

# **Department of Linguistics**

Academic year 2021 / 2022

Date: 30.11.2021

## **Studies**

# University undergraduate double major study Linguistics

## 1. semester

### Mandatory courses

35899	General Linguistics	50	30/30/0
160833	Indo-European Linguistics	30	30/0/0
39622	Physical Education 1	0	0/0/30

### Foreign language for special purposes - choose one language (1933)

225414	English for Academic Purposes 1	20	0/30/0
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### Substitute course for foreign language for special purposes - choose a substitute course (2011)

225414	English for Academic Purposes 1	20	0/30/0
225418	French for Academic Purposes 1	20	0/30/0
225420	French for Academic Purposes 3	20	0/30/0
225422	German for Academic Purposes 1	20	0/30/0
225424	German for Academic Purposes 3	20	0/30/0
225434	Italian for Academic Purposes 1	20	0/30/0
225436	Italian for Academic Purposes 3	20	0/30/0
225426	Russian for Academic Purposes 1	20	0/30/0
225428	Russian for Academic Purposes 3	20	0/30/0
225430	Spanish for Academic Purposes 1	20	0/30/0
225432	Spanish for Academic Purposes 3	20	0/30/0

### Elective courses - choose until study quota is full (1882)

#### Courses from this department

52334	Indo-European Language Course: Old Irish I	30	15/15/0
160765	Indo-European Phonology	50	30/15/0
225505	Introduction to Linguistic Analysis	50	30/15/0
52304	Speech Ethics	50	30/15/0

#### Courses from other departments

Number of courses: 203

## 2. semester

### Mandatory courses

39624	Physical Education 2	0	0/0/30
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### Internal elective courses - choose 10 ECTS credits (1884)

37163	Algebraic Linguistics	50	30/30/0
37164	Applied Linguistics	50	30/30/0
37170	Corpus Linguistics	50	30/15/0
37165	History of Linguistic Theories	50	30/15/0
52310	Indo-European Language Course: Old Irish II	20	15/15/0
37166	Indo-European Morphology	50	30/15/0
37159	Indo-European Reading of Latin Texts	50	30/15/0
184250	Languages of the World	50	30/15/0
70968	Lithuanian Course	50	30/15/0

### Foreign language for special purposes - choose same language as in 1st semester (1899)

225415	English for Academic Purposes 2	20	0/30/0
225419	French for Academic Purposes 2	20	0/30/0
225423	German for Academic Purposes 2	20	0/30/0
225435	Italian for Academic Purposes 2	20	0/30/0
225427	Russian for Academic Purposes 2	20	0/30/0
225431	Spanish for Academic Purposes 2	20	0/30/0

### Substitute course for foreign language for special purposes - choose a substitute course (2012)

225415	English for Academic Purposes 2	20	0/30/0
225419	French for Academic Purposes 2	20	0/30/0
225421	French for Academic Purposes 4	20	0/30/0
225423	German for Academic Purposes 2	20	0/30/0
225425	German for Academic Purposes 4	20	0/30/0
225435	Italian for Academic Purposes 2	20	0/30/0
225437	Italian for Academic Purposes 4	20	0/30/0
225427	Russian for Academic Purposes 2	20	0/30/0
225429	Russian for Academic Purposes 4	20	0/30/0
225431	Spanish for Academic Purposes 2	20	0/30/0
225433	Spanish for Academic Purposes 4	20	0/30/0

### Elective courses - choose at least 2 ECTS credits (1883)

#### Courses from this department

37163	Algebraic Linguistics	50	30/30/0
37164	Applied Linguistics	50	30/30/0
37170	Corpus Linguistics	50	30/15/0
37165	History of Linguistic Theories	50	30/15/0
52310	Indo-European Language Course: Old Irish II	20	15/15/0
37166	Indo-European Morphology	50	30/15/0
37159	Indo-European Reading of Latin Texts	50	30/15/0
184250	Languages of the World	50	30/15/0
70968	Lithuanian Course	50	30/15/0

#### Courses from other departments

Number of courses: 203

### 3. semester

#### Mandatory courses

51688	Phonology	50	30/30/0
50927	Physical Education 3	0	0/0/30

#### Internal elective courses - choose 5 ECTS credits (3967)

132716	Comparative grammar of Indo-European languages - Hittite	50	30/15/0
51690	Foundations of Cognitive Linguistics	50	30/15/0
37161	Generative Grammar	50	30/15/0
52334	Indo-European Language Course: Old Irish I	30	15/15/0
67323	Indo-European Mythology	50	30/15/0
160765	Indo-European Phonology	50	30/15/0
80856	Introduction to Semiology	50	30/15/0
52303	Introduction to Typology	50	30/15/0
161129	Semantic Typology	50	30/15/0
52304	Speech Ethics	50	30/15/0
64218	Structure of Artificial Languages	50	30/15/0

#### Elective courses - choose at least 2 ECTS credits (3822)

##### Courses from this department

132716	Comparative grammar of Indo-European languages - Hittite	50	30/15/0
51690	Foundations of Cognitive Linguistics	50	30/15/0
37161	Generative Grammar	50	30/15/0
52334	Indo-European Language Course: Old Irish I	30	15/15/0
67323	Indo-European Mythology	50	30/15/0
160765	Indo-European Phonology	50	30/15/0
80856	Introduction to Semiology	50	30/15/0
52303	Introduction to Typology	50	30/15/0
161129	Semantic Typology	50	30/15/0
52304	Speech Ethics	50	30/15/0
64218	Structure of Artificial Languages	50	30/15/0

##### Courses from other departments

Number of courses: 203

## 4. semester

### Mandatory courses

51692	Morphology	50	30/30/0
50932	Physical Education 4	0	0/0/30

### Internal elective courses - choose 5 ECTS credits (4318)

37163	Algebraic Linguistics	50	30/30/0
37164	Applied Linguistics	50	30/30/0
37170	Corpus Linguistics	50	30/15/0
37165	History of Linguistic Theories	50	30/15/0
52310	Indo-European Language Course: Old Irish II	20	15/15/0
37166	Indo-European Morphology	50	30/15/0
37159	Indo-European Reading of Latin Texts	50	30/15/0
170262	Introduction to Psycholinguistics	50	30/15/0
184250	Languages of the World	50	30/15/0
37171	Linguistics and Its Dialects	50	30/15/0
70968	Lithuanian Course	50	30/15/0

### Elective courses - choose at least 2 ECTS credits (3838)

#### Courses from this department

37163	Algebraic Linguistics	50	30/30/0
37164	Applied Linguistics	50	30/30/0
37170	Corpus Linguistics	50	30/15/0
37165	History of Linguistic Theories	50	30/15/0
52310	Indo-European Language Course: Old Irish II	20	15/15/0
37166	Indo-European Morphology	50	30/15/0
37159	Indo-European Reading of Latin Texts	50	30/15/0
170262	Introduction to Psycholinguistics	50	30/15/0
184250	Languages of the World	50	30/15/0
37171	Linguistics and Its Dialects	50	30/15/0
70968	Lithuanian Course	50	30/15/0

#### Courses from other departments

Number of courses: 203

## 5. semester

### Mandatory courses

51689	Syntax	50	30/30/0
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### Elective courses - choose at least 8 ECTS credits (4023)

#### Courses from this department

132716	Comparative grammar of Indo-European languages - Hittite	50	30/15/0
51690	Foundations of Cognitive Linguistics	50	30/15/0
37161	Generative Grammar	50	30/15/0
52334	Indo-European Language Course: Old Irish I	30	15/15/0
67323	Indo-European Mythology	50	30/15/0
160765	Indo-European Phonology	50	30/15/0
80856	Introduction to Semiology	50	30/15/0
52303	Introduction to Typology	50	30/15/0
161129	Semantic Typology	50	30/15/0
52304	Speech Ethics	50	30/15/0
64218	Structure of Artificial Languages	50	30/15/0

#### Courses from other departments

Number of courses: 203

## 6. semester

### Mandatory courses

51693	Semantics	50	30/30/0
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### Elective courses - choose at least 10 ECTS credits (6108)

#### Courses from this department

37163	Algebraic Linguistics	50	30/30/0
37164	Applied Linguistics	50	30/30/0
37170	Corpus Linguistics	50	30/15/0
37165	History of Linguistic Theories	50	30/15/0
52310	Indo-European Language Course: Old Irish II	20	15/15/0
37166	Indo-European Morphology	50	30/15/0
37159	Indo-European Reading of Latin Texts	50	30/15/0
170262	Introduction to Psycholinguistics	50	30/15/0
184250	Languages of the World	50	30/15/0
37171	Linguistics and Its Dialects	50	30/15/0
70968	Lithuanian Course	50	30/15/0

#### Courses from other departments

Number of courses: 203



# University graduate double major study

## Linguistics with Emphasis on Applied Linguistics

### 1. semester

#### Mandatory courses

117627	Language in Public and Interpersonal Communication	50	30/15/0
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#### Elective courses - choose at least 10 ECTS credits (10692)

##### Courses from this department

117628	Cognitive Syntax and Semantics	50	30/15/0
132716	Comparative grammar of Indo-European languages - Hittite	50	30/15/0
117624	Discourse analysis	50	30/15/0
125475	E-lexicon	50	30/15/0
117625	Human Language Technologies	50	30/15/0
52334	Indo-European Language Course: Old Irish I	30	15/15/0
67323	Indo-European Mythology	50	30/15/0
160765	Indo-European Phonology	50	30/15/0
52303	Introduction to Typology	50	30/15/0
118139	Languages, cultures and identities of young people	50	30/15/0
184251	Psycholinguistic Research Methods I	50	30/15/0
118141	Selected topics from sociosemiology and sociosemiotics	50	30/15/0
117630	Signs in Communication	50	30/15/0
117629	Statistical methods in linguistics	50	30/15/0

##### Courses from other departments

Number of courses: 201

## 2. semester

### Mandatory courses

124368	Language Development and Learning	50	30/15/0
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### Elective courses - choose at least 10 ECTS credits (11994)

#### Courses from this department

124364	Cognitive models of semantic changes	50	30/15/0
118142	Dependency grammar	50	30/15/0
52310	Indo-European Language Course: Old Irish II	20	15/15/0
37166	Indo-European Morphology	50	30/15/0
37159	Indo-European Reading of Latin Texts	50	30/15/0
184250	Languages of the World	50	30/15/0
70968	Lithuanian Course	50	30/15/0
215608	Meanings in Language	50	30/15/0
124365	Mental Lexicon	50	30/15/0
129270	Psycholinguistic research methods 2	50	15/30/0
125474	Reading of Old Irish Texts	30	0/30/0
124366	Selected chapters from algebraic linguistics	50	30/15/0
215607	Semiotics in Advertising	50	30/15/0
141836	Signs in society	50	30/15/0
140253	Translator and the computer	50	30/15/0

#### Courses from other departments

Number of courses: 172

### 3. semester

#### Mandatory courses

117626	Language disorders	50	30/15/0
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#### Elective courses - choose at least 5 ECTS credits (10793)

##### Courses from this department

117628	Cognitive Syntax and Semantics	50	30/15/0
132716	Comparative grammar of Indo-European languages - Hittite	50	30/15/0
117624	Discourse analysis	50	30/15/0
125475	E-lexicon	50	30/15/0
117625	Human Language Technologies	50	30/15/0
52334	Indo-European Language Course: Old Irish I	30	15/15/0
67323	Indo-European Mythology	50	30/15/0
160765	Indo-European Phonology	50	30/15/0
52303	Introduction to Typology	50	30/15/0
118139	Languages, cultures and identities of young people	50	30/15/0
184251	Psycholinguistic Research Methods I	50	30/15/0
118141	Selected topics from sociosemiology and sociosemiotics	50	30/15/0
117630	Signs in Communication	50	30/15/0
117629	Statistical methods in linguistics	50	30/15/0

##### Courses from other departments

Number of courses: 201

#### 4. semester

##### Mandatory courses

124369	Semantics of understanding	50	30/15/0
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##### Internal elective courses - choose graduate thesis or 15 ECTS credits among internal elective courses (11963)

124364	Cognitive models of semantic changes	50	30/15/0
118142	Dependency grammar	50	30/15/0
124786	Diploma thesis in Linguistics	15	0/0/0
		0	
52310	Indo-European Language Course: Old Irish II	20	15/15/0
37166	Indo-European Morphology	50	30/15/0
37159	Indo-European Reading of Latin Texts	50	30/15/0
70968	Lithuanian Course	50	30/15/0
215608	Meanings in Language	50	30/15/0
124365	Mental Lexicon	50	30/15/0
129270	Psycholinguistic research methods 2	50	15/30/0
125474	Reading of Old Irish Texts	30	0/30/0
124366	Selected chapters from algebraic linguistics	50	30/15/0
215607	Semiotics in Advertising	50	30/15/0
141836	Signs in society	50	30/15/0
140253	Translator and the computer	50	30/15/0

# University graduate double major study

## Linguistics with Emphasis on Cognitive Linguistics

### 1. semester

#### Mandatory courses

117628	Cognitive Syntax and Semantics	50	30/15/0
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#### Elective courses - Choose at least 10 ECTS credits (10689)

##### Courses from this department

132716	Comparative grammar of Indo-European languages - Hittite	50	30/15/0
117624	Discourse analysis	50	30/15/0
125475	E-lexicon	50	30/15/0
117625	Human Language Technologies	50	30/15/0
52334	Indo-European Language Course: Old Irish I	30	15/15/0
67323	Indo-European Mythology	50	30/15/0
160765	Indo-European Phonology	50	30/15/0
52303	Introduction to Typology	50	30/15/0
117626	Language disorders	50	30/15/0
117627	Language in Public and Interpersonal Communication	50	30/15/0
118139	Languages, cultures and identities of young people	50	30/15/0
184251	Psycholinguistic Research Methods I	50	30/15/0
118141	Selected topics from sociosemiology and sociosemiotics	50	30/15/0
117630	Signs in Communication	50	30/15/0

##### Courses from other departments

Number of courses: 201

## 2. semester

### Mandatory courses

124365	Mental Lexicon	50	30/15/0
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### Elective courses - Choose at least 10 ECTS credits (11852)

#### Courses from this department

118142	Dependency grammar	50	30/15/0
52310	Indo-European Language Course: Old Irish II	20	15/15/0
37166	Indo-European Morphology	50	30/15/0
37159	Indo-European Reading of Latin Texts	50	30/15/0
124368	Language Development and Learning	50	30/15/0
184250	Languages of the World	50	30/15/0
70968	Lithuanian Course	50	30/15/0
215608	Meanings in Language	50	30/15/0
129270	Psycholinguistic research methods 2	50	15/30/0
125474	Reading of Old Irish Texts	30	0/30/0
124366	Selected chapters from algebraic linguistics	50	30/15/0
124369	Semantics of understanding	50	30/15/0
215607	Semiotics in Advertising	50	30/15/0
141836	Signs in society	50	30/15/0
140253	Translator and the computer	50	30/15/0

#### Courses from other departments

Number of courses: 172

### 3. semester

#### Mandatory courses

117629	Statistical methods in linguistics	50	30/15/0
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#### Elective courses - choose at least 5 ECTS credits (10790)

##### Courses from this department

132716	Comparative grammar of Indo-European languages - Hittite	50	30/15/0
117624	Discourse analysis	50	30/15/0
125475	E-lexicon	50	30/15/0
117625	Human Language Technologies	50	30/15/0
52334	Indo-European Language Course: Old Irish I	30	15/15/0
67323	Indo-European Mythology	50	30/15/0
160765	Indo-European Phonology	50	30/15/0
52303	Introduction to Typology	50	30/15/0
117626	Language disorders	50	30/15/0
117627	Language in Public and Interpersonal Communication	50	30/15/0
118139	Languages, cultures and identities of young people	50	30/15/0
184251	Psycholinguistic Research Methods I	50	30/15/0
118141	Selected topics from sociosemiology and sociosemiotics	50	30/15/0
117630	Signs in Communication	50	30/15/0

##### Courses from other departments

Number of courses: 201

#### 4. semester

##### Mandatory courses

124364	Cognitive models of semantic changes	50	30/15/0
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##### Internal elective courses - choose graduate thesis or 15 ECTS credits among internal elective courses (11960)

118142	Dependency grammar	50	30/15/0
124786	Diploma thesis in Linguistics	15	0/0/0
		0	
52310	Indo-European Language Course: Old Irish II	20	15/15/0
37166	Indo-European Morphology	50	30/15/0
37159	Indo-European Reading of Latin Texts	50	30/15/0
124368	Language Development and Learning	50	30/15/0
70968	Lithuanian Course	50	30/15/0
215608	Meanings in Language	50	30/15/0
129270	Psycholinguistic research methods 2	50	15/30/0
124366	Selected chapters from algebraic linguistics	50	30/15/0
124369	Semantics of understanding	50	30/15/0
215607	Semiotics in Advertising	50	30/15/0
141836	Signs in society	50	30/15/0
140253	Translator and the computer	50	30/15/0



# University graduate double major study

## Linguistics with Emphasis on Comparative Linguistics

### 1. semester

**Elective courses - Choose at least 13 ECTS credits (10691)**

#### **Courses from this department**

117628	Cognitive Syntax and Semantics	50	30/15/0
132716	Comparative grammar of Indo-European languages - Hittite	50	30/15/0
117624	Discourse analysis	50	30/15/0
125475	E-lexicon	50	30/15/0
117625	Human Language Technologies	50	30/15/0
52334	Indo-European Language Course: Old Irish I	30	15/15/0
67323	Indo-European Mythology	50	30/15/0
160765	Indo-European Phonology	50	30/15/0
52303	Introduction to Typology	50	30/15/0
117626	Language disorders	50	30/15/0
117627	Language in Public and Interpersonal Communication	50	30/15/0
118139	Languages, cultures and identities of young people	50	30/15/0
184251	Psycholinguistic Research Methods I	50	30/15/0
118141	Selected topics from sociosemiology and sociosemiotics	50	30/15/0
117630	Signs in Communication	50	30/15/0
117629	Statistical methods in linguistics	50	30/15/0

