POSTGRADUATE DOCTORAL STUDY PROGRAMME IN LINGUISTICS[1]

1. INTRODUCTION

Postgraduate doctoral programme in Linguistics (PDSL) is a logical step further in the specialized education of professionals in the field of philology (in all study programmes in philology, from classical philology and oriental philologies to Croatian and modern languages programmes, phonetics and, of course, general linguistics). The education of Doctors of Philosophy in Linguistics is a necessary precondition for Croatia to become part of the multilingual EU project on an equal footing, to preserve Croatian linguistic and cultural identity as well as develop information society technologies that are in a significant part informed by linguistic insights. The postgraduate doctoral study programme in Linguistics is aligned with the national strategic priorities of the Republic of Croatia in the field of humanities.

Knowledge society in Croatia needs to incorporate linguistic knowledge and competencies necessary in a dynamic multilingual world, as well as resolve issues of Croatian (linguistic) identity in the country's multilingual surroundings. Doctors of linguistics are professionals best suited to these tasks, as they possess the skills to examine, describe and solve them. The task of establishing an information society in the Republic of Croatia will also need to be carried out comprehensively, using the Croatian language, and this task will require that certain linguistic conditions be investigated and provided, which only doctors of linguistics as top professionals in the field of philology can be duly expected to do. Without an active role of linguists there can be no full protection and security of citizens conforming to European standards and practices. Other advanced societies in Europe invest considerable means in linguistic research and training, as this is imperative for successful modern-day communication and preserving one's identity.

With its state-of-the-art approach and comprehensive coverage of fields of study and specialized disciplinary research areas in linguistics, the postgraduate doctoral study programme in Linguistics at the Faculty of Humanities and Social Sciences in Zagreb is an equal match to leading doctoral programmes in linguistics offered at prominent European and American universities. The programme provides top education in a variety of theoretical fields in linguistics, from comparative linguistics to a very innovative approach to the Croatian language, to phonetics and cognitive linguistics and to the latest language technologies.

Since the programme is comparable to doctoral programmes in Linguistics at other Croatian universities and abroad, this allows for high student mobility, which is encouraged wherever it contributes to improving the student's specialist training in a particular research area of linguistics.

In its form relevant for the generation enrolled in the academic year 2012/2013, in the academic year 2013/2014 the postgraduate doctoral study programme in Linguistics underwent the periodic internal evaluation of doctoral programmes conducted by the

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[1] Applicable since the generation of students enrolled in the first year in the academic year 2014/2015.

University's Doctoral Programmes Board. On successfully completing the procedure for internal evaluation the doctoral programme in Linguistics was revised in accordance with the recommendations suggested by local and international reviewers and aligned with the Regulations on doctoral studies at the University of Zagreb, after which it got a positive evaluation from the University's Doctoral Programmes Board on 12 May 2014, submitted for approval by the University's Council for Social Sciences and Humanities and the Senate. It was approved by the Senate in its session held on 10 June 2014, when the Senate issued a statement that the programme meets all the necessary standards to continue to be delivered at the University of Zagreb.

2. GENERAL INFORMATION

2.1. Programme title

The full title of the programme is: Postgraduate doctoral study programme in Linguistics (PDSL).

2.2 Classification according to scientific field, sub-field, disciplines

The programme belongs to the scientific field of Humanities (6.), sub-field of Philology (6.03) and includes the following disciplines: 6.03.01 Classical philology, 6.03.02 Croatian, 6.03.03 Slavic philology, 6.03.04 Romance philology, 6.03.05 German philology, 6.03.06 English philology, 6.03.07 Indology, 6.03.08 Turkology, 6.03.09 Finno-Ugric philology, 6.03.10 Oriental and other philologies, 6.03.11 Phonetics, 6.03.12 General linguistics, 6.03.13 Comparative linguistics.

2.3. Host institution

The Postgraduate doctoral study programme in Linguistics is registered with the Faculty of Humanities and Social Sciences as its host institution and the delivery of the programme involves all philology departments and programmes offered at the Faculty, as well as associates from science institutes and other faculties of the University of Zagreb and other universities in Croatia and abroad.

2.4. Innovativeness of the doctoral programme

Interdisciplinarity is an imperative component of the doctoral study programmes at a time when humanities, social sciences, biomedicine, technical and other sciences work together in tackling challenges. Seeing as the postgraduate doctoral programme in Linguistics unites a range of disciplines in the field of philology, it is a highly interdisciplinary programme in its very foundations. Furthermore, on top of the courses that constitute the core of the discipline, elective courses offered in the programme provide for a wide range of opportunities to apply insights from linguistics in more or less compatible fields (starting from literary theory, information and computer sciences, to sociology, neuroscience, communication science, etc.). Students in the postgraduate doctoral study programme in Linguistics will take part in

collaborative projects between research institutions and technology research projects. Within technology research projects a form of partnership with industry is expected.

2.5. Admission prerequisites

Candidates for enrollment are persons holding a university degree in philology with at least 300 ECTS credits gained, or candidates who graduated from four-year university graduate programmes in philology prior to the year 2005. Candidates holding degrees from different fields can be admitted under special terms, requiring approval by the Council of the Postgraduate doctoral study programme in Linguistics.

2.6. Admission criteria and candidate selection procedures

Candidates' grade point average must be at least 4.00 for both candidates with degrees in philology and other fields. These candidates shall sit a qualifying exam to test their general competencies in linguistics and the Croatian language. Apart from this, candidates will be required to submit certificates of proficiency in two foreign languages and letters of recommendation.

2.7. Competencies attained by the student on completing the programme

Competencies mastered on completing the postgraduate doctoral programme in Linguistics enable candidates to engage in research work in the field of linguistics in the broadest sense, and particularly in the area of specialization that the candidate chose to pursue. A theoretical background and other competencies in general linguistics allow the candidates to choose appropriate methodologies and equip them with epistemological foundations for scientific research work, while specific competencies related to particular specializations direct candidates towards research areas relevant to a specific language or discipline as well as towards highly specialized jobs that might be advertised by state institutions or business companies. The programme is designed to allow for an individual approach to each candidate, so that researchers with such training can work in any research or higher education institution, in state institutions or companies that are in demand of highly trained language professionals, and this demand will grow as Croatian economy becomes more competitive in the international market. Such jobs also allow for possible postdoctoral training at universities in the country or abroad. Researchers with such credentials can work both at public and private institutions or wherever such professionals are in demand (public relations, marketing and publicity, etc.).

3. PROGRAMME DESCRIPTION

3.1. Structure and organization of the doctoral programme

The study programme consists of 6 obligatory semesters. Full-time dedicated students can complete the programme in 4 years, while the maximum time allowed for part-time students is 7 years. The programme is designed to include obligatory fundamental courses (two such courses per semester in the first three semesters and one in the fourth) and elective courses

designed as research workshops in all four semesters. Elective courses are delivered depending on the interest expressed by enrolled students in a particular generation. In the fifth and sixth semester students are expected to produce two seminar papers and work on their dissertations.

3.2. List of obligatory and elective courses

Course	Hours	ECTS credits
I. semester		
Linguistics and philology	8L + 8S	4 + 4
Phonetics	2L + 2S	1+1
Phonology	2L + 2S	1+1
Propaedeutic workshop	16S	8
Elective course 1	8S	4
Elective course 2	8S	4
total		28
II. semester		
Morfology	4L + 4S	2 + 2
Structuralism	4L + 4S	2 + 2
Rhetoric of science	8S	4
Sessions with supervisor	10	20
total		32
III. semester		
Traditional syntax	2L + 2S	1 + 1
Generative syntax	2L + 2S	1 + 1
Discourse analysis	4L + 4S	2 + 2
Elective course 3	8S	4
Elective course 4	8S	4
Sessions with supervisor	7	14
total		30
IV. semester		
Semantics	6L + 6S	3 + 3
Genetic and typological linguistics	4L + 4S	2 + 2
Elective course 5	8S	4
Elective course 6	8S	4
Sessions with supervisor	6	12
total		30
V. and VI. semester		
Seminar paper	2	2x10
Sessions with supervisor and doctoral dissertation	2x10	2x20
total		60
total		180

Elective courses

Of the elective courses the programme offers the following 20 courses among which students choose according to their interests:

American linguistics
Diachronic semantics
Contact linguistics
Phraseology
Mental grammar
Language and the individual
Cognitive linguistics
Corpus linguistics
Lexicology
Anthropological linguistics
Neurolinguistics and multilingualism
Historical-comparative linguistics – on the material from Balto-Slavic languages
Pragmatics
Psycholinguistics
Computational linguistics
Semiotics
Sociolinguistics
Contemporary phonological theories

3.3. Obligatory and elective activities (participation in seminars, conferences, round tables, etc.) and criteria for awarding ECTS-credits to these activities

Active participation in seminars, conferences and similar activities and/or published papers can be awarded ECTS-credits that can substitute for a seminar paper. Every instance of awarding such substitute ECTS-credits is individually considered and approved by the Linguistics doctoral programme Council.

3.4. Outcomes of the study programme

1) To interpret and assess the place of each of the fundamental aspects of linguistics in relation to another (phonology, morphology, syntax, semantics, discourse and text) and evaluate their interactions
2) To critically evaluate specific schools of thought and approaches in linguistics and assess the advantages and shortcomings of traditional and contemporary schools and approaches
3) To creatively employ acquired competences in developing innovative ideas and conducting independent research
4) To critically evaluate reference literature and published contributions in the discipline for the purposes of designing one's own theoretical and methodological framework
5) To independently analyse and interpret language material relying on the theoretical frameworks mastered in the programme
6) To modify the existing, create one's own and employ appropriate methodological tools in independent research work and original research design

7) To independently produce oral and written presentations of one's own research work abiding by the norms of academic communication in science

8) To provide competent argumentation on one's own research work by integrating the acquired competencies and analysed data

Course descriptions

Course title:

Morphology

Course code: **PSL121**

Course status: **Obligatory**

Course leader: **Marko Tadić**

Course instructor: **Marko Tadić**

Language of instruction: **Croatian**

Total hours: **4L+4S**

Form of instruction: **Lecture**

ECTS credits: **4**

Course content by topics:

Morphology as a linguistic discipline. Morphological structure. Morphological units: morpheme, thematheme and lexeme. Characteristics of organization of form and content on the level of morphology. Derivational and inflectional morphology. Morphology and phonology in interaction. Morphonology. Morphology and syntax in interaction. Morphosyntax. Methods of teaching morphology. Morphology and types of language. Diachronic and synchronic morphology (in dialectic interaction).; Contemporary approaches to traditional grammatical concepts: variant words forms/invariant word forms, inflection/derivation, word stem/ending, types of afixes, word classes, paradigm, sandhi changes, derivation/composition, the relation between inflection and derivation. Contemporary grammatical approaches: generative phonology, lexical phonology, rules, use of rules, limitations, morphotaxis, relation between morphology and syntax; approaches: word & paradigm; item & arrangement and item & process.

Learning outcomes at course level:

 1. To explain fundamental concepts and analytical approaches in the study of morphology; 2. To compare and critically evaluate traditional and contemporary grammatical descriptions of language; 3. To evaluate the adequacy of approach to selected linguistic material at the morphological level of linguistic description; 4. To use appropriate analytical tools in the morphological analysis of the selected linguistic material; 5. To provide competent argumentation in academic disciplinary discussions on morphology

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
X	X		x	x			x

Reading list:

Obligatory: S. Babić i sur. (1991): Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika. Nacrt za gramatiku. Zagreb: HAZU.; E. Barić i dr. (2003): Hrvatska gramatika, 3. izdanje. Zagreb: Školska knjiga.; J. Silić, J. / Pranjković, I. (2007): Gramatika hrvatskoga jezika za gimnazije i

visoka učilišta, 2. izd. Zagreb: Školska knjiga. Katičić, R. (1971): Jezikoslovni ogledi. Zagreb.; Silić, J. (1998): Morfologija hrvatskoga glagola. Tipovi osnova. Riječki filološki dani 2. Rijeka.; Silić, J. (1991): Ustrojstvo glagolske osnove. Suvremena lingvistika, 31/32.; Silić, J. (1986): Razine, njihove jedinice i osnova – uvodne napomene. Književni jezik, 15/1, Sarajevo.; Matthews, P. H. (21991): Morphology. Cambridge: Cambridge Univ. Press.; Katamba, F. (1993): Morphology. London: Macmillan.; Haspelmath, M. (2002): Understanding Morphology. London: Arnold.; Mihaljević, M. (1991): Generativna i leksička fonologija. Zagreb: Školska knjiga.; Spencer, A. (1991): Morphological Theory. Oxford UK-Cambridge MA: Blackwell.; Stump, G. T. (2001): Inflectional Morphology: A Theory of Paradigm Structure. Cambridge: Cambridge University Press.; Additional: Vinogradov, V.V. (2001): Russkij jazyk (Gramatičeskoe učenie o slove). Russkij jazyk. Moskva.; Komarek, M. (1975): Zu den Begriffen Morphem – Morph –Allomorph. Wiener Slavistisches Jahrbuch, 21, pp. 109-116.; Derrida, J. (1971): O gramatikologiji. Sarajevo.; Babić, S. (1986): Tvorba riječi u hrvatskom književnom jeziku. Zagreb.; Mluvnice češtiny, 2. Tvarosloví. Praha: Academia, 1986.; Maslov, J.S. (1975): Vvedenie v jazykoznanie (Grammatika). Vysšaja škola, Moskva, str. 157-236.; Golovin, B. N. (1973): Vvedenie v jazykoznanie (Morfologija jazyka). Vysšaja škola, Moskva, pp. 152-190.; Carstairs-McCarthy, A. (1992): Current Morphology. London-New York: Routledge.; Spencer, A. / Zwicky, A. M. (1998): The Handbook of Morphology. Oxford: Blackwell.; Baerman, M. / Brown, D. / Corbett, G. G. (2005): The Syntax–Morphology Interface: A Study of Syncretism. Cambridge: Cambridge University Press.; Lessard, Greg (1996): Introduction à la linguistique française, chapters 4 (La morphologie) and 5 (La morphologie dérivationnelle). Queens University at Kingston (http://post.queensu.ca/~lessardg/Cours/215/index.html); Individual selecton of research papers on morphology for exercise purposes.

