

UNIVERSITY OF ZADAR  
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PROPOSAL FOR A MASTERS PROGRAM  
IN LINGUISTICS

(INTRODUCTION AND GENERAL REQUIREMENTS, PROGRAM DESCRIPTION)

BY

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# **1. Introduction**

## **a) Motivation for the program**

In the following we suggest a new MA single major program in linguistics at the University of Zadar. The goal of this program is to enrich the classical linguistic education with new research methods and advanced information technologies, and thus offer students not just practical experience in this domain, but also an environment for creative thinking and advancement of teamwork. This way we intend to maximize chances, and open up new perspectives and possibilities for the students on the future job market.

The University of Zadar offers an ideal environment for the development of such a program, because it not only offers programs related to linguistics in the different language departments, but also it hosts a complete set of relevant disciplines in the humanities and social sciences. The suggested program is designed to maximally benefit from the possible synergies that the University of Zadar offers, by bringing together numerous experts in the domain of linguistics and individual languages from the philology.

Students can maximally benefit from numerous research projects at the University of Zadar that are related to linguistics. The existing infrastructure offers an ideal ground for the suggested program, which is focused on empirical, experimental and computational methods and aids for research and education. Another reason for suggesting the linguistics program at the University of Zadar is that no similar program in higher education exists in the South-Croatian region. On the other hand, market demands and developments in Croatia, the European Union, and in general in the area of southern Europe require linguistic experts with additional skills and abilities, as specified in the detailed program description.

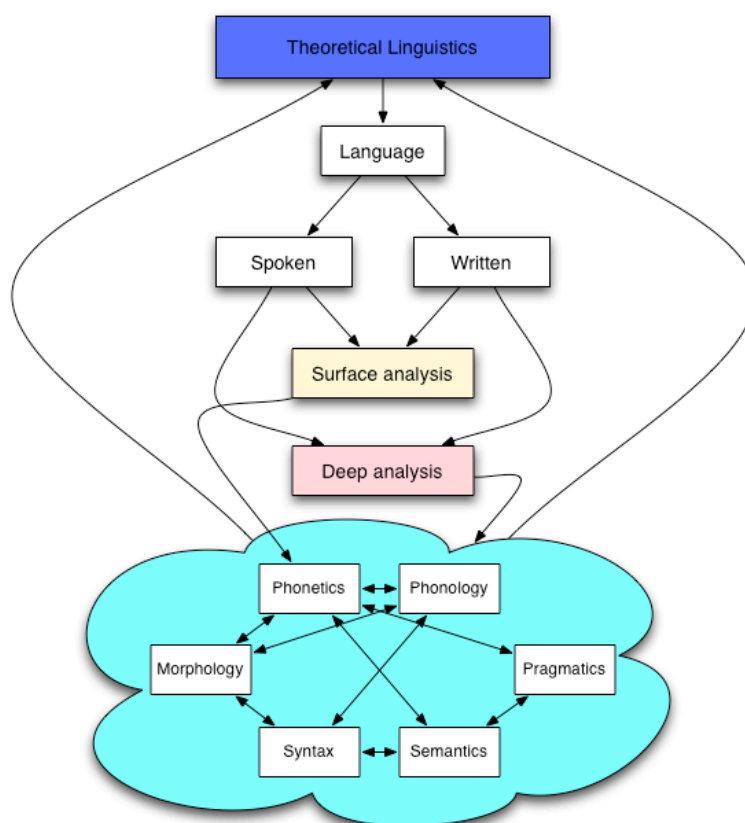
The suggested program is in line with goals specified by the European Commission, as well as with global development trends, and thus is a contribution to the maximization of synergies on the European level. The program is competitive and equivalent to similar programs within the European Union. The students and faculty of this program will be able to participate, exchange experiences and collaborate with similar related European programs and, consequently, contribute to the integration of the Republic of Croatia in the European Union.

We shall discuss the motivation and goals in detail in the following.

Linguistics, as the study of languages and their properties, is an interdisciplinary field that is closely related to many disciplines in the natural sciences, social sciences, and humanities. Modern linguistics has developed strong links to technology-related disciplines, cognitive science, and psychology, due to advances in its sub-disciplines like corpus and computational linguistics, psycholinguistics and cognitive studies of the language faculty.

Over the last decades theoretical linguistics has developed significantly. Descriptive and

prescriptive linguistics was extended with detailed models and theories of intra- and cross-linguistic properties and variations, as well as formal properties of language in general. Linguistic research can be divided into independent sub-domains, with the core disciplines of phonetics, phonology, morphology, syntax, semantics and pragmatics. The formal descriptions and theoretical models at each of these levels have reached a high complexity, requiring specialized knowledge for their understanding.



Classical fieldwork methods and dialectal research were dominant in language description and documentation at these linguistic levels. Linguistic research nowadays has extended towards fundamental questions of the role and nature of language in the human cognition, closely related to biological, medical and psychological research, as seen in linguistic sub-disciplines like neurolinguistics, psycholinguistics and patholinguistics. The quest for explanatory models has introduced new methods to linguistic research that are used in neuro- and cognitive sciences, and psychology. Experimental methods are nowadays crucial in some domains of linguistic research, as well as logical and theoretical argumentation. The research results from the mentioned disciplines contribute to the understanding of the language faculty as part of the human biological and cognitive system. At the same time these disciplines establish the core of applied linguistic domains that are concerned with the analysis and therapy of language disorders, methods in first and second language acquisition, and various aspects of language-based interaction.

Formalization of linguistic models and theories using formal logic, mathematical and statistical

methods and aids has led to insights into the structure and formal properties of languages, even models of language acquisition. The possibility to implement such models as computational systems allows for falsification and testing of the models as such. On the other hand, the implementation enables natural language processing applications that are based on rich linguistic knowledge, be it implemented via formal grammar rules, or trained and extracted from digital linguistic resources and corpora.

The application of linguistic knowledge and related research methods is traditionally strong in areas of language documentation, description and analysis or, for example, in language acquisition. Typical products in this domain are dictionaries, and prescriptive grammar.

The growing importance of linguistic data and knowledge in other areas as, for example, in computer or information science, biology, medicine and psychology, and related sub-domains like neuro- and cognitive science, opens up new possibilities for linguists. On the other hand, these new possibilities imply new requirements and challenges for modern linguists.

Linguistic data has to be made available, as well as archived in various formats. This implies the necessity for specific knowledge about archiving acoustic and textual linguistic data that enables its use for qualitative or quantitative analysis. The knowledge of highly specific standards, technologies and computational tools and their use have to be acquired, their practical application has to be trained. On the international level numerous language-specific standards have been developed, that - among others - serve the purpose of enabling and maintaining global communication and interoperability at all kinds of levels. Each country and community has to have representatives who understand these standards, and who can participate in standardization and maintenance processes.

In other linguistic domains the human language faculty is studied as a specific cognitive system (maybe specific to humans), using empirical and experimental research methods, and studying language processing, (first and second) language acquisition, language disorder and related psychological phenomena. The insights and results are modeled in computational systems for theoretical and practical experimental testing. The research in these domains has led to significant insights in the functions of the human brain and cognitive processes. This kind of research contributes to applied domains like methodologies in language teaching, improvements in the therapy for patients with language disorder, as well as improvements in the not directly related domain of language technologies. To enable students to work in such domains, it is necessary to provide them with knowledge of fundamental linguistic theories and models, language related knowledge from neurology and biology, and cognitive science and psychological experimental research methods.

In the domain of language technology, research and development have gained momentum over the last two decades. Nowadays, common instruments and aids contain linguistic components. For

example, the usual text processing software provides linguistic tools for spellchecking and grammar checking, the modern operating systems offer spoken language interfaces, and machine translation tools are available for desktop PCs or via Web interfaces. Technologies with linguistic aids are growing, and ubiquitously become part of our every day life, of great importance in all respects. Language technologies can help us obey orthographic norms in text editors. Automatic spell- and grammar checkers help us writing text, and even automatically correct it to a normative standard. Some software solutions provide quick translations of foreign language text. Document management systems classify documents automatically on the basis of the content. Speech recognition applications understand acoustic commands and automatically transcribe dictated text into a favored format. Speech synthesis systems articulate human language utterances and provide technology access for handicapped.

Complex technologies could have even a wider market if their interfaces would provide a natural language access to their functions, and maybe even a multi-lingual interface. Information and knowledge could be searched for from large text collections, perhaps even acoustic and video recordings.

There are various reasons why language technology is of great importance for our future life, e.g. in a globalized world. As the European Commission points out on its Web-page *Languages and Europe*<sup>1</sup>: “Language technologies are both an essential tool for safeguarding Europe's rich cultural heritage and a source of future economic growth.”

They point out that “Europe is the leader in language technologies”, and that not only was the domain of language technologies a “policy priority” for quite some time, it is even now “reaffirmed as part of the i2010 initiative for a European Information Society”. Information and Communication Technologies (ICTs) are considered to be crucial factors for maintaining cultural diversity and economic growth by providing means for enabling multilingual communication and globalized economies. Language technologies can reduce business costs, and they enable a wide range of crucial technologies that depend on it, via e.g. translation aids and technologies for information retrieval and knowledge management.

“Language technologies, in short, are essential to ensuring that all European languages – and the culture, art and history with which they are inextricably entwined – maintain their place in tomorrow’s globalized, interconnected world.”

In general, language technologies are considered future oriented, with a large growth on the market. In particular, language technologies related to information exchange and access, but also to language-enabled devices and machines with a more “human like” interface (e.g. dialogue systems, voice controlled devices) that offer support for handicapped, as well as technologies for

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1 URL: <http://europa.eu/languages/en/home/>

language workers (e.g. teaching and learning aids in second language acquisition, machine translation tools, text production utilities like spell checkers and grammar checkers) are of primary importance.

It is crucial for students to become familiar with such technologies, to understand the fundamental functions and algorithms, as well as the core linguistic knowledge that is integrated in language technology. Ideally, corresponding to their abilities, students should learn to develop such systems and integrate language technologies themselves.

Theoretical linguistics is a necessary component of the program, as it equips the student with better general understanding of language and language behavior. Empirical or computational analysis of language without theoretical background will be devoid of important insights. Further, the insights of theoretical linguistics in an obvious way provide the research agenda for more applied branches of linguistics, for psychology, sociology, as well as computer sciences and language technologies.

Empirical linguistics is strongly interrelated with theoretical linguistics: it can be seen as a testing ground for the theoretical studies of languages, testing the model against the data and, in the opposite direction, feeding the data and findings to the theoretical research.

Along these lines, the suggested program aims at bringing the following disciplines together:

- Theoretical linguistics
- Empirical linguistics
- Computational linguistics
- Psycholinguistics / language and cognition

In addition to the need to bring together information technology and humanities, the program meets new trends and developments in the academic and business world. The growing need for linguistically enabled technologies and current globalization trends need to be accompanied by technologies that make possible multilingual cooperation, research, and business, and that provide aids for e.g. translation, language education, and information retrieval. The market for such technologies is growing, and the need to provide experts within Croatia is obvious. The suggested program aims at filling this gap, providing means for interdisciplinary links between humanities, social and natural sciences, and integrating newest information technology results and products. The students are encouraged to conduct new type of research in these domains, or stand new market requirements for IT-savvy specialists for language and knowledge-based work.

The University of Zadar has a long tradition in the domain of empirical and theoretical linguistics, in particular within the philology and philosophy. It also hosts related disciplines like ethnology, psychology, sociology, education, information and library sciences etc. It is this environment that is significant for the success of a new department and program in linguistics, i.e. the cooperation and exchange with these departments is essential for the type of interdisciplinary



linguistics we suggest here. In fact, only in this rich environment with highly developed connected disciplines such a program finds its fruitful soil, for the benefit of the future students.

A similar program does not exist in the South-Croatian region. The suggested program, however, is ideally complementary to the existing program at the University of Zagreb, Philosophical Faculty. It is embedded in a rich tradition of language and linguistics studies at the University of Zadar, and connects existing programs in the philology with social, technological, and natural sciences.

The suggested program is comparable with the linguistics program at the University of Zagreb, as well as to various programs at European Universities and in the United States, for example:

- Linguistics program at the University of Bielefeld (Germany):  
<http://www.uni-bielefeld.de/lili/studiengaenge/linguistik/Master.htm>
- Cognitive linguistics program at the University of Frankfurt (Germany):  
[http://www.philprom.de/public\\_pord\\_master/pord\\_kogn\\_linguistik\\_studiengang.html](http://www.philprom.de/public_pord_master/pord_kogn_linguistik_studiengang.html)
- Linguistics program at the University of Potsdam (Germany):  
<http://www.ling.uni-potsdam.de/studium/index.html>
- Linguistics program at the University of Cologne (Germany):  
[http://verwaltung.uni-koeln.de/abteilung21/content/e77/e83/e377/e13396/index\\_ger.html](http://verwaltung.uni-koeln.de/abteilung21/content/e77/e83/e377/e13396/index_ger.html)
- Linguistics program at the University of Utrecht (The Netherlands):  
<http://www2.hum.uu.nl/studie/master/linguistics/index.htm>
- Linguistics program at the University of Groningen (The Netherlands):  
<http://www.rug.nl/let/onderwijs/taalwetenschappen/algemenetaalwetenschap/index>
- Computational linguistics program at the University in Prague (Czech Republic):  
<http://www.mff.cuni.cz/studium/bcmgr/ok/i3b53.htm>  
<http://ufal.mff.cuni.cz/prezentace.html>

The listed programs represent a small selection of a large number of programs within the European Union. Modern linguistics programs cover domains including theoretical linguistics, and psycholinguistics, language and cognition, computational linguistics, etc., similar to the program we suggest here.