#### **Courses from other departments**

Number of courses: 201

## 2. semester

### Elective courses - Choose at least 13 ECTS credits (11853)

#### Courses from this department

124364	Cognitive models of semantic changes	50	30/15/0
118142	Dependency grammar	50	30/15/0
52310	Indo-European Language Course: Old Irish II	20	15/15/0
37166	Indo-European Morphology	50	30/15/0
37159	Indo-European Reading of Latin Texts	50	30/15/0
124368	Language Development and Learning	50	30/15/0
184250	Languages of the World	50	30/15/0
70968	Lithuanian Course	50	30/15/0
215608	Meanings in Language	50	30/15/0
124365	Mental Lexicon	50	30/15/0
129270	Psycholinguistic research methods 2	50	15/30/0
125474	Reading of Old Irish Texts	30	0/30/0
124366	Selected chapters from algebraic linguistics	50	30/15/0
124369	Semantics of understanding	50	30/15/0
215607	Semiotics in Advertising	50	30/15/0
141836	Signs in society	50	30/15/0
140253	Translator and the computer	50	30/15/0

#### Courses from other departments

Number of courses: 172

### 3. semester

**Elective courses - choose at least 15 ECTS credits (10792)**

#### **Courses from this department**

117628	Cognitive Syntax and Semantics	50	30/15/0
132716	Comparative grammar of Indo-European languages - Hittite	50	30/15/0
117624	Discourse analysis	50	30/15/0
125475	E-lexicon	50	30/15/0
117625	Human Language Technologies	50	30/15/0
52334	Indo-European Language Course: Old Irish I	30	15/15/0
67323	Indo-European Mythology	50	30/15/0
160765	Indo-European Phonology	50	30/15/0
52303	Introduction to Typology	50	30/15/0
117626	Language disorders	50	30/15/0
117627	Language in Public and Interpersonal Communication	50	30/15/0
118139	Languages, cultures and identities of young people	50	30/15/0
184251	Psycholinguistic Research Methods I	50	30/15/0
118141	Selected topics from sociosemiology and sociosemiotics	50	30/15/0
117630	Signs in Communication	50	30/15/0
117629	Statistical methods in linguistics	50	30/15/0

#### **Courses from other departments**

Number of courses: 201

#### 4. semester

**Elective courses or graduate thesis - choose graduate thesis or 15 ECTS credits among elective courses (11962)**

##### **Courses from this department**

124364	Cognitive models of semantic changes	50	30/15/0
118142	Dependency grammar	50	30/15/0
124786	Diploma thesis in Linguistics	15	0/0/0
		0	
52310	Indo-European Language Course: Old Irish II	20	15/15/0
37166	Indo-European Morphology	50	30/15/0
37159	Indo-European Reading of Latin Texts	50	30/15/0
124368	Language Development and Learning	50	30/15/0
184250	Languages of the World	50	30/15/0
70968	Lithuanian Course	50	30/15/0
215608	Meanings in Language	50	30/15/0
124365	Mental Lexicon	50	30/15/0
129270	Psycholinguistic research methods 2	50	15/30/0
125474	Reading of Old Irish Texts	30	0/30/0
124366	Selected chapters from algebraic linguistics	50	30/15/0
124369	Semantics of understanding	50	30/15/0
215607	Semiotics in Advertising	50	30/15/0
141836	Signs in society	50	30/15/0
140253	Translator and the computer	50	30/15/0

##### **Courses from other departments**

Number of courses: 172

# University graduate double major study

## Linguistics with Emphasis on Computer Linguistics

### 1. semester

#### Mandatory courses

117625	Human Language Technologies	50	30/15/0
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#### Elective courses - choose at least 10 ECTS credits (10693)

##### Courses from this department

117628	Cognitive Syntax and Semantics	50	30/15/0
132716	Comparative grammar of Indo-European languages - Hittite	50	30/15/0
117624	Discourse analysis	50	30/15/0
125475	E-lexicon	50	30/15/0
52334	Indo-European Language Course: Old Irish I	30	15/15/0
67323	Indo-European Mythology	50	30/15/0
160765	Indo-European Phonology	50	30/15/0
52303	Introduction to Typology	50	30/15/0
117626	Language disorders	50	30/15/0
117627	Language in Public and Interpersonal Communication	50	30/15/0
118139	Languages, cultures and identities of young people	50	30/15/0
184251	Psycholinguistic Research Methods I	50	30/15/0
118141	Selected topics from sociosemiology and sociosemiotics	50	30/15/0
117630	Signs in Communication	50	30/15/0

##### Courses from other departments

Number of courses: 201

## 2. semester

### Mandatory courses

124366	Selected chapters from algebraic linguistics	50	30/15/0
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### Elective courses - choose at least 10 ECTS credits (11995)

#### Courses from this department

124364	Cognitive models of semantic changes	50	30/15/0
118142	Dependency grammar	50	30/15/0
52310	Indo-European Language Course: Old Irish II	20	15/15/0
37166	Indo-European Morphology	50	30/15/0
37159	Indo-European Reading of Latin Texts	50	30/15/0
124368	Language Development and Learning	50	30/15/0
184250	Languages of the World	50	30/15/0
70968	Lithuanian Course	50	30/15/0
215608	Meanings in Language	50	30/15/0
124365	Mental Lexicon	50	30/15/0
129270	Psycholinguistic research methods 2	50	15/30/0
125474	Reading of Old Irish Texts	30	0/30/0
124369	Semantics of understanding	50	30/15/0
215607	Semiotics in Advertising	50	30/15/0
141836	Signs in society	50	30/15/0
140253	Translator and the computer	50	30/15/0

#### Courses from other departments

Number of courses: 172

### 3. semester

#### Mandatory courses

117629	Statistical methods in linguistics	50	30/15/0
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#### Elective courses - choose at least 5 ECTS credits (10794)

##### Courses from this department

117628	Cognitive Syntax and Semantics	50	30/15/0
132716	Comparative grammar of Indo-European languages - Hittite	50	30/15/0
117624	Discourse analysis	50	30/15/0
125475	E-lexicon	50	30/15/0
52334	Indo-European Language Course: Old Irish I	30	15/15/0
67323	Indo-European Mythology	50	30/15/0
160765	Indo-European Phonology	50	30/15/0
52303	Introduction to Typology	50	30/15/0
117626	Language disorders	50	30/15/0
117627	Language in Public and Interpersonal Communication	50	30/15/0
118139	Languages, cultures and identities of young people	50	30/15/0
184251	Psycholinguistic Research Methods I	50	30/15/0
118141	Selected topics from sociosemiology and sociosemiotics	50	30/15/0
117630	Signs in Communication	50	30/15/0

##### Courses from other departments

Number of courses: 201

#### 4. semester

##### Mandatory courses

124367	Translator and the computer	50	30/15/0
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##### Internal elective courses - choose graduate thesis or 15 ECTS credits among internal elective courses (11964)

124364	Cognitive models of semantic changes	50	30/15/0
118142	Dependency grammar	50	30/15/0
124786	Diploma thesis in Linguistics	15	0/0/0
		0	
52310	Indo-European Language Course: Old Irish II	20	15/15/0
37166	Indo-European Morphology	50	30/15/0
37159	Indo-European Reading of Latin Texts	50	30/15/0
124368	Language Development and Learning	50	30/15/0
70968	Lithuanian Course	50	30/15/0
215608	Meanings in Language	50	30/15/0
124365	Mental Lexicon	50	30/15/0
129270	Psycholinguistic research methods 2	50	15/30/0
125474	Reading of Old Irish Texts	30	0/30/0
124369	Semantics of understanding	50	30/15/0
215607	Semiotics in Advertising	50	30/15/0
141836	Signs in society	50	30/15/0



# University graduate double major study

## Linguistics with Emphasis on General Linguistics

### 1. semester

#### Mandatory courses

117630	Signs in Communication	50	30/15/0
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#### Elective courses - choose at least 10 ECTS credits (11073)

##### Courses from this department

117628	Cognitive Syntax and Semantics	50	30/15/0
132716	Comparative grammar of Indo-European languages - Hittite	50	30/15/0
125475	E-lexicon	50	30/15/0
117625	Human Language Technologies	50	30/15/0
52334	Indo-European Language Course: Old Irish I	30	15/15/0
67323	Indo-European Mythology	50	30/15/0
160765	Indo-European Phonology	50	30/15/0
52303	Introduction to Typology	50	30/15/0
117626	Language disorders	50	30/15/0
117627	Language in Public and Interpersonal Communication	50	30/15/0
118139	Languages, cultures and identities of young people	50	30/15/0
184251	Psycholinguistic Research Methods I	50	30/15/0
118141	Selected topics from sociosemiology and sociosemiotics	50	30/15/0
117629	Statistical methods in linguistics	50	30/15/0

##### Courses from other departments

Number of courses: 201

## 2. semester

### Mandatory courses

124365	Mental Lexicon	50	30/15/0
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### Elective courses - choose at least 10 ECTS credits (11993)

#### Courses from this department

124364	Cognitive models of semantic changes	50	30/15/0
118142	Dependency grammar	50	30/15/0
52310	Indo-European Language Course: Old Irish II	20	15/15/0
37166	Indo-European Morphology	50	30/15/0
37159	Indo-European Reading of Latin Texts	50	30/15/0
124368	Language Development and Learning	50	30/15/0
184250	Languages of the World	50	30/15/0
70968	Lithuanian Course	50	30/15/0
215608	Meanings in Language	50	30/15/0
129270	Psycholinguistic research methods 2	50	15/30/0
125474	Reading of Old Irish Texts	30	0/30/0
124366	Selected chapters from algebraic linguistics	50	30/15/0
124369	Semantics of understanding	50	30/15/0
215607	Semiotics in Advertising	50	30/15/0
140253	Translator and the computer	50	30/15/0

#### Courses from other departments

Number of courses: 172

### 3. semester

#### Mandatory courses

117624	Discourse analysis	50	30/15/0
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#### Elective courses - choose at least 5 ECTS credits (10791)

##### Courses from this department

117628	Cognitive Syntax and Semantics	50	30/15/0
132716	Comparative grammar of Indo-European languages - Hittite	50	30/15/0
125475	E-lexicon	50	30/15/0
117625	Human Language Technologies	50	30/15/0
52334	Indo-European Language Course: Old Irish I	30	15/15/0
67323	Indo-European Mythology	50	30/15/0
160765	Indo-European Phonology	50	30/15/0
52303	Introduction to Typology	50	30/15/0
117626	Language disorders	50	30/15/0
117627	Language in Public and Interpersonal Communication	50	30/15/0
118139	Languages, cultures and identities of young people	50	30/15/0
184251	Psycholinguistic Research Methods I	50	30/15/0
118141	Selected topics from sociosemiology and sociosemiotics	50	30/15/0
117629	Statistical methods in linguistics	50	30/15/0

##### Courses from other departments

Number of courses: 201

#### 4. semester

##### Mandatory courses

124370	Signs in society	50	30/15/0
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##### Internal elective courses - choose graduate thesis or 15 ECTS credits among internal elective courses (11961)

124364	Cognitive models of semantic changes	50	30/15/0
118142	Dependency grammar	50	30/15/0
124786	Diploma thesis in Linguistics	15	0/0/0
		0	
52310	Indo-European Language Course: Old Irish II	20	15/15/0
37166	Indo-European Morphology	50	30/15/0
37159	Indo-European Reading of Latin Texts	50	30/15/0
124368	Language Development and Learning	50	30/15/0
70968	Lithuanian Course	50	30/15/0
215608	Meanings in Language	50	30/15/0
129270	Psycholinguistic research methods 2	50	15/30/0
124366	Selected chapters from algebraic linguistics	50	30/15/0
124369	Semantics of understanding	50	30/15/0
215607	Semiotics in Advertising	50	30/15/0
140253	Translator and the computer	50	30/15/0



## **Courses**

# Algebraic Linguistics

<b>Name</b>	Algebraic Linguistics
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	50
<b>ID</b>	37163
<b>Semesters</b>	Summer
<b>Teachers</b>	Marko Tadić, PhD, Full Professor (primary) Matea Filko, PhD, Assistant
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	To enrol course it is necessary to pass course General Linguistics
<b>Goal</b>	The course provides introduction, preparation and basic information for the students regarding models and methods essential for understanding formal approaches in linguistics and linguistic theories.
<b>Teaching methods</b>	Lectures, seminars, discussions, individual assignments
<b>Assessment methods</b>	Verification of knowledge with two colloquies during the course, accumulation of points by solving individual assignments and attendance at lectures and seminars. The score from the teaching obligations is credited in proportion to the points collected. Students who thus collect at least 95% of the possible total number of points are exempt from the exam. Other students attend the written exam, and the arithmetic mean between the mark from the written exam and the mark obtained by fulfilling the teaching obligations is taken as the final grade. Students who are dissatisfied with the mark from the written part of the exam can attend the oral exam and in this case the arithmetic mean of all three marks is taken as the final grade.

## Learning outcomes

1. To acquire the basic characteristics of formal approaches in linguistics
2. To acquire methods of algebraic linguistics
3. To acquire different types of formal notations
4. To apply the methods of algebraic linguistics in the description of natural language
5. To apply knowledge acquired at the course to corpus search, thus linking two linguistic disciplines

## Content

1. The position of algebraic linguistics within linguistics
2. Logic: propositional algebra, logical proposition (simple and complex), notation
3. Logic operations: negation, conjunction, disjunction
4. Logic operations: implication, equivalence, Sheffer operation
5. Reduction of logical operations, Boolean functions
6. Colloquium 1
7. Predicate logic, quantification
8. Natural language and logic; logic as an artificial language
9. Set theory: concepts of set, subset, empty set; equivalence, intersection, union
10. Set theory: subtraction, set complements, Cartesian product of sets
11. Relations and algebraic structures: adjoining, order (strict and relaxed), ordered pair, relation, reflexivity, lattice
12. Relations and algebraic structures: groupoid, monoid, semi-group, group, sorting order relations, numerical relations, mapping
13. Algebraic linguistics and corpora: CQL
14. Algebraic linguistics and corpora: regular expressions
15. Colloquium 2





# Applied Linguistics

<b>Name</b>	Applied Linguistics	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	37164	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Mislava Bertoša, PhD, Full Professor (primary) Ivana Simeon, PhD, Senior Lecturer	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	To enrol course it is necessary to pass course General Linguistics	
<b>Goal</b>	Introducing students with basic insights into relations of language and psyche, language and action, language and society and language and education. In other words, the course introduces students with basic concepts and questions of psycholinguistics, sociolinguistics, pragmatics and glottodidactics. Mastering the main concepts (such as recognition, understanding, diglossia, language standardisation, speech acts, conversational implicatures, sound and word acquisition) and interdisciplinary approach to the study of language.	
<b>Teaching methods</b>	Lectures, discussions, seminars.	
<b>Assessment methods</b>	3 written exams during the semester, final oral exam, paper and presentation.	

## Learning outcomes

1. Distinguishing basic linguistic concepts from the broader field of applied linguistics and its disciplines: pragmatics, sociolinguistics, psycholinguistics and discourse analysis.
2. Recognising and being familiar with main names/authors in the field of applied linguistics and its disciplines.
3. Clarifying the differences in approaches to language in various disciplines of applied linguistics.
4. Clarifying different ways in which these approaches contribute to better understanding of the language phenomenon.
5. Analysing different types of discourse (e.g. public and private; political, scientific, religious etc.) by using the instruments of applied linguistics.
6. Professionally communicating with colleague researchers on the topics of language relations to an individual as well as to society.
7. Providing valid arguments in valorisation of scientific literature in the domain of applied linguistics (in Croatian and English language).