Assessment of student achievement: Course attendance, exam

Quality assurance mechanism: student survey

Course title:

Corpus linguistics

Course code: **PSL210**

Course status: **Elective**

Course leader: **Marko Tadić**

Course instructor: **Marko Tadić**

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Seminar**

ECTS credits: **4**

Course content by topics:

Role and place of corpus linguistics in linguistics; history of corpus-informed linguistic research; "early" corpus linguistics; Chomsky and criticism/defence of corpora; first electronic corpora; corpus as a methodological construct; text collection / corpus; pre-electronic and electronic corpus linguistics; corpus design and compilation; sampling and corpus parameters; types of corpora; results of corpus search; corpus mark-up and annotation (pre-linguistic mark-up, linguistic annotation); statistical methods in corpus linguistics; language technologies (role of corpora).

Learning outcomes at course level:

 1.To explain the role and place of corpus linguistics in the broader context of linguistics; 2. To compare the types of corpora, results of corpus searches and corpus annotations; 3. To discuss the basic characteristics of early vs. more recent corpora and pre-electronic vs. electronic linguistics; 4. To critically evaluate criticisms/defences of corpora in linguistics; 5. To assess the role of corpus as a methodological construct; 6. To discuss corpus linguistics and provide competent argumentation

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
	X				x	x	x

Reading list:

McEnery, T. / Wilson, A. (1996, 22002): Corpus Linguistics. Edinburgh: Edinburgh University Press.; Kennedy, G. (1998): Introduction to Corpus Linguistics. London: Longman.; Sinclair, J. Mc. (1991): Corpus, concordance, collocation. Oxford: Oxford University Press.; Biber, D. / Conrad, S. / Reppen, R. (1998): Corpus Linguistics: Investigating Language Structure and Use. Cambridge: Cambridge University Press.; Tadić, M. (1997): Računalna obradba hrvatskih korpusa: povijest, stanje i perspektive. Suvremena lingvistika 43-44, str. 387-394.; Tadić, M. (2003): Jezične tehnologije i Croatian jezik. Exlibris, Zagreb.; Sampson, G. / McCarthy, D. (2004:) Corpus Linguistics: Readings in a Widening Discipline. London-New York: Continuum.; Tognini-Bonelli, E. (2001): Corpus Linguistics at Work. Amsterdam: Benjamins.; Tadić, M. (1996): Računalna obradba hrvatskoga i nacionalni korpus. Suvremena lingvistika 41-42, str. 603-612.; Tadić, M.

(1998): Raspon, opseg i sastav korpusa hrvatskoga jezika. Filologija 30-31, str. 337-347.; Tadić, M. (2001): Procedures in Building the Croatian-English Parallel Corpus. International Journal of Corpus Linguistics (special edition), pp. 107-123.; Tadić, M. (2002): Building the Croatian National Corpus. In: LREC2002 Proceedings, Las Palmas, 27 May-2 June 2002. Pariz-Las Palmas: ELRA, Vol. II, pp. 441-446.; Tadić, Marko (2005): The Croatian Lemmatization Server. In: Southern Journal of Linguistics. 29 (2005) , 1/2; 206-217.; Selected papers from Computational Linguistics and International Journal of Corpus Linguistics and LREC Proceedings.

Assessment of student achievement: course attendance, seminar tasks, exam

Quality assurance mechanism: student survey

Course title:

Computational linguistics

Course code: **PSL218**

Course status: **Elective**

Course leader: **Marko Tadić**

Course instructor:

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Seminar**

ECTS credits: **4**

Course content by topics:

Computational linguistics in interaction with: computer processing of natural language, artificial intelligence and speech processing; linguistic levels and computer processing. Procedures and resources: algorithm/statistical approaches; analysis/generating; role of corpora; text segmentation (sentences, words); word level (morphological analysis, tagging, lemmatization); sentence level (syntactic analysis, parsing, sentence element recognition, name recognition); lexical semantics (WordNet) and sentence semantics (FrameNet); machine (assisted) translation; language technologies.

Learning outcomes at course level:

 1) To critically evaluate fundamental contemporary approaches to computational linguistics; 2) To define the place of computational linguistics within linguistics; 3) To critically evaluate and explain the practical use of particular methods of computational linguistics in the processing of linguistic material; 4) To explain the importance of the use of computational linguistics methods in collecting and processing linguistic material

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
	X		x	x			

Reading list:

Mitkov, R. (ed.) (2003): The Oxford Handbook of Computational Linguistics. Oxford: Oxford University Press,.; Jurafsky, D. & J. H. Martin (eds.) (2000): Speech and language processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition. Prentice-Hall: Upper Saddle River, NJ.
(http://www.cs.colorado.edu/~martin/slp.html); Manning, C. D. & Schütze, H. (1999): Foundations of Statistical Natural Language Processing. Cambridge, MA MIT Press.
(http://www-nlp.stanford.edu/fsnlp/); Hausser, R. R. (2001): Foundations of Computational Linguistics: Human-Computer Communication in Natural Language. Springer Verlag.; Fellbaum, Ch. (1998): Wordnet: An electronic lexical database. MIT Press, Cambridge MA.; Tadić, M. (2003): Jezične tehnologije i hrvatski jezik. Zagreb: Exlibris.; Tadić, M.; Brozović-Rončević, D.; Kapetanović, A. (2012); Hrvatski jezik u digitalnom dobu / The Croatian Language in the Digital

Age. Springer, Heidelberg. (http://www.meta-net.eu/whitepapers/e-book/croatian.pdf); Tadić, M.; Šojat, K.; Bekavac, B. (2005): Zašto nam treba hrvatski WordNet?« U: Granić, J. (ur.): Semantika prirodnog jezika i metajezik semantike. Zagreb-Split: HDPL, str. 733-743.; Erjavec, T.; Krstev, C.; Petkevič, V.; Simov, K.; Tadić, M.; Vitas, D. (2003): The MULTEXT-East Morphosyntactic Specifications for Slavic Languages. In: Proceedings of the EACL 2003 Workshop on Morphological Processing of Slavic Languages. Budimpešta: ACL, pp. 25-32.; Selected papers from Computational Linguistics journal and LREC Proceedings.

Assessment of student achievement: course attendance

Quality assurance mechanism: student survey

Course title:

Linguistics and philology

Course code: **PSL237**

Course status: **Obligatory**

Course leader: **Mislav Ježić**

Course instructor:

Language of instruction: **Croatian**

Total hours: **8L + 8S**

Form of instruction: **Lecture**

ECTS credits: **8**

Course content by topics:

Historical relations between philosophy, philology and linguistics research. Fundamental domains and issues in philology vs. linguistics. The process of establishing philology and grammar. Their development in Greece and India, in medieval, modern and contemporary discipline of linguistics. Separation of linguistics from philology in the 19th century: consequences and perspectives. The role of philology in collecting and analyzing corpora for linguistics research. The role of philology in raising questions concerning semantics, syntax, morphology and phonology and in examining the answers to these questions provided by linguistics. The role of philology in raising questions concerning language comparisons, language history and etymology and in examining the answers to these questions. The role of philology in conceptualizing literary and standard language, as well as registers in language use. The role of philology in defining language identity, in particular on the example of Croatian.

Learning outcomes at course level:

1. To discuss historical relations between linguistics, philosophy and philology since antiquity to contemporary times; 2. To critically evaluate the concepts of native speaker and monolingualism vs. multilingualism; 3. To explain the difference between language change in the history of language and language development; 4. To explain the nature of natural idioms vs. literary or standard languages; 5. To assess the appropriateness of the methodologies of linguistics and philology in determining whether languages are the same or different

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
x	X	x	x	x			

Reading list:

Obligatory reading: Šrepel, M. (1899): Klasična filologija. Upute u pojedine struke klasične filologije. Zagreb: MH.; Robins, R. H. (1967, 41997): A Short History of Linguistics. New York: Longman.; Katičić, R. (1992): Novi jezikoslovni ogledi, 2. dopunjeno izd. Zagreb: Školska knjiga.; Katičić, R. (2013): Hrvatski jezik. Zagreb: Školska knjiga.; Vince, Z. (1978, 2004): Putovima hrvatskoga književnog jezika. Lingvističko-kulturnopovijesni prikaz filoloških škola i njihovih izvora. Zagreb: SNL.; Brozović, D. (1970): Standardni jezik. Zagreb: MH.; Moguš, M. (1993):

Povijest hrvatskoga književnog jezika, Nakladni zavod Globus, Zagreb.; Ježić, S. (21993): Hrvatska književnost od početka do danas (1100.-1941.). Zagreb: Grafički zavod Hrvatske.; Izborna literatura: Dionizije Tračanin (izd. 1995): Gramatičko umijeće, prir. i prev. Dubravko Škiljan. Zagreb: Latina et Graeca.; Reynolds, L. D. & Wilson, N. G. (1968, 31991): Scribes and Scholars. A Guide to the Transmission of Greek and Latin Literature. Oxford: Clarendon Press.; Bolgar, R. R. (1954, 1958, 1953., 1963., itd.): The Classical Heritage and Its Beneficiaries. Cambridge: Cambridge University Press.; Kačić, M. (1995): Hrvatski i srpski. Zablude i krivotvorine (uz sur. Lj. Šarić). Zagreb: Zavod za lingvistiku FF.; Matasović, R. (2008): Poredbenopovijesna gramatika hrvatskoga jezika. Zagreb: Matica hrvatska.; Katičić, R. (2001): Kroatistika na slavističkom obzorju. U: Drugi hrvatski slavistički kongres, Zbornik radova II. Zagreb, str. 569-582.; Babić, S. (2009): Hrvatski jezik ponajprije njim samim. Jezik, god. 56, br. 5, str. 161-189.; Ježić, M. (1990): Primjer odnosa između sanskrta i sanskrti. Suvremena lingvistika 29-30, str. 29-40.; Ježić, M. (1992): Nješto primjera dovitljivosti Pāṇinijeve pri slovničkome opisu. Suvremena lingvistika 34 (2/1992.), str. 103-118.; Ježić, M. (1989): Raznolikost jezičnih ustroja i jezično poimanje svijeta (Herder, Humboldt, Sapir, Whorf). U: Mišljenje i riječ o bitku u svijetu, Biblioteka Filozofska istraživanja 20, Zagreb, str. 95-122.; Ježić, M. (2013): Filozofija, mišljenje, kultura i jezik – neka opća razmatranja. Filologija, knjiga 60, str. 31-48.; Grčević, M. (1997a): Zašto slavistika 19. stoljeća nije priznavala postojanje hrvatskoga jezika? Jezik, god. 45, br. 1, str. 3-28.; Grčević, M. (1997b): Karađićeva gledišta o hrvatskome jeziku u slavističkome okružju. Jezik, god. 45, br. 2, str. 41-58.; Grčević, M. (1997c): Die Entstehung der kroatischen Literatursprache. Köln-Weimar-Wien: Böhlau.; Grčević, M. (2009): Jernej Kopitar kao strateg Karadžićeve književnojezične reforme. Filologija, knjiga 53, str. 1-53.; Grčević, M. (2014): Vanjskopolitički utjecaji na hrvatski književnojezični razvoj u drugoj polovici XIX. st. Jezik, god. 61, br. 1-2, str. 42-67, br. 3, str. 94-106.