## **b) Prior experience with equivalent and similar programs**

The University of Zadar, which proposes this program, has rich experience in organizing and managing equivalent and similar programs. Since 1956, the founding year of the Philosophical Faculty in Zadar, which became later the University of Zadar, it hosts programs in philology like English, French, Croatian, German, Russian, and Italian. Since 2007/2008 it hosts programs in

Spanish, with Catalan, Galician and Portuguese. The faculty of the University of Zadar is experienced with the organization of PhD-programs in linguistics as well. The suggested program integrates current faculty from the departments of English, French and Spanish, Latin, Ethnology and Anthropology, as well as members of the Center for Adriatic Onomastic Research at the University of Zadar.

### **c) Possible partners outside the University**

The program is realized in cooperation with the researchers and teachers at the Institute of Croatian Language and Linguistics (IHJJ) that has rich experience in the domain of PhD-studies in linguistics.

### **d) Mobility**

This program with its big number of elective courses is open for all MA students that are studying various aspects of linguistics in the Republic of Croatia and abroad, as well as for students from other related disciplines, e.g. psychology, sociology, library science, or computer science. The faculty is participating in different programs on the national and international level.

### **e) Outstanding issues**

The program opens up potential cooperation with various partners in the domain of language technology, information retrieval, document management, digitization, electronic library systems, knowledge management, etc.

## **2. General part**

### **2.1. Program title**

The program title is *MA program in linguistics*.

### **2.2. Program hosting institution**

The program is hosted at the University of Zadar, in particular, the Linguistics Department (to be founded). The proposal has been developed by doc.dr.sc. Damir Čavar. He coordinates rendering the MA studies in linguistics in cooperation with the instructors from the departments at the University of Zadar:

- Department of French Language and Literature
- Department of Croatian and Slavic Studies
- Department of Classical Philology
- Psychology Department
- Ethnology and Cultural Anthropology Department
- Center for the Studies in Adriatic Onomastics

### **2.3. Duration of the program**

The program lasts four (4) semesters. The program includes obligatory and elective courses. Elective courses are divided into three groups. The students are advised to follow primarily courses from one group, but also to broaden their perspective by taking courses from the other groups.

### **2.4. Prerequisites for enrollment in the program**

To enroll in the program, students must have completed a B.A. program (minimum 180 ECTS points) in any philology or other social science or humanities, connected to language and formal theoretical, computational or psycholinguistic approaches to language. Students who have completed a B.A. program other than in the field of philology, and who are interested in the interdisciplinary studies in linguistics must pass a differential exam checking their knowledge of language, linguistic theories, psychology and cognitive science as well as their competence with respect to working with computer and internet.

The following B.A. programs in the Republic of Croatia are sufficient for the enrollment in the M.A. linguistics program at the University of Zadar:

- All B.A. programs studying some language and its literature at the University of Zadar

and other universities in the Republic of Croatia, as well as a B.A. program in linguistics (general linguistics).

- A B.A. program in psychology, sociology, information science, computer science, library science, after passing a differential exam.
- Any other B.A. program in the Republic of Croatia after passing a differential exam and oral competence and aptitude test.

## **2.5. Program completion**

After completing the program in linguistics, the graduates are prepared for work in higher education and scientific institutions oriented towards linguistics, philology or humanities in general, where the knowledge of the theory and methodology of studies in modern linguistics, psycholinguistics or cognitive sciences dealing with language are required. The graduates are also prepared for different jobs in the field of informational technologies, in particular, for jobs in companies and in the industry where the basic knowledge of language technologies is required. After completing the M.A. program in linguistics, the graduate will be able to enroll a Ph.D. program in linguistics, information science, computer science, cognitive science or similar, in the Republic of Croatia and abroad.

To complete the M.A. program, the student must collect minimum 120 ECTS points (30 points are granted for the M.A. or diploma thesis).

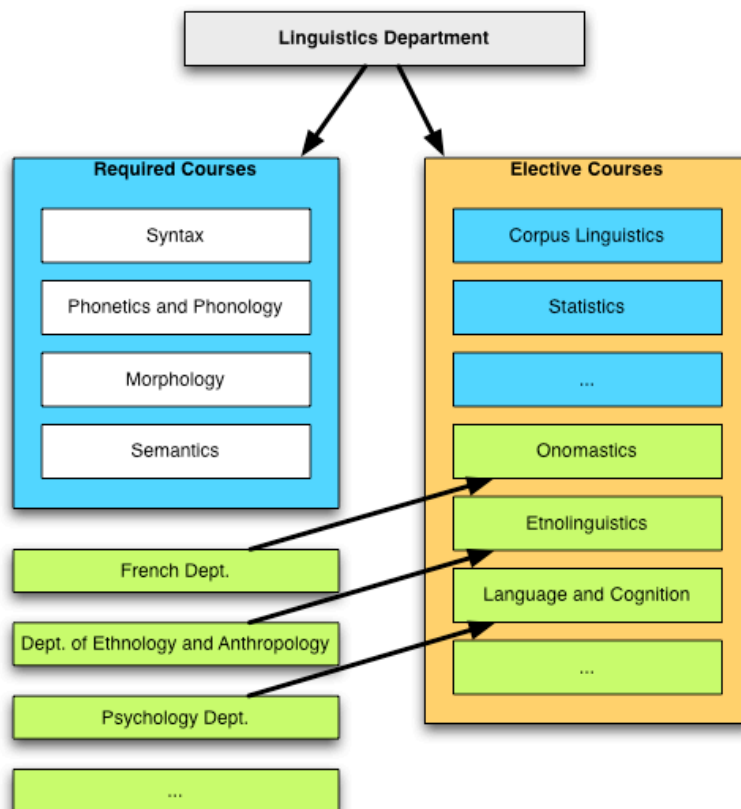
The M.A. program is completed with a defense of an M.A. or diploma thesis.

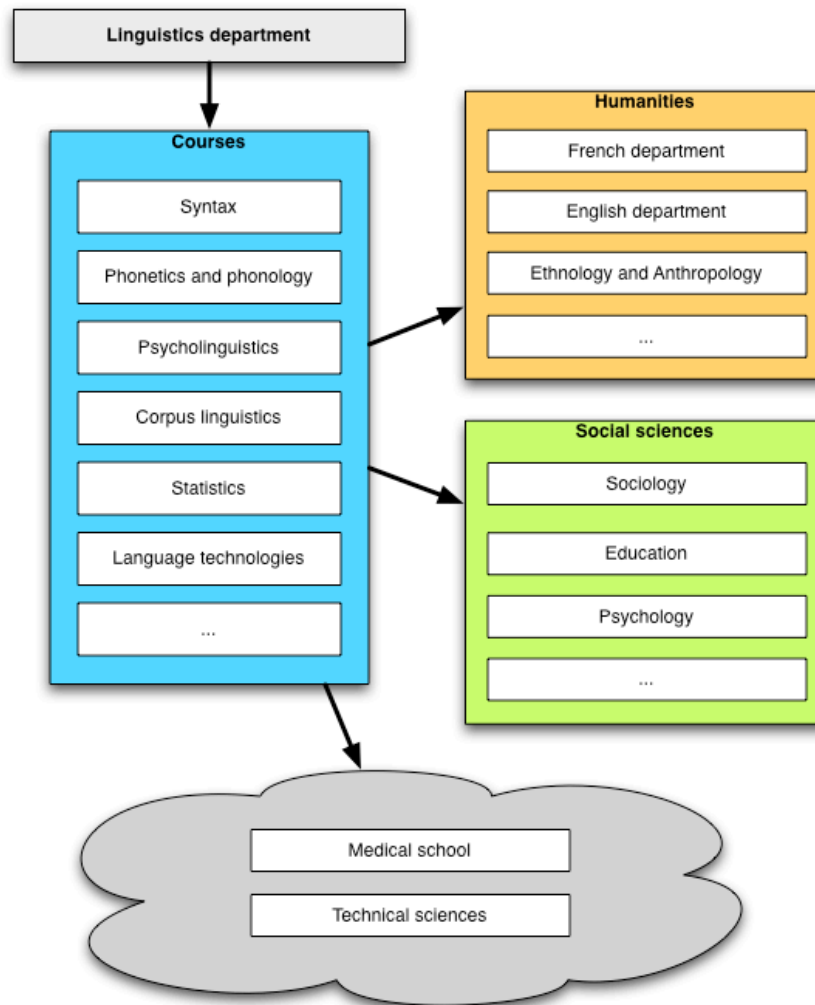
## **2.6. Academic title**

After completing the single major M.A. program in linguistics at the University of Zadar, the academic title *magister linguisticae* is granted.

### 3. Program description

The main concept of this program is to prepare students for the work in the field of empirical, computational and theoretical linguistics, which will be certified by granting the title of *magister linguisticae*. The courses on this level will be available as elective courses for all interested departments of the University of Zadar. On the other hand, the linguistic program integrates all the relevant elective courses from other departments. This way the synergies are maximized and both existing departments and the Linguistics Department benefit.





The goal is to advance linguistic education in some specific linguistic topics but also to enrich linguistic studies with elements, which are not typical for philology, for example, with psycholinguistics and computational linguistics, or formal mathematical modeling and analysis, as well as with models of empirical and experimental research. Given these educational elements, it is expected that our students will have the potential and ability to become active - apart from classical research fields – in other fields on the job market, as for example, in applied translation and education, information technologies and psycholinguistics.

The following is the basis for the calculation of the ECTS point value: students work 1200 hours per year, which corresponds to 60 ECTS points, thus, 20 hours of students' workload is worth one ECTS point. It is assumed for the majority of courses that the number of hours spent for the preparation and homework is equal to the double of the number of real instruction hours or contact hours. Individual courses imply higher workload on the side of students, which is indicated as additional contact or individual work.

### 3.1. List of courses of the single major MA program in linguistics

The required courses cover central fields of linguistics which are necessary for further application of the theoretical, empirical and computational methodologies, whether as language professionals, or as researchers and scientists in the field of linguistics. The focus is on theoretical argumentation, on formal and algebraic models describing language as a whole and at each level as it is necessary in an empirical and experimental research as well as in computational models and computer applications.

- Required courses:

| ID    | Instructor                         | Course                          | Contact hours | Individual work | ECTS      |
|-------|------------------------------------|---------------------------------|---------------|-----------------|-----------|
| LM301 | Doc.Dr. D. Čavar                   | Syntax                          | 60            | 120             | 9         |
| LM302 | Doc.Dr. M. Čavar                   | General phonetics and phonology | 60            | 120             | 9         |
| LM303 | Prof. Dr. V. Čosić                 | Semantics                       | 45            | 90              | 5         |
| LM304 | Doc.Dr. D. Čavar and Dr. M. Birtić | Morphology                      | 45            | 90              | 5         |
|       |                                    | <b>TOTAL</b>                    |               |                 | <b>28</b> |

- Required courses from other departments:
  - Second foreign language, if a student cannot certify the knowledge of a second foreign language apart from English
- Elective courses in linguistics:

| ID    | Instructor                            | Course                             | Contact hours | Individual work | ECTS |
|-------|---------------------------------------|------------------------------------|---------------|-----------------|------|
| LM312 | Doc.Dr. M. Čavar                      | Empirical phonology                | 60            | 120             | 9    |
| LM313 | Doc.Dr. D. Čavar and Doc.Dr. M. Čavar | Psycholinguistics                  | 30            | 80              | 6    |
| LM311 | Doc.Dr. M. Čavar                      | Speech analysis                    | 45            | 90              | 7    |
| LM331 | Doc.Dr. D. Čavar                      | Language technologies              | 30            | 60              | 5    |
| LM332 | Doc.Dr. D. Čavar                      | Corpus linguistics                 | 30            | 60              | 5    |
| LM333 | Doc.Dr. D. Čavar                      | Programing for linguists           | 45            | 120             | 8    |
| LM334 | Doc.Dr. D. Čavar                      | Statistics for linguistic research | 45            | 120             | 8    |
| LM321 | Doc.Dr. M. Čavar                      | Theoretical phonology              | 60            | 120             | 9    |
| LM322 | Dr. M. Mihaljević, Dr.sc. L. Hudeček  | Lexicology and lexicography        | 45            | 90              | 6    |
| LM323 | Prof.Dr. J. Lisac                     | Dialectology                       | 30            | 60              | 4    |

| ID    | Instructor                               | Course                  | Contact hours | Individual work | ECTS      |
|-------|------------------------------------------|-------------------------|---------------|-----------------|-----------|
| LM324 | Prof.Dr. D. Brozović Rončević            | Linguistic anthropology | 30            | 45              | 4         |
| LM325 | Prof.Dr. V. Skračić, Mr.sc. B. Vodanović | Onomastics              | 30            | 80              | 5         |
|       |                                          | <b>TOTAL</b>            |               |                 | <b>76</b> |