## Content

1. Psycholinguistics: language acquisition.
2. Psycholinguistics: aphasia.
3. Psycholinguistics: dyslexia and dysgraphia.
4. Psycholinguistics: influences of mental diseases on the linguistic competence and performance.
5. Written exam I
6. Sociolinguistics: introduction to the theory and methodology.
7. Sociolinguistics: linguistic varieties.
8. Sociolinguistics: pidgins and creoles
9. Sociolinguistics: language and gender
10. Written exam II
11. Pragmalinguistics: language action
12. Pragmalinguistics: implicatures and presuppositions
13. Pragmalinguistics: speech acts
14. Pragmalinguistics: deixis

15. Written exam III

# Cognitive linguistics

<b>Name</b>	Cognitive linguistics	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	30	
<b>ID</b>	65533	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Ida Raffaelli, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	15
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	The aim of the course is to give an insight into the foundations of cognitive linguistics as one of the leading poststructuralist approaches in linguistics. The course is organised around basic cognitive linguistic topics, such as: relations between language, mind and reasoning and the importance of culture in understanding and interpreting language structures.	
<b>Teaching methods</b>	lectures, discussions	
<b>Assessment methods</b>	continuous assessment	

## Learning outcomes

1. to name basic concepts of cognitive linguistics
2. to name basic features of CL as a theoretical framework
3. to explain differences between formal and functional approaches
4. to explain basic features of the relation between language, mind and culture
5. to discuss about the position of cognitive linguistics with respect to other linguistic theories
6. to discuss the position of CL within cognitive science

## Content

1. Introduction
2. Interrelation of language, categorization, culture and society
3. Basic postulates of cognitive linguistics: relation with respect to generative grammar and structuralism
4. Cognitive linguistics in cognitive science
5. Embodied mind in linguistics
6. Development of American linguistics: relation between anthropology and linguistics
7. Categories and principles of their structures
8. Models of prototypical organization of categories
9. Polysemy: encyclopedic knowledge as integrative part of lexical structures
10. Relation between linguistic and encyclopedic knowledge: Fillmore (scenes and frames, image schemas, construal, perspective)
11. Structures of human knowledge I: Profile, base, matrix
12. Structures of human knowledge II: idealised cognitive models
13. Hierarchical organization of concepts: schemas and instances
14. Conceptual metaphors: metaphors and conceptualization of emotions
15. extra term

# Cognitive models of semantic changes

<b>Name</b>	Cognitive models of semantic changes	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	124364	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Ida Raffaelli, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	The aim of the course is to give insight into basic tenets of diachronic semantics as a contemporary linguistic discipline within the cognitive linguistic framework. The focus of the course is on semantic changes interpreted as caused by language, cognitive mechanisms and culture. Diachronic semantics as a contemporary linguistic discipline is regarded as inheriting basic features of prestructuralist and structuralist semantics in the interpretation of semantic changes.	
<b>Teaching methods</b>	lectures, discussions, practical work	
<b>Assessment methods</b>	continuous assessment (colloquium), ppt presentations, seminar paper	

## Learning outcomes

1. to name features of prestructuralist, structuralist and poststructuralist approach to semantic changes
2. to explain similarities and differences in approaches to semantic changes in the three linguistic periods
3. to explain the position of diachronic semantics in the context of contemporary linguistic disciplines, especially cognitive linguistics
4. to classify basic methods of diachronic semantics
5. to analyse language data by applying methods of diachronic semantics
6. to compare similarities and differences of semantic changes between related and unrelated languages
7. to evaluate the applicability of individual cognitive linguistics methods in describing linguistic material
8. to collect independently language data, plan analytical procedures within the diachronic semantics framework
9. explain the importance of meaning as a linguistic phenomenon reflecting the conceptual structures of the human mind
10. formalize in writing and speech one's smaller scale theoretical and empirical research, for the purposes of the course of study, and publishing in academic and professional journals

## Content

1. Introduction to diachronic semantics
2. Semantic changes: prestructuralism
3. Semantic changes: structuralism
4. Semantic changes: cognitive linguistics
5. Factors of semantic changes: causes and sources I
6. Factors of semantic changes: causes and sources II
7. Colloquium 1
8. Polysemy: synchronic realization of diachronic changes
9. Workshop 1
10. Semasiological approach to semantic changes
11. Onomasiological approach to semantic changes
12. Comparative diachronic onomasiology
13. Comparative diachronic onomasiology: structures of cultural models
14. Colloquium 2

## 15. Workshop 2

# Cognitive Syntax and Semantics

<b>Name</b>	Cognitive Syntax and Semantics	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	117628	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Ida Raffaelli, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	The aim of the course is to give insight into different perspectives of cognitive grammar, construction grammars, interface between grammar and lexicon, basic postulates of constructional underpinning of lexicalization patterns, relation between language, mind and brain.	
<b>Teaching methods</b>	lectures, discussions, practical work	
<b>Assessment methods</b>	continuous assessment, ppt presentation, presentation about analysed language data	

## Learning outcomes

1. list the key contemporary directions in cognitive linguistics
2. analyze linguistic material by applying a selected cognitive linguistic method
3. to explain advantages of usage-based models in linguistics
4. to explain basic concepts and features of construction grammar
5. to collect independently language data, plan analytical procedures within the cognitive linguistic framework
6. to discuss topics related to cognitive linguistics and cognitive grammar
7. to create independently a ppt presentation about the academic paper from the reading list
8. evaluate the applicability of individual cognitive linguistics methods in describing linguistic material
9. explain the importance of meaning as a linguistic phenomenon reflecting the conceptual structures of the human mind
10. expertly argue the importance of language for cognitive science research

## Content

1. Introduction to cognitive linguistics
2. Grammar, conceptualization, symbolic structures
3. Grammar as a usage based model
4. Construal
5. Colloquim 1
6. Introduction to construction grammars
7. Constructional underpinning of lexicalization patterns
8. Lexicalization patterns in typological context
9. Language, mind and brain
10. Acquisition of language structures and cultural patterns
11. Acquisition of language structures and cultural patterns
12. Student presentations
13. Student presentations
14. Colloquium 1
15. Workshop

# Comparative grammar of Indo-European languages - Hittite

<b>Name</b>	Comparative grammar of Indo-European languages - Hittite	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	132716	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Ranko Matasović, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Every year we discuss in some detail the comparative and historical grammar of an early IE language; this year we shall focus on Hittite and its position among Indo-European languages.	
<b>Teaching methods</b>	Lectures and a seminar	
<b>Assessment methods</b>	Essay	

## Learning outcomes

1. To be able to read and translate basic Hittite sentences (with dictionary)
2. To be able to inflect regular Hittite nouns
3. To enumerate and recognize the most relevant sound laws of Hittite
4. To be able to characterize the relationship between Hittite and other Indo-European languages

## Content

1. Introduction
2. Overview of history of Hittite and other Anatolian languages
3. Hittite within the Indo-European family
4. PIE stops in Hittite
5. PIE resonants in Hittite
6. Hittite fricatives and affricates
7. PIE vowels in Hittite
8. Nouns
9. Pronouns
10. The present tense system
11. The preterite and the middle
12. Moods
13. Non-finite forms
14. Syntax, the Indo-Hittite hypothesis
15. Concluding remarks

# Corpus Linguistics

<b>Name</b>	Corpus Linguistics
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	50
<b>ID</b>	37170
<b>Semesters</b>	Summer
<b>Teachers</b>	Marko Tadić, PhD, Full Professor (primary) Matea Filko, PhD, Assistant
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	Students are introduced to the field of corpus linguistics, familiarized with the role of the corpus in today's language/text research and are provided with practical knowledge of the composition, processing and search of the corpus.
<b>Teaching methods</b>	Lecture, seminar, discussion, practical tasks, practical application
<b>Assessment methods</b>	Written exam; practical task

## Learning outcomes

1. To acquire the definition of the corpus as seen by contemporary corpus linguistics.
2. To explain the difference between collection of texts, corpus and computer corpus
3. To describe different types of corpora
4. To describe the procedures of corpus compilation
5. To describe the extraction of different types of data via corpus query: abecedarium, frequency dictionaries, concordances
6. To acquire the different types of corpus queries: CQL and regular expression queries
7. To learn how to annotate corpora on different levels

## Content

1. History of corpus studies in Croatia and world-wide
2. The role of corpora in the study of language
3. The definition of corpus
4. Computer-supported corpus
5. Corpus parameters
6. Procedures in corpus compilation: sampling, representativeness
7. Types of data available from corpora: abecedarium, frequency dictionaries, concordances
8. Procedures in corpus processing: mark-up and digital format standards
9. Procedures in corpus processing: linguistic annotation (segmentation and tagging)
10. Procedures in corpus processing: linguistic annotation (POS-tagging, lemmatization, MSD-tagging)
11. Procedures in corpus processing: linguistic annotation (syntactic annotation - treebanks, word sense annotation, semantic role labelling)
12. Procedures in corpus processing: statistical approaches
13. Practical work in corpus query: Croatian National Corpus and other (national) corpora
14. Practical work in corpus query: Sketch Engine / No Sketch Engine
15. Practical work in corpus query: CQL and regular expressions



# Croatian Sign Language 1

<b>Name</b>	Croatian Sign Language 1		
<b>Organizational unit</b>	Department of Linguistics		
<b>ECTS credits</b>	30		
<b>ID</b>	198933		
<b>Semesters</b>	Winter		
<b>Teachers</b>	Krešimir Šojat, PhD, Assistant Professor (primary) Dorijana Kavčić		
<b>Hours</b>	Lectures	15	
	Practical language	30	
<b>Prerequisites</b>	None		
<b>Goal</b>	<p>Learning objectives:</p> <p>1. Basic Croatian Sign Language linguistics elements end terminology: a) Croatian Sign Language phonology; b) basic elements of Croatian Sign Language morphology; c) basic elements of Croatian Sign Language grammar; d) basic user level vocabulary.</p> <p>2. Basic knowledge of the Deaf culture</p> <p>3. Basic user level vocabulary and grammar</p> <p>Croatian Sign Language I is elective class opened for all students where they can learn basic level of Croatian Sign Language, as well gain linguistic and sociological knowledge of the Deaf community.</p>		
<b>Teaching methods</b>	Direct instructions, oral and visual demonstration. Individual work and work in small groups, using pictorial and video material.		
<b>Assessment methods</b>	Oral examination and essay exam.		
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Comprehension and expression in Croatian Sign Language, basic user level.</li> <li>2. Understanding of and describing Croatian Sign Language phonology.</li> <li>3. Understanding of and describing Croatian Sign Language basic grammar rules.</li> <li>4. Understanding of and describing the Deaf culture.</li> </ol>		
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Croatian Sign Language - introduction</li> <li>2. 01 Hand alphabets Interduce yourself</li> <li>3. Croatian Sign Language word order</li> <li>4. 02 Croatian Sign Language parameters - handshape and living accommodations</li> <li>5. 02 Croatian Sign Language parameters - handshape and living accommodations</li> <li>6. 02.1 Croatian Sign Language parameters - handshape Numerals</li> <li>7. 02.1 Croatian Sign Language parameters - handshape Numerals</li> <li>8. 03 Family and living accommodations</li> <li>9. Word classes</li> <li>10. 04 Movement, days of the week, months Location, time, date Prepositions</li> </ol>		

11. Adjectives  
Colours
12. 05 Description of objects and people  
The Deaf culture
13. 06 Past and future tense
14. 06 Past and future tense  
The Deaf culture
15. The Deaf culture

## Croatian Sign Language 2

Name	Croatian Sign Language 2		
Organizational unit	Department of Linguistics		
ECTS credits	30		
ID	198934		
Semesters	Summer		
Teachers	Krešimir Šojat, PhD, Assistant Professor (primary) Dorijana Kavčić		
Hours	Lectures	15	
	Practical language	30	
Prerequisites	None		
Goal	Learning objectives: Upper basic level vocabulary, grammar and communication skills. Upper basic level knowledge of morphological, morphosyntactic and syntactic structures in Croatian Sign Language. Acquiring knowledge of specific historical events and individuals in Deaf community.		
Teaching methods	Direct instructions, oral and visual demonstration. Individual work and work in small groups, using pictorial and video material. Guest speakers.		
Assessment methods	Oral/signed examination.		
Learning outcomes	<ol style="list-style-type: none"><li>1. Comprehension and expression in Croatian Sign Language, upper basic level.</li><li>2. Understanding of and describing Croatian Sign Language phonology.</li><li>3. Understanding of and describing Croatian Sign Language upper basic grammar rules.</li><li>4. Understanding of and describing events and individuals from the Deaf culture history.</li></ol>		
Content	<ol style="list-style-type: none"><li>1. 05 Description of objects and people Word classes</li><li>2. 05 Description of objects and people Word classes</li><li>3. 06 Past and future tense</li><li>4. The Deaf culture</li><li>5. 07 Environment and society</li><li>6. 07 Environment and society</li><li>7. Croatian Sign Language parameters - movement</li><li>8. The Deaf culture</li><li>9. 08 Weather Croatian Sign Language parameters - movement</li><li>10. Croatian Sign Language parameters - place of articulation</li><li>11. 09 Animals</li><li>12. Croatian Sign Language parameters - palm orientation and non-manuals</li><li>13. Classifiers</li><li>14. 10 Food</li><li>15. The Deaf culture</li></ol>		

# Dependency grammar

<b>Name</b>	Dependency grammar	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	118142	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Krešimir Šojat, PhD, Assistant Professor (primary) Matea Filko, PhD, Assistant	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Acquisition of competencies in the preparation and tagging of language resources for the Croatian language. Special attention is paid to syntactically marked corpuses (tree banks) as well as valency dictionaries and lexica. Application of acquired knowledge to the development and tagging of language resources for the Croatian language.	
<b>Teaching methods</b>	lectures, seminars	
<b>Assessment methods</b>	two colloquies during the semester, written exam at the end of the course	

## Learning outcomes

1. Application of the acquired knowledge to the building of treebanks for Croatian..
2. Assessment of the applicability of various methods..
3. Analysis based on rules and data.
4. Assesment of basic analytical procedures.
- 5.

## Content

1. Introduction to the course; basic terms: grammar, syntax, dependency syntax
2. Introduction to dependency grammar, origin, development, main representatives, specifics of various dependency models
3. Introduction to European and American structuralism, generative-transformation grammar, contemporary syntactic models – basic concepts
4. Tesnière – dependency syntax, valency, junction, translation
5. Valency theory - logic, semantic, morphosyntactic level
6. Treebanks
7. Valency dictionaries and lexica
8. Colloquium 1
9. Tools for annotation – DG Annotator
10. Tools for annotation – WebAnno
11. Annotation of Croatian treebanks - PDT (Prague Dependency Treebank) style
12. Annotation of Croatian treebanks - UD (Universal Dependencies) style
13. Semantic roles for Croatian - annotation
14. Multiword expressions in dependency syntax
15. Colloquium 2

## Diploma thesis in Linguistics

<b>Name</b>	Diploma thesis in Linguistics
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	150
<b>ID</b>	124786
<b>Semesters</b>	Summer
<b>Teachers</b>	Krešimir Šojat, PhD, Assistant Professor (primary) Anita Skelin Horvat, PhD, Associate Professor Božo Bekavac, PhD, Assistant Professor Daniela Katunar, PhD, Assistant Professor Ida Raffaelli, PhD, Full Professor Ivana Simeon, PhD, Senior Lecturer Mislava Bertoša, PhD, Full Professor Mate Kapović, PhD, Full Professor Milorad Pupovac, PhD, Associate Professor Martina Sekulić Sović, PhD, Assistant Professor Marko Tadić, PhD, Full Professor Ranko Matasović, PhD, Full Professor Vlasta Erdeljac, PhD, Full Professor
<b>Hours</b>	Seminar 0
<b>Prerequisites</b>	None
<b>Goal</b>	
<b>Teaching methods</b>	
<b>Assessment methods</b>	
<b>Learning outcomes</b>	
<b>Content</b>	

# Discourse analysis

<b>Name</b>	Discourse analysis	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	117624	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Mislava Bertoša, PhD, Full Professor (primary) Davor Krsnik, PhD, Assistant	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Mastering the theory and methodology of Critical Discourse Analysis. Providing students with the capacity to independently perform various types of research, as well as forming the ability of successful construction of linguistic utterances. Main goal of this course is to introduce students with the basics of critically oriented analysis of discourse, and to observe linguistic agency in the context of other forms of socially relevant human practices.	
<b>Teaching methods</b>	Lectures, seminars, field work.	
<b>Assessment methods</b>	Two written exams - midterm and at the end of the semester, and two essays during the semester. Final oral exam.	

## Learning outcomes

1. Comparing various approaches to discourse which sprung from different linguistics (and other similar) fields.
2. Differentiating theory models in the field of discourse analysis.
3. Analysing structures of different types of texts and oral discourses (journalistic, political, activistic, personal narratives, conversations, interviews).
4. Interpreting the totality of analysed oral discourse, in the context of social and historical circumstances.
5. Assessing which theoretical frames are adequate for the analysis and interpretation of a specific text or oral discourse.
6. Providing professional argumentation in academic and non-academic discussions on approaches to discourse.
7. Critically appraising scientific literature (in Croatian and English) from the field of discourse analysis.
8. analyze and explain linguistic and non-linguistic systems of signs with regard to different historical and social contexts
9. define key concepts in the framework of contemporary semiological theories and in the field of discourse analysis
10. evaluate the place of language culturally and individually and based on new theoretical and empirical insights

## Content

1. Introduction to the course and meeting the students.
2. History of the field.
3. Text and discourse: text linguistics, text-discourse-context.
4. Types of discourse I: legitimate discourse, legitimation.
5. Types of discourse II: heretical discourse, reverse discourse.
6. Discourse structure I: graphical representations, sound, morphology.
7. Discourse structure II: syntax, semantics, rhetoric and pragmalinguistics.
8. Written midterm exam + first essay.
9. Conversation I: principles of Conversation Analysis.
10. Conversation II: dialogic nature of linguistic landscapes.

11. Critical discourse analysis I: terminology, concepts, principles, discursive strategies.
12. Critical discourse analysis II: ideology, cognition, manipulation.
13. Narratives I: A classical sociolinguistic approach to narratives, narration and narrativity.
14. Narratives II: Contemporary approaches to narratives, Discourse Historical Approach.
15. Second written exam and second essay.

## E-lexicon

<b>Name</b>	E-lexicon	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	125475	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Krešimir Šojat, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Acquisition of competencies in the building and processing of language resources for the Croatian language. Application of acquired knowledge to the building and development of language resources for Croatian.	
<b>Teaching methods</b>	lectures, seminars	
<b>Assessment methods</b>	two colloquies during the semester, written exam at the end of the course	

### Learning outcomes

1. Analysis of linguistic material by selected computer linguistic method based on data.
2. Application of the acquired knowledge to the development and tagging of language resources of the Croatian language at morphological, morphosyntactic, syntactic and semantic level.
3. Building of language resources.
4. Analysis of linguistic material by selected computer linguistic method based on rules.