Assessment of student achievement: course attendance; discussions; written exam; oral exam

Quality assurance mechanism: student survey

Course title:

American linguistics

Course code: **PSL202**

Course status: **Elective**

Course leader: **Milena Žic Fuchs**

Course instructor:

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **seminar**

ECTS credits: **4**

Course content by topics:

The term American linguistics does not refer to American linguistic research in the geographical sense, but rather to a tradition reflected in various ways in theoretical foundations established on American ground in the last one hundred and twenty years. The beginnings of American linguistics are related to the names of Powell, Boas and Sapir, researchers who paved the way for studying language within the framework of cultural phenomena and psychological determinants. Their efforts started a tradition of field research of native American Indian languages and the recording of oral texts that were fascinating not only in linguistic but also in cultural terms. It is these beginnings of linguistic research on American ground, characterized by a strong cultural and psychological flavour, that triggered a reaction in the form of the so-called American structuralism (Bloomfield), followed by the appearance of transformational-generative grammar (Chomsky). To sum up, American tradition is marked by linguistic research with a prominent cultural foundation as well as formal approaches to language. The appearance of cognitive linguistics in the last thirty years is in many ways a continuation of the very beginnings of American linguistics, more precisely, it is a rekindling of interest in the influence of culture and psychology reflected in language. Students will be introduced to the fundamental characteristics of the beginnings of American linguistics, through the work of Franz Boas and Edward Sapir. The legacy of these two key figures of American linguistics are not only interesting from a theoretical point of view, but also provide insight into the structures of American Indian languages, which differ significantly from structures that we are accustomed to in Indoeuropean languages. Furthermore, the course also covers American structuralism, a type of structuralism in many aspects different from its European counterpart. It is the rigidity of American structuralism and its focus on phonology and morphology that led to the appearance of transformational-generative grammar and a range of theoretical approaches to syntactic structure that are primarily related to the name of Noam Chomsky. The return to the very beginnings, i.e. to considering language from the point of view of culture and psychology, is reflected in the rise of cognitive linguistics on American ground in the last thirty years, which is another relevant topic in this course.

Learning outcomes at course level:

 On completing the course in American linguistics the student will be able to: 1. list the fundamental characteristics of early American linguistics, American structuralism and transformational-generative grammar; 2. compare and discuss the differences between the theoretical approaches introduced in the course; 3. explain and critically evaluate each

theoretical approach covered in the course and its global impact; 4. critically evaluate the fundamental theoretical claims of the theoretical approaches covered in the course; 5. integrate and explain the fundamental characteristics of early modern American linguistics in relation to cognitive linguistics in particular; 6. assess the contributions of American linguistics (as a whole) to the evolution of linguistics

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
x	X	x	x	x			

Reading list:

Obligatory reading: Bloomfield, L. (1933): Language. London: George Allen & Unwin Ltd.; Filipović, R. (1966): «Bloomfield i američka lingvistika» Suvremena lingvistika 2, Sveučilište u Zagrebu.; Sapir, E. (1921): Language. An Introduction to the Study of Speech. New York & London: Harcourt, Brace, Jovanovich. Žic Fuchs, M. (1991): Jezici američkih Indijanaca i jezična istraživanja. Književna smotra 23, 81-82, str. 25-30.; Žic Fuchs, M. (2009) Kognitivna lingvistika i jezične strukture: engleski present perfect, Zagreb: Nakladni zavod Globus; Additional reading: Boas, F. (1911): Handbook of American Indian Languages. Bulletin 40, Bureau of American Ethnology, Parts 1 & 2, Washington.; Bright, W. (1984): American Indian Linguistics and Literature. Mouton Publishers.; Carroll, J.B. (ed.) (1956): Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf. Cambridge, Mass.: Technology Press of Massachusetts Institute of Technology.; Chafe, W.L. (ed.) (1976): American Indian Languages and American Linguistics, Papers of the 2nd Golden Anniversary Symposium of the Lingusitic Society of America. Lisse – The Peter de Ridder Press.; Kinkade, D., K. Hale & O. Werner (eds.) (1975) Linguistics and Anthropology. Lisse: The Peter de Ridder Press.

Assessment of student achievement: course attendance

Quality assurance mechanism: student survey

Course title:

Pragmatics

Course code: **PSL217**

Course status: **Elective**

Course leader: **Milena Žic Fuchs**

Course instructor:

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Seminar**

ECTS credits: **4**

Course content by topics:

The Pragmatics course encompasses a wide range of topics, from speech act theory, conversational implicature, concepts such as 'context of situation' (Malinowski), to more contemporary approaches such as 'relevance theory' and 'politeness theory'. All these approaches, albeit from different points of view and theoretical foundations, shed light on the multifaceted phenomenon of human communication in all its forms, as well as on the effects that communication may have on language phenomena. Students will engage in discussions on fundamental concepts such as 'speech acts', 'conversational implicatures', 'context of situation', 'relativity' and 'politeness', concepts that represent the main levers and gears of human communication. Special attention will be dedicated to the concepts of 'context' and 'convention', not only in face-to-face communication but also in new communication technologies. The course content includes concrete examples from various domains of human as well as technology-mediated communication.

Learning outcomes at course level:

 On completing the course in Pragmatics the student will be able to: 1. list and explain the fundamental theoretical interpretations encountered in various approaches to pragmatics; 2. analyse and interpret concrete examples from various domains of human and technology-mediated communication; 3. critically evaluate possible methodological approaches to research in pragmatics; 4. outline and analyse the place of pragmatics in traditional as well as contemporary levels of linguistic description; 5. evaluate the scope of research done so far on pragmatics phenomena in the domain of communication technologies; 6. critically evaluate research texts in the domain of pragmatics

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
x	X	x	x	x			

Reading list:

Austin, J.L. (1962) How to Do Things with Words. Oxford: Clarendon Press.; Givón, T. (2005) Context as Other Minds, The Pragmatics of Sociality, Cognition and Communication, John Benjamins Publishing Company, Amsterdam/Philadelphia.; Grice, H.Paul (1975). "Logic and

conversation". Cole, Peter, Jerry L. Morgan, eds. Syntax and Semantics 3: Speech Acts. New York: Academic Press, 41–58.; Levinson, S. (1983) Pragmatics. Cambridge: Cambridge University Press.; Malinowski, B. (1923) "Phatic Communion"- an excerpt from "The Problem of Meaning in Primitive Languages" in Ogden, C. K. & E.A. Richards, The Meaning of Meaning, Routledge and Kegan Paul.; Searle, J. (1969) Speech Acts: An Essay in the Philosophy of Language. Cambridge: Cambridge University Press.; Sperber, D. and D. Wilson (1995) Relevance, Communication and Cognition, 2nd Edition. Oxford: Blackwell.; van Dijk, T. A. (2008) Discourse and Context, A Sociocognitive Approach, Cambridge University Press.; van Dijk, T. A. (2009) Society and Discourse, How Social Contexts Influence Text and Talk, Cambridge University Press.; Žic Fuchs, M. and V. Broz (2004) "Communication technologies and their influence on language: the Gricean maxims revisited". Informatologia 2, str. 143-148.; Žic Fuchs, M., Broz, V. and N. Tuđman Vuković (2013) "Communication technologies and their influence on language: the notion of convention revisited". Jezikoslovlje 14(1), str. 65-84.

Assessment of student achievement: course attendance

Quality assurance mechanism: student survey

Course title:

Cognitive linguistics

Course code: **PSL208**

Course status: **Obligatory**

Course leader: **Milena Žic Fuchs**

Course instructor:

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Seminar**

ECTS credits: **4**

Course content by topics:

Theoretical claims within cognitive linguistics do not simply rely on describing and/or explaining linguistic structures, but rather include insights from psychology, anthropology, artificial intelligence, neuroscience and philosophy. This means that linguistic phenomena are examined in their linguistic, cultural and psychological totality. Lingusitic structures are seen as part of the process of conceptualization of the world by speakers of a particular language community. Meaning is therefore seen as a foundation that links and supplements morphology and syntax, while insight into the phenomena of meaning is based on cultural factors and psychological determinants of human conceptual structure. Students will be introduced to the developments and insights brought about by cognitive linguistics, both within linguistics itself and within cognitive science. Special consideration in the course will be awarded to the new way of conceptualizing the notion of 'category' that ensued from cognitive linguistics, in terms of both the categories of lexical and grammatical entities. Within this new conceptualization of 'category' fundamental terms of cognitive linguistics will be discussed, such as 'prototype', 'schema' and 'domain'.

Learning outcomes at course level:

 On completing the course in Cognitive linguistics the student will be able to: 1. describe and explain the fundamental theoretical claims of cognitive science; 2. describe and explain the fundamental terms in cognitive linguistics; 3. critically compare approaches inherent in cognitive linguistics to other theoretical approaches; 4. integrate the fundamental traits of cognitive linguistics with the broader context of linguistics; 5. critically evaluate the methodological framework of cognitive linguistics; 6. compare the similarities and differences, especially in relation to the theoretical claims of structuralism

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
x	X	x	x	x			

Reading list:

Obligatory reading: Lakoff, G. (1987): Women, Fire and Dangerous Things, What Categories Reveal about the Mind. Chicago: The University of Chicago Press.; Langacker, R.W. (1987):

Foundations of Cognitive Grammar: Theoretical Prerequisites. Stanford University Press.; Žic Fuchs, M. (1991): Znanje o jeziku i znanje o svijetu. Biblioteka SOL. Zagreb: Filozofski fakultet.; Žic Fuchs, M. (2009) Kognitivna lingvistika i jezične strukture: engleski present perfect, Zagreb: Nakladni zavod Globus; Additional reading: Egli, Pause, Schwarze, Stechow & Wienald (eds.) (1995): Lexical Knowledge and Organization of Language. John Benjamins Publishing Company.; Fauconnier, G. (1999): Mappings in Thought and Language. Cambridge: Cambridge University Press.; Langacker, R.W. (1991): Concept, Image and Symbol, The Cognitive Basis of Grammar. Mouton de Gruyter.; Langacker, R.W. (1991): Foundations of Cognitive Grammar: Descriptive Application. Stanford University Press.; Langacker, R.W. (2000): Grammar and Conceptualization (Cognitive Linguistics Research). Berlin/New York: Mouton de Gruyter.; Taylor, J.R. (1995) Linguistic Categorization. Prototypes in Lingustic Theory. Oxford: Clarendon Press.; Taylor, J.R. (2002): Cognitive Grammar. Oxford: Oxford University Press.; Wierzbicka, A. (1992): Semantics, Culture and Cognition. Oxford University Press.

Assessment of student achievement: course attendance

Quality assurance mechanism: student survey

Course title:

Semantics

Course code: **PSL141**

Course status: **Obligatory**

Course leader: **Milena Žic Fuchs**

Course instructor:

Language of instruction: **Croatian**

Total hours: **6L+6S**

Form of instruction: **Lecture**

ECTS credits: **6**

Course content by topics:

This course will encompass topics ranging from the earliest philosophical considerations of the phenomenon of meaning to traditional European structuralism and finally the latest insights provided by cognitive semantics. The content is divided into three main parts: semantics of individual lexemes, the relations between lexemes at the paradigmatic level and the relation between semantics and syntax. Within these chapters fundamental traditional concepts shall be examined, such as homonymy, synonymy, polysemy and antonymy, both in their traditional sense and in as presented in some very contemporary approaches. Traditional and contemporary approaches will also be used to shed light on the paradigmatic relations between lexemes, with special focus on meaning overlaps between lexemes and their complex semantic relations. When it comes to the syntagmatic level, the goal is to get students acquainted with the so-called grammatical meaning, i.e. the meaning interactions between individual sentence elements. Students will also be introduced to the latest approaches to metaphor and metonymy, which refer to semantic phenomena related to individual lexemes but also play an important role in the so-called grammatical meaning. All the listed topics will be approached from the point of view of theoretical claims since the objective of the course is to acquaint students with various modes of interpreting meaning phenomena.

Learning outcomes at course level:

 1. to describe and compare traditional and contemporary approaches to examining meaning in language; 2. to name and explain various meaning phenomena in language, at all traditional levels of linguistic description; 3. to compare and discuss meaning phenomena that are subject to research in semantics; 4. to critically evaluate various theoretical approaches to meaning; 5. to employ various methodological approaches to meaning phenomena; 6. to compare and contrast traditional and contemporary approaches to metaphors and metonymy

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
x	X	x	x	x			

Reading list:

Obligatory reading: Lyons, J. (1977) Semantics, Vol I/II. Cambridge University Press.; Ullman, S. (1962) Semantics: an Introduction to the Science of Meaning. Basil Blackwell & Matt Ltd.; Žic Fuchs, M. (1991) Znanje o jeziku i znanje o svijetu. Semantička analiza glagola kretanja u engleskom jeziku. Zagreb: SOL.; Žic Fuchs, M. (2009) Kognitivna lingvistika i jezične strukture: engleski present perfect, Zagreb: Nakladni zavod Globus; Students will be given an additional reading list to choose from, in various international languages, comprising over 60 titles. Lyons' book Semantics (1977) is translated into four European languages; additional reading: Baldinger, K. (1980) Semantic Theory – Towards a Modern Semantics Oxford: Basic Blackwell.; Cruse, D.A. (1986) Lexical Semantics. Cambridge University Press.; Frawely, W. (1992) Linguistic Semantics. Lawrence Erlbaum Associates Publishers.; Handke, J. (1995) The Structure of the Lexicon, Human versus Machine. Mouton de Gruyter.; Lehrer, A. (1974) Semantic Fields and Lexical Structure. London: North Holland.; Nida, E. A. (1975) Componential Analysis of Meaning – An Introduction to Semantic Structures. The Hague: Mouton.; Pustejovsky, J. (1993) Semantics and the Lexicon. Kluwer Academic Publishers.; Wierzbicka, A. (1985) Lexicography and Conceptual Analysis. Ann Arbor: Karoma Publishers.