- Elective courses from other departments and programs, as part of already existing programs at the University of Zadar (also section 3.4. in this program proposal):

| Instructor                                        | Course                                                         | Department                          | Contact hours | Individual work | ECTS      |
|---------------------------------------------------|----------------------------------------------------------------|-------------------------------------|---------------|-----------------|-----------|
| Prof.Dr. V. Ćosić                                 | Lexicology                                                     | French Dept.                        | 30            | 30              | 3         |
| Prof.Dr. V. Ćosić                                 | Psychosemantics of language                                    | French Dept.                        | 30            | 30              | 3         |
| Doc.Dr. P. Valerjev                               | Thought and language                                           | Dept. of Psychology                 | 30            | 10              | 2         |
| Doc.Dr. P. Valerjev                               | Introduction to artificial intelligence and cognitive modeling | Dept. of Psychology                 | 30            | 10              | 2         |
| Doc.Dr. N. Vuletić                                | Dalmatian                                                      | French Dept.                        | 40            | 120             | 8         |
| Prof.Dr. D. Brozović Rončević, Doc.Dr. N. Vuletić | Ethnolinguistic contacts in Croatia and Europe                 | Dept. of Ethnology and Anthropology | 30            | 60              | 4         |
|                                                   | <b>TOTAL</b>                                                   |                                     |               |                 | <b>22</b> |

Remark: the knowledge of the second foreign language must be certified by attended lectures and passed exams during the B.A. studies. Alternatively, till the end of their M.A. studies, students must have passed an exam in the second foreign language, as, for example, offered by Center for Foreign Languages.



## 3.2. Course descriptions with hours and ECTS points

### 3.2.1. Description of required courses in the linguistics MA program

**Course title: General phonetics and phonology**

**Instructor: Doc.Dr. Malgorzata E. Ćavar**

- **Year/Semester:** 4. / 7.
- **Status:** required
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/4
- **Total days of field instructions:** 0
- **ECTS points:** 9
- **Possible languages of instructions:** Croatian, English, German, Polish

#### **Description:**

The aim of this course is to give the students a solid background for further research in the fields of phonetics and phonology. The course will teach basic concepts and methods of analysis of speech sounds, in particular it will review main concepts articulatory and auditory phonetics, as well as introduce the basics of the most important frameworks for the modern study phonology, starting with phonemic analysis, continuing with SPE phonology, Lexical Phonology and Autosegmental Phonology. The stress is on critical evaluation of the material and independent work of the students. In the course there will be a strong emphasis on discussion and doing a wide range of exercises.

#### **Teaching methods:**

|                      |                    |                 |                   |
|----------------------|--------------------|-----------------|-------------------|
| <b>Lectures</b>      | Exercises          | <b>Seminars</b> | Laboratory        |
| Independent research | Field work         | Tutorials       | <b>Mentoring</b>  |
| Workshops            | <b>Discussions</b> | Internet        | <b>Multimedia</b> |

#### **Requirements:**

|           |                     |                     |       |                             |
|-----------|---------------------|---------------------|-------|-----------------------------|
| Oral exam | <b>Written exam</b> | <b>Seminar work</b> | Essay | <b>Active participation</b> |
|-----------|---------------------|---------------------|-------|-----------------------------|

#### **Evaluation methods:**

|                     |                              |          |                     |
|---------------------|------------------------------|----------|---------------------|
| <b>Written exam</b> | Oral exam (A,B,J)            | Essay    | Practical work      |
| <b>Project</b>      | <b>Continuous evaluation</b> | Research | <b>Seminar work</b> |

#### **Literature:**

Required

- Katamba, Francis (1989) *Introduction to Phonology*. Longman. ISBN-10: 058229150X
- Clark, John and Collin Yallop (1995) *An Introduction to Phonetics and Phonology*. Blackwell. ISBN-13: 978-1-4051-3083-7

### Supplementary

- Kenstowicz, Michael (1994) *Phonology in Generative Grammar*. Blackwell. ISBN: 1-55786-426-8
- Muljačić, Žarko (1972) *Opća fonologija i fonologija suvremenoga talijanskog jezika*. Školska knjiga. (selected chapters)
- Brozović, Dalibor (2007) *Fonologija hrvatskoga standardnog jezika*. Nakladni zavod Globus. (chapters 3-4) ISBN 978-953-167-199-6

### Internet resources

- Peter Ladefoged's home page: <http://www.linguistics.ucla.edu/people/ladefoge/>
- International Phonetic Alphabet: <http://www2.arts.gla.ac.uk/IPA/ipachart.html>
- Interactive Sagittal Section: <http://www.chass.utoronto.ca/~danhall/phonetics/sammy>
- Linguistic Society of America: <http://lsadc.org/info/ling-faqs.cfm>
- Rutgers Optimality Archive: <http://roa.rutgers.edu/index.php3>

**Course title: Morphology**  
**Instructors: Doc.Dr. Damir Ćavar and Dr. Matea Birtić**

- **Year/Semester:** 4. / 8.
- **Status:** required
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/2 + 15/1
- **Total days of field instructions:** 0
- **ECTS points:** 5
- **Possible languages of instructions:** Croatian, English

**Description:**

The goal of the course is to familiarize the students with traditional and modern approaches to morphology and to teach them to solve morphological problems. Well-known morphological concepts will undergo critical analysis and close scrutiny from the perspective of different morphological approaches (word, morpheme, complex words, inflectional and derivational morphology). Students will be introduced to basic structuralist (American and European) and formal, in particular, generative morphological models. Models will be compared on the basis of linguistic data from different languages of the world. Focus will be placed on the comparison various generative morphological models conditioned by varied location of morphology inside grammar (syntactic approach, distributed morphology, lexical morphology), to encourage students to evaluate the relation between morphology and phonology, on the one hand, and morphology and syntax, on the other hand. It will be also interesting to mention other approaches (for example, natural morphology). Although the course is primarily theoretically oriented, by placing morphology in a broader context, questions of psycholinguistics, lexicology, as well as corpus and cognitive linguistics will emerge.

**Teaching methods:**

|                      |                    |                 |                   |
|----------------------|--------------------|-----------------|-------------------|
| <b>Lectures</b>      | <b>Exercises</b>   | <b>Seminars</b> | Laboratory        |
| Independent research | Field work         | Tutorials       | <b>Mentoring</b>  |
| Workshops            | <b>Discussions</b> | Internet        | <b>Multimedia</b> |

**Requirements:**

|           |                     |                     |       |                             |
|-----------|---------------------|---------------------|-------|-----------------------------|
| Oral exam | <b>Written exam</b> | <b>Seminar work</b> | Essay | <b>Active participation</b> |
|-----------|---------------------|---------------------|-------|-----------------------------|

**Evaluation method:**

|                     |                              |          |                     |
|---------------------|------------------------------|----------|---------------------|
| <b>Written exam</b> | Oral exam (A,B,J)            | Essay    | Practical work      |
| <b>Project</b>      | <b>Continuous evaluation</b> | Research | <b>Seminar work</b> |

**Literature:**

Required

- Bauer, Laurie 2003. *Introducing Linguistic Morphology*. Georgetown University Press.
- Bauer, Laurie 1982. *English Word-formation*. Cambridge: Cambridge University Press.
- Matthews, Peter H. 1991. *Morphology*. Cambridge: Cambridge University Press.
- Spencer, Andrew and Arnold M. Zwicky (eds.) 2001. *The Handbook of Morphology*.

Oxford: Blackwell Publishers.

- Chomsky, Noam 1970. Remarks on Nominalization, u: *Readings in English transformational grammar*. Ur. R. A. Jacobs, P. S. Rosenbaum. Waltham, Mass.: Ginn and Co., 184–221.
- Harley, Heidi and Rolf Noyer 1999. Distributed Morphology. *GLOT International*, 4/4, 3–9.
- Gramatike hrvatskoga i drugih jezika

#### Supplementary

- Bybee, Joan L. 1985. *Morphology*. Amsterdam/Philadelphia: John Publishing Company.
- Katamba, Francis and John Stonham 2006. *Morphology*. Hampshire/New York: Palgrave Macmillan.
- Mihaljević, Milan 1991. *Generativna i leksička fonologija*. Zagreb: Školska knjiga.
- Halle, Morris and Alec Marantz 1992. Distributed Morphology and the Pieces of Inflection In: *The View from Building, 20*, Essays in Linguistics in Honor of Sylvain Bromberger. Eds. Ken Hale, Jay Keyser. Cambridge, Mass.: The MIT Press, 111–176.

**Course title: Semantics**  
**Instructor: Prof.Dr. Vjekoslav Ćosić**

- **Year/Semester:** 4. / 8.
- **Status:** required
- **Prerequisites:** -
- **No of weeks per semester/no of hours weekly:** 15 / 2 + 15 / 1
- **Total days of field instructions:** 0
- **ECTS points:** 5
- **Possible languages of instructions:** Croatian

**Description:**

Meaning as a philosophical and linguistic problem. The nature of a linguistic sign, subject of discussion from ancient times (physeists, theseists, anomalists, analogists), through medieval realists, nominalists and conceptualists, till today. Michel Bréal and founding of semantics as a historical linguistic discipline. De Saussure and the foundations of modern semantics. Structural semantics (semantic fields and component analysis). Newest developments and relation of semantics to other fields: semiotics, philosophy, psychology (cognitive semantics).

**Teaching methods:**

|                      |                    |                 |                   |
|----------------------|--------------------|-----------------|-------------------|
| <b>Lectures</b>      | Exercises          | <b>Seminars</b> | Laboratory        |
| Independent research | Field work         | Tutorials       | <b>Mentoring</b>  |
| Workshops            | <b>Discussions</b> | Internet        | <b>Multimedia</b> |

**Requirements:**

|           |                     |                     |       |                             |
|-----------|---------------------|---------------------|-------|-----------------------------|
| Oral exam | <b>Written exam</b> | <b>Seminar work</b> | Essay | <b>Active participation</b> |
|-----------|---------------------|---------------------|-------|-----------------------------|

**Student evaluation:**

|                     |                              |          |                     |
|---------------------|------------------------------|----------|---------------------|
| <b>Written exam</b> | Oral exam (A,B,J)            | Essay    | Practical work      |
| <b>Project</b>      | <b>Continuous evaluation</b> | Research | <b>Seminar work</b> |

**Literature:**

Required

- de Saussure, F. 2000. *Tečaj opće lingvistike* [Uvod i komentar Tullio de Mauro; Prijevod s francuskoga i talijanskoga V. Vinja], Zagreb: ArTresor naklada – Institut za hrvatski jezik i jezikoslovlje].

- One textbook for semantics for one of the following languages: English, French, German, Spanish, and Italian

Supplementary

- Baldinger, K. 1977. *Teoría semántica: hacia una semántica moderna*, Madrid: Alcalá or 1984. *Vers une sémantique moderne*, Paris: Klincksieck.

- Baylon, Ch., Fabre, P. 1978. *La sémantique: avec des travaux pratiques d'application et leurs corrigés*, Paris: Nathan.

- Berruto, G. 1988. *La semantica*, Bologna: Zanichelli.

- Coseriu, E., Geckeler, H. 1981. *Trends in Structural Semantics*, Tübingen: Narr.

- Coseiru, E. 1977. *Principios de semántica estructural*, Madrid: Gredos.

- De Mauro, T. 1966. *Introduzione alla semantica*, Bari: Laterza.
- Eco, U. 1973. *Il segno*, Milano: Isedi.
- Eco, U. 1975. *Semiologia e filosofia del linguaggio*, Torino: Einaudi.
- Fodor, J. 1987. *Psychosemantics*, Cambridge: MIT Press.
- Greimas, A. J. 1974. *Sémantique structurale*, Paris: Larousse.
- Hjelmslev, L. 1980. *Prolegomena teoriji jezika*, Zagreb: GZH.
- Jachendoff, R. 1983. *Semantic and Cognition*, Massachusetts – London: MIT Press.
- Langacker, R. W. 1987. *Foundations of Cognitive Grammar*, Stanford: Stanford University Press.
- Löbner, S. 2003. *Semantik: Eine Einführung*, Berlin: de Gruyter.
- Lyons J. 1977. *Linguistic Semantics*, Cambridge: Cambridge University Press.
- Metzeltin, M. 2007. *Theoretische und angewandte Semantik. Vom Begriff zum Text*. Wien: Praesens Verlag.
- Pottier, B. 1985. *Linguistique générale*, Paris: Klincksieck.
- Pottier, B. 1992. *Sémantique générale*, Paris: PUF.
- Ullmann, S. 1975. *Précis de sémantique française*, Berne: Franke.
- Tamba-Mecz, I. 1998. *Sémantique*, Paris: PUF.
- von Stechow, A., Wunderlich, D. (Hrsg.) 1991. *Semantik. Ein Internationales Handbuch*, Berlin: de Gruyter.
- Weinreich, U. 1972. *Explorations in Semantic Theory*, The Hague – Paris: Mouton.