### Content

1. introduction to lexicology and lexicography I
2. introduction to lexicology and lexicography II
3. introduction to language resources
4. morphological tagging - theoretical framework, resources and tools
5. syntactic tagging - theoretical framework, treebanks
6. morphosyntactic tagging - theoretical framework, argument structure of verbs
7. lexical semantics - introduction
8. colloquium 1
9. semantic tagging I - conceptual networks
10. semantic tagging II - Framesemantics
11. morphosyntactic tagging of Croatian - application
12. syntactic tagging of Croatian - application
13. semantic tagging of Croatian - application
14. morphosemantic tagging of Croatian - derivational networks
15. colloquium 2



# Foundations of Cognitive Linguistics

<b>Name</b>	Foundations of Cognitive Linguistics	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	51690	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Ida Raffaelli, PhD, Full Professor (primary) Daniela Katunar, PhD, Assistant Professor	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	The aim of the course is to give an insight into the foundations of cognitive linguistics as one of the leading poststructuralist approaches in linguistics. The course is organised around basic cognitive linguistic topics, such as: relations between language, mind and reasoning and the importance of culture in understanding and interpreting language structures.	
<b>Teaching methods</b>	lectures, discussion, excersise on langugage examples	
<b>Assessment methods</b>	continous assessment and evaluation (colloquium), oral exam, seminar paper	

## Learning outcomes

1. to discuss in oral and written manner about basic cognitive linguistic topics
2. to formulate independently conclusions about the position of CL with respect to other linguistic disciplines and approaches
3. to name basic concepts of cognitive linguistics
4. to explain basic postulates about the relation between language, mind and reasoning within the CL framework
5. to explain the connection of CL with respect to formal approaches in linguistics and nativist and racionalist postulates in philosophy
6. to explain the imortance of linguistic research within cognitive science
7. to explain the connection between cognitive mechanisms and language structures

## Content

1. Introduction
2. Interrelation of language, catgeorization, culture and society
3. Basic postulates of cognitive linguistics: relation with respect to generative grammar and structuralism
4. Cognitive lingvistics in cognitive science
5. Embodied mind in linguistics
6. Development of american linguistics: relation between anthropology and linguistics
7. Categories and principles of their structures
8. Models of prototypical organization of categorieas
9. Polysemy: encyclopeadic knowledge as integrative part of lexical structures
10. Relation between linguistic and encyclopeadic knowledge: Fillmore (scenes and frames, image schemas, construal, perspective)
11. Structures of human knowledge I: Profil, base, matrix
12. Structures of human knowledge II: idealised cognitive models
13. Hierarchical organization of concepts: schemas andi nstances
14. Conceptual metaphors: metaphors and conceptualization of emotions
15. extra term

# General Linguistics

<b>Name</b>	General Linguistics	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	35899	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Vlasta Erdeljac, PhD, Full Professor (primary) Ivana Simeon, PhD, Senior Lecturer	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Enabling students to comprehend basic linguistic topics and problems within different intra- and extralinguistic disciplines, familiarizing the students with the basic linguistic terminology and facilitating their competence in grasping current linguistic literature.	
<b>Teaching methods</b>	Lectures, discussions, writing and presenting seminar paper.	
<b>Assessment methods</b>	Tests; awarding points for seminar paper; awarding points for attendance: Students obtaining 92% or more points are entitled to grade A without taking exam. Students obtaining less than 92% points must take written exam; the result is added to the points acquired during semester and the grade is calculated on the basis of arithmetic mean.	

## Learning outcomes

1. Differentiate between linguistic theoretical approaches, both historical and contemporary (structuralist, generativist, functionalist)
2. Determine individual parts of speech acts and related linguistic functions.
3. Differentiate between synchronic and diachronic perspective in the approach to and description of language.
4. distinguish between the positions of linguistics and standardology in the analysis of language
5. Differentiate between fundamental linguistic terminology and provide elementary analysis of utterances within individual linguistic disciplines - phonetics, phonology, morphology, syntax and semantics
6. list the fundamental concepts of four linguistic disciplines - phonology, morphology, syntax, and semantics
7. list the fundamental concepts of linguistic metalanguage which encompass the universal characteristics of human language
8. elaborate the purpose of the four levels of linguistic description (phonological, morphological, syntactic, semantic) and compare different linguistic theories and models of linguistic description
9. expertly argue in written and spoken discussions on basic questions about language
10. list the fundamental concepts of linguistic metalanguage which encompass the universal characteristics of human language

## Content

1. Introduction: linguistics - the science of language
2. Natural human language and other/different modes of communication
3. Definition of language (1)
4. Definition of language (2)
5. Basic concepts in structuralist linguistics (1)
6. Basic concepts in structuralist linguistics (2)
7. Mid-term test
- 8.
9. Phonology - basic terms and theories

10. Morphology
11. Syntax
12. Semantics
- 13.
- 14.
- 15.

# Generative Grammar

<b>Name</b>	Generative Grammar		
<b>Organizational unit</b>	Department of Linguistics		
<b>ECTS credits</b>	50		
<b>ID</b>	37161		
<b>Semesters</b>	Winter		
<b>Teachers</b>	Marko Tadić, PhD, Full Professor (primary) Jurica Polančec, PhD, Assistant Matea Filko, PhD, Assistant		
<b>Hours</b>	Lectures	30	
	Seminar	15	
<b>Prerequisites</b>	To pass course it is necessary to pass course Algebraic Linguistics		
<b>Goal</b>	Introduction to basic concepts and procedures of formal language theories, especially generative grammar. Application of generative grammar methods to Croatian language material.		
<b>Teaching methods</b>	Lectures, seminars, discussions, practical tasks.		
<b>Assessment methods</b>	Continuous assessments (qolloquiums), written exam.		

## Learning outcomes

1. To acquire the basic concepts of formal approaches in linguistics.
2. To enumerate the basic approaches within the generative grammar framework.
3. To describe the basic features of the minimalist programme.
4. To analyze the Croatian language material in accordance with generative grammar approaches.
5. To argue with expertise in discussions on the advantages and disadvantages of formal approaches, in particular the generative grammar approach.
6. To describe the development of the generative grammar.

## Content

1. Introductory lecture: What is generative grammar?
2. Introduction to generative grammar. Basic concepts, historical development. Formal vs. functional approaches. E-language. I-language. Universal grammar and parameters.
3. The generative model of the human language. Lexicon in GG - lexical and grammatical categories. Syntactic phrases.  
Drawing trees based on the phrase structure rules.
4. Syntactic functions and semantic/theta roles.  
Conversion from trees to the labelled brackets notation and vice versa.
5. X'-scheme. Superordination/subordination. C-command.
6. Principles and parameters theory - basic concepts.
7. Continuous assessment (colloquium) 1.
8. Minimalism 1: Valency. Theta-roles. VP-shell.
9. Minimalism 2: VP-shell.
10. Minimalism 3: TP - tense, mood and aspect.
11. Minimalism 4: Operation Merge.
12. Minimalism 5: CP- pragmatical layer of the sentence.
13. Minimalism 6: operation Move.
14. Continuous assessment (colloquium) 1.
15. Final remarks.

# History of Linguistic Theories

<b>Name</b>	History of Linguistic Theories	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	37165	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Vlasta Erdeljic, PhD, Full Professor (primary) Davor Krsnik, PhD, Assistant	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	To enrol course it is necessary to pass course General Linguistics	
<b>Goal</b>	The main goal of the course is to offer an overview of the development of linguistic thought from antiquity to the first half of the twentieth century. The first part of the course deals with the foundations of grammar and philology of Greeks and Romans and their influence on medieval and Renaissance Europe, while the second part of the course deals with the origin of linguistics as an independent science. By comparing and judging different models of grammatical description and by cultivating a discussion, students are encouraged to independently research various grammatical problems in the history of linguistics.	
<b>Teaching methods</b>	A combination of direct teaching and teaching by guided discovery and discussion. The teacher presents the basic starting points, arguments and theoretical frameworks of certain models of grammatical description through direct teaching. However, some open questions of certain theories, as well as starting points or solutions relevant to contemporary linguistics, are addressed through a guided discussion, especially during seminar classes.	
<b>Assessment methods</b>	<p>1. Two midterm exams - The course is divided into two parts. At the end of each unit, students have a midterm exam. Each exam carries 20 points taken into calculation of the final grade on the course.</p> <p>2. Essay - The topics of essays change every academic year. They deal with specific grammatical problems that linguists have researched throughout the history. The essay carries 10 points taken into calculation of the final grade on the course.</p>	
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. to define the basic categories, concepts and problems of linguistic theories from antiquity to modern times</li> <li>2. to explain different models of grammatical description</li> <li>3. to implement a certain model of grammatical description in writing an essay</li> <li>4. to establish the theoretical background and method of scientific papers in the field of linguistics</li> <li>5. to critically analyse the starting points, argumentative structure and descriptive validity of models and descriptive theories in linguistics</li> <li>6. to develop understanding of individual problems in linguistics based on different theoretical approaches and solutions they offer</li> <li>7. to create a basic understanding of models of grammar and their importance within culture</li> </ol>	
<b>Content</b>	<ol style="list-style-type: none"> <li>1. 1. week - introductory remarks, overview of topics, work plan and student obligations;</li> <li>2. 2. week - the original concept of grammar and <i>phýsis</i> vs. <i>nómos</i> / <i>thésis</i> controversy in Plato's dialogue <i>Kratil</i>; Aristotle's category <i>ptōsis</i> (πτῶσις) as the foundation of future grammar; Aristotle's categories</li> </ol>	

- and semantic theory in its infancy;
3. 3. week - elaboration of the category ptōsis (πτώσεις) according to the Stoics: a. the notion of inflection or klísis (κλίσις) and b. the notion of case; elaboration of tense category;
  4. 4. week - analogia vs. anomalía, the clash of the Alexandrian and Pergamum linguistic schools - Stoic theory of etymology; Alexandrian interpretation of regularity (systematicity) in language;
  5. 5. week - Dionysius Thrax's Tékhne grammatiké - model of first grammar and its influence on linguistics;
  6. 6. week - Apollonius Dyscolus's theory of syntax; Marcus Terentius Varro and De Lingua Latina;
  7. 7. week - rationalism and cartesian approach to linguistics, Port-Royal Grammar;
  8. 8. week - first midterm exam;
  9. 9. week - William Jones, Sanskrit and comparative linguistics; Pāṇini and Indian linguistics; August and Friedrich Schlegel;
  10. 10. week - Wilhelm von Humboldt, general linguistics in its beginnings; development of Historical-Comparative Linguistics (Rask, Grimm, Bopp); Schleicher, linguistics and darwinism; the Neogrammarian language theory;
  11. 11. week - structuralism and functionalism 1st part; de Saussure and Prague school - language mechanism; sentence as a part of parole only thesis;
  12. 12. week - structuralism and functionalism 2nd part; Jakobson i Mathesius; the Linguistic Circle of Copenhagen - Hjelmslev and Glossematics;
  13. 13. week - American linguistics 1st part - mentalism and descriptivism: linguistics and anthropology: Franz Boas, Edward Sapir i Benjamin Whorf - language-mind-culture interface;
  14. 14. week - American linguistics 2nd part - behaviorism and descriptivism: Leonard Bloomfield, immediate constituents theory; distributionalism and Harris's category of transformation; beginning of generative grammar;
  15. 15. week - second midterm exam.

# Human Language Technologies

<b>Name</b>	Human Language Technologies	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	117625	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Marko Tadić, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Students will become capable of individual usage of language resources and tools as well as commercial products from the area of language technologies.	
<b>Teaching methods</b>	Lectures, seminars, discussion, individual assignments	
<b>Assessment methods</b>	Written exam and individual assignment	

## Learning outcomes

1. To adopt the difference between computer linguistics and natural language processing
2. To adopt and explain the division of language technologies into language resources, language tools and commercial products
3. To explain how language technologies for a particular language are being developed
4. List examples of the use of language technologies
5. List the existing language resources and tools for the Croatian language
6. Apply language technologies for Croatian in student's own research
7. evaluate in a well-argued manner the critical and scientific literature in Croatian and English in the field of computational linguistics and related scientific disciplines such as algebraic linguistics, corpus linguistics, and cognitive linguistics
8. list the key contemporary directions in computational linguistics
9. explain key theoretical and methodological connections of computational linguistics with other related scientific disciplines, primarily corpus linguistics and cognitive linguistics, but also information and computer science
10. evaluate the applicability of individual computational linguistics methods in processing linguistic material

## Content

1. The difference between computational linguistics and natural language processing
2. Technology and language technologies (LT)
3. Industrialization of language, development of literacy and (tele)communications
4. Division of LT: language resources, language tools, (commercial) products
5. Development of LT for a particular language
6. Examples of usage of LT: document retrieving, information extraction, named entity recognition...
7. LT for Croatian: development, projects, perspectives
8. LT resources, corpora, dictionaries
9. LT tools on different linguistic levels: phonological level (n-grams, characters)
10. LT tools on different linguistic levels: morphological level (generators, analyzers, lemmatizers, mark-up tools)
11. LT tools on different linguistic levels: syntactic level (shallow, deep, robust parsers, chunkers, generative and dependency tree banks)
12. LT tools on different linguistic levels: semantic level (FrameNet and WordNet)
13. Commercial products: dictionaries, checkers (spelling, grammar, style), speech to text systems, machine (aided) translation (M(A)T)
14. Computer assisted language learning (CALL): HR4EU, portal for learning Croatian

15. Overview of relevant European projects: CLARIN, ACCURAT, Let 'smart!, CESAR, XLike, EU Presidency Translator, MARCELL



# Indo-European Language Course: Old Irish I

<b>Name</b>	Indo-European Language Course: Old Irish I	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	30	
<b>ID</b>	52334	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Ranko Matasović, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	15
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	To learn the grammar of Old Irish and to get acquainted with Old Irish texts.	
<b>Teaching methods</b>	Learning and practicing grammatical structures. Translating simple sentences.	
<b>Assessment methods</b>	A written test.	

## Learning outcomes

1. Students will be able to inflect the regular Old Irish nouns.
2. Students will be able to inflect the regular verbs in the present and the imperfect.
3. Students will be able to enumerate the basic facts about the history of Old Irish.
4. Students will be able to translate the simple clauses.

## Content

1. A conspectus of the history of Old Irish.
2. Old Irish phonology and script.
3. Consonant mutations.
4. Article. O- and A- declensions. Indicative present.
5. Other vocalic declensions. Deponent verbs.
6. Consonant declensions. Numerals. The imperfect.
7. Future and conditional. Irregularities in the declension.
8. Infixed pronouns class A
9. Relative clauses.
10. Subjunctive present and preterit.
11. Possessive pronouns. The copula.
12. Substantive verbs and the present continuous.
13. Demonstrative pronouns and focalization.
14. The passive.
15. The preterite.

## Indo-European Language Course: Old Irish II

<b>Name</b>	Indo-European Language Course: Old Irish II	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	20	
<b>ID</b>	52310	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Ranko Matasović, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	15
	Seminar	15
<b>Prerequisites</b>	To enrol course it is necessary to attend course Indo-European Language Course: Old Irish I	
<b>Goal</b>	To master the grammatical structures of a typologically interesting language that is also important for Indo-European linguistics.	
<b>Teaching methods</b>	Describing and practising grammatical structures. Translating sentences and simple texts.	
<b>Assessment methods</b>	A written test.	

### Learning outcomes

1. To be able to inflect all Old Irish nouns.
2. To be able to translate simple texts.
3. To be able to inflect Old Irish verbs.
4. Enumerate the basic features that set apart Old Irish from the other IE languages.

### Content

1. Passive present and imperfect.
2. Suffixed pronouns, inflected prepositions, possessives.
3. Class B of object markers; future and conditional.
4. Subjunctive present and preterite.
5. Numerals and adjectives.
6. The preterite: s-preterite.
7. T-preterite and long vowel preterite.
8. Reduplicated preterite and perfect.
9. The passive preterite.
10. Irregular verbs.
11. Relative clauses.
12. Reading the story "Cumachtae mná"
13. Reading the story "Cumachtae mná II".
14. Reading the story "Loinges mac n-Uislenn I"
15. Reading the story "Loinges mac n-Uislenn II".

# Indo-European Linguistics

<b>Name</b>	Indo-European Linguistics
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	30
<b>ID</b>	160833
<b>Semesters</b>	Winter
<b>Teachers</b>	Ranko Matasović, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	The students are acquainted with the history of old Indo-European languages, the methods of comparative linguistics and the basic features of individual branches of Indo-European.
<b>Teaching methods</b>	Lectures
<b>Assessment methods</b>	A written test.

## Learning outcomes

1. Enumerate all the branches of Indo-European.
2. Connect the old IE languages with their scripts.
3. Adduce the oldest written texts in IE languages.
4. Explain the main correspondences between the IE languages.
5. analyze phonological analogies between Indo-European languages
6. list the oldest monuments of Indo-European languages
7. distinguish between synchronic and diachronic perspective in the approach to and description of language
8. classify all Indo-European languages into branches (subfamilies)
9. reconstruct the roots of Proto-Indo-European on the basis of confirmed forms in Latin, Greek, Sanskrit, Old Church Slavonic, Lithuanian, and Gothic

## Content

1. The proof of genetic relatedness of IE languages.
2. Anatolian languages.
3. Indo-Iranian languages.
4. Indo-Iranian languages II.
5. Greek
6. Italic languages
7. Celtic languages
8. Germanic languages
9. Balto-Slavic languages
10. Armenian, Tocharian and Albanian.
11. Poorly attested IE languages.
12. Deep genetic relatedness of IE languages. The Nostratic theory.
13. The problem of Indo-European homeland.
14. The main features of European branches.
15. The main features of non-European branches.