Assessment of student achievement: oral exam

Quality assurance mechanism: student survey

Course title:

Generative syntax

Course code: **PSL133**

Course status: **Obligatory**

Course leader: **Milan Mihaljević**

Course instructor: **Milan Mihaljević**

Language of instruction: **Croatian**

Total hours: **2L+2S**

Form of instruction: **Lecture**

ECTS credits: **2**

Course content by topics:

1. The Chomskyan turn in linguistics (a natural science approach to language and Galilean style of research inquiry; change of perspective and object of research; language is procedure rather than system); 2. internal structure of syntactic units and ways of its representation and description; 3. transformation component. i.e. the role of transformations, their mode of operation and principles governing them; 4. functional categories and their role in derivation

Learning outcomes at course level:

 1. Compare and structure representational levels (phonetic and logical form) and the functioning of the computational system that links them; 2. Critically evaluate syntactic descriptions by generative grammarians; 3. Use the methodology of analysing syntactic structures of complex utterances; 4. Assess the importance of generative syntax in a wider context of linguistics; 5. Provide competent argumentation in discussions on generative grammar

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
x	X	x	x				x

Reading list:

Adger, D. (2003): Core Syntax: A Minimalist Approach. Oxford: Oxford University Press.; Chomsky, N. (1995): The Minimalist Program. Cambridge, MA: The MIT Press.; Mihaljević, M. (1998): Generativna sintaksa i semantika. Zagreb: HFD.; Mihaljević, M. (2005): Minimalistička sintaksa. Skripta za studente.; Ouhalla, J. (1999): Introducing Transformational Grammar: From Principles and Parameters to Minimalism. London: Edward Arnold Publishers (2nd edition).; Radford, A. (2004): Minimalist Syntax: Exploring the Structure of English. Cambridge: Cambridge University Press.

Assessment of student achievement: course attendance, oral exam

Quality assurance mechanism: student survey

Course title:

Anthropological linguistics

Course code: **PSL212**

Course status: **Elective**

Course leader: **Mislava Bertoša**

Course instructor: **Mislava Bertoša**

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Seminar**

ECTS credits: **4**

Course content by topics:

1. Introduction; 2. Language and thought; 3-4. Language in culture and society; 5-6. Language and identity; 7-8. Language, gender, sexuality

Learning outcomes at course level:

On completing the course in Anthropological linguistics in the doctoral program in Linguistics the student will be able to: 1. List and explain the basic theoretical directions and approaches in anthropological linguistics; 2. Analyse and interpret linguistic material and human symbolic practice using the acquired theoretical frameworks; 3. Assess the approppriateness of methods for analysing various types of linguistic and symbolic material; 4. Make conclusions on the approppriateness of and use analytical tools approppriate to selected material; 5. Critically evaluate research texts from the field of anthropological linguistics; 6. Integrate and combine approaches developed within anthropological linguistics with other compatible approaches in the wider context of linguistics; 7. Provide competent argumentation in scientific discussions of text linguistics and discourse analyses

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
	X		x	x	x	x	x

Reading list:

Duranti, A. (1997): Linguistic Anthropology, Cambridge University Press, Cambridge.; Duranti, A. (ur.) (2003) A companion to linguistic anthropology. Oxford: Basil Blackwell; Hajmz, D. (1980) Etnografija komunikacije (prev. M. Radovanović), BIGZ, Beograd.; Pinker, S. (1994) The Language Instinct, William Morrow & Co. Inc., New York.; Additional: Aitchison, J.(2000) The Seeds of Speech. Language Origin and Evolution. Cambridge: Cambridge University Press.; Auer, P. (Ed.). (1998). Code-switching in conversation: Language, interaction and identity. New York: Routledge.; Bloom, P. (2002) How Children Learn the Meanings of Words. MIT Press.; Bourdieu, P.(1992) Što znači govoriti, Naprijed, Zagreb.; Deacon, T.W. (1997) The Symbolic Species. The so-evolution of language and brain. New York:Norton.; Eckert, P. & McConnell-Ginet, S. 2003. Language and gender. Cambridge: Cambridge University Press.; Fasold, R. (2001) The sociolinguistics of society. Blackwell Publishers.; Gal, S.1978. Peasant Men Can't Get Wives:

Language Change and Sex Roles in a Bilingual Community, Language in Society, 7 (1978).; Giles H. Coupland, N. 1991.Language Contexts and Consequences. Pacific Grove, CA: Brooks/Pole Publishing Company.; Goffman, E. 1967. Interaction Ritual. Harmondsworth: Penguin; Hanks, W. F.1996. Language and Communicative practices, Boulder: Westview Press.; Joseph, J. E. 2004. Language and Identity: National, Ethnic, Religious. Hampshire and New York: Palgrave MacMillan.; Kramsch, C. 2000, Language and Cultural Identity, Oxford University Press, New York.; Le Page, R. & A. Tabouret-Keller 1985. Acts of Identity. Cambridge: CUP.; Lucy, A.J. (1992) Language diversity and thought. Cambridge University Press.; Pease, A. (2002) Govor tijela (Kako misli drugih ljudi pročitati iz njihovih kretnji), AGM, Zagreb; Sapir, E. (1974) Ogledi iz kulturne antropologije.BIGZ, Beograd, 1980.; Schieffelin, B.B & E. Ochs (1986) Language Socialisation Across Cultures. Cambridge: CUP.; Schieffelin, B.B., Woolard, K.A. and Kroskrity, P.V. (ur.) 1998. Language Ideologies: Practice and Theory. New York: Oxford University Press.; Wierzbicka, A. (1991) Cross-Cultural Pragmatics, The Semantics of Human Interaction, Mouton de Gruyter, Berlin, New York.

Assessment of student achievement: course attendance

Quality assurance mechanism: student survey

Course title:

Phonology

Course code: **PSL112**

Course status: **Obligatory**

Course leader: **Zrinka Jelaska**

Course instructor:

Language of instruction: **Croatian (English)**

Total hours: **2L +2S**

Form of instruction: **Lecture, tutorials – individual sessions**

ECTS credits: **2**

Course content by topics:

The course provides an outline of the historical evolution of the theories of phonology and contemporary phonological theories. Basic phonological units, segmental (syllables, phonemes, phonological features); suprasegmental phonological units (accents, accent features, intonation); nature and structure of phonological representations; relation between phonology and phonetics; relation between phonology and morphology

Learning outcomes at course level:

LO1: To interpret the place of each fundamental linguistic disciplines in relation to others (phonology, morphology, syntax, semantics, discourse analysis) and identify their interrelations LO3: To evaluate the relation between as well as advantages and disadvantages of traditional and contemporary schools and directions in linguistics LO5: To analyse and interpret linguistic material according to the acquired theoretical frameworks LO8: To independently produce oral and written presentations of own research work according to the norms of scientific communication

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
x	X			x		x	

Reading list:

Brozović (1991) Fonologija hrvatskoga jezika, u S. Babić i sur.: Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika, Zagreb, HAZU - Globus, 381-452.; Clark, J. i Yallop, C. (1995) An Introduction to Phonetics and Phonology (2nd edition), Oxford, Blackwell; Garde, P. (1993) Naglasak, Zagreb, Školska knjiga.; Kovačec, A. (2001) Ferdinand de Saussure i strukturalizam, u Glovacki-Bernardi, Z. Uvod u lingvistiku, Zagreb, Školska knjiga (75-155).; Jelaska, Z. 2004. Fonološki opisi hrvatskoga jezika: Glasovi, slogovi, naglasci. Zagreb: Hrvatska sveučilišna naklada.; Muljačić, Ž. (1972) Opća fonologija i fonologija suvremenoga talijanskog jezika, Zagreb, Školska knjiga; Trask, R. L (2005) Temeljni lingvistički pojmovi, Zagreb: Školska knjiga.; Mihaljević, M. 1991. Generativna i leksička fonologija. Zagreb: Školska knjiga.; individual choice

Assessment of student achievement: course attendance, student research and seminar paper

Quality assurance mechanism: student survey

Course title:

Language and the individual

Course code: **PSL235**

Course status: **Elective**

Course leader: **Velimir Piškorec**

Course instructor:

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Seminar**

ECTS credits: **4**

Course content by topics:

1. Language and the individual in the historical evolution of contemporary linguistics; 2. Individual and collective linguistic repertoire; 3. Language biography as a qualitative research paradigm in sociolinguistics; 4. Language-biography-narrative interview and the reconstruction of language biography and narrative identity

Learning outcomes at course level:

 1. To list the basic characteristics of the language-biography method as well as its advantages and disadvantages in relation to other methodologies in sociolinguistics; 2. To define and illustrate individual and collective repertoire as a complex theoretical concept; 3. To design a language-biography-narrative interview and reconstruct the individual's language biography and the fundamental aspects of the respective narrative identity on the basis of the recorded material

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
	X			x	x	x	x

Reading list:

Obligatory reading: Franceschini, R. / Miencznikowski, B. (ed.) (2004): Leben mit mehreren Sprachen. Bern et al.: Peter Lang.; Piškorec, V. (2006): Standard između organskoga govora i planskoga jezika – hrvatski standardni, đurđevečki i esperanto. Strani jezici 1/35, str. 51-61.; Piškorec, V. (2007): Jezičnobiografski aspekti usvajanja njemačkoga u izbjeglištvu. U: Strani jezici, 35, str. 277-289.; Piškorec, V. (2007): Narativni identitet u jezičnobiografskim intervjuima. U: Granić, J. (ur.): Jezik i identiteti. Zagreb-Split: HDPL, str. 457-467.; Todeva, E. / Cenoz, J. (ed.) (2009): The multiple realities of multilingualism: personal narratives and researchers' perspectives. Berlin / New York: Mouton de Greyter.; Additional reading: Novak, K. (2012): Višejezičnost i kolektivni identiteti Iliraca. Jezične biografije Dragojle Jarnević, Ljudevita Gaja i Ivana Kukuljevića Sakcinskoga. Zagreb: Srednja Europa.; Piškorec, V. (ed.) (2004): Sprachkontakte und Reflexion (= Zagreber germanistische Beiträge, Beiheft 7).; Ščukanec, A. (2011): Njemačko-hrvatski jezični dodiri u Gradišću. Zagreb: Hrvatska matica iseljenika.

Assessment of student achievement: course attendance and active participation in class discussions, short autobiographical essay

Quality assurance mechanism: student survey

Course title:

Contact linguistics

Course code: **PSL232**

Course status: **Elective**

Course leader: **Velimir Piškorec**

Course instructor:

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction:

ECTS credits: **4**

Course content by topics:

1. Fundamental concepts in contact linguistics; 2. Historical evolution of contact linguistics; 3. Typology of language contacts; 4. Methodological aspects; 5. Language system perspective in contact linguistics; 6. Contact linguistics in an interdisciplinary context

Learning outcomes at course level:

 1. To list and explain the basic concepts in contact linguistics; 2. To critically analyse and evaluate the theoretical and methodological approaches in the historical evolution of contact linguistics; 3. To identify various phenomena in language contact and choose appropriate methodological analytical procedures

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
				x	x	x	

Reading list:

Obligatory reading: Filipović, R. (1986): Teorija jezika u kontaktu. Uvod u lingvistiku jezičnih dodira. Zagreb: JAZU- Školska knjiga.; Muhvić-Dimanovski, V. (2005): Neologizmi: problemi teorije i primjene. Zagreb: FF press.; Piškorec, V. (2005): Germanizmi u govorima đurđevečke Podravine. Zagreb: FF press.; Turk, M. (2012): Jezično kalkiranje u teoriji i praksi. Prilog lingvistici jezičnih dodira. Zagreb: Hrvatska sveučilišna naklada.; Izborna literatura: Goebl, H. et al. (1996/1997) Kontaktlinguistik. Ein internationales Handbuch zeitgenössischer Forschung. Vol. I & II. Berlin / New York: de Gruyter.; Ljubičić, M. (2011): Posuđenice i lažni parovi. Hrvatski, talijanski i jezično posredovanje. Zagreb: FF press.; Riehl, C. M. (2009): Sprachkontaktforschung. Tübingen: Gunter Narr Verlag.; Sočanac, L. (2010): Studije o višejezičnosti. Zagreb: Nakladni zavod Globus.; Thomason, S. (2000): Language Contact. Washington Georgetown University Press.; Winford, D. (2003): An Introduction to Contact Linguistics. Blackwell.

Assessment of student achievement: course attendance and active participation in class discussions, student critical/analytical presentations of selected research texts in contact linguistics

Quality assurance mechanism: student survey

Course title:

Structuralism

Course code: **PSL135**

Course status: **Obligatory**

Course leader: **Zrinjka Glovacki-Bernardi**

Course instructor: **Zrinjka Glovacki-Bernardi, Ida Raffaelli**

Language of instruction: **Croatian**

Total hours: **4L + 4S**

Form of instruction: **Lecture**

ECTS credits: **4**

Course content by topics:

This course introduces students to the fundamental aspects of structuralism as a period initiating the so-called contemporary linguistics. Consequently, structuralism is contrasted with and evaluated in relation to the period preceding it, in particular the Neogrammarian linguistics. A major feature of structuralism is a variety of schools and approaches, especially in the European context. Students are first introduced to the central theoretical claims of Saussure's theory of language (language as a system, the relation between language and speech, the understanding of the linguistic sign, the relation between diachrony and synchrony, etc.), which gave rise to a variety of elaborations and interpretations through a number of schools of thought. In this context special interest will be awarded to Hjelmslev's glossematics, the Prague school with particular emphasis on Jakobson's binarism, theory of communication and function and Martinet's language functionalism.