**Course title: Syntax**  
**Instructor: Doc.Dr. Damir Ćavar**

- **Year/Semester:** 4. / 8.
- **Status:** required
- **Prerequisites:** -
- **No of weeks per semester/no of hours weekly:** 15/4
- **Total days of field instructions:** 0
- **ECTS points:** 9
- **Possible languages of instructions:** Croatian, English, German, Polish

**Description:**

This course introduces theoretical syntax on the basis of formal and generative models and theories. The introduced formalisms include:

- Phrase-structure grammar (PSG)
- Government and Binding Theory (GB)
- Minimalist Program (MP)
- Head-Driven Phrase Structure Grammar (HPSG)
- Lexical Functional Grammar (LFG)

It discusses these formal models by comparing specific constructions and the possible analyses within the different frameworks, focusing on testable differences among the models. Students will learn to understand the formalisms and their specific notation, and be able to formulate own analyses of selected syntactic problems. The syntactic models and theories are also discussed with respect to predictions relating to psycholinguistic and cognitive aspects of language acquisition and processing, as well as with respect to formal properties and their role in computational models.

**Teaching methods:**

|                      |             |                 |                   |
|----------------------|-------------|-----------------|-------------------|
| <b>Lectures</b>      | Exercises   | <b>Seminars</b> | Laboratory        |
| Independent research | Field work  | Tutorials       | <b>Mentoring</b>  |
| Workshops            | Discussions | <b>Internet</b> | <b>Multimedia</b> |

**Requirements:**

|           |                     |              |       |                             |
|-----------|---------------------|--------------|-------|-----------------------------|
| Oral exam | <b>Written exam</b> | Seminar work | Essay | <b>Active participation</b> |
|-----------|---------------------|--------------|-------|-----------------------------|

**Student evaluation:**

|                     |                              |          |                     |
|---------------------|------------------------------|----------|---------------------|
| <b>Written exam</b> | Oral exam (A,B,J)            | Essay    | Practical work      |
| Project             | <b>Continuous evaluation</b> | Research | <b>Seminar work</b> |

**Literature:**

Required

- Sag, Ivan A., Thomas Wasow and Emily M. Bender (2003) *Syntactic Theory: A Formal Introduction*, 2nd ed., CSLI - Lecture Notes, Stanford. ISBN 1575864002  
<http://hpsg.stanford.edu/book/>
- Chomsky, Noam (1957) *Syntactic Structures*. 2nd ed. 2002. Berlin, Germany: Walter de Gruyter. ISBN 9783110172799

- Pollard, Carl and Ivan A.Sag (1994) *Head-Driven Phrase Structure Grammar* (Studies in Contemporary Linguistics). ISBN 0226674479
- Bresnan, Joan (2000) *Lexical-Functional Syntax* (Blackwell Textbooks in Linguistics). ISBN 0631209743
- Culicover, Peter W. and Ray Jackendoff (2005) *Simpler Syntax*. New York, NY: Oxford University Press. ISBN 9780199271092
- Baltin, Mark and Chris Collins (2003) *The Handbook of Contemporary Syntactic Theory* (Blackwell Handbooks in Linguistics). ISBN 1405102535
- Hornstein, Norbert, Jairo Nunes and Kleanthes K. Grohmann (2005) *Understanding Minimalism* (Cambridge Textbooks in Linguistics). ISBN 0521531942

#### Supplementary

- Mihaljević, Milan (1998) *Generativna sintaksa i semantika*. Zagreb: Hrvatsko filološko društvo. ISBN: 953-6050-80-3

#### Internet resources

- Santorini, Beatrice and Antoni Kroch (2000) *Syntax Textbook*:  
<http://www.ling.upenn.edu/~beatrice/syntax-textbook/index.html>



### 3.2.1. Description of elective courses of the M.A. program in linguistics

**Course title: Lexicology and lexicography**  
**Instructors: Dr. Milica Mihaljević and Dr. Lana Hudeček**

- **Year/Semester:** 4. / 8.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/2 + 15/1
- **Total days of field instructions:**
- **ECTS points:** 6
- **Possible languages of instruction:** Croatian, English

**Description:**

The goal of the course is to acquire basic concepts of modern lexicological and lexicographic theory, familiarize the students with lexicological and lexicographic terminology. Another goal is to get the students acquainted with various types of dictionaries and types of lexicographic modeling. The following topics are going to be discussed: lexicology and lexicography, sign and system of signs, relations between words (hyponymy, hyponymy, meronymy, paronymy, synonymy, antonymy, homonymy, polisemy), layers of lexemes (temporary, thematic and functional), lexical borrowings, lexical norm, linguistic purism, names as a lexicographic and normative problem, phrasemes, foundations of lexicographic theory (word types, parts of lexicographic entries, microstructure and macrostructure of a dictionary), the history of Croatian lexicography.

**Teaching methods:**

|                      |                    |                 |                   |
|----------------------|--------------------|-----------------|-------------------|
| <b>Lectures</b>      | Exercises          | <b>Seminars</b> | Laboratory        |
| Independent research | Field work         | Tutorials       | <b>Mentoring</b>  |
| Workshops            | <b>Discussions</b> | Internet        | <b>Multimedia</b> |

**Requirements:**

|           |                     |                     |       |                             |
|-----------|---------------------|---------------------|-------|-----------------------------|
| Oral exam | <b>Written exam</b> | <b>Seminar work</b> | Essay | <b>Active participation</b> |
|-----------|---------------------|---------------------|-------|-----------------------------|

**Student evaluation:**

|                     |                              |          |                     |
|---------------------|------------------------------|----------|---------------------|
| <b>Written exam</b> | Oral exam (A,B,J)            | Essay    | Practical work      |
| <b>Project</b>      | <b>Continuous evaluation</b> | Research | <b>Seminar work</b> |

**Literature:**

Required

- Bauer, L. 1998. *Vocabulary*. Language workbooks. Rutledge. London.
- Barić, E. et al. (1999), *Hrvatski jezični savjetnik*. Zagreb: Institut za hrvatski jezik i jezikoslovlje i Pergamena.
- Frančić, A., Hudeček, L. Mihaljević, M. (2006.), *Normativnost i višefunkcionalnost u*

*hrvatskome jeziku*. Zagreb: Hrvatska sveučilišna naklada.

- Mihaljević, M. (2003), *Kako se na hrvatskom kaže WWW?*. Zagreb: Hrvatska sveučilišna naklada.
- Petrović, B. (2005), *Sinonimija i sinonimičnost u hrvatskome jeziku*. Zagreb: Hrvatska sveučilišna naklada.
- Zgusta, L. (1971), *Manual of Lexicography*. Academia – Mouton. Prague – the Hague.

#### Supplementary

- Babić, S. (1990), *Hrvatska jezikoslovna čitanka*. Zagreb: Globus.
- Mihaljević, M. (2003), *Kako se na hrvatskom kaže WWW?*. Zagreb: Hrvatska sveučilišna naklada.
- Dulčić, M. (ed.) (1997), *Govorimo hrvatski. Jezični savjeti*. Zagreb: Hrvatski radio i Naprijed.
- Šonje, J. (ed.). (2000), *Rječnik hrvatskoga jezika*. Zagreb: Leksikografski zavod Miroslav Krleža i Školska knjiga.
- Jojić, Lj., Matasović, R. (eds.) (2002), *Hrvatski enciklopedijski rječnik*. Novi Liber. Zagreb.
- Anić, V. (2003) *Rječnik hrvatskoga jezika*. Novi Liber. Zagreb.

**Course title: Dialectology**  
**Instructor: Prof.Dr. Josip Lisac**

- **Year/Semester:** 4. / 7. - 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15 / 2
- **Total days of field instructions:**
- **ECTS points:** 4
- **Possible language of instructions:** Croatian

**Description:**

The goal of the course is to offer the students basic knowledge about dialects in general, and in particular, about Croatian dialects. It prepares students to distinguish basic similarities and differences between Croatian dialects and to understand literary texts in dialects. The course embraces dialectal research as a genetic-linguistic discipline, genetic-linguistic terminology, urban dialectology, dialectal situation of the Croatian language, dialectal situation in the (South-) Slavic world, as well as in other areas of the world.

**Teaching methods:**

|                      |                    |                 |                   |
|----------------------|--------------------|-----------------|-------------------|
| <b>Lectures</b>      | Exercises          | <b>Seminars</b> | Laboratory        |
| Independent research | Field work         | Tutorials       | <b>Mentoring</b>  |
| Workshops            | <b>Discussions</b> | Internet        | <b>Multimedia</b> |

**Requirements:**

|           |                     |                     |       |                             |
|-----------|---------------------|---------------------|-------|-----------------------------|
| Oral exam | <b>Written exam</b> | <b>Seminar work</b> | Essay | <b>Active participation</b> |
|-----------|---------------------|---------------------|-------|-----------------------------|

**Student evaluation:**

|                     |                              |          |                     |
|---------------------|------------------------------|----------|---------------------|
| <b>Written exam</b> | Oral exam (A,B,J)            | Essay    | Practical work      |
| <b>Project</b>      | <b>Continuous evaluation</b> | Research | <b>Seminar work</b> |

**Literature:**

Required

- Dalibor Brozović, "Za tipologiju mogućih odnosa između ljudskih jezika i kolektiva prema genetskolingvističkim, sociolingvističkim, etnološkim i sociološkim kriterijima uspoređivanja," *Radovi Filozofskog fakulteta u Zadru*, 24(14), 1985, str. 11-27.
- Dalibor Brozović, "Genetskolingvistički i sociolingvistički kriteriji u sistematizaciji južnoslavenskih idioma, s posebnim obzirom na Bosnu i Hercegovinu," *Bosanski – hrvatski – srpski. Bosnisch – Kroatisch – Serbisch, Wiener slawistischer almanach*, Sonderband 57, Wien, 2003, str. 45-52.
- Pavle Ivić, "Dialect," *Encyclopaedia Britannica*, 1974, V, str. 698-701.

- Ferdinand de Saussure, *Tečaj opće lingvistike*, Zagreb, 2000, str. 277-303.
- Uriel Weinreich, "Is a structural dialectology possible?," *Word*, 10, 1954, str. 388-400.

Supplementary

- Josip Lisac, *Hrvatska dijalektologija 1.*, Zagreb, 2003.
- Mijo Lončarić, *Kajkavsko narječje*, Zagreb, 1996.
- Milan Moguš, *Čakavsko narječje – fonologija*, Zagreb, 1977.

**Course title: Linguistic anthropology**  
**Instructor: Prof.Dr. Dunja Brozović Rončević**

- **Year/Semester:** 4. / 8. - 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/2
- **Total days of field instructions:** 0
- **ECTS points:** 4
- **Possible languages of instructions:** Croatian, English

**Description:**

The goal of the course to familiarize the students with the basic concepts of linguistic anthropology and modern research in this area. Various theories about the genesis, evolution and dying out of languages, language acquisition, linguistic relativism, universalism and linguistic prototypes are analyzed. We pay special attention to the role of language in particular cultures, functioning and the contribution of language as a carrier of identity, its contribution in social and cultural context, as well as to the typology of linguistic variation. Students will also familiarize with basic methods of collecting linguistic data and field work as well as with the basics of linguistics geography. It is expected that students will carry out their own research actively participates in the discussion of selected topics.