# Indo-European Morphology

<b>Name</b>	Indo-European Morphology	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	37166	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Mate Kapović, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	

**Goal** The aim of the course is to master the basics of comparative-historical morphology of Indo-European languages, which includes both reconstructed Proto-Indo-European language and the oldest attested Indo-European languages (Vedic and Sanskrit, Greek, Latin, Old Church Slavonic, Lithuanian, Gothic and additionally Old Irish, Hittite and others). The morphological history from Proto-Indo-European through Proto-Slavic to Croatian is dealt with, morphological changes are considered in connection with phonological ones, and everything is tackled within the general diachronic typology of linguistic changes.

**Teaching methods** Lectures

**Assessment methods** Written exam. Oral exam for higher grade (at students' request).

## Learning outcomes

1. Students will be able to analyze morphological similarities among Indo-European languages.
2. Students will be able to reconstruct the morphological forms of the Indo-European proto-language based on attested forms from Latin, Greek, Old Indian, Old Church Slavonic, Lithuanian and Gothic.
3. Students will be able to list the most important morphological features from Latin, Greek, Old Indic, Old Church Slavonic, Lithuanian and Gothic.
- 4.
5. Students will be able to connect the morphological and phonological development of Indo-European languages in the light of general diachronic typology.
6. Students will be able to reasonably evaluate scholarly literature in Croatian and English in the field of Indo-European linguistics.

## Content

1. Introduction, o-stems in Croatian
2. Nominal o-stems
3. Present tense
4. Nominal eh2-stems (ih2-, uh2-stems)
5. Aorist
6. Proto-Indo-European declension patterns, i-stems
7. Perfect
8. Nominal u-stems, r-stems
9. mediopassive
10. Nominal n-stems, s-stems
11. Other verbal forms
12. Other nominal forms
13. Adjectives, comparison, pronouns
14. Personal pronouns
15. Numerals, adverbs, particles, interjections



# Indo-European Mythology

<b>Name</b>	Indo-European Mythology	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	67323	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Ranko Matasović, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	In this course we will critically read and analyze the most important texts relevant for the reconstruction of Proto-Indo-European mythology (in translation). Comparing such texts leads us to the conclusions concerning the nature and structure of PIE religious beliefs.	
<b>Teaching methods</b>	Lectures and a seminar.	
<b>Assessment methods</b>	Students will present their term papers and submit them, and the instructor will grade them.	

## Learning outcomes

1. Enumerate the most important mythological texts in old IE languages.
2. Apply the comparative method to the reconstruction of textual fragments in IE proto-language.
3. Critically compare the elements of the mythologies of Indo-European speaking peoples.
4. Reconstruct the most important lexemes connected to the semantic field of religion in the PIE language (theonyms, sacrifice, etc.).
5. Critically analyze the sources of PIE mythology.
6. Get acquainted with the principal theories of comparative mythology.
7. Acquire competences in the comparative study of culture.

## Content

1. Vedic mythology. Selected passages from the Rig-Veda. Hymns to Indra
2. Vedic mythology. Selected passages from the Rig-Veda. Hymns to Agni and Ushas.
3. Vedic mythology. Selected passages from the Rig-Veda. Hymns to other gods.
4. Avestic mythology. Selected Avestan passages.
5. Italic mythology. Tabulae Iguvinae, Cato, Livius.
6. Celtic Mythology; Caesar, Irish sagas, the Mabinogi.
7. Germanic mythology. Selected passages from the Edda.
8. Germanic mythology. Merseburger Zaubersprüche.
9. Greek mythology. Homer and Hesiod.
10. Greek mythology. Other texts.
11. Balto-Slavic mythology. Selected Slavic folklore texts.
12. Balto-Slavic mythology. Selected Lithuanian and Latvian dainas.
13. What can we know about PIE deities?
14. What can we know about PIE sacrifices?
15. What can we know about PIE eschatology and cosmology?

# Indo-European Phonology

<b>Name</b>	Indo-European Phonology	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	160765	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Mate Kapović, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Mastering the basics of comparative-historical phonology of Indo-European languages.	
<b>Teaching methods</b>	Lectures.	
<b>Assessment methods</b>	Written exam (oral for higher grade).	

## Learning outcomes

1. Students will be able to analyze phonological similarities among Indo-European languages.
2. Students will be able to reconstruct roots of the Indo-European proto-language on the basis of attested forms from Latin, Greek, Old Indic, Old Church Slavonic, Lithuanian, Gothic and other Indo-European languages.
3. Students will be able to list the main Indo-European sound laws.
4. Students will be able to explain the basics of the comparative-historical method and the principles of linguistic reconstruction.

## Content

1. Introduction
2. Voiceless stops, Verner's law, Indo-European accent
3. Voiced stops, Glottalic theory
4. Voiced aspirated stops.
5. Palatalized velars, Centum reflexes in Satem languages
6. Labialized velars, Centum and Satem languages
7. Palatalizations, \*s
8. Consonantal reflexes of the laryngeals, resonants, semivowels
9. Vowels
10. Syllabic resonants, Indo-European soundlaws
11. Laryngeals and vocalic system, Phonological rules in Indo-European
12. Diphthongs
13. Syllabic resonants and laryngeals
14. The syllabic structure of Indo-European and phonotactics
15. Review

# Indo-European Reading of Latin Texts

<b>Name</b>	Indo-European Reading of Latin Texts	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	37159	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Ranko Matasović, PhD, Full Professor (primary) Jurica Polančec, PhD, Assistant	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	To get acquainted with the history of Latin and to learn the basics of historical phonology of Latin. To learn the philological approach to old texts. Every year we read a different comedy of Plautus.	
<b>Teaching methods</b>	Lectures, reading and analyzing a text by Plautus.	
<b>Assessment methods</b>	A written test.	

## Learning outcomes

1. To be able to translate simple sentences from Plautus.
2. To be able to enumerate the basic features of Plautus' language and style.
3. To be able to enumerate the main sound changes differentiating Latin from Proto-Indo-European.
4. To explain the performance of Plautus' comedies.
5. To explain the basic methods of philological criticism of old texts.
6. decline and conjugate regular nouns and verbs in at least three Indo-European languages
7. translate simple sentences from at least three ancient Indo-European languages

## Content

1. Introductory lecture. Explaining the course to students.
2. An introduction to Plautus. Roman comedy. Basic concepts of IE linguistics.
3. Reading and interpreting Plautus. An introduction to historical phonology.
4. Reading and interpreting Plautus. Stops I.
5. Reading and interpreting Plautus. Stops II.
6. Reading and interpreting Plautus. Stops (practice).
7. Reading and interpreting Plautus. Fricatives and laryngeals.
8. Reading and interpreting Plautus. Resonants.
9. Reading and interpreting Plautus. Practice.
10. Reading and interpreting Plautus. Test.
11. Reading and interpreting Plautus. Vowels I.
12. Reading and interpreting Plautus. Vowels II.
13. Reading and interpreting Plautus. Vowels (practice).
14. Reading and interpreting Plautus. Diphthongs.
15. Conclusion: the basic features of Plautus' language.



# Introduction to Applied Linguistics

<b>Name</b>	Introduction to Applied Linguistics
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	30
<b>ID</b>	160766
<b>Semesters</b>	Winter
<b>Teachers</b>	Mislava Bertoša, PhD, Full Professor (primary) Ivana Simeon, PhD, Senior Lecturer (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Familiarization with the basic findings on the relationship between language and psychology, language and society, language and interaction, and language and education, i.e. with the basic concepts in psycholinguistics, sociolinguistics, pragmatics and glottodidactics
<b>Teaching methods</b>	Lecture
<b>Assessment methods</b>	Written tests and exam. Students acquire points (attending classes and taking written test), and the grade is calculated based on the points collected. Students can take the exam if they want a higher grade.

## Learning outcomes

1. Differentiate between basic linguistic concepts in the area of applied linguistics and its disciplines: psycholinguistics, sociolinguistics, pragmatics and discourse analysis
2. List main representatives within applied linguistic disciplines
3. Explain the differences in the approaches of each applied discipline
4. Explain how different approaches within applied linguistics contribute to a better understanding of the language phenomenon
5. Provide arguments for evaluation of scientific literature in the area of applied linguistics in Croatian, English and other languages

## Content

1. Psycholinguistics: introduction and language acquisition.
2. Psycholinguistics: aphasia
3. Psycholinguistics: dyslexia and dysgraphia
4. Test 1
5. Sociolinguistics: introduction and overview of methodology
6. Sociolinguistics: language varieties
7. Sociolinguistics: pidgin and creole languages
8. Test 2
9. Pragmatics: linguistic praxis
10. Pragmatics: implicature and presupposition
11. Pragmatics: speech acts and deixis
12. Test 3
- 13.
- 14.
- 15.

# Introduction to General Linguistics

<b>Name</b>	Introduction to General Linguistics	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	30	
<b>ID</b>	78566	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Vlasta Erdeljac, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Enabling students to comprehend basic linguistic topics and problems within different intra- and extralinguistic disciplines, familiarizing the students with the basic linguistic terminology and facilitating their competence in grasping current linguistic literature.	
<b>Teaching methods</b>	Lectures, discussions	
<b>Assessment methods</b>	Tests; exam	

## Learning outcomes

1. List fundamental concepts of the linguistic metalanguage comprising universal characteristics of human language, nature and origin of language and linguistic functions.
2. Differentiate between linguistic theoretical approaches, both historical and contemporary.
3. Determine parts of the speech act and related functions of language.
4. Differentiate between synchronic and diachronic perspective in the approach to and description of language.
5. Differentiate between linguistic and standardological position in linguistic analysis.
6. Differentiate between basic linguistic terms and perform elementary analysis of utterances within individual linguistic disciplines - phonetics, phonology, morphology, syntax and semantics.

## Content

1. Introduction: linguistics - the science of language
2. Definition of language
3. Basic concepts in structural linguistics (1)
4. Basic concepts in structural linguistics (2)
5. Test 1
6. Phonology
7. Morphology
8. Syntax
9. Semantics
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

# Introduction to History of Linguistic Theories

<b>Name</b>	Introduction to History of Linguistic Theories
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	30
<b>ID</b>	90753
<b>Semesters</b>	Summer
<b>Teachers</b>	Marin Andrijašević, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	To enrol course it is necessary to pass course Introduction to General Linguistics
<b>Goal</b>	give an overview of the development of linguistic concepts and explain their connection with contemporary linguistic theories
<b>Teaching methods</b>	combined method (ex cathedra and guided discussion)
<b>Assessment methods</b>	two written tests and the final oral exam (passing grades of tests are a condition for access to the oral exam)

## Learning outcomes

1. develop the student's own approach to language in relation to the history of different linguistic theories
2. explain different models of grammatical description
3. apply a certain model or theory to independent research
4. critically analyse the arguments of various contemporary linguistic theories

## Content

1. Contemporary linguistic theories and their origin in history
2. Panini as a foundation and Vyakarana as a superstructure
3. Plato's dialogue Cratylus and Psamtik's experiment
4. Logical categories vs. grammatical categories
5. Contributions of the Arabic grammarians
6. From Quintilian to Varron to Priscian - the development of grammar
7. First test
8. Dionysius Thrax and his Art of Grammar
9. Occam's Razor and Martinet
10. Dante and vulgar Latin
11. Linguistic peculiarities in Renaissance grammars
12. Useful grammars
13. Ignoring peculiarities and emphasizing commonality in languages - Port-Royal Grammar
14. Rousseau, Descartes and Leibniz - from the origin of language to the universal language
15. Second test

# Introduction to Indo-European Linguistics

<b>Name</b>	Introduction to Indo-European Linguistics
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	30
<b>ID</b>	78427
<b>Semesters</b>	Winter
<b>Teachers</b>	Ranko Matasović, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	The course teaches the students about the history of old Indo-European languages; they will also get acquainted with the methods of comparative linguistics and with the features of the major branches of Indo-European.
<b>Teaching methods</b>	Lectures (with multimedia).
<b>Assessment methods</b>	Written exam.

## Learning outcomes

1. Students will be able to classify all IE languages into branches.
2. Students will be able to enumerate the oldest documents in IE languages.
3. Students will be able to analyze the phonological correspondences among IE languages.
4. Students will be able to reconstruct individual roots of Proto-Indo-European.
5. Students will be able to relate the scripts to individual IE languages using them.

## Content

1. Proof of genetic relatedness and classification of Indo-European.
2. Anatolian
3. Indo-Iranian
4. Indo-Iranian II
5. Greek
6. Italic
7. Celtic
8. Germanic
9. Balto-Slavic
10. Armenian, Tocharian and Albanian
11. Poorly attested IE languages.
12. Deep genetic relatedness. Nostratic
13. The homeland of Indo-Europeans
14. The scripts of Indo-European languages.
15. Summing up.

# Introduction to Linguistic Analysis

<b>Name</b>	Introduction to Linguistic Analysis	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	225505	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Ida Raffaelli, PhD, Full Professor (primary) Jurica Polančec, PhD, Assistant Matea Filko, PhD, Assistant	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	To introduce students to basic linguistic structures of Croatian language, basic Croatian linguistic terminology and methodological principles of linguistic approach to language description.	
<b>Teaching methods</b>	Lectures, practical tasks, computational tasks.	
<b>Assessment methods</b>	Continuous assessments (qolloquiums), short paper.	

## Learning outcomes

1. To describe the basic language structures of the Croatian language.
2. To distinguish the basic linguistic levels of the description and to describe their interrelations.
3. To use the basic Croatian linguistic terminology.
4. To apply the basic methodological principles of linguistic research.

## Content

1. Introduction to the content of the course. Initial knowledge test.
2. Phonology and phonological description.
3. Morphonology.
4. Morphology 1: basic concepts, nominal inflection.
5. Morphology 2: adjectival and pronominal inflection.
6. Morphology 3: verbal inflection.
7. Morphology 4: word formation: morphological analysis.
8. Morphology 5: word formation: word-formation analysis.
9. Morphology 6: word formation: other topics.
10. Syntax 1: Syntactic functions.
11. Syntax 2: simple and coordinative clauses.
12. Syntax 3: subordinate clauses.
13. Methodology 1
14. Methodology 2
15. Final remarks

# Introduction to Psycholinguistics

<b>Name</b>	Introduction to Psycholinguistics	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	170262	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Vlasta Erdeljac, PhD, Full Professor (primary) Martina Sekulić Sović, PhD, Assistant Professor	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	To enrol course it is necessary to pass course General Linguistics	
<b>Goal</b>	Introduction to the research field of psycholinguistics - data sources, research methods and models of language use.	
<b>Teaching methods</b>	lectures and seminars	
<b>Assessment methods</b>	2 written tests based on given literature and presentations from classes, seminar research task, class attendance.	

## Learning outcomes

1. To argumentatively evaluate scientific and professional literature in the field of psycholinguistics in Croatian and English.
2. To list the basic concepts of psycholinguistics.
3. To list current theories in the field of linguistic perception and production.
4. To explain the difference between psycholinguistic models of language processing research.
5. Highlight the basic principles of different models of language perception and production.
6. Analyze the main structures and functions of the brain involved in language processing.
7. Recognize the advantages and disadvantages of diagnosis and rehabilitation of language disorders

## Content

1. Linguistics - psycholinguistics - cognitive linguistics
2. Language use in numbers, communication situation
3. Reception and production of language (reception and production); research areas
4. Data sources, theories and models, cognitive paradigm (interdisciplinarity)
5. Word recognition: gating experiments
6. Linguistic approach in the classification and typology of language impairments
7. Test 1
8. Brain structures and functions - Functional brain imaging
9. Neurofunctional disorders and language organization
10. Diagnosis and rehabilitation of language disorders
11. A review of psycholinguistic research in schizophrenia
12. A review of psycholinguistic research in aphasia
13. Psychological models of memory
14. Modular and interactive models of language use
15. Test 2

# Introduction to Semantics

<b>Name</b>	Introduction to Semantics
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	30
<b>ID</b>	90754
<b>Semesters</b>	Summer
<b>Teachers</b>	Ida Raffaelli, PhD, Full Professor (primary) Daniela Katunar, PhD, Assistant Professor
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	To enrol course it is necessary to pass course Modern Spanish Syntax 2 To enrol course it is necessary to pass course Contemporary Spanish Language 4 /exercises/
<b>Goal</b>	This course introduces students to the basic problems of defining and describing various types of meaning (mentalism, referentialism, contextualism). The historical development of dominant approaches to the description of meaning is shown in a broader linguistic context. Basic semantic terms are discussed: relationship between denotation and connotation, meaning and sense, as well as semantic relations: antonymy, homonymy, synonymy, hyponymy/hyperonymy, meronymy, taxonomic relations etc. Theoretical and methodological tenets of basic models of semantic description are presented (componential analysis, field theory, contextual analysis), as well theoretical frameworks from which they arose.
<b>Teaching methods</b>	lectures, discussion, exercises on selected language examples
<b>Assessment methods</b>	continuous assessment (colloquium, written), exam (oral)
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. List the basic terms of the discipline.</li> <li>2. List the main representatives of prestructuralist, structuralist and poststructuralist semantics.</li> <li>3. List the main models of semantic description.</li> <li>4. Explain similarities and differences between specific approaches to meaning throughout (linguistic) history.</li> <li>5. Evaluate the applicability of a model of semantic description to a certain language data set.</li> <li>6. Expertly discuss basic questions of semantic description.</li> <li>7. Collect language data and plan the basic analytical procedures of semantic description.</li> <li>9. Collect language data and plan the basic analytical procedures of semantic description.</li> </ol>
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introduction. Problems with the definition of meaning.</li> <li>2. Historical overview of semantic description. Prestructuralist semantics.</li> <li>3. Structuralist semantics. Meaning in the language system.</li> <li>4. Meaning description: semic and componential analysis I.</li> <li>5. Meaning description: semic and componential analysis II.</li> <li>6. Meaning description: field model</li> <li>7. Continuous assessment 1.</li> <li>8. Meaning description: contextual analysis.</li> <li>9. Lexeme and lexical semantics.</li> <li>10. Lexical semantics: lexical relations I.</li> <li>11. Lexical semantics: lexical relations II.</li> <li>12. Lexical semantics: polysemy.</li> <li>13. Metaphor and metonymy.</li> <li>14. Continuous assessment 2.</li> </ol>

15. Final discussion.



# Introduction to Semantics

<b>Name</b>	Introduction to Semantics	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	30	
<b>ID</b>	154204	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Ida Raffaelli, PhD, Full Professor (primary) Daniela Katunar, PhD, Assistant Professor	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	This course introduces students to the basic problems of defining and describing various types of meaning (mentalism, referentialism, contextualism). The historical development of dominant approaches to the description of meaning is shown in a broader linguistic context. Basic semantic terms are discussed: relationship between denotation and connotation, meaning and sense, as well as semantic relations: antonymy, homonymy, synonymy, hyponymy/hyperonymy, meronymy, taxonomic relations etc. Theoretical and methodological tenets of basic models of semantic description are presented (componential analysis, field theory, contextual analysis), as well as theoretical frameworks from which they arose.	
<b>Teaching methods</b>	lectures, discussion, exercises on selected language examples	
<b>Assessment methods</b>	continuous assessment (colloquium, written), exam (oral)	

## Learning outcomes

1. List the basic terms of the discipline.
2. List the main representatives of prestructuralist, structuralist and poststructuralist semantics.
3. List the main models of semantic description.
4. Explain similarities and differences between specific approaches to meaning throughout (linguistic) history.
5. Evaluate the applicability of a model of semantic description to a certain language data set.
6. Expertly discuss basic questions of semantic description.
7. Collect language data and plan the basic analytical procedures of semantic description.
8. Collect language data and plan the basic analytical procedures of semantic description.