Learning outcomes at course level:

 1)To list and explain the main features of structuralism as a period in linguistics; 2)To explain and critically evaluate structuralism compared to other periods in linguistics (the Neogrammarian linguistics) that preceded it; 3) To compare and discuss the similarities and differences of central theoretical claims of Saussure's theory of language in contrast to the schools and approaches that followed (glossematics, the Prague school, Martinet's language functionalism); 4) To compare and discuss the fundamental features of structuralist schools and approaches (glossematics, the Prague school, Martinet's language functionalism)

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
	x	x	x	x			

Reading list:

1) Glovacki, Z. (ur.) (2001). Uvod u lingvistiku. Zagreb (A. Kovačec: Ferdinand de Saussure i strukturalizam).; 2) de Saussure, F. (2000): Tečaj opće lingvistike. Zagreb (prijevod V. Vinja).; 3) Luelsdorff, P. A. (ed.) (1994). The Prague School of Structural and Functional Lingusitics. A short introduction. Amsterdam/Philadelphia: john Benjamins (selected chapters); 4) Martinet, A. (1982). Osnove opće lingvistike. Zagreb (prijevod A. Kovačec).; 5)Hjelmslev, L. (1980).

Prolegomena teoriji jezika. Zagreb: Grafički zavod Hrvatske (prijevod Ante Stamać).; 6)Jakobson, R. / Fant, C. / Halle, M (1952): Preliminaries to Speech Analysis. The Distinctive Features and their Correlates. Cambridge, Mass.; 7) Waugh R. L i Monville-Burston, M. (ed.) (1990). On language – Roman Jakobson. Cambridge Massachusetts, London: Harvard University Press (selected chapters)

Assessment of student achievement: course attendance, oral exam

Quality assurance mechanism: student survey

Phraseology

Course code: **PSL233**

Course status: **Elective**

Course leader: **Željka Fink Arsovski**

Course instructor: **Željka Fink Arsovski, Ivana Vidović Bolt**

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Seminar**

ECTS credits: **4**

Course content by topics:

Phraseology as an autonomous discipline, its development, definitions of idioms, properties of idioms, desemantization; phraseology in the narrow and broad sense; types of analysis of idioms (structural, syntactic, semantic); paradigmatic relations. Categorical meaning of idioms. Variance; Phraseological synonymy; Comparative phraseology; The origin of idioms; New phenomena in Croatian phraseology. Phraseological modifications.

Learning outcomes at course level:

- to acquire elementary phraseological terminology; - to establish basic properties of idioms and become familiar with them; - to distinguish idioms and free combinations of lexemes (syntagms); - to analyse the structural aspect of idioms and the aspect of categorical meaning; - to define idioms in semantic terms

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
				x		x	x

Reading list:

Obligatory reading: Menac, A. (2007): Hrvatska frazeologija. Zagreb: Knjigra.; Menac, A., Fink-Arsovski, Ž., Venturin, R. (2014): Hrvatski frazeološki rječnik. Zagreb: Naklada Ljevak.; Additional reading: Fink-Arsovski, Ž. (2002): Poredbena frazeologija: pogled izvana i iznutra. Zagreb: FF press.; Kovačević, B. (2012): Hrvatski frazemi od glave do pete. Zagreb: Institut za hrvatski jezik i jezikoslovlje.; Vidović Bolt, I. (2011): Životinjski svijet u hrvatskoj i poljskoj frazeologiji I. Zagreb: Hrvatska sveučilišna naklada.

Assessment of student achievement: course attendance, active participation in the course

Quality assurance mechanism: student survey

Course title:

Propaedeutic workshop

Course code: **PSL230**

Course status: **Obligatory**

Course leader: **Velimir Piškorec**

Course instructors: **Velimir Piškorec and Ida Raffaelli**

Language of instruction: **Croatian**

Total hours: **16S**

Form of instruction: **Seminar**

ECTS credits: **8**

Course content by topics:

Block I: Introductory lecture: introduction to the course structure, students' responsibilities, activities and tasks; Introduction of professors and students ; Elements of academic writing in linguistics; Block II: Technical preparation of the text: design of the text, citing sources, listing bibliographical references; writing abstracts and key words; Introduction to critical reading of scientific texts and book reports writing; Block III: Round table: How to choose a research topic and how to prepare for conducting research?; Block IV: Preparation of an oral presentation: professor's experience (Professor Ida Raffaelli) What does it mean to submit a paper to a scientific journal?; Block V: Preparation of an oral presentation: (Professor Velimir Piškorec); How to organize a scientific conference and edit conference proceedings?; Block VI / VII: Students' presentations (duration of the presentation depends on the number of students); Concluding discussion and comments

Learning outcomes at course level:

 1) To establish advantages and shortcomings of various theoretical frameworks for the design of one's research.; 2) To compare the fundamental properties of the theoretical-methodological framework selected for one's own research and other similar frameworks and discuss them; 3) To indentify the hypotheses of one's own research.; 4) To plan the steps, i.e. the phases in the writing of a research paper.

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
				x	X	x	x

Reading list:

Wager, Elizabeth (2010): Getting Research Published: An A to Z of publication strategy. Oxford. New York: Radcliffe Publishing.

Assessment of student achievement: Course attendance, oral presentation (ppt) of the student's research, a seminar paper

Quality assurance mechanism: student survey

Course title:

Neurolinguistics and multilingualism

Course code: **PSL214**

Course status: **elective**

Course leader: **Vesna Mildner**

Course instructor: **Damir Horga**

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Lectures, tutorials - individual sessions**

ECTS credits: **4**

Course content by topics:

The basic anatomical and physiological mechanisms of the development and functioning of the nervous system are discussed in the course, with a particular attention paid to speech and language competencies. The course includes an overview of the development of neurolinguistics and neuroscientific methods used in behavioural and instrumental research in neuroscience and their application in neurolinguistics. Theoretical models of neurological processing of oral and written language messages are discussed. A special focus is placed on brain hemispheres dominance and the localization of various functions, and an overview of certain speech and language disorders caused by neurological mechanisms is provided. The goal of the course is to introduce the students to the fundamental concepts of neurolinguistics and foster their interest in observing language and speech functions through the prism of contemporary insights into neurological mechanisms underlying these functions.

Learning outcomes at course level:

1. To develop the ability to relate linguistic categories to anatomic-physiological mechanisms behind the functioning of the nervous system gained by research instruments used in contemporary neuroscience; 2. To acquire basic knowledge of research procedures in natural sciences and biomedicine; 3. To gain insight into the possibilities of interdisciplinary linguistic research.

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8	IU9
x	x			x				

Reading list:

Obligatory reading: 1. Kolb, B., I. Q. Whishow (1990). Neuropsychology. pp. 3-31, 347-406, 568-603.; 2. Mildner, V. (2003). Govor između lijeve i desne hemisfere. IPC grupa, Zagreb.; 3. Pinel, J. P. J. (2002). Biološka psihologija. Naklada Slap, Zagreb. pp. 53-1006, 441-472; 4. Horga, D., M. Liker (2016). Artikulacijska fonetika. Zagreb: Ibis; 5. Horga, D. (1992). Lateralizacija jezika kojima govornik vlada. Strani jezik u dodiru s materinskim jezikom. Editors: Andrijašević, M., Y. Vrhovac. pp. 167-177.; 6. Horga, D. (2002). Moždana lateralizacija u jezičnom prevođenju. Primijenjena lingvistika u Hrvatskoj – Izazovi na početku XXI. Stoljeća, (eds.) Stolac, D.., N.

Ivanetić, B. Pritchard. HDPL, Zagreb - Rijeka.; Additional reading: 1. Horga, D. (1991). Neurolingvistička organizacija jezika bilingvalnih govornika. Strani jezici, 20, 3, 147-160.; 2. Govorna komunikacija (1990). Editors: Ibrahimpašić i Jelčić; 3. Luria, A.R. (1976). Osnovi neuropsihologije. Nolit. Beograd. pp. 88-112, 371-387.; 4. Springer, S. P., G. Deutcher (1998). Left brain, right brain -: perspectives from cognitive neurosciencies. W.H. Freeman and Company, New York.

Assessment of student achievement: course attendance, critical review of articles in neurolinguistics, oral exam

Quality assurance mechanism: student survey

Course title:

Phonetics

Course code: **PSL111**

Course status: **Obligatory**

Course leader: **Zrinka Jelaska**

Course instructor: **Damir Horga**

Language of instruction: **Croatian**

Total hours: **2L +2S**

Form of instruction: **Lectures, tutorials - individual sessions**

ECTS credits: **2**

Course content by topics:

The definition of phonetics and its subject matter, speech, and the relations of speech and language (phonetics and linguistics) in the general communication scheme are discussed. Models of speech production, acoustic properties of speech signals and mechanisms of their perceptual analysis are presented. The course includes descriptions of three thematic areas of phonetics. In linguistic phonetics relations between sounds and phonemes, syllables and morphemes, the sound and the text as well as between inherited and acquired forms of speech behaviour are determined. The objective of the course is to provide the students with an accurate understanding of speech as people's closest and optimal communication medium and enable them to develop an understanding of other, less natural forms of communication, compared to speech. Language, defined as a traditional system of speech signs, can be properly understood only when speech is understood. This is why general linguistics needs phonetics.

Learning outcomes at course level:

1. To gain knowledge about phonetics and speech in relation to other linguistics disciplines.; 2. To develop the students' ability to perceive specific properties of the speech phenomenon and develop their competence to research speech in general; 3. To introduce the students to research methods used in phonetics and develop their competencies to apply some of the fundamental, primarily acoustic, approaches to experimental research of speech.

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU8	IU9
x				x	x		

Reading list:

1. Škarić, I. Hrvatski izgovor. Zagreb: Globus, 2007.; 2. Horga, D. i Liker, M. Artikulacijska fonetika. Zagreb: Ibis, 2016.; 3. Škarić, I. Fonetika hrvatskoga književnog jezika. In: Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika : nacrti za gramatiku / Stjepan Babić...[et al.]. Zagreb : Hrvatska akademija znanosti i umjetnosti, 1991.;Additional reading : 1. The Handbook of Phonetic Sciences / edited by W.Hardcastle, John Laver. Oxford ; Cambridge, Mass. :

Blackwell Publishers , 1996.; 2. Malmberg, B.: Fonetika. Sarajevo : Svjetlost : Zavod za udžbenike , 1974.; 3. Laver, J.: The Gift of Speech : papers in the analysis of speech and voice. Edinburgh : Edinburgh University Press , 1991.; 4. Malmberg, B.: Manual of phonetics, 2nd ed. Amsterdam : North-Holland Publishing Company , 1968.; 5. Crystal, D.: A dictionary of linguistics & phonetics. 5th ed. Blackwell Publishing , 2003.; 6. Jakobson, R.: Fonetika i fonologija. U: Lingvistika i poetika. Beograd : Nolit , 1966.

Assessment of student achievement: Course attendance. Critical review of one article published in a contemporary phonetics journal. Oral exam

Quality assurance mechanism: student survey

Course title:

Diachronic semantics

Course code: **PSL203**

Course status: **Elective**

Course leader: **Ida Raffaelli**

Course instructor: **Ida Raffaelli**

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Seminar**

ECTS credits: **4**

Course content by topics:

This course aims to introduce to the students the fundamental theoretical perspectives on the relations between synchrony and diachrony with regard to various periods and directions in linguistics as well as to the basic concepts and principles of diachronic semantics from pre-structuralism (Bréal, Meillet), structuralism (Saussure, Jakobson) to cognitive linguistics (Geeraerts, Blank). A special focus is placed on more contemporary approaches to diachronic semantics in which diachronic analysis of semantic structures is used in order to clarify the relations between structural stability of lexical categories and their dynamic structure, which makes it possible to define and describe types of semantic change and patterns of language behaviour that bear influence on their structure in diachronic perspective. In this way, it is emphasized that in semantic structures no firm dividing line between synchrony and diachrony is found; rather, they are observed as a unified structural continuum. This model of description makes it possible to gain an integral insight into the structure of lexical categories, which should be the basis for determining the scope of diachronic semantics in the reconstruction of semantic, but also of conceptual structures, i.e. of encyclopeadic data. Within the framework of such interpretation of diachronic semantics special attention is paid to the description of polysemy as "the synchronic reflection of diachronic changes" and to the principles of the functioning of lexical categories in relation to other lexemes (synonymy, semantic fields, etc.) in diachronic perspective. The importance of diachronic semantics lies in the fact that its results can be used to complement and clarify certain synchronic aspects of relations within the language system, for example in lexicology, phraseology, etc.