**Teaching methods:**

|                      |                    |                 |                   |
|----------------------|--------------------|-----------------|-------------------|
| <b>Lectures</b>      | Exercises          | <b>Seminars</b> | Laboratory        |
| Independent research | Field work         | Tutorials       | <b>Mentoring</b>  |
| Workshops            | <b>Discussions</b> | Internet        | <b>Multimedia</b> |

**Requirements:**

|           |                     |                     |       |                             |
|-----------|---------------------|---------------------|-------|-----------------------------|
| Oral exam | <b>Written exam</b> | <b>Seminar work</b> | Essay | <b>Active participation</b> |
|-----------|---------------------|---------------------|-------|-----------------------------|

**Student evaluation:**

|                     |                              |          |                     |
|---------------------|------------------------------|----------|---------------------|
| <b>Written exam</b> | <b>Oral exam (A,B,J)</b>     | Essay    | Practical work      |
| Project             | <b>Continuous evaluation</b> | Research | <b>Seminar work</b> |

**Literature:**

Required

- Duranti, A. (1997) *Linguistic Anthropology*, Cambridge University Press, Cambridge 1997
- Matasović, Ranko (2005) *Jezična raznolikost svijeta*. Zagreb: Algoritam.
- Salzman, Zdenek (2004) *Language, Culture, and Society: An Introduction to Linguistic Anthropology*, Boulder, Westview Press (odabrana poglavlja)
- Comrie, B. (1981) *Language universals and linguistic typology*. Chicago: University of Chicago Press. (odabrana poglavlja)

Supplementary

- Crystal, D. (2000) *Language Death*. Cambridge: Cambridge University Press.
- Duranti, A., ed. (2004) *A Companion to Linguistic Anthropology*, Blackwell.
- Foley, W. A. (1997) *Anthropological Linguistics, An Introduction*, Blackwell, Oxford.
- Duranti, A., ed. (2001) *Key Terms in Language and Culture*, Blackwell.
- Hagège, C. (2005) *Zaustaviti izumiranje jezika*, Zagreb: Disput.
- Nichols, J. (1992) *Linguistic Diversity in Space and Time*, Chicago.
- Price, Glanville (ed.) (2000) *Encyclopedia of the Languages of Europe*, Oxford.
- Bonvillain, N., (1993) Language, Culture, and Communication, *The Meaning of Messages*, Englewood Cliffs, Prentice Hall.
- Sapir, Edward (1949) *Selected Writings of Edward Sapir*, ed. D. Mandelbaum, Berkeley, University of California Press.
- Sapir, E. (1974) *Ogledi iz kulturne antropologije*. BIGZ, Beograd, 1980.

**Course title: Speech analysis**  
**Instructor: Doc.Dr. Malgorzata E. Ćavar**

- **Year/Semester:** 4. / 7. - 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/2 + 15/1
- **Total days of field instructions:** 0
- **ECTS points:** 7
- **Possible languages of instructions:** Croatian, English, German, Polish

**Description:**

The goal of the course is to offer a practical introduction to methods of speech analysis using free computer software for scientific research. The basic s of acoustic and auditory phonetics will be introduced as the theoretical background of the practical exercise. Students are expected to carry out their own research using methods learned in the course.

**Teaching methods:**

|                      |                    |                  |                   |
|----------------------|--------------------|------------------|-------------------|
| <b>Lectures</b>      | Exercises          | <b>Seminars</b>  | Laboratory        |
| Independent research | Field work         | <b>Tutorials</b> | <b>Mentoring</b>  |
| <b>Workshops</b>     | <b>Discussions</b> | Internet         | <b>Multimedia</b> |

**Requirements:**

|           |              |                     |       |                             |
|-----------|--------------|---------------------|-------|-----------------------------|
| Oral exam | Written exam | <b>Seminar work</b> | Essay | <b>Active participation</b> |
|-----------|--------------|---------------------|-------|-----------------------------|

**Student evaluation:**

|                |                              |          |                     |
|----------------|------------------------------|----------|---------------------|
| Written exam   | Oral exam (A,B,J)            | Essay    | Practical work      |
| <b>Project</b> | <b>Continuous evaluation</b> | Research | <b>Seminar work</b> |

**Literature:**

Required

- Ladefoged, Peter (2003) Phonetic Data Analysis. Blackwell. ISBN: 9780631232704
- Johnson, Keith (2003) Acoustic and articulatory phonetics. Blackwell. ISBN: 1-4051-0123-7

Internet resources

- Praat: doing phonetics by computer: <http://www.fon.hum.uva.nl/praat/>
- Tutorial for using Praat: <http://person.sol.lu.se/SidneyWood/praaate/frames.html>

**Course title: Empirical phonology**  
**Instructor: Doc.Dr. Malgorzata E. Ćavar**

- **Year/Semester:** 4. / 8. - 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/4
- **Total days of field instructions:** 0
- **ECTS points:** 9
- **Possible languages of instructions:** Croatian, English, German, Polish

**Description:**

This course investigates phonology from one perspective, that is, it looks at the empirical grounding of claims regarding phonological representations, the basic phonological unit, and nature and properties of sound alternations in languages and the relation between phonetics and phonology. Students will read original research papers, discuss them, and attempt to critically evaluate them.

**Teaching methods:**

|                      |                    |                  |                   |
|----------------------|--------------------|------------------|-------------------|
| <b>Lectures</b>      | Exercises          | <b>Seminars</b>  | Laboratory        |
| Independent research | Field work         | <b>Tutorials</b> | <b>Mentoring</b>  |
| Workshops            | <b>Discussions</b> | <b>Internet</b>  | <b>Multimedia</b> |

**Requirements:**

|           |                     |                     |       |                             |
|-----------|---------------------|---------------------|-------|-----------------------------|
| Oral exam | <b>Written exam</b> | <b>Seminar work</b> | Essay | <b>Active participation</b> |
|-----------|---------------------|---------------------|-------|-----------------------------|

**Student evaluation:**

|                     |                              |          |                     |
|---------------------|------------------------------|----------|---------------------|
| <b>Written exam</b> | Oral exam (A,B,J)            | Essay    | Practical work      |
| <b>Project</b>      | <b>Continuous evaluation</b> | Research | <b>Seminar work</b> |

**Literature:**

Required

- Introduction:
  - Pierrehumbert, J. (2000) The phonetic grounding of phonology. *Les Cahiers de l'ICP, Bulletin de la Communication Parlée*, 5, 7-23.
  - Pierrehumbert, J., M.E. Beckman and D.R. Ladd (2000) "Conceptual foundations of phonology as a laboratory science". In: Noel Burton-Roberts, Phil Carr and Gerry Docherty (eds.) *Phonological Knowledge: Its Nature and Status*. Oxford: Oxford University Press.
  - Flemming, Edward (2001) Scalar and categorical phenomena in a unified model of phonetics and phonology. *Phonology* 18. 7-44.
  - Frequency effects:
  - Bybee, J. (2001) *Phonology and Language Use*. Cambridge: Cambridge University Press. (fragments) ISBN-13: 9780521583749



- Pierrehumbert, J. (2001) "Stochastic phonology". *GLOT* 5 No.6, 1-13.
- Basic unit of study:
  - Jakobson, Roman, Gunnar Fant and Morris Halle (1963) *Preliminaries to speech analysis: The distinctive features and their correlates*. Cambridge: MIT Press.
  - Ladefoged, P. (1980) What are linguistic sounds made of? *Language* 56: 485-502.
  - Goldstein, L.M. and C. Fowler (2003) *Articulatory phonology: a phonology for public language use*. U: N.O. Schiller and A.S. Meyer (eds.), *Phonetics and Phonology in Language Comprehension and Production: Differences and Similarities*. Berlin: Mouton de Gruyter. ISBN 978-3-11-017872-2.
  - Ladefoged, Peter (2005) Features and parameters for different purposes. Paper presented at LSA, January 2005.
  - Boersma, Paul (1995) *Functional phonology (selected chapters)*. The Hague: Holland Academic Graphics. ISBN: 90-5569-054-6.
- Variation, inventories, sound change:
  - Stevens, Kenneth N., Samuel Jay Keyser and Haruko Kawasaki (1986) "Toward a Phonetic and Phonological Theory of Redundant Features." Pages 426-449 of: Joseph S. Perkell and Dennis H. Klatt (eds.) *Invariance and Variability in Speech Processes*. Hillsdale, N.J.: Lawrence Erlbaum Associates. ISBN: 0898595452.
  - Stevens, Kenneth N., and Samuel Jay Keyser (1989) Primary Features and their Enhancement in Consonants. *Language* 65 (1): 81-106.
  - Lindblom, B. (1990) Explaining phonetic variation: A sketch of the H & H theory. Pages 403-439 of: W.J. Hardcastle i A. Marchal (eds.) *Speech Production and Speech Modeling*. Dordrecht: Kluwer Academic Publishers. ISBN 978-0-7923-0746-4.
  - Stevens, K.N. (1989) On the quantal nature of speech. *Journal of Phonetics* 17: 3-45.
  - Lindblom, Bjoern and Olle Engstrand (1989) In what sense is speech quantal? *Journal of Phonetics* 17: 107-121.
  - Liljencrants, Johan and Björn Lindblom (1972) Numerical simulation of vowel quality systems: the role of perceptual contrast". *Language* 48.4, 839-862.
  - Ohala, John J. (1981) The listener as a source of sound change. In: C.S. Masek, R.A. Hendrick and M.F. Miller (eds.) *Papers from the Parasession on Language and Behavior*. Chicago: Chicago Ling.Soc.178-203.

#### Internet resources

- Peter Ladefoged's home page: <http://www.linguistics.ucla.edu/people/ladefoge/>
- International Phonetic Alphabet: <http://www2.arts.gla.ac.uk/IPA/ipachart.html>

**Course title: Theoretical phonology**  
**Instructor: Doc.dr. Malgorzata E. Ćavar**

- **Year/Semester:** 4. / 8. - 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/4
- **Total days field instructions:** 0
- **ECTS points:** 9
- **Possible languages of instructions:** Croatian, English, German, Polish

**Description:**

The goal of the course is to equip students with tools to understand current scientific articles in phonology, to critically evaluate them and to be able to start their own original research. The course familiarizes students with modern frameworks in phonological analysis, such as Feature Geometry, Optimality Theory, Functional Phonology. The stress is on critical evaluation of the data and presented analyses and independent work of students. In the course there will be a strong emphasis on discussion and doing a wide range of exercises.

**Teaching methods:**

|                             |                    |                  |                   |
|-----------------------------|--------------------|------------------|-------------------|
| <b>Lectures</b>             | Exercise           | <b>Seminars</b>  | Laboratory        |
| <b>Independent research</b> | Field work         | <b>Tutorials</b> | <b>Mentoring</b>  |
| Workshops                   | <b>Discussions</b> | <b>Internet</b>  | <b>Multimedia</b> |

**Requirements:**

|           |              |                     |       |                             |
|-----------|--------------|---------------------|-------|-----------------------------|
| Oral exam | Written exam | <b>Seminar work</b> | Essay | <b>Active participation</b> |
|-----------|--------------|---------------------|-------|-----------------------------|

**Student evaluation:**

|                |                              |          |                     |
|----------------|------------------------------|----------|---------------------|
| Written exam   | Oral exam (A,B,J)            | Essay    | Practical work      |
| <b>Project</b> | <b>Continuous evaluation</b> | Research | <b>Seminar work</b> |

**Literature:**

Required

- Goldsmith, John and Bernard Laks (2007) Generative phonology: its origins, its principles, and its successors.  
<http://hum.uchicago.edu/~jagoldsm/Papers/GenerativePhonology.pdf>
- Goldsmith, John (1995) The Handbook of Phonological Theory. Chs.2, 4, 6-9, 19, 21, 31. Blackwell. ISBN: 0-631-20126-2
- Kager, Rene (1999) Optimality Theory. Cambridge: Cambridge University Press. Chs.1-4. ISBN: 0521589800

- Boersma, Paul (1995) Functional Phonology. Selected chapters. The Hague: Holland Academic Graphics. ISBN: 90-5569-054-6

Internet resources

- Peter Ladefoged's home page: <http://www.linguistics.ucla.edu/people/ladefoge/>
- International Phonetic Alphabet: <http://www2.arts.gla.ac.uk/IPA/ipachart.html>
- Interactive Sagittal Section: <http://www.chass.utoronto.ca/~danhall/phonetics/sammy>
- Linguistic Society of America: <http://lsadc.org/info/ling-faqs.cfm>
- Rutgers Optimality Archive: <http://roa.rutgers.edu/index.php3>

**Course title: Introduction to programming for linguists**  
**Instructor: Doc.Dr. Damir Čavar**

- **Year/Semester:** 4. / 7. or 8. or 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/3
- **Total days field instructions:** 0
- **ECTS points:** 8
- **Possible languages of instructions:** Croatian, English, German, Polish

**Description:**

This course introduces essential algorithms for symbolic and statistical language and text processing, and linguistic analysis, using e.g. automata of various complexity, like Finite State methods, Pushdown automata, and Dynamic Programming in for example Chart and Unification parsing. Sample implemented applications are: Language identification with N-gram models, stemming and lemmatization using Finite State Transducers, syntactic parsing with Chart parsers, and document classification using N-gram models and clustering algorithms.

Students are taught how to translate abstract specifications of algorithms into running code, and how to evaluate and optimize the performance of the implementation. All implementations in the lectures are based on the programming language Python, while students are encouraged to use their individually preferred programming language (e. g. C, C++, D, Perl, Scheme, Java) in assignments and term projects.

Students acquire the ability to judge the complexity of specific linguistic properties, break down complex problems into logical and solvable subproblems, describe those formally, and translate the appropriate computational method for these linguistic problems into the formal programming language Python. They are able to implement specific solutions for linguistic and text-processing problems in individual projects.