## Content

1. Introduction. Problems with the definition of meaning.
2. Historical overview of semantic description. Prestructuralist semantics.
3. Structuralist semantics. Meaning in the language system.
4. Meaning description: semic and componential analysis I.
5. Meaning description: semic and componential analysis II.
6. Meaning description: field model
7. Continuous assessment 1.
8. Meaning description: contextual analysis.
9. Lexeme and lexical semantics.
10. Lexical semantics: lexical relations I.
11. Lexical semantics: lexical relations II.
12. Lexical semantics: polysemy.
13. Metaphor and metonymy.
14. Continuous assessment 2.
15. Final discussion.



# Introduction to Semiology

<b>Name</b>	Introduction to Semiology	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	80856	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Marin Andrijašević, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	acquire the basic concepts of semiology and master its different methodological approaches	
<b>Teaching methods</b>	combined method (ex cathedra and guided discussion)	
<b>Assessment methods</b>	two written tests and the final oral exam (passing grades of tests are a condition for access to the oral exam)	

## Learning outcomes

1. acquire the metalanguage of semiology
2. determine and classify different types of signs
3. identify different semiological systems within a complex sign
4. 4. recognise the dichotomy of an intentional sign vs. an unintentional sign

## Content

1. Semiology as a science of different sign systems
2. Social aspects of signs
3. Correlation between the linguistic sign and the semiological sign, ie. between linguistics and semiology
4. The use of different sign systems in communication
5. Modelling reality
6. The substitution of an object with the concept
7. First test
8. The semiology of communication and the semiology of meaning
9. Saussurean semiology
10. The pragmatic dimension of semiology
11. What can become a sign?
12. The typology of signs
13. Sociosemiology and psychosemiology
14. Problems of intentionality - an introduction to semiotics
15. Second test

# Introduction to Typology

<b>Name</b>	Introduction to Typology	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	52303	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Ranko Matasović, PhD, Full Professor (primary) Jurica Polančec, PhD, Assistant	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	The course serves as an introduction to linguistic typology as a field of linguistics. It covers the history of the discipline, its theoretical underpinnings and allows students to get acquainted with the basics of typological research. The course also provides an overview of major research topics in morphological and syntactic typology.	
<b>Teaching methods</b>	Oral presentation. Analysis of linguistic examples. Discussion. Practical assignments involving the use of online databases.	
<b>Assessment methods</b>	Continuous assessment (small assignments during the semester). Final paper.	

## Learning outcomes

1. to explain the main theoretical and methodological tenets of the functional-typological approach to linguistic diversity and to compare it to the generative approach.
2. to be able to use the interactive online database WALS ([www.wals.info](http://www.wals.info)).
3. to list major topics of typological research in the domains of morphology and syntax and to apply them in language analysis.
4. to describe in detail the typological profile of major morphological and syntactic phenomena, their areal and genetic distribution, relevant universals and statistically unexpected correlations with other language features.
5. state the main typologically relevant characteristics (those between which statistically unexpected correlations exist) on all levels of language (phonology, morphology, syntax)
6. autonomously use grammars of unfamiliar languages and collect data relevant for typological research or research in genetic linguistics on their basis

## Content

1. Introduction: course objectives and requirements.
2. What is typology: definition and example of a typological
3. History of the discipline. Language universals
4. Generative grammar and functional linguistics
5. Interlinear glosses. Major topics in typology (Pt. 1)
6. Major topics in typology (Pt. 2)
7. In-class assignment: The World Atlas of Language Structures (WALS), inter-linear glosses
8. Sources of evidence in typology (Pt. 1)
9. Sources of evidence in typology (Pt. 2)
10. Language sampling
11. Grammaticalization
12. Language complexity: polysynthesis and incorporation
13. Agreement, gender, classifiers
14. Clause alignment
15. Course review



# Language Development and Learning

<b>Name</b>	Language Development and Learning	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	124368	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Martina Sekulić Sović, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Upon completion of the course (Language Development and Learning) the student will be able to compare different methodological approaches in children's language research, distinguish stages of speech interaction development and critically valorize scientific literature in the field of children's language acquisition and learning.	
<b>Teaching methods</b>	Lectures and seminars	
<b>Assessment methods</b>	2 written tests based on given literature and presentations from classes, seminar assignment, class attendance.	

## Learning outcomes

1. list and explain theories of language learning of the 20th Century
2. compare aspects of learning and aspects of language acquisition
3. distinguish the stages of development of speech interaction (conversation, storytelling, argumentation)
4. assess the importance of a particular language disorder during language acquisition
5. compare different methodological approaches in children's language research
6. evaluate proposed theoretical and research theses, argumentation, chosen methodology and conclusions in one's own or others' research
7. elaborate the relation between language, brain, and psyche, the psychological and social aspects of language development and learning, language disorders (aphasia, dyslexia) and reflection in dementias, autism, and psychoses; elaborate its relevance for language competence and rehabilitation
8. elaborate in a well-argued manner the relevance of psycholinguistic, sociolinguistic, pragmalinguistic, critical-linguistic, glottodidactic, and language-philosophical theories and methods for linguistics and for disseminating knowledge about language and linguistic communication
9. name and elaborate different theories of learning and acquisition (behavioral, nativist, interactionist), i.e. of institutional teaching of language (in the bilingual and multi-lingual context)
10. form and conduct qualitative and quantitative empirical studies for the purposes of interpretation and quantifying of facts in the relation between language and society, mind, practice, as well as the teaching of language and discursive practices, and language and ethics

## Content

1. Introduction
2. Behaviorism
3. Cognitive-evolutionary theories of intelligence and language development
4. Cognitive-social theories of thought and language development
5. Cognitive-social theories of thought and language development
6. Nativist theories of language acquisition
7. Test 1
8. Selected chapters: early language development; phonology
9. Selected chapters: early language development; morphology

10. Selected chapters: early language development; syntax
11. Selected chapters: semantics, pragmatics and children's language discourse
12. Development of speech interaction: conversation, narration and argumentation
13. Development of linguistic imagination and development of symbolic function
14. Atypical language development; deviations from healthy language development
15. Test 2

# Language disorders

<b>Name</b>	Language disorders	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	117626	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Martina Sekulić Sović, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Upon completion of the course (Language Disorders) the student will be able to: distinguish the basic characteristics of language disorders, compare different methodological approaches in research, critically valorize the scientific literature and professionally argue in academic and popular discussions on language disorders.	
<b>Teaching methods</b>	Lectures and seminars	
<b>Assessment methods</b>	3 written tests based on given literature and presentations from classes, seminar assignment, class attendance.	

## Learning outcomes

1. list language disorders
2. describe the basic characteristics of language disorders
3. compare the differences and similarities of individual language disorders
4. evaluate the scientific and professional literature on language disorders in Croatian and English
5. apply linguistic methods and theories on language disorders in cooperation with related professions dealing with the same topic
6. expertly argue in academic and popular discussions on the topic of language disorders
7. evaluate the appropriateness of research implementation, sociolinguistic and psycholinguistic, in accordance to ethical, professional, and social responsibilities
8. form and conduct qualitative and quantitative empirical studies for the purposes of interpretation and quantifying of facts in the relation between language and society, mind, practice, as well as the teaching of language and discursive practices, and language and ethic
9. elaborate the relation between language, brain, and psyche, the psychological and social aspects of language development and learning, language disorders (aphasia, dyslexia) and reflection in dementias, autism, and psychoses; elaborate its relevance for language competence and rehabilitation
10. apply applied linguistics research methods in an interdisciplinary context of linguistics, psychology, psychiatry, sociology, pedagogy, neuroscience and philosophy

## Content

1. Introduction
2. Psycholinguistic Research Methods
3. Language and Brain
4. Aphasia
5. Dementia
6. Test 1
7. Role of frontal and temporal lobe
8. Dyslexia and dysgraphia
9. Test 2



10. Psychosis (schizophrenia)
11. Psycholinguistic research of schizophrenia
12. Autism
13. Asperger syndrome
14. Final lecture
15. Test 3

# Language in Public and Interpersonal Communication

<b>Name</b>	Language in Public and Interpersonal Communication	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	117627	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Mislava Bertoša, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	By successfully finishing the course, students will be able to compare main communication functions of language, distinguish various domains of communication and types of discourse (in synchrony as well as diachrony), and will be able to independently gather linguistic data. Students are also expected to successfully analyse and interpret collected data and critically valorise scientific literature (in Croatian and English language) on the topic of public and interpersonal communication. Finally, students are expected to be able to apply various methodologies and theoretical approaches in the language analysis (tools from discourse analysis, conversation analysis and pragmatics), and give valid arguments in academic and non-academic discussions on the topic of contemporary communication.	
<b>Teaching methods</b>	Lectures, seminars, presentations, discussions.	
<b>Assessment methods</b>	Paper and presentation, 2 written exams during the semester, (optional) oral exam.	
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Comparing basic communicative functions of language</li> <li>2. Discerning various domains of communication and types of discourse in synchrony and diachrony</li> <li>3. Independently collecting linguistic data in order to analyse it and adequately interpret meanings of public and interpersonal communication.</li> <li>4. Listing similarities and differences between main theories of public and interpersonal communication</li> <li>5. Critically valorising scientific literature in Croatian and English language on the topic of public and interpersonal communication (aspects of mediation of public discourse, narratives, argumentation)</li> <li>6. Applying linguistic methods and theories in combination with the ones of related fields (such as discourse analysis, conversation analysis and pragmatics) in order to analyse public and interpersonal communication</li> <li>7. Providing professional argumentation in academic and non-academic discussions on the topic of language in public and interpersonal communication</li> <li>8. elaborate the key principles of research in applied linguistics as a methodologically interdisciplinary and theoretically and empirically grounded field of linguistics</li> <li>9. recognize and analyze the ethical dimension of interpersonal, business, and public linguistic communication</li> </ol>	
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introduction to the course</li> <li>2. Communicative functions of language - Bühler's model, Jakobson's model and Halliday's model</li> <li>3. Public, interpersonal and private communication and their language</li> <li>4. Main characteristics of language in public, interpersonal and private communication</li> <li>5. Language of public communication - public language</li> <li>6. Characteristics of language in interpersonal communication - dialogic language</li> <li>7. Features of language in private communication - private language</li> </ol>	

8. Midterm - written exam I
9. From public language to the language of interpersonal communication
10. Aspects/types of public language mediation
11. Narration in public and interpersonal communication
12. Argumentation in public and interpersonal communication
13. On linguisticity and non-linguisticity of contemporary public and interpersonal communication
14. Written exam II
15. Final discussions and recapitulation of the earned points/grades during the semester

# Languages of the World

<b>Name</b>	Languages of the World	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	184250	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Ranko Matasović, PhD, Full Professor (primary) Jurica Polančec, PhD, Assistant	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	This course presents the basic facts on the genetic classification of the world's languages, on the distribution of linguistic diversity and on the sociolinguistic and socio-political situation in major countries of the world.	
<b>Teaching methods</b>	Oral lectures. Multimedia and individual assignments. Discussion of problem questions.	
<b>Assessment methods</b>	Seminar assignment. Written exam.	

## Learning outcomes

1. Students will be able to define the goal of comparative linguistics.
2. Students will be able to enumerate the major language families of the world.
3. Students will be able to describe the politically and culturally major languages in all the continents.
4. Students will be able to recognize the most important features of languages in individual families.
5. Students will be able to enumerate the major script systems.
6. Students will be able to argue about the importance of linguistic diversity in both linguistic and social contexts.
7. list the typologically characteristics of languages that characterize individual linguistic macroareas (e.g. Eurasian north, Sub-Saharan Africa, Australia, etc.)

## Content

1. Introductory lecture.
2. Types of linguistic classification (genetic, typological, areal).
3. Linguistic diversity. Basic concepts of comparative linguistics. Differences in genetic and areal diversity.
4. Problems of genetic classification; monogenesis and out-of-Africa dispersal. Correlations between genetics, archaeology and comparative linguistics.
5. Languages of Africa - genetic classification and typology. Major languages.
6. Languages of Eurasia - genetic classification and typology I.
7. Languages of Eurasia - genetic classification and typology II.
8. Languages of Eurasia - major languages in individual countries.
9. Languages of North America - genetic classification and typology.
10. Languages of North America - major languages.
11. Languages of Australia - genetic classification and typology.
12. Languages of South America - genetic classification and typology.
13. Languages of South America - major languages.
14. Languages of New Guinea and Oceania - genetic classification and typology.
15. Summing up.

# Languages, cultures and identities of young people

<b>Name</b>	Languages, cultures and identities of young people	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	118139	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Anita Skelin Horvat, PhD, Associate Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	

**Goal** The main aim is to introduce sociolinguistic of youth language. To learn and understand some sociolinguistic concepts, theories and methodologies used on the researching the youth language, youth cultures and identities especially how young people express their culture and identity through the language. Building on the previous sociolinguistic basics getting to the more profound understanding of relations between language and social categories, e.g. age, gender, group belonging, and other elements of identity. Understanding of use of language in media and public discourses. One of the main aims is to help students in use of theories and methodologies in their own reaserches.

**Teaching methods** lectures, seminars, tasks and e-learning (Omega)

**Assessment methods** active participation during the lecture - discussing and analysing the texts, individual presentations of texts and researches, tests and seminar paper

## Learning outcomes

1. Define basic concepts, theories and problems of socio-cultural linguistics
2. Analyse sociocultural elements in speech community on the example of cultures and languages of youth
3. Compare and understand differences between social and cultural elements and their impact on language and language use
4. Gaining competence in collecting sociolinguistic data, and working with informants
5. Analyse and interpret data
6. Critical approach
7. Written and oral presentation of own research

## Content

1. Introduction - basic concepts in sociolinguistics
2. Youth subcultures - some basic concepts from cultural studies
3. Youth - sociological-cultural approach to analysing language and culture of young
4. Youth II part - sociolinguistic approach to language of young (sociolinguistic of age)
5. Identity - theoretical approach
6. Language and identity of youth - connection of language and identity, with focus on the languages and identities of youth and use of the concept of style in linguistics
7. Culture - definitions and different approaches, theories of culture
8. Language and culture - connection between language and identity with focus on languages and cultures of youth
9. Mid term exam
10. Language of youth - elements of youth language / introduction to different methods of analysing youth language - quantitive methods
11. Identities of youth - age, gender, group and other youth identities through the language / qualitative and mixed methods of research
12. Identity of youth II part - theory of fashion / methods of content analysis and some concepts of media studies

13. Cultures of youth - presenting some of the youth culture and problematising different concepts previously introduced / discourse analyse - some basis
14. Culture and identity
15. The end of term exam

# Linguistics and Its Dialects

<b>Name</b>	Linguistics and Its Dialects	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	37171	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Mislava Bertoša, PhD, Full Professor (primary) Daniela Katunar, PhD, Assistant Professor Ivana Simeon, PhD, Senior Lecturer	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	To enrol course it is necessary to pass course Applied Linguistics	
<b>Goal</b>	By finishing the course, student will be expected to do the following: explain the development of linguistic epistemology, critically valorise scientific literature (in Croatian and English) on the topic of autonomy and uniqueness of linguistic scientific field, use metacognition and metalanguage in linguistic discussions and problem solving, describe the fundamentals of postmodern linguistics (its main actors, theories, methodologies), recognise main paradigms which formed linguistics as a science we know today, provide professional argumentation on the relevance of interdisciplinary, transdisciplinary and multidisciplinary research, but also point out the relevance of the autonomy of linguistic field. Finally, students are expected to be able to assess which theoretical and methodological approaches would be adequate for their own independent research.	
<b>Teaching methods</b>	Lectures and seminars.	
<b>Assessment methods</b>	Paper and presentation grade + grades from 2 written exams during the semester + weekly notes from the literature. Final oral exam is optional (only for students who are not satisfied with the grade earned during the semester).	