Learning outcomes at course level:

 1) To identify specific features of pre-structuralist, structuralist and poststructuralist approaches to the interpretation of semantic change; 2) To compare and discuss the fundamental features of approaches to semantic change in the three periods in linguistics; 3) To explain and critically assess diachronic semantics as a linguistics discipline with regard to its place in relation to other similar disciplines (e.g. etymology); 4) To compare similarities and differences in semantic changes that occur in related and nonrelated languages.; 5) To critically evaluate fundamental methods of diachronic semantics.

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
	x	x	x	x			

Reading list:

Blank, A. and Koch, P. (1999). Historical Semantics and Cognition. Berlin, New York: Mouton de Gruyter.; Eckard, R. et al. (2003). Words in Time – Diachronic Semantics from Different Points of View. Mouton de Gruyter.; Geeraerts, D. (1997). Diachronic Prototype Semantics - A Contribution to Historical Lexicology. Oxford: Clarendon Press.; Raffaelli, I. (2000). Neki vidovi kognitivne semantike u rekonstrukciji semantičkih struktura. Suvremena lingvistika 49-50, pp. 125-142.; Raffaelli, I. (2009). Značenje kroz vrijeme – Poglavlja iz dijakronijske semantike. Zagreb. Disput; Raffaelli, I. (2012). The Conceptual Category of Light in Croatian: A diachronic perspective. In: Cognitive Linguistics between Universallity and Variation. Brdar, Mario ; Raffaelli, Ida ; Žic Fuchs,Milena (eds.): Cambridge : Cambridge Scholar Press, pp. 383-410.; Ullmann, S. (1983). Semantics. An Introduction to the Science of Meaning. Oxford: Basil Blackwell.

Assessment of student achievement: course attendance

Quality assurance mechanism: student survey

Course title:

Mental grammar

Course code: **PSL234**

Course status: **Elective**

Course leader: **Anita Peti-Stantić**

Course instructor:

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Seminar**

ECTS credits: **4**

Course content by topics:

1. The concept of mental grammar and its psycholinguistic reality; 2. Consideration of the principles of combinatory possibilities and determination of the rules of grammaticality, a distinction between the rules of grammar and semantic verification by native speakers; 3. Introduction to various theoretical approaches to the analysis of the information structure of a sentence; 4. Elements of the information structure of a sentence; 5. Introduction to contemporary experimental approaches to linguistic data; 6. Application of the methods used to establish elements of the information structure of a sentence (on the examples from the Croatian language); 7. Establishment of the interface of phonological, morphosyntactic and semantic elements in the formation of the information structure of a sentence in Croatian (on the basis of experimental examples)

Learning outcomes at course level:

 1. To explain and critically evaluate various approaches to mental grammar and the information structure of a sentence; 2. To apply contemporary experimental psycholinguistic methods to a research problem related to the information structure of a sentence; 3. To evaluate the degree of grammaticality of sentence structures; 4. To integrate the knowledge acquired in the semantics and morphosyntax courses in order to be able to provide a comprehensive description of the sentence structure; 5. To participate in the discussions on contemporary psycholinguistic approaches to language relying on informed insights and well-grounded arguments.

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
			x	X	x		x

Reading list:

1. Féry, Caroline i Ishihara Shinichiro (ed.) (2016) The Oxford Handbook of Information Structure. Oxford University Press. (selected chapters); 2. Jackendoff, Ray (2002, 2009) Foundations of Language: Brain, Meaning, Grammar, Evolution. Oxford University Press. (selected chapters); 3. Lambrecht, Knud (1994) Information Structure and Sentence form. Topic, focus, and the mental representations of discourse referents. Cambridge University Press.; 4. Selkirk, Elisabeth (2001) "The syntax-phonology interface." International Encyclopedia of the Social and Behavioral Sciences, eds. N.J. Smelser and Paul B. Baltes, 15407-15412. Oxford: Pergamon.; 5. Wedgwood, Daniel (2005) Shifting the Focus: From static structures to the dynamics of interpretation. Elsevier.; Additional: 1. Arnold, Jennifer E. "Marking salience: The similarity of topic and focus" (unpublished article); 2. Butler, Christopher S. (2005) "Focusing on focus: A comparison of Functional Grammar, Role and Reference Grammar and Systemic Functional Grammar." Language Sciences 27 (2005) 585-618.; 3. Pereltsvaig, Asya (2004) "Topic and Focus as Linear Notions: Evidence from Italian and Russian." Lingua 114 (2004). 324-344.

Assessment of student achievement: Course attendance. A psycholinguistics research and a paper on the basis of the conducted research (minimal length:16 pages).

Quality assurance mechanism: student survey

Course title:

Psycholinguistics

Course code: **PSL236**

Course status: **Elective**

Course leader: **Vlasta Erdeljac**

Course instructor:

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Seminar**

ECTS credits: **4**

Course content by topics:

The course basic framework includes various theoretical approaches, models and methods of psycholinguistics research focussed on mental lexicon as the key metaphor of contemporary psycholinguistics. As mental lexicon is defined as the structured storage of all data (phonetic, phonological, morphological, syntactic, semantic and pragmatic) about words necessary for their use in speech or listening/understanding, the course will also address units stored in lexical memory (representations) and the mechanisms of their mental processing. The following topics are discussed in the course: sources of data on the structure of the mental lexicon (healthy/pathological language use; adult language/child language, relations of first and second/and foreign/languages, speech errors); connections between the structure of the mental lexicon and various modalities and media in which language is realized (language production vs. language perception, the visual vs. acoustic word, the isolated word vs. words in connected speech); the influence of general parameters of lexical processing on the processes of the production and perception of language; frequency of words in use, context, duration, sound/phonemic forms of words and their semantic properties. Empirical studies of the Croatian language, with their results placed in the context of relevant psycholinguistics theories and models of mental lexicon, are presented in the course.

Learning outcomes at course level:

 - to demonstrate systematic understanding of the fundamental concepts, models and theories of the interdisciplinary field of psycholinguistics; - to acquire research skills and methods used in psycholinguistics; - to explain and critically evaluate the results of research

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
	x			x	x	x	X

Reading list:

Warren, P. (2013) Introducing Psycholinguistics; Cambridge University Press; Erdeljac, V. (2009) Mentalni leksikon: modeli i činjenice, Ibis, d.o.o. Zagreb; Harley, T. A. (2001) The psychology of language; From data to theory, Psychology Press Ltd, N. Y. (selected chapters); Aitchison, J. (1994) Words in the mind: an introduction to the mental lexicon, Blackwell; Erdeljac, V. (1997) Prepoznavanje riječi, SOL/ Ibis, Zagreb (selected chapters); Aitchison, J. (2003) A glossary of language and mind, Edinburgh, University Press.; Erdeljac, V., M. Lakuš (2012) Utjecaj disleksije na uspjeh učenika 3. razreda u nastavnim predmetima Hrvatski jezik i matematika, Govor / Speech, 29 (2), 97-119.; Erdeljac Vlasta (2011) Vrijednost jezičnih/govornih pogrešaka u istraživanjima jezika: psiholingvistički pristup, U: Vera Vasić (ed.) Jezik u upotrebi / Language in use, Zbornik Primenjena lingvistika u čast Ranku Bugarskom / Aplied linguistics in honour of Ranko Bugarski, Društvo za primenjenu lingvistiku Srbije, Novi Sad, 281-294.; Erdeljac, V., M. Sekulić (2008) Syntactic- Semantic Relationships in the Mental Lexicon of Aphasic Patients, Clinical Linguistics & Phonetics, 22 (10-11): 795-603. Informa Healthcare

Assessment of student achievement: course attendance, discussion, seminar paper

Quality assurance mechanism: student survey

Course title:

Sociolinguistics

Course code: **PSL220**

Course status: **Elective**

Course leader: **Damir Kalogjera**

Course instructor:

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Lecture**

ECTS credits: **4**

Course content by topics:

1. Sociolinguistics as a branch of linguistics. The myth of homogeneity versus language stratification and its varieties. Langue and parole, competence and performance versus communicative competence. Speakers' repertoire within speech community.; 2. Regional (rural) and urban dialectology. Horizontal and vertical view of language. Social class, age, and gender as extra-lingistic elements in the explanation of language varieties and free variants.; 3. Language as a component of ethnicity. Substratum effect. Hypercorrection as a result of social pressure. African American Vernacular English and its origin. Is there a connection between race and language? Matched- guise experiments results.; 4. Language and gender. Grammatical and natural gender in languages (English, French, Croatian). Difference between male and female use of language. Language taboo for women. Women's language use in 'primitive' societies. Accounting for differences between women's and men's language. Activities to change the present usage.; 5. Language varieties in context. Linguistic communities verbal repertoire. Registers. Style as a continuum. Slang. Elicitation of normal, informal speech.; 6. Address reciprocal, non-reciprocal. Polite and familiar V/T. Address in some Asian languages. Power and solidarity.; 7. Diglossia and monolingualism(Ch. Ferguson). Diglossia and bilingualism.(J. Fishman). H (high) and L (low). varieties. Code switching. Language switching in multilingual communities.Identities.; 8. Revision. Assignments presentations.; 9. Conversation analysis as structured, non-random, sequences of utterances. Cooperative principle (Grice) and forcing utterance interpretation. Direct and indirect speech acts. Intercultural misunderstandings. Interethnic communication differences. Men and women in conversation.; 10. Nation states, monolingualism and multilingualism. Individual and social bilingualism.; Minority languages in nation states. Welsh and Scots Gaelic. 'Melting pot' in the USA; bilingualism and 'English Only'.; 11. Standardization. E. Haugen's model. Status planning and corpus planning (H. Kloss) Standardization of English. Samuel Johnson and his dictionary. Standardization of Croatian and Norwegian (Bokmal and Nynorsk).; 12. Language and Geography. Traditional dialectology. NORM. The spread of innovations. The loss of /r/ in English. Dialect levelling. Koineization.Dialects in USA. Innovations across language barriers: Schprachbund, Balkanisms.; 13. Languages in Contact. Lingua franca. Simplification and reduction of language in pidgins. Portuguese as the basic structure of pidgins? Creole. Structural similarities in Creoles.; 14. Sociolinguistics and 'new social sensibilities' . Intentional efforts to change language and language behaviour towards women and minorities. Language discrimination, racism and sexism. 'Political correctness'.

Learning outcomes at course level:

On completing the course in Sociolinguistics the students will be able to: 1) recognize the differences between formal linguistics in the 20th century, followers of De Saussure and Chomsky and sociolinguistics, and followers of Labov and others, as a reaction to the conceptualization of language as a homogenous system; 2) find links between a language variety and a social group (class, gender, ethnicity, etc.) as a marker of the social identity of members of these groups; 3) describe language varieties using interviews, surveys and conversations with selected informants and identify their frequency in various situations (Labov, Trudgill and others); 4) reach a conclusion that there is a tendency in sociolinguistics research to move from dominantly linguistic essentialism in the 1960s to the larger reliance on anthropology, sociology and constructionism (Blommaert, Coupland etc.).; 5) recognize that language and its varieties do not only reflect social structure but also construct it; 6) recognize that multilingualism is not an exception in speech communities; 7) recognize that sociolinguists have a critical attitude towards the dominant ideology, which regards the standard language and its speakers as superior over other varieties and their speakers, thus contributing to social inequality (Labov, Bourdieu and other authors.)

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
x	x			x	X		

Reading list:

Obligatory reading: Dalibor Brozović, Standardni jezik, Zagreb, 1970; Radoslav Katičić, Jezikoslovni ogledi, Zagreb, 1971; Richard Hudson, Sociolinguistics, Cambridge University Press (drugo izdanje) , 1996; Ronald Wardaugh and Janet M. Fuller, An Introduction to Sociolinguistics, Blackwell (7th edition), 2015; Peter Trudgill, Sociolinguistics, Language and Society, Penguin (fourth edition), 2000; Suzanne Romaine, An Introduction to Sociolinguistics, Oxford University Press (second edition), 2000; Additional reading: Gaetano Berutto, Fondamenti di sociolingustica, Bari, 2000; Bernard Spolski, Sociolinguistics, Oxford University Press, 1998.; Dell Hymes, Foundations in Sociolinguistics, An Anthropological Approach, 1997; William Downes, Language and Society, Cambridge University Press, 1998; Florian Coulmas, A Handbook of Sociolinguistics, Blackwell, 2000.; Jan Blommaert, Discourse, Cambridge University Press, 2005; Nikolas Coupland, Sociolinguistics: Theoretical Debates. Cambridge University Press, 2016.

Assessment of student achievement: course attendance

Quality assurance mechanism: student survey

Course title:

Lexicology

Course code: **PSL211**

Course status: **Elective**

Course leader: **Maslina Ljubičić**

Course instructor:

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Seminar**

ECTS credits: **4**

Course content by topics

1. Fundamental concepts of lexicology; 2. Openness of the lexical system: innovations in vocabulary; 3. Processes of grammaticalization and lexicalization; 4. Lexicalization by conversion as a minor type of word formation .; 5. Importance of language mediation in lexical borrowing: immediate and remote etymology.; 6. Reverse loanwords, allotropes and pseudo loan words; 7. Etymological false pairs and lexical convergence by semantic borrowing; 8. Creation of new lexical units by deonomastic procedures.