**Teaching methods:**

|                      |                    |                 |                   |
|----------------------|--------------------|-----------------|-------------------|
| <b>Lectures</b>      | Exercises          | <b>Seminars</b> | Laboratory        |
| Independent research | Field work         | <b>Tutorial</b> | <b>Mentoring</b>  |
| <b>Workshops</b>     | <b>Discussions</b> | <b>Internet</b> | <b>Multimedia</b> |

**Requirements:**

|           |              |                     |       |                             |
|-----------|--------------|---------------------|-------|-----------------------------|
| Oral exam | Written exam | <b>Seminar work</b> | Essay | <b>Active participation</b> |
|-----------|--------------|---------------------|-------|-----------------------------|

**Student evaluation:**

|                |                              |          |                     |
|----------------|------------------------------|----------|---------------------|
| Written exam   | Oral exam (A,B,J)            | Essay    | Practical work      |
| <b>Project</b> | <b>Continuous evaluation</b> | Research | <b>Seminar work</b> |

**Literature:**

Required

- Pilgrim, Mark (2004) Dive into Python. Apress. ISBN: 1590593561  
<http://www.diveintopython.org/>
- Mertz, David (2003) Text Processing in Python. Addison-Wesley Professional. ISBN:

0321112547

<http://gnosis.cx/TPiP/>

#### Supplementary

- Lutz, Mark (2007) Learning Python. O'Reilly Media, Inc. ISBN: 0596513984  
<http://www.rmi.net/~lutz/about-lp2e.html>

#### Internet resources

- The Natural Language Toolkit:  
<http://nltk.sourceforge.net/>
- Python tutorial:  
<http://docs.python.org/tut/>
- Downey, Allen B. (2007) How to think like a (Python) programmer.  
<http://www.greenteapress.com/thinkpython/>
- Allen Downey, Jeff Elkner and Chris Meyers (2004) How to think like a computer scientist: Learning with Python. Green Tea Press.  
<http://www.greenteapress.com/thinkpython/thinkCSpy/>
- Statistical natural language processing and corpus-based computational linguistics: An annotated list of resources:  
<http://www-nlp.stanford.edu/links/statnlp.html>

**Course title: Statistics for linguists**  
**Instructor: doc.dr. Damir Ćavar**

- **Year/Semester:** 4. / 7. - 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/3
- **Total days field instructions:** 0
- **ECTS points:** 8
- **Possible languages of instructions:** Croatian, English, German, Polish

**Description:**

This course introduces statistical analysis for text and language processing, covering

- univariate analysis (descriptive statistics)
- bivariate analysis (e.g. correlations)
- multivariate analysis (e.g. regression, cluster analysis, principle component analysis)

All analytical methods will be applied to processing of spoken and textual language data, using programming environments and applications like R, and Microsoft Excel or OpenOffice Spreadsheet. Students will acquire the understanding of the underlying statistical analysis procedures, and also the ability to chose the appropriate analysis methods for specific questions and applications, as well as the ability to use common software tools to perform own analyses of language data.

**Teaching methods:**

|                             |                    |                  |                   |
|-----------------------------|--------------------|------------------|-------------------|
| <b>Lectures</b>             | Exercises          | <b>Seminars</b>  | Laboratory        |
| <b>Independent research</b> | Field work         | <b>Tutorials</b> | <b>Mentoring</b>  |
| Workshops                   | <b>Discussions</b> | <b>Internet</b>  | <b>Multimedia</b> |

**Requirements:**

|           |                     |                     |       |                             |
|-----------|---------------------|---------------------|-------|-----------------------------|
| Oral exam | <b>Written exam</b> | <b>Seminar work</b> | Essay | <b>Active participation</b> |
|-----------|---------------------|---------------------|-------|-----------------------------|

**Student evaluation:**

|                     |                              |          |                     |
|---------------------|------------------------------|----------|---------------------|
| <b>Written exam</b> | Oral exam (A,B,J)            | Essay    | Practical work      |
| <b>Project</b>      | <b>Continuous evaluation</b> | Research | <b>Seminar work</b> |

**Literature:**

Required

- Abney, Stephen (1996) Statistical methods and linguistics. In: Judith Klavans and Philip Resnik (eds.) The Balancing Act. MIT Press Cambridge, MA.  
<http://www.sfs.uni-tuebingen.de/~abney/Papers.html>
- Goldsmith, John (2001) Probability for linguists. Mscr. University of Chicago.  
<http://hum.uchicago.edu/~jagoldsm/Webpage/index.html>

- Paolillo, John C.(2002) Analyzing Linguistic Variation: Statistical Models and Methods. CSLI Publications. ISBN: 1-57586-276-X  
<http://ella.slis.indiana.edu/~paolillo/alv/>
- Manning, Christopher D. and Hinrich Schütze (1999) Foundations of statistical natural language processing. MIT Press. ISBN: 0262133601  
<http://nlp.stanford.edu/fsnlp/>
- Jurafsky, Daniel and James H. Martin (2000) Speech and language processing: An introduction to natural language processing, computational linguistics and speech recognition. Prentice Hall, Englewood Cliffs, NJ. ISBN: 0-13-095069-6  
<http://www.cs.colorado.edu/~martin/slp.html>
- Dalgaard, Peter (2002) Introductory Statistics with R. Springer. ISBN: 0-387-95475-9  
<http://staff.pubhealth.ku.dk/~pd/ISwR.html>

#### Supplementary

- Crawley, Michael J. (2005) Statistics: An Introduction using R. John Wiley & Sons, Ltd. ISBN: 0-470-02297-3  
<http://www3.imperial.ac.uk/naturalsciences/research/statisticsusingr>
- Verzani, John (2004) Using R for Introductory Statistics. Chapman & Hall. ISBN: 1584884509  
<http://wiener.math.csi.cuny.edu/UsingR/>

#### Internet resources

- R manuals: <http://cran.r-project.org/>
- CorpLing with R: <http://groups.google.com/group/corpling-with-r>
- Introduction to R from R Wiki:  
<http://wiki.r-project.org/rwiki/doku.php?id=guides:stats-with-r:01intro-to-r>
- R Tutorial: <http://www.cyclismo.org/tutorial/R/>
- Statistical natural language processing and corpus-based computational linguistics: An annotated list of resources: <http://www-nlp.stanford.edu/links/statnlp.html>

**Course title: Language technologies**  
**Instructor: Doc.Dr. Damir Ćavar**

- **Year/Semester:** 4. / 7. - 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/2
- **Total days of field instructions:** 0
- **ECTS points:** 5
- **Possible languages of instructions:** Croatian, English, German, Polish

**Description:**

This course introduces the wide range of available language technologies, including applications and tools to process and analyze spoken (e.g. speech recognition and spoken language synthesis), as well as written language (e.g. tagging, parsing, clustering, information extraction). Students are introduced to types of applications and various application domains, including language technologies for:

- handicapped
- language education
- automatic text processing and analysis
- machine translation
- human-machine dialogue systems or spoken language interfaces
- language documentation
- grammar modeling and testing
- knowledge representation
- information retrieval

The focus will be to get an understanding of the core technologies, their application in various real-world domains and scenarios, including business applications, as well as their utilization for research in linguistics and related domains.

**Teaching methods:**

|                      |                    |                  |                   |
|----------------------|--------------------|------------------|-------------------|
| <b>Lectures</b>      | Exercises          | <b>Seminars</b>  | Laboratory        |
| Independent research | Field work         | <b>Tutorials</b> | <b>Mentoring</b>  |
| <b>Workshops</b>     | <b>Discussions</b> | <b>Internet</b>  | <b>Multimedia</b> |

**Requirements:**

|           |              |                     |              |                             |
|-----------|--------------|---------------------|--------------|-----------------------------|
| Oral exam | Written exam | <b>Seminar work</b> | <b>Essay</b> | <b>Active participation</b> |
|-----------|--------------|---------------------|--------------|-----------------------------|

**Student evaluation:**

|              |                              |              |                |
|--------------|------------------------------|--------------|----------------|
| Written exam | Oral exam (A,B,J)            | <b>Essay</b> | Practical work |
| Project      | <b>Continuous evaluation</b> | Research     | Seminar work   |



## Literature:

### Required

- Cole, Ronald [et al.] (1998) *Survey of the State of the Art in Human Language Technology*. Studies in Natural Language Processing. Cambridge University Press. ISBN: 0521592771

### Supplementary

- Mitkov, Ruslan,(ed.) (2005) *The Oxford Handbook of Computational Linguistics*. Oxford University Press. ISBN: 019927634X  
<http://pers-www.wlv.ac.uk/~le1825/handbook/index.htm>
- Tadić, Marko (2003) *Jezične tehnologije i hrvatski jezik*, Exlibris, Zagreb. ISBN 953-6310-19-8

### Internet resources

- Survey of the State of the Art in Human Language Technology:  
<http://cslu.cse.ogi.edu/HLTsurvey/>
- Language Technology World: <http://www.lt-world.org/>

**Course title: Corpus linguistics**  
**Instructor: Doc.Dr. Damir Ćavar**

- **Year/Semester:** 4. / 7. - 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/2
- **Total days field instructions:** 0
- **ECTS points:** 5
- **Possible languages of instructions:** Croatian, English, German, Polish

**Description:**

This course introduces theoretical and practical aspects of corpus linguistics. As for the theoretical aspects, the students get an introduction into the theoretical debate between data oriented and empirical linguistics vs. theoretical deductive reasoning about language. The relations between research methods and goals from these different perspectives are discussed, shedding light on the potential of corpus-based studies as a research instrument for the theory of the Language Faculty (generative), as well as descriptive, functional and empiricist approaches.

The practical aspects are approached from different perspectives. The role of corpus creation and analysis for different domains of linguistic and language related research is discussed, pointing out its connections to linguistic domains like field work, language preservation and documentation, and language technologies, as well as language related domains as for example education, sociolinguistic studies, psycholinguistic research, among others.

The potentials for empirical and theoretical work on the basis of corpus analyses will be discussed on the basis of real corpora, including among others the Brown corpus, the Penn Treebank, CHILDES corpora in different languages, and the Croatian Language Corpus.

In practical sessions the students learn how to use common corpus tools, for corpus analysis and corpus creation. Annotation formalisms and technologies are introduced, focusing on the eXtensible Markup Language (XML) and the Text Encoding Initiative (TEI) specification for text corpora, and ELAN for multimedia and audio annotation of language data. Students learn how to create own corpora on the basis of such technologies, and how to perform their individual analyses of data.

This course enables students to understand the theoretical goals of corpus linguistics, to work with computers and linguistic data in various formats, and to create linguistically annotated digital collections of video and audio material, texts and dictionaries on the basis of common technologies and standards.

**Teaching methods:**

|                      |             |                  |                   |
|----------------------|-------------|------------------|-------------------|
| <b>Lectures</b>      | Exercises   | <b>Seminars</b>  | Laboratory        |
| Independent research | Field work  | <b>Tutorials</b> | <b>Mentoring</b>  |
| <b>Workshops</b>     | Discussions | <b>Internet</b>  | <b>Multimedia</b> |

**Requirements:**

|                  |              |                     |       |                             |
|------------------|--------------|---------------------|-------|-----------------------------|
| <b>Oral exam</b> | Written exam | <b>Seminar work</b> | Essay | <b>Active participation</b> |
|------------------|--------------|---------------------|-------|-----------------------------|

**Student evaluation:**

|              |                          |       |                |
|--------------|--------------------------|-------|----------------|
| Written exam | <b>Oral exam (A,B,J)</b> | Essay | Practical work |
|--------------|--------------------------|-------|----------------|

|                |                              |                 |              |
|----------------|------------------------------|-----------------|--------------|
| <b>Project</b> | <b>Continuous evaluation</b> | <b>Research</b> | Seminar work |
|----------------|------------------------------|-----------------|--------------|

### **Literature:**

#### Required

- McEnery, Anthony (2006) *Corpus-Based Language Studies: An Advanced Resource Book*. Routledge. ISBN: 0415286239
- Biber, Douglas, Susan Conrad and Randi Reppen (1998) *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge University Press. ISBN: 0521499577

#### Supplementary

- Mitkov, Ruslan (2005) *The Oxford Handbook of Computational Linguistics*. Oxford University Press. ISBN: 019927634X  
<http://pers-www.wlv.ac.uk/~le1825/handbook/index.htm>

#### Internet resources

- Text Encoding Initiative (TEI): <http://www.tei-c.org/>
- Extensible Markup Language (XML): <http://www.w3.org/XML/>
- KWIC Concordance for Windows:  
[http://www.chs.nihon-u.ac.jp/eng\\_dpt/tukamoto/kwic\\_e.html](http://www.chs.nihon-u.ac.jp/eng_dpt/tukamoto/kwic_e.html)
- WordSmith: <http://www.lexically.net/wordsmith/>
- Statistical natural language processing and corpus-based computational linguistics: An annotated list of resources: <http://www-nlp.stanford.edu/links/statnlp.html>

**Course title: Psycholinguistics****Instructors: Doc.Dr. Damir Ćavar and Doc.Dr. Malgorzata E. Ćavar**

- **Year/Semester:** 4. / 7. - 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/2
- **Total days field instructions:** 0
- **ECTS points:** 6
- **Possible languages of instructions:** Croatian, English, German, Polish

**Description:**

This course covers aspects of first and second language acquisition, and language processing, including language comprehension and production. It focuses on crucial theoretical psycholinguistic questions and experimental and empirical research methods, discussing the relevance for related research domains.

