece of work within one month of the return date of the work. If you are not satisfied with a re-evaluation, you may appeal to the instructor. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark.
- receive at least one significant mark (weighted at 15% for H courses, 25% for Y courses) before the academic drop date; with one exception: for courses that run the entire Fall/Winter Session (Y5Y or H5Y courses), the deadline shall be the last regular class meeting of the first week of classes in January.
- submit handwritten essays so long as they are neatly written;
- have no assignment worth 100% of your final grade;
- not have a term test or combination of term tests in an individual course be worth greater than 25% in the last two weeks of class;
- retain intellectual property rights to your term work; arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

## How this course works:

Quercus: You will be able to access all course content, our weekly schedule, assignments, video-clips, etc. through your LIN369H5 lecture shell within Quercus.

Please bring your laptop to class. We will be doing a fair amount of writing and researching *in class*, so you will often benefit from having a computer with the word processing application that you usually use and, ideally, ability to connect to the internet.

Please bring pen/pencil and paper to class. We will do real written work each week.

Thursday seminar: A large part of your success in the course depends on your preparation for our Thursday seminar. The pre-seminar exercises encourage you to review previous material and familiarize yourself with the new topic *before coming to class*. During our seminar, we will **discuss and apply** the concepts introduced in the reading as a class and in small groups.

## Evaluation:

Pre-seminar exercises	25%	weekly
In-class work	25%	weekly
Assignment#1	10%	Jan. 31
Assignment#2	10 %	Feb. 14
Presentation	5%	Feb. 14
Assignment#3	10%	Mar. 21
Assignment#4	10%	April 4
Presentation	5%	April 4

**Pre-seminar exercises:** These weekly online exercises (worth about 2.5% each) are designed to guide your preparation for the seminar. They also provide a way to demonstrate your understanding of the readings and the reading process.

**In-class work:** Each week, you will be asked to complete written work during the seminar. I will evaluate this work as a reflection of your engagement with the material that day (worth about 2.5% each). The majority of your grade will be based on the *completion* and the *quality* of your work.

**Assignments #1 and #3** present exercise sets that build on concepts introduced in the readings and the seminar.

**Assignments #2 and #4** apply the concepts introduced in the seminars to the lesser-known Romance variety you are researching. The assignments should be done in pairs and are designed to strengthen your skill at providing accurate linguistic descriptions, summarizing, and properly referencing sources.

**Presentations:** Two 5-minute oral presentations summarizing aspects of the sound system and certain morphological features of the Romance variety you are researching. They will be supported by a power point or handout. The presentations should be done in pairs.

**Deadlines:** The penalty for a late assessment is 10% per day, up to 6 days, at which the work will no longer be accepted. Assignments are due at the beginning of class. Assignments submitted later in class or that day will be subject to this penalty. If you know you will be absent when an assignment is due, please submit it in advance of the class.

If you miss a deadline for reasons genuinely beyond your control, you may ask for special consideration. In order to ask for special consideration, you must 1) contact your instructor via email **immediately** upon missing the deadline: within 48 hours, and 2) provide documentation indicating that the assessment was missed for reasons genuinely beyond your control (e.g. UofT Medical Certificate, death certificate, etc.).

**2019 WINTER SCHEDULE (SUBJECT TO MINOR CHANGES)**

<p>January 7-13</p>	<p><b>What is Romance Linguistics?</b></p> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Purchase a copy of the textbook <i>Romance Languages</i></li> <li>• Reading: introductory chapter in Alkire &amp; Rosen &amp; selections posted online</li> <li>• Pre-seminar exercise#1</li> </ul> <p><b>Thursday seminar</b></p> <ul style="list-style-type: none"> <li>• Discussion &amp; application: Emergence of the Romance vernaculars and early texts</li> <li>• Discussion of course organization and expectations</li> </ul>
<p>January 14-20</p>	<p><b>Stressed Vowels (Ch.1)</b></p> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Reading: Chapter 1 (Alkire &amp; Rosen)</li> <li>• Pre-seminar exercise#2</li> </ul> <p><b>Thursday seminar:</b></p> <ul style="list-style-type: none"> <li>• Discussion of concepts introduced in Chapter 1</li> <li>• Completion of in-class work</li> </ul>