Learning outcomes at course level:

 1. To integrate the fundemantal concepts of lexicology into the broader linguistic context; 2. To determine the regularities in the procedure of lexicalization; 3. To assess the importance of linguistic mediation in lexical borrowing; 4. To critically evaluate lexical phenomena that contribute to lexical convergence of European languages; 5. To compare and discuss properties of pseudo loanwords; 6. To analyze and critically evaluate active deonomastic procedures used to create new lexical units.

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
				x	x	x	x

Reading list:

1. Asher, R. E. / Simpson, J. M. Y. (ed.), The encyclopaedia of language and linguistics, I-X, Oxford, Pergamon Press, 1994.; 2. Muljačić, Ž., "Tri težišta u proučavanju elemenata 'stranog' porijekla", Rasprave Instituta za hrvatski jezik i jezikoslovlje, 23-24 (1997-98), 265-280.; 3. Tafra, B., Od riječi do rječnika, Zagreb, Školska knjiga, 2005.; 4. Trask, R. L., Temeljni lingvistički pojmovi, transl. B. Perak, Zagreb, Školska knjiga, 2005. (original: Key concepts in Language and Linguistics, London, Routledge, 1999.); One book on the lexicology of a particular language, for example.: 1. Cruse, D. A.; Hundsnurscher, F.; Lutzeier, P. R., Lexikologie. Lexicology. Ein internationales Handbuch zur Natur und Struktur von Wörtern und Wortschätzen, Teilbd. 1 (Handbuch zur Sprach- und Kommunikationswissenschaft; 21.1), Berlin/New York, de Gruyter, 2002.; 2. Ježek, E., Lessico. Classi di parole, strutture, combinazioni, Bologna, Il Mulino, 2005.; 3. Lipka, L., An outline of English lexicology. Lexical structure, word semantics and word-

formation, Tübingen, Niemeyer, 1990.; 4. Picoche, J., Précis de lexicologie française, Paris, Nathan, 1977.; 5. Schippan, T., Lexikologie der deutschen Gegenwartssprache, Tübingen, Niemeyer 1992.; Additional literature: 1. Bratanić, M., "Leksikologija i leksikografija", Filologija, 22-23, 1994, 235-244.; 2. Crystal, D., The Cambridge Encyclopaedia of Language, Cambridge University Press, 1987.; 3. Halliday, M. A. K. i dr., Lexicology and corpus linguistics: An Introduction, London, Continuum, 2004.; 4. Ljubičić, M., Posuđenice i lažni parovi. Hrvatski, talijanski i jezično posredovanje, Zagreb, FF-press, 2011.; 5. Muhvić-Dimanovski, V., Neologizmi. Problemi teorije i primjene, Zagreb, Filozofski fakultet, Zavod za lingvistiku, 2005.; 6. Samardžija, M., Nekoć i nedavno: odabrane teme iz leksikologije i novije povijesti hrvatskoga standardnoga jezika, Rijeka, Izdavački centar Rijeka, 2002.; 7. Simeon, R., Enciklopedijski rječnik lingvističkih naziva, I-II, Zagreb, Matica hrvatska, 1969.; 8. Tafra, B., "Povijesna načela normiranja leksika", In: Norme i normiranje hrvatskog standardnoga jezika, edited by M. Samardžija, Zagreb, Matica hrvatska, 1999, 260-281.; 9. Turk, M., Jezično kalkiranje u teoriji i praksi. Prilog lingvistici jezičnih dodira, Zagreb/Rijeka, Hrvatska sveučilišna naklada/Filozofski fakultet Sveučilišta u Rijeci, 2013.

Assessment of student achievement: course attendance, participation in the discussions on particular topics covered in the course

Quality assurance mechanism: student survey

Course title:

Traditional syntax

Course code: **PSL131**

Course status: **Obligatory**

Course leader: **Ivo Pranjković**

Course instructor:

Language of instruction: **Croatian**

Total hours: **2P +2S**

Form of instruction: **Lectures, tutorials - individual sessions**

ECTS credits: **2**

Course content by topics:

Theory and methodology of structuralist syntax; Syntax and parts of speech; Structure of noun phrases; Structure of simple sentences; Syntax of complex sentences; Congruence and rection

Learning outcomes at course level:

1.   to name the properties of the traditional (structuralist) approach to sentence analysis;

2.   to select and present the fundamental features of linear structuring;

3.   to explain the fundamental concepts of traditional syntax;

4.   to critically evaluate particular methods of syntactic description;

5.   to apply methods of syntactic description in one's own research

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
x	x		x				

Reading list:

Belaj, Branimir i Goran Tanacković Faletar, Kognitivna gramatika hrvatskoga jezika. Knjiga prva. Imenska sintagma i sintaksa padeža, Disput, Zagreb 2014. ; Bondarko, Aleksandr Vladimirovič, Grammatičeskaja kategorija i kontekst, Leningrad 1971.; De Saussure, Ferdinand, Tečaj opće lingvistike. Uvod i komentar Tullio de Mauro. Transl. from French and Italian by Vojmir Vinja. Predgovor hrvatskom izdanju August Kovačec, ArTresor naklada i IHJJ, Zagreb 2000.; Engel, Ulrich, Syntax der deutschen Gegenwartssprache, Berlin 1977.; Fillmore, J. Charles, The case for case. Universals in linguistic theory, Holt, Rinehart and Winston, New York 1968, pp. 1-88.; Jakobson, Roman, O jeziku, transl. from English by Damjan Lalović, Disput, Zagreb 2008.; Katičić, Radoslav, Jezikoslovni ogledi, Školska knjiga, Zagreb 1971.; Katičić, Radoslav, Sintaksa hrvatskoga književnog jezika. Nacrt za gramatiku, HAZU i Globus, Zagreb 1986, 1991.; Kovačević, Miloš, Uzročno semantičko polje, Svjetlost, Sarajevo 1988.; Langacker, Ronald Wayne, Foundations of Cognitive Grammar, Vol. 1. Theoretical Prerequisites, Stanford University Press, Stanford 1987.; Maretić, Tomo, Gramatika (i stilistika) hrvatskoga ili srpskoga književnog jezika,

Zagreb 1899, 1931, 1963.; Palić, Ismail, Dativ u bosanskome jeziku, Naučna biblioteka „Slovo“, knjiga 3, Sarajevo 2010.; Piper, Predrag, Jezik i prostor, Biblioteka XX vek, Beograd 1997.; Pranjković, Ivo, Hrvatska skladnja. Rasprave iz sintakse hrvatskoga standardnog jezika, Hrvatska sveučilišna naklada, Zagreb 1993. Pranjković, Ivo, Druga hrvatska skladnja. Sintaktičke rasprave, Hrvatska sveučilišna naklada, Zagreb 2001.; Pranjković, Ivo, Gramatička značenja, Matica hrvatska 2013, Zagreb.; Řehák, Vladimir, „Sintaktička klasifikacija riječi u hrvatskom jeziku“, Suvremena lingvistika, 5-6, Zagreb 1972, pp. 43-48.; Rešetar, Milan, Der štokavische Dialekt, Kaiserliche Akademie der Wissenschaften, Wien 1907.; Silić, Josip, Od rečenice do teksta (Teoretsko-metodološke pretpostavke nadrečeničnog jedinstva), Sveučilišna naklada Liber, Zagreb 1984.; Silić, Josip i Ivo Pranjković, Gramatika hrvatskoga jezika za gimnazije i visoka učilišta, Školska knjiga, Zagreb, 2005.; Simeon, Rikard, Enciklopedijski rječnik lingvističkih naziva, I-II, Matica hrvatska, Zagreb 1969.; Tenière, Lucien, Elements de syntaxe structurale, Klincksiek, Paris, 1959.; Testelec, Jakov Georgievič, Vvedenie v obščij sintaksis, Moskva 2001.; Wierzbicka, Anna, The Semantics of Grammar, John Benjamins, Amsterdam – Philadelphia 1988.; Zemskaja, Elena Andreevna, Margarita Vasiljevna Kitajgorodskaja i Evgenij Nikolaevič Širjaev, Russkaja razgovornaja reč'. Obščie voprosy. Slovoobrazovanie. Sintaksis, Nauka, Moskva 1981.

Assessment of student achievement: course attendance, written tasks, oral exam

Quality assurance mechanism: student survey

Course title:

Rhetoric of science

Course code: **PSL221**

Course status: **Obligatory**

Course leader: **Gordana Varošanec-Škarić**

Course instructor:

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Lecture**

ECTS credits: **4**

Course content by topics:

Contemporary definition of rhetorics as a discipline; Introduction to the rhetoric of science (the historical framework); Rhetorical audience; Rhetorical strategies; Rhetorical properties of a research process; Probability of scientific truth; Postmodernist features of the rhetoric of science; Models of argumentation

Learning outcomes at course level:

 1) To critically evaluate scientific theories in diachronic and synchronic perspectives; 2) To distinguish the degrees of probability in relation to the main thesis of a research paper; 3) To design a research procedure taking into account the topic of research; 4) To analyse and interpret scientific discourse according to various established rhetorical models of argumentation; 5) To develop critical thinking about types of argumentation; 6) To provide explanations for research findings in an appropriate way with regard to the sample and research problems; 7) To write one's own research paper and adapt its oral presentation to the audience; 8) To explain one's own research in a professional manner

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
	x			x		x	X

Reading list:

Varošanec-Škarić, G. (2017). The Scientific Rhetoric of Nikola Tesla // New Insights into Rhetoric and Argumentation / Runjić-Stoilova, Anita ; Varošanec-Škarić, Gordana (ed.).; Split : Faculty of Humanities and Social Sciences, 210-238.; Gross, A. G. (1990). The Rhetoric of Science. Cambridge, Massachusetts, London: Harvard University Press.; Husserl, E. (1990, first edition1954). Kriza europskih znanosti i transcendentalna fenomenologija. Zagreb: Globus.; Husserl, E. (2005). Logička istraživanja I-III. Zagreb: Naklada Breza.; Krips, H., Mcguire, J. E. i Melia, T. (eds.), (1995). Science, Reason, and Rhetoric. Pittsburgh, Konstanz: University of Pittsburgh / Universitätsverlag Konstanz.; Perelman, Ch. i Olbrechts-Tyteca, L. (2000, originally published in French 1958). The New Rhetoric: A Treatise on Argument. Notre Dame: University of Notre Dame Press.; Škarić, I. (2011). Argumentacija. Zagreb: Nakladni zavod Globus.; Tesla, N. (1919). „The Moon's Rotation", Electrical Experimenter, April 1919

http://www.teslauniverse.com/pdf/articles/19190400-01.pdf; Toulmin, S. E. (2003, first edition 1958). The Uses of Argument. Cambridge University Press.; Aristotel. (1989). Retorika. Zagreb: Naprijed.; Aristotel. Organon (Topika,Dijalektika, Retorika).; van Eemeren, F. H., Grootendorst, R. i Snoeck Henkemans, F. (1996). Fundamentals of Argumentation Theory. Mahwah, New Jersey: Lawrence Erlbaum Associates Pub.; Gadamer, H. G. (2003). Truth and Method. New York: Continuum.; Habermas, J. (2006). Budućnost ljudske prirode. Vjerovanje i znanje. Zagreb: Naklada Breza.; Heidegger, M. (1996). Kraj filozofije i zadaća mišljenja. Zagreb: Naklada Naprijed.; Kvintilijan, M. F. (1985). Obrazovanje govornika. Sarajevo: Veselin Masleša.; Nelson, J. S., Megill, A., MacCloskey, D. N. (eds.), (1987). The Rhetoric of the Human Sciences: Language and Argument in Scholarship and Public Affairs. London, Madison: The University of Wisconsin Press.; Tindale, Ch. W. (1999). Acts of Arguing. State University of New York Press.; Toulmin, S. (2001). Return to Reason. Cambridge, Massachusetts, London: Harvard University Press.; Tesla, N. (1919). „My Inventions", Electrical Experimenter, February-June and October 1919 http://www.tfcbooks.com/tesla/1919-00-00.htm

Assessment of student achievement: course attendance, oral presentation of an assigned scientific theory (from various fields)

Quality assurance mechanism: student survey

Course title:

Contemporary phonological theories

Course code: **PSL222**

Course status: **Elective**

Course leader: **Višnja Josipović Smojver**

Course instructor:

Language of instruction: **Croatian, English (seminars)**

Total hours: **8S**

Form of instruction: **Lecture**

ECTS credits: **4**

Course content by topics:

1. An overview of the development of phonological theories; 2.Structuralism in phonology; 3.Generative phonology: an overview; 4. Derivational phonology (linear and nonlinear); 5. Non-derivational phonology: optimality theory; 6. Theories and models within the geometry of phonological features; 7. Suprasegmental phonology; 8. Variants of optimality theory: new insights and challenges

Learning outcomes at course level:

1. To compare prominent models relying on the adequate theoretical framework and to select the most appropriate model with regard to the student's area of interest and explain the reasons for this choice; 2. To demonstrate how the use of contemporary phonological approaches in the description and analysis of the observed pronunciation phenomena facilitates insights into universal phonological laws, applicable to other languages; 3. To compare pronunciation phenomena in various languages and point out to universal phonological laws underlying superficial phonetic variability of pronunciation and differences between languages.; 4. To write a research paper presenting an analysis of a certain pronunciation phenomenon relying on one of contemporary theoretical approaches.