Topics discussed will include analyses of selected subcorpora of the CHILDES corpus, but also central topics in language processing, including: the structure of language; sentence, discourse, and morphological processing; storage and access of words in the mental dictionary; speech processing; the relationship between the computational resources available in working memory and the language processing mechanism; and ambiguity resolution. The course also considers computational modeling, including connectionist models; the relationship between language and thought; and issues in language acquisition including critical period phenomena, the acquisition of speech, and the acquisition of words. Experimental methodologies such as self-paced reading, eye-tracking, cross-modal priming, and neural imaging methods are also examined.

**Teaching methods:**

|                      |                    |                  |                   |
|----------------------|--------------------|------------------|-------------------|
| <b>Lectures</b>      | Exercises          | <b>Seminars</b>  | Laboratory        |
| Independent research | Field work         | <b>Tutorials</b> | <b>Mentoring</b>  |
| Workshops            | <b>Discussions</b> | <b>Internet</b>  | <b>Multimedia</b> |

**Requirements:**

|                  |              |                      |       |                             |
|------------------|--------------|----------------------|-------|-----------------------------|
| <b>Oral exam</b> | Written exam | <b>Seminars work</b> | Essay | <b>Active participation</b> |
|------------------|--------------|----------------------|-------|-----------------------------|

**Student evaluation:**

|                |                              |          |                     |
|----------------|------------------------------|----------|---------------------|
| Written exam   | <b>Oral exam (A,B,J)</b>     | Essay    | Practical work      |
| <b>Project</b> | <b>Continuous evaluation</b> | Research | <b>Seminar work</b> |

**Literature:**

Required

- D.W. Carroll, Psychology of Language. (5th edition 2007) Pacific Grove: Wadsworth

Publishing. ISBN: 0495099694

Supplementary

- Cram101 Textbook Reviews: Outlines & Highlights for Psychology of Language by Carroll. ISBN: 1428816933

Internet resources

- The Psychology of Language Page Links:  
<http://www.psyc.memphis.edu:88/POL/POL.htm>

### 3.2.3. Description of elective courses from other departments at the University of Zadar

**Course title: Onomastics**  
**Instructors: Prof.dr. Vladimir Skračić and mr.sc. Barbara Vodanović**

- **Department:** French language and literature
- **Year/Semester:** 4. / 7. - 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/2
- **Total days of field instructions:** 0
- **ECTS points:** 5
- **Possible languages of instructions:** Croatian

**Description:**  
 Definition of onomastics. The locus of Onomastics within the linguistic field, in particular with respect to Etymology and Dialectology. Main research domains: toponomastics, antroponomastics and names that do not belong to any of these classes. Sub-domains within antroponymy, sub-domains within toponymy. Historical and modern approaches to onomastic corpora. Definition of onomastic signs. Relation between toponomastics and other research domains, in particular historical and geographical domains. Research methods in antroponomastics and toponomastics. Basic terminology.

#### Teaching methods:

|                  |             |           |            |
|------------------|-------------|-----------|------------|
| Lectures         | Exercises   | Seminars  | Laboratory |
| Independent work | Field work  | Tutorials | Mentoring  |
| Workshops        | Discussions | Internet  | Multimedia |

#### Requirements:

|           |              |              |       |                      |
|-----------|--------------|--------------|-------|----------------------|
| Oral exam | Written exam | Seminar work | Essay | Active participation |
|-----------|--------------|--------------|-------|----------------------|

#### Student evaluation:

|              |                       |          |                |
|--------------|-----------------------|----------|----------------|
| Written exam | Oral exam (A,B,J)     | Essay    | Practical work |
| Project      | Continuous evaluation | Research | Seminar work   |

#### Literature:

## Required

- Skok, Petar (1950) Slavenstvo i romanstvo na jadranskim otocima. Jadranski institut JAZU, Zagreb.
- Šimunović, Petar (1986) Istočnojadranska toponimija. Logos, Split.
- Peti, Mirko (1999) O tzv.sadržaju imena. Folia onomastica croatica VIII, Zagreb, 97-122.
- Frančić, Anđela (2002) Međimurska prezimena. Institut za hrvatski jezik i jezikoslovlje, Zagreb.
- Jakić-Cestarić, Vesna (1972) Etnički odnosi u srednjovjekovnom Zadru prema analizi osobnih imena. Radovi zavoda za povijesne znanosti u Zadru XIX, Zadar, 99-165.

## Supplementary

- Baylon, C. and P. Fabre (1982) Les noms des lieux et de personnes, Nathan, Paris.
- Pellegrini, Giovan Battista (1990) Toponomastica italiana. Ulrico Hoepli, Milano.
- Skračić, Vladimir (1996) Toponimija vanjskog i srednjeg niza zadarskih otoka. Književni krug Split i Matica hrvatska, Split.
- Tekavčić, Pavao (1976) O kriterijima stratifikacije i regionalne diferencijacije jugoslavenskog romanstva u svjetlu toponomastike, Onomastica Jugoslavica VI, Zagreb, 35-56.
- Šimunović, Petar (1996) Hrvatska prezimena. Golden marketing, Zagreb.
- Bjelanović, Živko (1988) Antroponimija Bukovice. Književni krug Split, Split.

**Course title: Thought and Language**  
**Instructor: Dr.sc. Pavle Valerjev**

- **Department:** Psychology
- **Year/Semester:** 4. / 7. - 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/2 + 1S
- **Total days of field instructions:** 0
- **ECTS points:** 2
- **Possible languages of instructions:** Croatian, English

**Description:**

Topics:

- Introductory lecture
- Representation of knowledge
- Terms and categories
- Language: the structure of language
- Speech and perception
- Writing and reading
- Deductive reasoning 1
- Deductive reasoning 2
- Inductive and analogous reasoning
- Conclusions and decisions
- Problem solving 1
- Problem solving 2
- Consciousness
- Date for repetitions and additional requirements

**Teaching methods:**

|                      |             |          |                  |
|----------------------|-------------|----------|------------------|
| <b>Lectures</b>      | Exercises   | Seminars | Laboratory       |
| Independent research | Field work  | Tutorial | <b>Mentoring</b> |
| Workshops            | Discussions | Internet | Multimedia       |

**Requirements:**

|                  |                     |              |       |                             |
|------------------|---------------------|--------------|-------|-----------------------------|
| <b>Oral exam</b> | <b>Written exam</b> | Seminar work | Essay | <b>Active participation</b> |
|------------------|---------------------|--------------|-------|-----------------------------|

**Student evaluation:**

|                     |                              |          |                |
|---------------------|------------------------------|----------|----------------|
| <b>Written exam</b> | <b>Oral exam (A,B,J)</b>     | Essay    | Practical work |
| Project             | <b>Continuous evaluation</b> | Research | Seminar work   |



## Literature:

### Required

- Best, John B. (1995) *Cognitive Psychology*. 5th edition. Minneapolis: West Publishing Company. ISBN: 0470002328
- Kellogg, Ronald T. (2002) *Cognitive Psychology*. 2nd edition. London: SAGE Publications. ISBN: 0761921303
- Sternberg, Robert J. (2006) *Kognitivna psihologija*. Jastrebarsko: Naklada Slap. ISBN: 953-191-262-9

### Supplementary

- Eysenck, Michael W. and Mark Y.Keane (2000) *Cognitive Psychology: A Student's Handbook*. 4th edition. Taylor & Francis Group. ISBN: 0863775519
- Osherson, Daniel N. and Edward E.Smith (1990) *Thinking: An Invitation to Cognitive Science*, Vol. 3. MIT Press. ISBN: 0262650355
- Gleitman, Lila R. and Mark Liberman (1995) *An Invitation to Cognitive Science*. 2nd Edition: Vol. 1: Language. MIT Press. ISBN: 0262650444

**Course title: Introduction to artificial intelligence and cognitive modeling**  
**Instructor: Doc.Dr. Pavle Valerjev**

- **Department:** Psychology
- **Year/Semester:** 4. / 7. - 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/2 + 1V
- **Total days of field instructions:** 0
- **ECTS points:** 2
- **Possible languages of instructions:** Croatian, English

**Description:**

This course is divided into two units: Artificial Intelligence, and its application in cognitive science, which we refer to as cognitive modeling. The course introduces a collection of selected topics that seem most appropriate for a one semester introduction into the functions of AI systems and cognitive models. After finishing this course the student is able to get deeper into the domain of cognitive modeling, and be able to acquire the respective computational skills to implement own computational models.

**Teaching methods:**

|                      |                  |           |                  |
|----------------------|------------------|-----------|------------------|
| <b>Lectures</b>      | <b>Exercises</b> | Seminars  | Laboratory       |
| Independent research | Field work       | Tutorials | <b>Mentoring</b> |
| <b>Workshops</b>     | Discussions      | Internet  | Multimedia       |

**Requirements:**

|                  |                     |              |       |                             |
|------------------|---------------------|--------------|-------|-----------------------------|
| <b>Oral exam</b> | <b>Written exam</b> | Seminar work | Essay | <b>Active participation</b> |
|------------------|---------------------|--------------|-------|-----------------------------|

**Student evaluation:**

|                     |                              |          |                |
|---------------------|------------------------------|----------|----------------|
| <b>Written exam</b> | <b>Oral exam (A,B,J)</b>     | Essay    | Practical work |
| Project             | <b>Continuous evaluation</b> | Research | Seminar work   |

**Literature:**

Required

- Russell, S. and P. Norvig (2002) Artificial Intelligence: A Modern Approach. 2nd edition. Englewood Cliffs: Prentice Hall.

Supplementary

- Jackson, P. C. (1985) Introduction to Artificial Intelligence: Second, Enlarged Edition.
- Myung, J., J. R. Busemeyer and M. A. Pitt (2003) Cognitive Modeling. SAGE Publications.
- Polk, T. A. and C. M. Seifert (2002) Cognitive Modeling. Cambridge, MA: A Bradford Book.

**Course title: Lexicology**  
**Instructor: Prof.Dr. Vjekoslav Čosić**

- **Department:** French language and literature
- **Year/Semester:** 4. / 7. - 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/2
- **Total days of field instructions:** 0
- **ECTS points:** 3
- **Possible languages of instructions:** Croatian, French

**Description:**

Richness of the sources of the French lexical inventory: Latin, Greek, Galic, Italian, English, Spanish, etc. Word formation: derivation, compounds, neologisms. Semantic relations: polysemy, synonymy, homonymy, antonymy. Language registers: literal, familiar, folk, vulgar. Sociolinguistic view on the dictionary: argot, jargon and different sociolects. Together with the students of French language and literature.

**Teaching methods:**

|                      |             |                 |                  |
|----------------------|-------------|-----------------|------------------|
| <b>Lectures</b>      | Exercises   | <b>Seminars</b> | Laboratory       |
| Independent research | Field work  | Tutorials       | <b>Mentoring</b> |
| Workshops            | Discussions | Internet        | Multimedia       |

**Requirements:**

|           |                     |                     |       |                      |
|-----------|---------------------|---------------------|-------|----------------------|
| Oral exam | <b>Written exam</b> | <b>Seminar work</b> | Essay | Active participation |
|-----------|---------------------|---------------------|-------|----------------------|

**Student evaluation:**

|                     |                       |          |                     |
|---------------------|-----------------------|----------|---------------------|
| <b>Written exam</b> | Oral exam (A,B,J)     | Essay    | Practical work      |
| Project             | Continuous evaluation | Research | <b>Seminar work</b> |

**Literature:**

Required

- Mitterand, Henri (1968) Les mots français, PUF. ISBN: B0000DOQL7
- Matoré, Georges (1953) La méthode en lexicologie, Paris: Didier.
- Guiraud, Pierre (1967) Structure étymologique du lexique français, Larousse.
- Rey, Alain (1970) La lexicologie (choix des textes), Klincksieck. ISBN: 2252021985
- Guilbert, Louis (1975) La créativité lexicale, Paris, Larousse. ISBN: 2030703400
- Picoche, Jacqueline (1977) Précis de lexicologie française, Paris, Nathan.