## Learning outcomes

1. Explain the development of linguistic epistemology.
2. Critically valorise scientific literature (in Croatian and English) on the topic of autonomy and uniqueness of linguistic science.
3. Use metacognition and metalanguage during linguistic discussions and solving problems which are linguistic in nature.
4. Describe the outlines of postmodern linguistics, its main authors, theories and methodologies.
5. Recognise the main paradigms which constituted linguistics as a modern science.
6. Provide professional argumentation on the importance of interdisciplinarity, transdisciplinarity and multidisciplinary of linguistics, as well as its autonomy.
7. Assess which theoretical and methodological approaches in linguistics would be adequate in researching topics of individual (student's) interest.

## Content

1. Introduction: What brought about the dialectalization of linguistics?
2. Aspects of dialectalization: a) epistemic, b) methodic, c) metalinguistic
3. Wilhelm von Humboldt: from language of the Spirit to the grammar of Nation; linguistics as language philosophy which discovers its own subject of investigation.
4. Ferdinand de Saussure: language as a sign system and linguistics as a science which speaks of its structure; linguistics as autonomous science.
5. Noam Chomsky: towards the grammar of the mind; linguistics as a philosophy of mind.
6. Psycholinguistics: how language is developed and learned?

7. Midterm written exam
8. Sociolinguistics: How human societies form and use their languages?
9. Discourse analysis
10. Narration: how the world transforms it self into a story?
11. Pragmatics: how do we do things with words?
12. Cognitive linguistics: which are the cognitive realities of language?
13. Semiology: what is the connection between language and other semiological, sign systems?
14. Written exam II
15. Final discussions, recapitulation of the score (points collected during the semester) and arranging final exam for students not satisfied with the grade they earned during the semester.



# Lithuanian Course

<b>Name</b>	Lithuanian Course	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	70968	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Ranko Matasović, PhD, Full Professor (primary) Pavao Krmpotić, Assistant	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	To get acquainted with Lithuanian language, its grammatical system, history and importance for the reconstruction of Proto-Indo-European.	
<b>Teaching methods</b>	Lectures (with the help of multimedia), seminar.	
<b>Assessment methods</b>	Exam (written and oral)	

## Learning outcomes

1. To master the basics of Lithuanian grammar.
2. Learn the historical developments from PIE to Lithuanian.
3. Be able to recognize the correspondances between Lithuanian and other IE languages (in phonology, lexicon and morphology).
4. To acquire the basic competences in reading writing Lithuanian.

## Content

1. Basic data about Lithuanian.
2. The external history of Lithuanian. Declension. Basics of the verbal system (a-conjugation).
3. The basics of the history of Lithuanian (main sound changes). Second and third declensions, personal pronouns, i-conjugation.
4. 4th and 5th declensions. Consonant stems. Adjectival declension.
5. Cardinal and ordinal numerals. Declension of numerals. Basic vocabulary practice.
6. Future tense. Demonstratives and other pronouns. Practice and repetition.
7. The accentual system. The accentual paradigms of nominals and the present of verbs. Practice.
8. The preterite. The reflexive verbs. Verbal prefixation. Practice.
9. The participles: origin, formation and use. Basic participial constructions. Practice.
10. The Participles II: Passive present and preterite participles. Other participles. Case syntax. Dative absolute. Practice.
11. Basics of word formation. Metatony. Accentual rules. Practice.
12. Sentence syntax. Simple clauses. Parts of clauses. Translation of selected passages.
13. Sentence syntax II. Types and connectives of complex sentences. Translation and practice.
14. Reading simple texts. Practice.
15. Practice for the exam. Repetitions.

# Meanings in Language

<b>Name</b>	Meanings in Language	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	215608	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Marin Andrijašević, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	know and analyse the formation of meaning at different linguistic levels	
<b>Teaching methods</b>	combined method (ex cathedra, guided discussion and individual/team work)	
<b>Assessment methods</b>	two written tests and the final oral exam (passing grades in tests are a condition for access to the oral exam)	

## Learning outcomes

1. Recognise the difference between different types of meanings
2. Interpret the semantic characteristics of linguistic signs
3. Articulate methods of making meaning
4. Identify one or more approaches to the meaning of a complex linguistic sign
5. Critically argue models and theories of meaning

## Content

1. Different levels of the analysis of meaning
2. Meaning vs. sense
3. The linguistic, semiotic, semantic, pragmatic and philosophical approaches to meaning
4. Parameters and achievements of linguistic theories of meaning
5. Theoretical linguistics as the intersection of descriptive linguistics, psychology, semiotics, literary theory and philosophy
6. Sense vs. meaning between the semantics of words, sentences and discourse, on the one hand, and cognition, logic and systematics, on the other
7. First test
8. Meaning as adaptation to context
9. From meaning and significance to understanding
10. Emotional understanding as empathy
11. Misunderstanding as a guide to the gradation meaning and sense
12. The difference between comprehension and decoding
13. Understanding as compared with seeing
14. Strategies for overcoming misunderstandings
15. Second test

# Mental Lexicon

<b>Name</b>	Mental Lexicon	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	124365	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Vlasta Erdeljac, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	A more thorough introduction to a special psycholinguistic topic – the mental lexicon – from the perspective of a comprehensive research area of language perception and production. Mental lexicon is introduced as a central processing component in theories and models of language use.	
<b>Teaching methods</b>	Lectures, discussions	
<b>Assessment methods</b>	Tests, awarding points for attendance, term paper, exam	

## Learning outcomes

1. To compare different approaches to the mental lexicon arising from linguistically based assumptions and insights into related fields - neurolinguistics, psycholinguistics, that is neuroscience and psychology (modular, interactive; models of direct access, search; production and reception).
2. To distinguish theoretical models of language use and lexical processing in the field of analysis of lexical representations and grammatical processes in language use. To describe the structure of the mental lexicon: units and levels of representation and lexicalization processes.
3. To distinguish the specifics of units and processes of language use with regard to the medium and modality of its realization: receiving or producing language (written or spoken word, that is reading / listening, speaking / writing).
4. To distinguish the specifics of units and processes of language use with regard to the specifics of different fields of language description – phonetics and phonology, morphology, syntax and semantics.
5. apply adequate psycholinguistic methods in the research of language use in different groups of subjects: grown-ups or children, able speakers as well as speakers with language disorders and in multilingual subjects
6. evaluate the place of language culturally and individually and based on new theoretical and empirical insights
7. apply appropriate research methodology in the research of linguistic phenomena (semiological analysis, discourse analysis, behavioral and neurolinguistic methods) and interpret results according to a specific theoretical framework
8. explain key theoretical and methodological connections of cognitive linguistics with other related scientific disciplines, primarily psycholinguistics and computational linguistics
9. describe the structure of a mental lexicon: units and levels of representation, as well as the processes of lexicalization
10. compare different theories and mental lexicon models derived from linguistically-grounded assumptions and insights into related fields - neurolinguistics, psycholinguistics, i.e. neuroscience and psychology

## Content

1. Basic principles of psycholinguistic approach, language production and reception, models of language use
2. Memory models, Neural structure - correlates of language processing
3. Research areas, data sources, methods
4. Mental lexicon - dictionary, Word - its representation in mental lexicon, knowledge of words
5. Levelt's model of language production

6. Storage and processing units; levels of organization of ML
7. Mental lexicon modeling - lexicalizations and lexical approach
8. Speech errors - a look at the structure of the mental lexicon
9. Speech fluency and language planning
10. Mental lexicon and child language
- 11.
- 12.
- 13.
- 14.
- 15.

# Morphology

<b>Name</b>	Morphology
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	50
<b>ID</b>	51692
<b>Semesters</b>	Summer
<b>Teachers</b>	Marko Tadić, PhD, Full Professor (primary) Krešimir Šojat, PhD, Assistant Professor
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	To enrol course it is necessary to pass course Phonology
<b>Goal</b>	Mastering basic methods and techniques of linguistic description at morphological level
<b>Teaching methods</b>	Lectures, seminars, discussions, individual assignments
<b>Assessment methods</b>	Verification of knowledge with two colloquies during the course, accumulation of points by solving individual assignments and attendance at lectures and seminars. The score from the teaching obligations is credited in proportion to the points collected. Students who thus collect at least 95% of the possible total number of points are exempt from the exam. Other students attend the written exam, and the arithmetic mean between the mark from the written exam and the mark obtained by fulfilling the teaching obligations is taken as the final grade. Students who are dissatisfied with the mark from the written part of the exam can attend the oral exam and in this case the arithmetic mean of all three marks is taken as the final grade.

## Learning outcomes

1. List the fundamental notions in the discipline
2. Describe the main features of traditional grammatical approach
3. Describe the main features of the contemporary grammatical approaches
4. evaluate in a well-argued manner the critical literature in Croatian and English dealing with basic linguistic disciplines and movements
5. To analyse the language material using one of the main methods of the morphological description
6. Recognise advantages and disadvantages of different morphological approaches
7. analyze linguistic material and compare linguistic data from typologically different languages on the basis of methods of formal or functional approaches to language
8. evaluate personal interests and competences and choose appropriate areas for continued education
9. elaborate the purpose of the four levels of linguistic description (phonological, morphological, syntactic, semantic) and compare different linguistic theories and models of linguistic description
10. interpret the place of each individual linguistic discipline in relation to the other three linguistic disciplines

## Content

1. Introduction: morphology and other language levels
2. Traditional grammatical approach: changeable/unchangeable words, flexion/word formation
3. Traditional grammatical approach: stem/ending, types of affixes
4. Traditional grammatical approach: parts of speech, paradigm
5. Traditional grammatical approach: sandhi changes, derivation/composition
6. Traditional grammatical approach: flexion/word formation relationship
7. Colloquium 1
8. Contemporary grammatical approach: generative phonology
9. Contemporary grammatical approach: lexical phonology, rules, applications of rules, restrictions

10. Contemporary grammatical approach: morphology and syntax relationship
11. Approaches to morphology: word & paradigm
12. Approaches to morphology: item & arrangement
13. Approaches to morphology: item & process
14. Colloquium 2
15. Closing remarks

# Phonology

<b>Name</b>	Phonology
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	50
<b>ID</b>	51688
<b>Semesters</b>	Winter
<b>Teachers</b>	Mate Kapović, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	To enrol course it is necessary to pass course General Linguistics
<b>Goal</b>	The aim of the course is to get acquainted with basic phonological concepts, basic phonological theory and methods of modern phonological analysis. The phonology of not only the Croatian language but also the general typological phonology based on all world languages is discussed. The phonology of Croatian, the international phonetic alphabet and articulatory phonetics are discussed in detail.
<b>Teaching methods</b>	Lectures and seminars. Student presentations (on phonologies of world languages).
<b>Assessment methods</b>	Written exam. Possible oral exam for a higher mark.

## Learning outcomes

1. Students will be able to scientifically analyze the phonology of any world language on the basis of language material.
2. Students will be able to adequately tackle the problems in phonological analysis of world languages.
3. Students will be able to list the most important phonological features of world languages.
4. Students will be able to reasonably evaluate phonological literature in Croatian and English.
5. Students will master the use of the international phonetic alphabet.
6. Students will be able to present a based phonological analysis of any world language.
7. Students will be able to elaborate the purpose of the four levels of linguistic description (phonological, morphological, syntactic, semantic) and compare different linguistic theories and models of linguistic description.

## Content

1. Introduction 1, The problem of Jat in Croatian
2. Introduction 2, Japanese phonology
3. International phonetic alphabet 1, Chinese phonology
4. International phonetic alphabet 2, Arabic phonology
5. Croatian phonology, American English phonology
6. Croatian prosody
7. Phoneme
8. Phonological Analysis
9. Alternations and Neutralizations
10. Interaction of phonological rules
11. Distinctive features theory
12. Phonological typology
13. Prosodic typology
14. Diachronic phonology
15. Summary

## Psycholinguistic research methods 2

<b>Name</b>	Psycholinguistic research methods 2	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	129270	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Vlasta Erdeljac, PhD, Full Professor (primary) Martina Sekulić Sović, PhD, Assistant Professor	
<b>Hours</b>	Lectures	15
	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Upon completion of the course (Methods of Psycholinguistic Research 2) the student will be able to: distinguish basic characteristics of language disorders, compare different methodological approaches in research, critically valorize scientific literature and professionally argue in academic and popular discussions on deficits of language production and perception.	
<b>Teaching methods</b>	Lectures and seminars	
<b>Assessment methods</b>	2 written tests based on given literature and presentations from classes, seminar assignment, class attendance	

### Learning outcomes

1. Compare different psycholinguistic approaches in the study of language disorders
2. Distinguish deficits of language production and perception
3. Apply adequate psycholinguistic methods in research on language disorders
4. Critically evaluate the scientific literature in Croatian and English in the field of psycholinguistics and neurolinguistics

### Content

1. Introduction
2. Deficits of the lexical-semantic system
3. Deficits of lexical-semantic production
4. Deficits of lexical-semantic perception
5. Deficits of lexical-semantic storage
6. Deficits of the lexical-semantic access
7. Test 1
8. Experimental research - seminar task 1
9. Experimental research - seminar task 2
10. Experimental research - seminar task 3
11. Experimental research - seminar task 4
12. Experimental research - seminar task 5
13. Experimental research - seminar task 6
14. Test 2
15. Final lecture



# Psycholinguistic Research Methods I

<b>Name</b>	Psycholinguistic Research Methods I	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	184251	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Vlasta Erdeljac, PhD, Full Professor (primary) Martina Sekulić Sović, PhD, Assistant Professor	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Upon completion of the course (Methods of Psycholinguistic Research 1) the student will be able to: distinguish basic characteristics of psycholinguistic methods, compare different methodological approaches in research, critically valorize scientific literature and professionally argue in academic and popular discussions of language production and perception.	
<b>Teaching methods</b>	Lectures and seminars	
<b>Assessment methods</b>	2 written tests based on given literature and presentations from classes, seminar assignment, class attendance	

## Learning outcomes

1. Compare different psycholinguistic approaches in the research of language production and perception
2. Distinguish elements of typical and atypical language processing
3. Apply adequate psycholinguistic methods in language processing research
4. Critically evaluate the scientific literature in Croatian and English in the field of psycholinguistics

## Content

1. Introduction
2. mental lexicon - research methods
3. models of lexical-semantic system
4. lexical-semantic production
5. lexical-semantic perception
6. lexical-semantic storage
7. lexical-semantic access
8. test 1
9. data collection methods in psycholinguistic research - seminar task 1
10. data collection methods in psycholinguistic research - seminar task 2
11. data collection methods in psycholinguistic research - seminar task 3
12. data collection methods in psycholinguistic research - seminar task 4
13. Data collection methods in psycholinguistic research - seminar task 5
14. test 2
15. final lecture

# Reading of Old Irish Texts

<b>Name</b>	Reading of Old Irish Texts
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	30
<b>ID</b>	125474
<b>Semesters</b>	Summer
<b>Teachers</b>	Ranko Matasović, PhD, Full Professor (primary)
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	To enrol course it is necessary to pass course Indo-European Language Course: Old Irish II
<b>Goal</b>	Understand and interpret texts in a typologically very interesting language.
<b>Teaching methods</b>	Orally.
<b>Assessment methods</b>	Check the level in which the student can follow the instruction and understand and interpret the texts.

## Learning outcomes

1. To acquire a higher level of competence in Old Irish.
2. To understand the selected Old Irish text.
3. To discover the techniques of philological criticism.
4. To become acquainted with the problems of textological transmission of Old Irish texts.
5. To become acquainted with higher levels of Old Irish grammar.
6. To understand the Old Irish lexicon.
7. To understand the medieval Irish culture.
8. decline and conjugate regular nouns and verbs in at least three Indo-European languages
9. translate simple sentences from at least three ancient Indo-European languages

## Content

1. Reading and interpreting the chosen text (every year a different text is selected)
2. Reading and interpreting the chosen text (every year a different text is selected)
3. Reading and interpreting the chosen text (every year a different text is selected)
4. Reading and interpreting the chosen text (every year a different text is selected)
5. Reading and interpreting the chosen text (every year a different text is selected)
6. Reading and interpreting the chosen text (every year a different text is selected)
7. Reading and interpreting the chosen text (every year a different text is selected)
8. Reading and interpreting the chosen text (every year a different text is selected)
9. Reading and interpreting the chosen text (every year a different text is selected)
10. Reading and interpreting the chosen text (every year a different text is selected)
11. Reading and interpreting the chosen text (every year a different text is selected)
12. Reading and interpreting the chosen text (every year a different text is selected)
13. Reading and interpreting the chosen text (every year a different text is selected)
14. Reading and interpreting the chosen text (every year a different text is selected)
15. Reading and interpreting the chosen text (every year a different text is selected)

## Selected chapters from algebraic linguistics

<b>Name</b>	Selected chapters from algebraic linguistics	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	124366	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Marko Tadić, PhD, Full Professor (primary) Vanja Štefanec	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	To instruct students in the methodology of independent computer-linguistic processing from the perspective of a specific scenario. Special focus is on modern linguistic tools, programming languages and methodologies, as well as a critical review of their implementation and applicability. The practical part is focused on the development of grammars for shallow parsing in a specific corpus of the Croatian language and the application of a programming language for processing the language corpus.	
<b>Teaching methods</b>	The theoretical part of teaching is performed in a computer classroom. Each theoretical unit is accompanied by concrete examples that are displayed on a computer. In the second part of the class, each student is given a specific student's assignment that is performed on a computer under the supervision of a teacher. The quality of the completed assignment is evaluated.	
<b>Assessment methods</b>	Each student receives a grade from a written exam. The specific student's assignment is also evaluated. The final grade is the average of the two grades given. Each student is also allowed to take an oral exam.	