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
x	x			x	x		

Reading list:

Gussenhoven, C. i H. Jakobs (2005). Understanding Phonology. London: Arnold.; Gussman, E. (2002). Phonology: Analysis and Theory. Cambridge: Cambridge University Press.; Josipović Smojver, V. (2017). Suvremene fonološke teorije. Ibis grafika.; Kager, R. (1999). Optimality Theory. Cambridge: Cambridge University Press.; McCarthy, J. J.(2002). A Thematic Guide to Optimality Theory. Cambridge: Cambridge University Press.; McCarthy (2008). Doing Optimality Theory: Applying Theory to Data. Blackwell.; and additional literature depending on the doctoral students' individual interests and orientations; includes papers in linguistic journals and internet archives

Assessment of student achievement: oral exam; the seminar attendants with a degree in English submit a seminar paper on the topic arranged with the course leader

Quality assurance mechanism: student survey

Course title:

Discourse analysis

Course code: **PSL125**

Course status: **Obligatory**

Course leader: **Zrinjka Glovacki Bernardi**

Course instructor: **Zrinjka Glovacki Bernardi, Mislava Bertoša**

Language of instruction: **Croatian**

Total hours: **4P + 4S**

Form of instruction: **Lecture and seminar**

ECTS credits: **4**

Course content by topics:

1. Text linguistics: history, function, uses and purposes of texts; 2. Text types: their production and receivers' interpretation; 3. Constitutional principles of the text; 4. Application of analysis on particular texts; 5. A historical overview, concepts and topics within discourse analysis; 6. Critical discourse analysis; 7. Historical approach to discourse; 8. Application of analysis on concrete corpora

Learning outcomes at course level:

1. To name and explain the fundamental theoretical perspectives and approaches in text linguistics and discourse analysis

2. To analyse and interpret verbal texts relying on the acquired theoretical frameworks

3. To assess the adequacy of particular methods with regard to various text types and discourse types

4. To compare methods of analysis and interpretation with regard to various text types and discourses

5. To reach conclusions on the adequacy of particular analytical instruments for the analysis of the selected data and to apply them in analysis

6. To critically evaluate research papers from the fields of discourse analysis and text linguistics

 7. To integrate and combine approaches developed within discourse analysis with other similar approaches in the broader context of linguistics

8. To use informed arguments in scientific discussions on text linguistics and discourse analysis

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
x	x		X	x			

Reading list:

Obligatory literature: Beaugrande, R. de / Dressler, D. W. (2010): Uvod u lingvistiku teksta. Zagreb: Disput.; Fairclough, N. (1995): Critical Discourse Analysis. London: Longman.; Foucault, M. (1994): Poredak diskursa. U: M. Foucault, Znanje i moć. Zagreb: Globus.; Schrodt, R. (2007): Tekstna lingvistika. U: Uvod u lingvistiku, drugo prošireno izdanje, priredila Z. Glovacki-Bernardi. Zagreb: Školska knjiga, pp. 263-277.; Searle, J. (1969): Speech Acts: An Essay in the Philosophy of Language. Cambridge University Press.; Van Dijk, T. A. (2006): Ideologija. Zagreb: Golden marketing.; Wodak, R., Meyer, M. (ed.) (2001/2009): Methods of Critical Discourse Analysis. London: Sage Publications.; Additional: Bourdieu, P. (1992): Što znači govoriti. Zagreb: Naprijed.; Brown, G., Yule, G. (1983): Discourse Analysis. London: C.U.P.; Fairclough, N. (2001): Language and Power. London: Longman.; Fairclough, N. (2002): Discourse and Social Change. Polity Press.; Glovacki-Bernardi, Z. (2004): O tekstu, drugo izdanje. Zagreb: Školska knjiga.; Grimes, J. (ed.) (1978): Papers on Discourse. Arlington: S.I.L.; Macdonnell, D. (1986): Theories of Discourse. Oxford: Blackwell.; Mills, S. (2002): Discourse. Routledge.; Renkema, J. (1993): Discourse Studies: An Introductory Textbook. Amsterdam: Benjamins.; Schiffrin, D. (1994): Approaches to Discourse. Blackwell Publishing.; van Dijk, T. A. (ed.) (1985): Handbook of Discourse Analysis, 1-4. London: Academic Press.; van Dijk, T. A. (ed.) (1997): Discourse Studies, 1-2, Sage, London – Thousand Oaks – New Delhi.; van Dijk, T. A. (2009): Society and Discourse. C.U.P.; van Leeuwen, Th. (2008): Discourse and Practice. Oxford University Press.; Velčić, M. (1987): Uvod u lingvistiku teksta. Zagreb: Školska knjiga.; A selection of studies and research articles depending on particular topics and student interests.

Assessment of student achievement: course attendance, participation in seminars, oral exam

Quality assurance mechanism: student survey

Course title:

Comparative historical grammar of Balto-Slavic languages

Course code: **PSL216**

Course status: **Elective**

Course leader: **Ranko Matasović**

Course instructor:

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Lecture**

ECTS credits: **4**

Course content by topics:

1. Classification of Balto-Slavic languages; 2. Arguments in favour of the Balto-Slavic hypothesis; 3. Genetic division of the Slavic languages; 4. The problem of South Slavic and Central South Slavic unity; 5. Reconstruction of the proto-Slavic phonological system; 6. Reconstruction of the Balto-Slavic and proto-Slavic accentuation; 7. Selected topics from proto-Slavic noun morphology; 8. Selected topics from proto-Slavic verb morphology

Learning outcomes at course level:

 1. To analyze and interpret linguistic data from Balto-Slavic languages using the acquired method of historical comparative linguistics; 2. To explain the genetic division of Balto-Slavic languages using the precisely elaborated method of shared innovations; 3. To critically evaluate linguistics literature from the field of comparative linguistics

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
			x	x	x		x

Reading list:

Ranko Matasović, Poredbenopovijesna gramatika hrvatskoga jezika, Matica hrvatska, Zagreb 2008.; Milan Mihaljević, Slavenska poredbena gramatika, prvi dio, Školska knjiga, Zagreb 2002.

Assessment of student achievement: Course attendance

Quality assurance mechanism: student survey

Course title:

Semiotics

Course code: **PSL219**

Course status: **Elective**

Course leader: **Mislava Bertoša**

Course instructor: **Mislava Bertoša**

Language of instruction: **Croatian**

Total hours: **8S**

Form of instruction: **Seminar**

ECTS credits: **4**

Course content by topics:

1. Introduction: semiotics, semiology, founders; 2. Directions in semiotics and semiology; 3. Barthes and socially engaged semiology ; 4. Sociosemiomitcs 1; 5. Sociosemiotics 2; 6. Semiotics and space 1; 7. Semiotics and space 2; 8. Final considerations

Learning outcomes at course level:

1. To name and explain the main theoretical directions and approaches in semiology and semiotics

2. To analyse and interpret verbal and nonverbal texts in line with the acquired theoretical frameworks

3. To evaluate the adequacy of the use of certain methods with regard to semiotic data

4. To compare the methods of semiotic analyses and interpretations with regard to verbal and nonverbal sign systems

5. To reach conclusions on the adequacy of particular methods and apply adequate sets of semiotic instruments to the selected semiotic data

6. To critically evaluate scientific texts from the field of semiotics

7. To integrate and combine semiotic approaches with other similar approaches in a broader context of linguistics

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
x				x	x	x	x

Reading list:

1. Books: Barthes, R. (2009): Mitologije. Zagreb: Naklada Pelago.; Bertoša, M. (2008): Jamči se za uspjeh kano i za neštetnost. O reklamnom diskursu iz sociosemiološke perspektive. Zagreb: Srednja Europa.; Danesi, M. (1999): Of Cigarettes, High Heels, and Other Interesting Things.

Palgrave.; Floch, J.-M. (2001): Visual Identities. London: Continuum.; Gottdiener, M. (1995): Postmodern Semiotics. Cambridge: Blackwell.; Hodge, R. / Kress, G. (1988): Social Semiotics. Ithaca / New York: Cornell University Press.; Jaworski, A. / Thurlow, Ch. (eds.) (2010): Semiotic Landscapes. London: Continuum.; Kress, G. / Leeuwen, Th. van (2006): Reading Images. London: Routledge.; Nöth, W. (2004): Priručnik semiotike. Zagreb: Ceres.; Škiljan, D. (2007): Mappa mundi. Zagreb: Antibarbarus.; Leeuwen, Th. Van (2005): Introducing Social Semiotics. London – New York: Routledge.; 2. Articles: Antulov, S. / Bertoša, M. (2011): "Beyond Morality." Discourse on Homosexuality in Croatian Newspapers from the Sociosemiotic Perspective: Comparison of Two Periods. [sic] - časopis za književnost, kulturu i književno prevođenje, no. 2, pp. 1-15.; Bertoša, M. (2008): Sociosemiološki bricolage: analiza savršena para. Društvena istraživanja, 17(6), pp. 1109-1132.; Bertoša, M. / Antulov, S. (2012): 'Ovo su naša četiri zida': slogani zagrebačke povorke ponosa i simboličko preimenovanje ulica kao taktike prisvajanja prostora. Društvena istraživanja, no. 117, pp. 771-791.; Bertoša, M. (2013): So Beautiful and So Close: Slogans in Tourism Advertising and Their Impact on Social Discourses in the Semiosphere. In: Sujoldžić, A. (ed.): Language, Culture & Tourism. Reflections on Europeanization and Identity in Post-Socialist Countries. Zagreb: Institute for Anthropological Research / Croatian Anthropological Society, pp. 103-142.; Bianchi, C. (2011): Semiotic approaches to advertising texts and strategies: Narrative, passion, marketing. Semiotica 183-1/4, pp. 243-271.; Cobley, P. / Randviir, A. (2009): Introduction: What is Sociosemiotics? Semiotica 173-1/4, pp. 1-39.; Hirsch, M. (2008): The Generation of Postmemory. Poetics Today, 29:1, pp. 103-128.; Hughes, R. (2003): The abject artefacts of memory: photographs from Cambodia's genocide. Media, Culture & Society 25, pp. 23-44.; Lagopoulos, A. Ph. (2009): The social semiotics of space: Metaphor, ideology and political economy. Semiotica 173-1/4, pp. 169-213.; Petrilli, S. (2010): Three women in semiotics: Welby, Boole, Langer. Semiotica 182-1/4, pp. 327-374.; Posner, R. (2011): Post-modernism, post-structuralism, post-semiotics? Sign theory at the fin de siècle. Semiotica 183-1/4, pp. 9-30.; Torop, P. (2005): Semiosphere and/as the research object of semiotics of culture. Sign System Studies 33.1, pp. 159-173.

Assessment of student achievement: Course attendance, participation in discussions

Quality assurance mechanism: student survey

Course title:

Genetic and typological linguistics

Course code: **PSL206**

Course status: **Obligatory**

Course leader: **Ranko Matasović**

Course instructor:

Language of instruction: **Croatian**

Total hours: **4P+4S**

Form of instruction: **Lecture**

ECTS credits: **4**

Course content by topics:

1. How can languages differ and what do they have in common?; 2. Types of language diversity; 3. Branches of comparative linguistics; 4. Genetic linguistics: evidence of language affinity; 5. Typological linguistics : the definition of a language type. The problem of universal definition of language features; 6. The concept of language universals. Types of universals. Implicational universals; 7. Areal linguistics: level of language contacts ; 8. Macroareas and their defining features; 9. Examples of areal distribution of language features according to WALS; 10. Genetic and areal stability of language features

Learning outcomes at course level:

 1. To name the features of genetic, areal and typological linguistics; 2. To explain and critically evaluate methodology used in comparative linguistics as compared to methodologies used in other linguistic disciplines; 3. To compare similarities and differences between languages with regard to the origin of these similarities and differences (common origin, language contacts, typological universals); 4. To critically evaluate the methodology of the division of languages into groups (language families, language areas and types)

Learning outcomes at programme level:

IU1	IU2	IU3	IU4	IU5	IU6	IU7	IU8
x	x		X	x			x

Reading list:

Ranko Matasović, Uvod u poredbenu lingvistiku, Matica hrvatska, Zagreb 2001.; Martin Haspelmath et alii (eds.) The World Atlas of Language Structures, Oxford University Press, Oxford 2005. (http://wals.info).

Assessment of student achievement: Course attendance and an objective type written exam

Quality assurance mechanism: student survey

4. COMPLIANCE WITH THE REGULATIONS ON DOCTORAL STUDIES AT THE UNIVERSITY OF ZAGREB

The Postgraduate doctoral study programme in Linguistics fully complies with the Regulations on the Doctoral Studies at the University of Zagreb.