ISBN: 209190547X

**Course title: Ethnolinguistic contact in Croatia and Europe**  
**Instructors: Prof.Dr. Dunja Brozović Rončević and Doc.Dr. Nikola Vuletić**

- **Department:** Ethnology and anthropology
- **Year/Semester:** 4. / 7. or 8. or 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/2
- **Total days of field instructions:** 0
- **ECTS points:** 4
- **Possible languages of instructions:** Croatian, English

**Description:**

This course is concerned with the problem of identity and ethnolinguistic differences in Europe. In particular, we focus on the problems of language contact, questions of minorities, minority enclaves, minority politics in European countries, as well as the relations between minorities and majority populations. We will work on ethnolinguistic contacts with selected topics, and a particular focus will lie on the minorities in Croatia and Croatian minorities in European countries. We will discuss the problem of multilinguality in the context of European integration, and the status of language in general within the European Union.

Topics:

- Foundation and levels of identity (language, culture, religion, social environment, historical and political aspects)
- Attitude of individuals and communities, the cultural and linguistic identity of minorities
- Language and ethnic groups, language and nation, prestige languages, standardization of language
- National states, relationship to minorities and minority languages (legal status, education)
- Minorities in Croatia (Albanian, Bosnian, Montenegrin, Czech, Hungarian, German, Rusinian, Serbian, Italian ...)
- Conflict and tolerance, acceptance of differences in the modern Europe
- Language islands in the European area, bilingualism and multilingualism
- Multilingualism in the European Union, language politics and European integration
- Selected examples (Istria, Dalmatia, Baltic, Scandinavia, jewish communities, albanian communities...)

Acquired competences:

The goal of this course is to recognize ethnolinguistic differences in which the historical and modern Europe is rooted. Students will work on seminar papers and publicly present topics they focused on, as based on their individual interests. We expect students to perform independent research, and to actively participate in the discussions of the different topics.

**Teaching methods:**

|                      |             |                 |                   |
|----------------------|-------------|-----------------|-------------------|
| <b>Lectures</b>      | Exercises   | <b>Seminars</b> | Laboratory        |
| Independent research | Field work  | Tutorials       | <b>Mentoring</b>  |
| Workshops            | Discussions | <b>Internet</b> | <b>Multimedia</b> |

**Requirements:**

|                  |                     |                     |       |                             |
|------------------|---------------------|---------------------|-------|-----------------------------|
| <b>Oral exam</b> | <b>Written exam</b> | <b>Seminar work</b> | Essay | <b>Active participation</b> |
|------------------|---------------------|---------------------|-------|-----------------------------|

**Student evaluation:**

|                     |                              |          |                     |
|---------------------|------------------------------|----------|---------------------|
| <b>Written exam</b> | <b>Oral exam (A,B,J)</b>     | Essay    | Practical work      |
| Project             | <b>Continuous evaluation</b> | Research | <b>Seminar work</b> |

**Literature:**

## Required

- Matasović, Ranko (2005) Jezična raznolikost svijeta. Zagreb: Algoritam.
- Etničnost, nacija, identitet, Institut za migracije i narodnosti, Naklada Jesenski i Turk, Hrvatsko sociološko društvo, Zagreb.
- Fishman, Joshua (1999) Handbook of Language and Ethnic Identity, Oxford University Press. (odabrana poglavlja)
- Grbić, Jadranka (1994) Identitet, jezik i razvoj. Zagreb: Institut za etnologiju i folkloristiku.

## Supplementary

- Anderson, B. (1990) Nacija: zamišljena zajednica . Zagreb: Školska knjiga.
- Barbour, Stephen i Cathie Carmichael (eds.). (2000) Language and nationalism in Europe. New York: Oxford University Press.
- Čačić-Kumpres, Jadranka (1999) Kultura, etničnost, identitet, Institut za migracije i narodnosti, Naklada Jesenski i Turk, Hrvatsko sociološko društvo, Zagreb.
- Heršak, Emil (1998) Leksikon migracijskog i etničkog nazivlja, Institut za migracije i narodnosti, Školska knjiga, Zagreb.
- Katičić, Radoslav (1986) Novi jezikoslovni ogledi. Zagreb: Školska knjiga.
- Milardović, Anđelko i Aleksandar Vukić (1988) Manjine u Evropi. Zagreb: Institut za migracije i narodnosti.

- Nelde, P.H. (1982) Sprache und Sprachkonflikt, Wiesbaden.
- Nichols, J. (1992) Linguistic Diversity in Space and Time, Chicago.
- Price, Glanville (ed.) (2000) Encyclopedia of the Languages of Europe, Oxford.
- Wieser Enzyklopädie des europäischen Ostens (2002) Band X. Lexikon der Sprachen des europäischen Ostens (Hrsg. Miloš Okuka), Klagenfurt.



**Course title: Dalmation**  
**Instructor: Doc.Dr. Nikola Vuletić**

- **Department:** French language and literature
- **Year/Semester:** 4. / 7. or 8. or 5. / 9.
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 15/4
- **Total days of field instructions:** 3
- **ECTS points:** 8
- **Possible languages of instructions:** Croatian

**Description:**

1. Romanisation of Dalmatia. - 2. The question of the oneness of East-Adriatic Vulgar Latin. - 3. Research methods for Dalmatian. - 4. Dalmatian dialects: typological characteristics - 5. Conditions for the extinction of Dalmatian. - 6. Relations between Dalmatian and other regional dialects. - 7. Dalmatian terms in Croatian toponymy and its lexicon of traditional professions on the Adriatic.

**Teaching methods:**

|                     |                   |                 |                  |
|---------------------|-------------------|-----------------|------------------|
| <b>Lectures</b>     | Exercises         | <b>Seminars</b> | Laboratory       |
| Individual research | <b>Field work</b> | Tutorials       | <b>Mentoring</b> |
| Workshops           | Discussions       | Internet        | Multimedia       |

**Requirements:**

|                  |                     |                     |       |                      |
|------------------|---------------------|---------------------|-------|----------------------|
| <b>Oral exam</b> | <b>Written exam</b> | <b>Seminar work</b> | Essay | Active participation |
|------------------|---------------------|---------------------|-------|----------------------|

**Student evaluation:**

|                     |                          |          |                     |
|---------------------|--------------------------|----------|---------------------|
| <b>Written exam</b> | <b>Oral exam (A,B,J)</b> | Essay    | Practical work      |
| Project             | Continuous evaluation    | Research | <b>Seminar work</b> |

**Literature:**

Required

- Muljačić, Ž., *Das Dalmatische. Studien zur einen untergegangenen Sprache*, Böhlau Verlag, Köln/Weimar/Wien, 2000
- Skok, P., *Slavenstvo i romanstvo na jadranskim otocima I-II*, Jadranski institut JAZU, Zagreb, 1950
- Tekavčić, P., *Sul vocalismo neolatino autoctono nelle coste orientali dell' Adriatico*, BALM 13-15, Firenze, 1971-73, str. 57-92.

## Supplementary

- Bartoli, M. B., *Il dalmatico*, Istituto della Enciclopedia Italiana, Roma, 2000 (prijevod Bartolijevog djela *Das Dalmatische*, A. Hölder, Wien, 1906)
- Muljačić, Ž. , Dalmatski elementi u mletački pisanim dubrovačkim dokumentima 14. st. , JAZU, Zagreb, 1962 (separat: str. 237-380)
- Vinja, V. Jadranske etimologije. Dopune Skokovu etimologijskom rječniku I – III, HAZU / Školska knjiga, Zagreb, 1998. – 2002.

**Course title: Psychosemantics of language**

**Instructor: Prof.Dr. Vjekoslav Ćosić and Dr. Tomislav Frleta**

- **Department:** French language and literature
- **Year/Semester:** 2009/2010
- **Status:** elective
- **Prerequisites:**
- **No of weeks per semester/no of hours weekly:** 14 / 2
- **ECTS points:** 3

#### **Description**

The life and work of Gustave Guillaume, the creator of psychosemantics of language. Phases of theoretical development: from the problem (*Problème de l'article et sa solution dans la langue française*) to systematics (*Temps et Verbe, Langage et Science du Langage*). Theory of articles in French. Verbal system in French, Latin and Greek. Theory of words and linguistic signs. Teaching at Ecole de Hautes Etudes (*Leçons de linguistique*). Guillaume in the French linguistic tradition: Saussure-Meillet-Guillaume. Guillaume's linguistic school.

#### **Teaching methods:**

|                      |             |                 |            |
|----------------------|-------------|-----------------|------------|
| <b>Lectures</b>      | Exercises   | <b>Seminars</b> | Laboratory |
| Independent research | Field work  | Tutorials       | Mentoring  |
| Workshops            | Discussions | Internet        | Multimedia |

#### **Requirements**

|                  |              |                     |       |                      |
|------------------|--------------|---------------------|-------|----------------------|
| <b>Oral exam</b> | Written exam | <b>Seminar work</b> | Essay | Active participation |
|------------------|--------------|---------------------|-------|----------------------|

#### **Student evaluation**

|                     |                       |          |                     |
|---------------------|-----------------------|----------|---------------------|
| <b>Written exam</b> | Oral exam (A,B,J)     | Essay    | Practical work      |
| Project             | Continuous evaluation | Research | <b>Seminar work</b> |

#### **Literature**

- Required:
- M. Wilmet, *Gustave Guillaume et son école linguistique*, Paris, Nathan, 1972.
  - G. Guillaume, *Principi teorijske lingvistike*, Zagreb, Globus, 1988.
  - F. Tollis, *La parole et le sens: Le guillaumisme et l'approche contemporaine du langage*, Paris, Armand Colin, 1991.
- Supplementary:
- A. Boone - A. Joly, *Glossaire de la systématique du langage*, Paris, L'Harmattan, 2004.
  - G. Guillaume, *Langage et Sciences du Langage*, Paris, Nizet, 1964.

### **3.3. Prerequisites for registration and students' duties**

The requirements for registering subsequent semesters are described in the Regulations for studying at the University of Zadar. Further requirements are that students have to pass the exams of the required courses in the linguistics MA program from the previous semester.

### **3.4. List of courses and/or modules from other programs**

Students can select the courses listed in sections 2.2. and 3.1.

In addition to that, the advisor recommends courses to the students, depending on the offers at the University of Zadar, as soon as a list of these courses is available. The focus lies on courses in the linguistic domain that are related to languages, psycholinguistics, information science, empirical and computational research methods.

### **3.5. List of courses and/or modules that can be offered in a foreign language**

| <b>Courses</b>                                                 | <b>Languages</b>        |
|----------------------------------------------------------------|-------------------------|
| General phonetics and phonology                                | English, German, Polish |
| Morphology                                                     | English                 |
| Semantics                                                      | French                  |
| Syntax                                                         | English, German, Polish |
| Lexicology and lexicography                                    | English                 |
| Linguistic anthropology                                        | English                 |
| Speech analysis                                                | English, German, Polish |
| Empirical phonology                                            | English, German, Polish |
| Theoretical phonology                                          | English, German, Polish |
| Programming for linguists                                      | English, German         |
| Statistics for linguists                                       | English, German         |
| Language technologies                                          | English, German, Polish |
| Corpus linguistics                                             | English, German, Polish |
| Psycholinguistics                                              | English, German         |
| Onomastics                                                     | French                  |
| Thought and language                                           | English                 |
| Introduction to artificial intelligence and cognitive modeling | English                 |
| Ethnolinguistic contacts in Croatia and Europe                 | English                 |
| Psychosemantics of language                                    | French                  |

### **3.6. Criteria and requirements for transfer of ECTS-credits**

Students can choose elective courses from the first semester on.

Students are encouraged to select elective courses on the basis of their individual interest and chosen sub-domain of linguistics, but **always after consulting the advisor and getting permission.**

Students can choose elective courses from the list of courses offered in this program.

Students can choose elective courses from other MA programs at the University of Zadar, if these courses are selected as appropriate by the linguistics faculty for the program. The program committee decides about the ECTS credits for each of these courses, obeying the ECTS crediting standards.

### **3.7. Procedures for the completion of studies**

#### **a) Procedures for the acceptance of a topic for the diploma or MA thesis**

For the submission of the diploma or MA thesis and acquiring the academic title magister linguisticae in this program, the student must have collected at least 105 ECTS credit points (30 points are acquired with the diploma or MA thesis), from which 29 ECTS points must be from the required courses.

The topic for the diploma or MA thesis is agreed upon together with the advisor. Topics are approved in the faculty meeting of the linguistics program.

#### **b) Completion of studies**

As defined in the statutes for studying.

### **3.8. Conditions under which students who left the program, or lost the right to study may continue studies**

As defined in the statutes for studying.

## **4. Condition for running the program**

### **4.1. Location**

The courses are held in the rooms of the University of Zadar (and the Department of Linguistics in foundation). Fieldwork courses will be held in cooperation with the faculty from the Center for Adriatic Onomastic Studies, the Institute of Croatian Language and Linguistics, the Psychology Department and the Department for Ethnology and Anthropology at the University of Zadar.

### **4.2. Room and equipment**

The University of Zadar provides lecture rooms and computer pools, which satisfy the needs for the interdisciplinary MA program in Linguistics.

### **4.3. Faculty**