<p>January 21-27</p>	<p><b>Syllable structure and consonants (Ch.2)</b></p> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Reading: Chapter 2 (Alkire &amp; Rosen)</li> <li>• Pre-seminar exercise#3</li> <li>• Identify the Romance variety you will study in depth, identify grammars, dictionaries, and relevant scholarly articles</li> </ul> <p><b>Thursday seminar:</b></p> <ul style="list-style-type: none"> <li>• Discussion of concepts introduced in Chapter 2</li> <li>• Completion of in-class work</li> <li>• Application to your Romance variety</li> <li>• Discussion of Assignment#1</li> </ul>
<p>January 28- February 3</p>	<p><b>Consonant weakening and strengthening (Ch.3)</b></p> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Reading: Chapter 3 (Alkire &amp; Rosen)</li> <li>• Pre-seminar exercise#4</li> <li>• Completion of Assignment#1</li> </ul> <p><b>Thursday seminar:</b></p> <ul style="list-style-type: none"> <li>• Discussion of concepts introduced in Chapter 3</li> <li>• Completion of in-class work</li> <li>• Application to your Romance variety</li> <li>• Assignment#1 due</li> </ul>
<p>February 4-10</p>	<p><b>Palatal consonants (Ch.4)</b></p> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Reading: Chapter 4 (Alkire &amp; Rosen)</li> <li>• Pre-seminar exercise#5</li> </ul> <p><b>Thursday seminar:</b></p> <ul style="list-style-type: none"> <li>• Discussion of concepts introduced in Chapter 4</li> <li>• Completion of in-class work</li> <li>• Application to your Romance variety</li> <li>• Discussion of Assignment#2 and presentation</li> </ul>
<p>February 11-17</p>	<p><b>Features of the sound systems of other Romance varieties</b></p> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Completion of Assignment#2</li> <li>• Completion of 5-minute presentation</li> </ul> <p><b>Thursday seminar:</b></p> <ul style="list-style-type: none"> <li>• Assignment#2 due</li> <li>• Presentations (with commentary)</li> </ul>

February 18-24	<b>Reading Break – no seminar</b>
February 25 – March 3	<p><b>Verb morphology: Cycles of grammaticalization (Ch. 6&amp;7)</b></p> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Reading: Chapter 6 &amp; 7 (selections: Alkire &amp; Rosen)</li> <li>• Pre-seminar exercise#6</li> </ul> <p><b>Thursday seminar:</b></p> <ul style="list-style-type: none"> <li>• Discussion of selected concepts from Chapters 6 &amp; 7</li> <li>• Completion of in-class work</li> <li>• Application to your Romance variety</li> </ul>
March 4-10	<p><b>Noun and adjective morphology - Case (Ch.8)</b></p> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Reading: Chapter 8 (Alkire &amp; Rosen)</li> <li>• Pre-seminar exercise#7</li> </ul> <p><b>Thursday seminar:</b></p> <ul style="list-style-type: none"> <li>• Discussion of selected concepts introduced in Chapter 8</li> <li>• Completion of in-class work</li> <li>• Application to your Romance variety</li> </ul>
March 11-17	<p><b>Pronouns (Ch.8)</b></p> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Reading: Chapter 8 (Alkire &amp; Rosen)</li> <li>• Pre-seminar exercise#8</li> </ul> <p><b>Thursday seminar:</b></p> <ul style="list-style-type: none"> <li>• Discussion of selected concepts introduced in Chapter 8</li> <li>• Completion of in-class work</li> <li>• Application to your Romance variety</li> <li>• Discussion of Assignment#3</li> </ul>
March 18-24	<p><b>Formation of the Romance lexicon (Ch.11)</b></p> <p>Preparation:</p> <ul style="list-style-type: none"> <li>• Reading: Chapter 11 (Alkire &amp; Rosen)</li> <li>• Pre-seminar exercise#9</li> <li>• Completion of Assignment#3</li> </ul> <p>Thursday seminar:</p> <ul style="list-style-type: none"> <li>• Assignment#3 due</li> <li>• Discussion of selected concepts introduced in Chapter 11</li> <li>• Completion of in-class work</li> <li>• Application to your Romance variety</li> <li>• Discussion of Assignment#4 &amp; presentation</li> </ul>

March 25-31	<b>Instructor away at a conference – no seminar</b>
April 1-5	<p><b>Morphological features of other Romance varieties</b></p> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Complete Assignment#4</li> <li>• Complete 5-minute presentation</li> </ul> <p><b>Thursday seminar:</b></p> <ul style="list-style-type: none"> <li>• Assignment#4 due</li> <li>• Presentations (with commentary)</li> </ul>