### Learning outcomes

1. To expand acquired computational linguistic knowledge with a new and deeper perspective of entering the scenario of concrete language processing.
2. Critically problematize the shallow linguistic analysis in comparison with the full linguistic analysis with respect to the defined processing goal.
3. To define rules for shallow parsing of the Croatian language according to a predetermined methodology (S. Abney).
4. To apply the given methodology by creating grammars of the language description to the given corpus of the Croatian language with the given linguistic tool.
5. autonomously formulate conclusions about the relations between linguistic elements on the basis of research based on linguistic rules
6. To gather the necessary knowledge and skills to master the programming language for the preparation of the corpus for language processing.
7. Using a programming language to independently perform the processing of a predetermined language processing problem using available literature and the Internet.
8. explain key theoretical and methodological connections of computational linguistics with other related scientific disciplines, primarily corpus linguistics and cognitive linguistics, but also information and computer science
9. explain the basic theoretical principles of algebraic linguistics and its role as a theoretical foundation for the use of computational linguistics methods in linguistic description
10. explain the differences between natural and artificial languages, and language and metalanguage

### Content

1. Natural language processing levels and language processing chain.

2. Theoretical perspective in contrast to the issue of empirical language processing.
3. Shallow linguistic parsing compared to full linguistic parsing.
4. Partial Parsing via Finite-State Cascades (Abney).
5. Chunks and Simplex clauses.
6. Development of a module for shallow language analysis in the Croatian language.
7. Introduction to the Python programming language.
8. Exercises and assignments from the Python programming language.
9. Exercises and assignments from the Python programming language.
10. Exercises and assignments from the Python programming language.
11. Exercises and assignments from the Python programming language.
12. Exercises and assignments from the Python programming language.
13. Exercises and assignments from the Python programming language.
14. Exercises and assignments from the Python programming language.
15. Exercises and assignments from the Python programming language.

## Selected topics from sociosemiology and sociosemiotics

<b>Name</b>	Selected topics from sociosemiology and sociosemiotics		
<b>Organizational unit</b>	Department of Linguistics		
<b>ECTS credits</b>	50		
<b>ID</b>	118141		
<b>Semesters</b>	Winter		
<b>Teachers</b>	Marin Andrijašević, PhD, Assistant Professor (primary)		
<b>Hours</b>	Lectures	30	
	Seminar	15	
<b>Prerequisites</b>	None		
<b>Goal</b>	master various discursive forms of semiosis		
<b>Teaching methods</b>	combined method (ex cathedra, guided discussion and individual/team work)		
<b>Assessment methods</b>	two written tests and the final oral exam (passing grades on tests are a condition for access to the oral exam)		

### Learning outcomes

1. identify discursive elements in different types of signs
2. analyse the impact of interaction individually vs. socially
3. interpret the processes of semiosis depending on the situation
4. critically assess the intentional influences of institutions and their sign manifestations

### Content

1. Differentia specifica semiology vs. semiotics
2. From semiology to socio-semiotics
3. Sign transformation in communication
4. Communication-semiological problems vs. communication-semiotic problems
5. Noetic field in discourse
6. Individual intentionality
7. Social intentionality
8. First test
9. History of human behaviour
10. Socio-semiotic analysis of behavioural changes
11. Social signs are not natural signs
12. How do different behaviours affect different degrees of discursiveness?
13. Ideological filters as discursive signs
14. Differences between socio-semiotics and empirical sociology
15. Second test

# Semantic Typology

<b>Name</b>	Semantic Typology
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	50
<b>ID</b>	161129
<b>Semesters</b>	Winter
<b>Teachers</b>	Daniela Katunar, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	Semantic typology is a new and fast growing field of study which combines semantics as one of the main linguistic disciplines with empirical data from typological research. This course presents new perspectives in the study of the relationship between language, thought and culture, as well as investigations of language universals. The goal of this course is to familiarize students with the basic concepts of semantic typology, its theoretical and methodological framework and to apply this framework to the description of language structures from various languages. The course offers undergraduate students a basis for further specializations in comparative linguistics and cognitive linguistics, and can be of interest to students of other linguistic fields, as well as students specializing in anthropology and culturology.
<b>Teaching methods</b>	lectures, discussions, oral presentation of an assigned topic
<b>Assessment methods</b>	continuous assessment (colloquium, written) and exam (oral)
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. to define basic terms of semantic typology</li> <li>2. to present a semantic analysis of language data from typologically different languages</li> <li>3. to describe the main tenets of semantic typology as a novel field of study in linguistics</li> <li>4. to apply the theoretical and methodological framework of semantic typology to the description of new language data</li> <li>5. to critically evaluate literature and notions from semantics and typology as two interrelated disciplines</li> <li>6. to discuss and present findings from the field of semantic typology</li> </ol>
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introduction.</li> <li>2. Typology and semantics.</li> <li>3. Historical overview of the development of semantic typology.</li> <li>4. The question of semantic universals.</li> <li>5. Typology and cognitive linguistics.</li> <li>6. Lexical typology I. Naming and demarcation of semantic domains. Discussion of a selected domain.</li> <li>7. Lexical typology I. Naming and demarcation of semantic domains. Discussion of a selected domain.</li> <li>8. Continuous assessment I.</li> <li>9. Lexical typology II. Lexicalization and lexicalization patterns in the languages of the world.</li> <li>10. Lexicalization and grammaticalization.</li> <li>11. Grammatical categories and semantic typology.</li> <li>12. Word classes as semantic categories in the languages of the world.</li> <li>13. Investigation of Croatian language data in comparison to other languages.</li> <li>14. Continuous assessment II.</li> <li>15. Final discussion.</li> </ol>



# Semantics

<b>Name</b>	Semantics
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	50
<b>ID</b>	51693
<b>Semesters</b>	Summer
<b>Teachers</b>	Ida Raffaelli, PhD, Full Professor (primary) Daniela Katunar, PhD, Assistant Professor
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	To enrol course it is necessary to pass course Syntax
<b>Goal</b>	The aim of the course is to give insight into the basic semantic concepts and into the models of semantic description, especially with respect to lexical semantics, such as synonymy, polysemy, homonymy, antonymy etc.. Practical part of the course is oriented towards application of a certain semantic model in the analysis of the selected linguistic data .
<b>Teaching methods</b>	lectures, discussions, practical work
<b>Assessment methods</b>	continuous assessment (colloquium), exam (oral), seminar paper
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. to name basic concepts of the discipline</li> <li>2. to name basic models of semantic description</li> <li>3. to analyse language data applying a certain semantic model of description</li> <li>4. evaluate personal interests and competences and choose appropriate areas for continued education</li> <li>5. evaluate in a well-argued manner the critical literature in Croatian and English dealing with basic linguistic disciplines and movements</li> <li>6. elaborate the differences between functional and formal approaches to language description</li> <li>7. collect and classify linguistic material for the purposes of producing grammars, dictionaries, lexicons</li> <li>8. distinguish between different linguistic approaches and schools from pre-structuralism to post-structuralism</li> <li>9. autonomously draw conclusions about the place of linguistics in relation to other associated academic disciplines</li> <li>10. expertly argue in written and spoken discussions on basic questions about language</li> </ol>
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introduction. Meaning in language</li> <li>2. Beginnings of semantics as a contemporary linguistic discipline</li> <li>3. Lexeme, lexical morpheme, lexicon</li> <li>4. Semic analysis and the European context</li> <li>5. Componential analysis</li> <li>6. Semantic field in the structuralist semantics</li> <li>7. Colloquium 1</li> <li>8. Contextual analysis and encyclopaedic interpretation of meaning</li> <li>9. From scenes and frames till FrameNet</li> <li>10. Taxonomies and hierarchical structure of lexicon</li> <li>11. Lexical relations</li> <li>12. Semantic changes</li> <li>13. Lexeme in connection to the world, speaker and system</li> <li>14. Colloquium 2</li> <li>15. extra term</li> </ol>





# Semantics of understanding

<b>Name</b>	Semantics of understanding
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	50
<b>ID</b>	124369
<b>Semesters</b>	Summer
<b>Teachers</b>	Mislava Bertoša, PhD, Full Professor (primary) Anita Skelin Horvat, PhD, Associate Professor Matea Filko, PhD, Assistant
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	To enrol course it is necessary to pass course Language in Public and Interpersonal Communication
<b>Goal</b>	The aim of the course is to introduce students to various theoretical and methodological approaches to the process of understanding, especially in the framework of pragmatics, semiology and hermeneutics. By reviewing these theoretical frameworks, understanding is dissolved as a complex cognitive and communication process which is based on language communication and cognitions.
<b>Teaching methods</b>	lectures, seminars, practical assignments
<b>Assessment methods</b>	continuous assessment (colloquium), written assignments
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. to define understanding as a multiinteractive activity of the human mind</li> <li>2. to describe the process of semiosis as a process of understanding</li> <li>3. to assess which theoretical frameworks are adequate for interpreting the process of understanding (hermeneutics, pragmatics, semiology)</li> <li>4. to enumerate several cognitive processes that are relevant for understanding (memory, inference, language production and perception, categorization)</li> <li>5. to assess the relevance of scientific and professional literature for the description of understanding in Croatian and English</li> <li>6. form and conduct qualitative and quantitative empirical studies for the purposes of interpretation and quantifying of facts in the relation between language and society, mind, practice, as well as the teaching of language and discursive practices, and language and ethics</li> <li>7. to compare differences in types of context in which linguistic terms are realized (cultural, situational and linguistic context)</li> <li>8. analyze different forms of language use and language practice (deictics, speech acts, conversational implicatures, inference, communicative intention and communicative cooperation and civility)</li> <li>9. elaborate in a well-argued manner the relevance of psycholinguistic, sociolinguistic, pragmalinguistic, critical-linguistic, glottodidactic, and language-philosophical theories and methods for linguistics and for disseminating knowledge about language and linguistic communication</li> <li>10. to apply linguistic methods and theories on the process of understanding in collaboration with related disciplines dealing with the same topic (discourse analysis, conversational analysis)</li> </ol>
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introduction. The definition of understanding</li> <li>2. Understanding as a process of semiosis</li> <li>3. Understanding and hermeneutics</li> <li>4. Understanding and pragmatics; semantic vs. pragmatic meaning</li> <li>5. Understanding and situation models</li> <li>6. Understanding and the role of semantic memory</li> </ol>

7. Colloquium 1
8. Language and consciousness
9. Presuppositions
10. Implicatures
11. Communication and cognition I - Relevance theory
12. Communication and cognition II - developmental perspective; theory of mind; intentionality
13. How computer understands / does not understand language
14. Colloquium 1
15. The discussion on practical assignment

# Semiotics in Advertising

<b>Name</b>	Semiotics in Advertising
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	50
<b>ID</b>	215607
<b>Semesters</b>	Summer
<b>Teachers</b>	Mislava Bertoša, PhD, Full Professor (primary) Davor Krsnik, PhD, Assistant
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	To acquaint the students with the theoretical framework and methods of modern semiotics of marketing. To enable the students to conduct independent analysis of advertising texts.
<b>Teaching methods</b>	A combination of direct teaching and teaching by guided discovery and discussion. The teacher presents the basic starting points, arguments and theoretical frameworks of certain models of grammatical description through direct teaching. However, some open questions of certain theories, as well as starting points or solutions relevant to contemporary linguistics, are addressed through a guided discussion, especially during seminar classes.
<b>Assessment methods</b>	1. Two midterm exams - The course is divided into two parts. At the end of each unit, students have a midterm exam. Each exam carries 20 points taken into calculation of the final grade on the course.  2. Essay - The topics of essays change every academic year. They deal with specific grammatical problems that linguists have researched throughout the history. The essay carries 10 points taken into calculation of the final grade on the course.
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. To define basic concepts of the contemporary semiotics of marketing</li> <li>2. To critically evaluate narrative structures and rhetorical techniques in advertising texts</li> <li>3. To identify and describe modes of communication between a brand and a consumer</li> <li>4. To analyse samples of advertising texts by method of choice</li> </ol>

## Content

1. Week 1 – Introduction (course content, student responsibilities, exam structure and other)
2. Week 2 – History of advertising
3. Week 3 – Basic concepts of Marketing Semiotics I
4. Week 4 – Basic concepts of Marketing Semiotics II
5. Week 5 – Narrative structures of advertising texts I
6. Week 6 – Narrative structures of advertising texts II
7. Week 7 – Rhetorical techniques and strategies of advertising texts I
8. Week 8 – Rhetorical techniques and strategies of advertising texts II
9. Week 9 – Emotions in advertising texts
10. Week 10 – Research methods in Marketing Semiotics I
11. Week 11 – Research methods in Marketing Semiotics II
12. Week 12 – Semiotic approach to brands I (ways of brand internalization)
13. Week 13 – Semiotic approach to brands II (ways of communication between brands and consumers and their influence)
14. Week 14 – Semiotic approach to brands III (forming an identity of a consumer and a consumer culture)

15. Week 15 – Workshop on semiotic analysis of advertising

# Signs in Communication

<b>Name</b>	Signs in Communication	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	117630	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Mislava Bertoša, PhD, Full Professor (primary) Davor Krsnik, PhD, Assistant	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Fundamental concepts of semiotic theory. Analysis of communication and use of verbal and nonverbal signs. Role of communication in the formation of communities. Relations between language and other sign systems.	
<b>Teaching methods</b>	Lectures, discussions, individual assignment	
<b>Assessment methods</b>	Assessment 1 and 2; essay 1 and 2; oral exam	

## Learning outcomes

1. define key concepts in the framework of contemporary semiological theories and in the field of discourse analysis
2. Describe various types of communication modes in the semiosphere
3. Analyse multimodal texts according to their communication function
4. Explain multimodal texts according to their elements
5. evaluate the place of language culturally and individually and based on new theoretical and empirical insights
6. evaluate intentions and rhetorical strategies of multimodal texts
7. analyze the appropriateness of implemented research in accordance with ethical and social responsibilities defined within psycholinguistic and semiological research
8. evaluate academic literature in the field of semiotic theory
9. analyze and explain the structure of different types of texts (journalistic, advertising, political, activist, personal narratives, conversation, interviews) and multimodal discourses with regard to their function in communication
10. formalize in writing and speech one's smaller scale theoretical and empirical research, for the purposes of the course of study, and publishing in academic and professional journals

## Content

1. Introduction
2. Semiology/semiotics, foundations
3. Basic concepts 1
4. Basic concepts 2
5. Basic concepts 3
6. Basic concepts 4
7. Theories of communication
8. Communication in advertising
9. Communication in institutions
10. Communication in space
11. Communication of memory
12. Assessment 1
13. Assessment 2
14. Final discussions
15. x



## Signs in society

<b>Name</b>	Signs in society	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	124370	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Mislava Bertoša, PhD, Full Professor (primary) Davor Krsnik, PhD, Assistant	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	To enrol course it is necessary to pass course Signs in Communication	
<b>Goal</b>	Social and historical dimension of various sign systems, and their role in the formation of individual and collective identities. Introduction of socially oriented semiotic theories. Application to analysis of different types of discourses.	
<b>Teaching methods</b>	Lectures, discussions, individual assignment	
<b>Assessment methods</b>	Two written assessments, analysis (essay), oral exam	

### Learning outcomes

1. Explain the elements of socially oriented semiotic analysis
2. Compare various semiotic models
3. Analyse verbal and nonverbal sign systems in different historical and social contexts
4. Explain the role of sign systems in the formation of individual and collective identities
5. Evaluate which of the semiotic models are appropriate for analysis of a multimodal discourse
6. Discuss on historical and social dimensions of sign systems
7. Evaluate academic literature in social semiotics

### Content

1. Introduction
2. Directions in sociosemiotics 1
3. Directions in sociosemiotics 2
4. Barthes, Greimas, Halliday, Rossi-Landi
5. System of social discourses
6. Diachronical dimensions and historical approaches
7. Levels of meaning formation
8. Discourse as space of interaction
9. Regimes of discourses
10. Experience and emotions
11. Semiology and queer
12. First assessment
13. Second assessment
14. Discussions
15. X



## Signs in society

<b>Name</b>	Signs in society	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	141836	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Mislava Bertoša, PhD, Full Professor (primary) Davor Krsnik, PhD, Assistant	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	

### Goal

### Teaching methods

### Assessment methods

### Learning outcomes

- 1.
- 2.
3. analyze and explain linguistic and non-linguistic systems of signs with regard to different historical and social contexts
- 4.
- 5.
6. make expert arguments in academic and popular discussions on social (symbolic) and individual (psycholinguistic) aspects of language as a system of signs and its current use
- 7.
8. assess in a critical manner the adequacy of theoretical and methodological frameworks for approaching semiological material
9. describe different theoretical approaches to language within the epistemological framework of semiology, discourse analysis, psycholinguistics, and neurolinguistics
10. apply appropriate research methodology in the research of linguistic phenomena (semiological analysis, discourse analysis, behavioral and neurolinguistic methods) and interpret results according to a specific theoretical framework

### Content

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.



# Speech Ethics

<b>Name</b>	Speech Ethics	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	52304	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Mislava Bertoša, PhD, Full Professor (primary) Ivana Simeon, PhD, Senior Lecturer	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Familiarize the students with theories of ethics and their application to speech and communication in interpersonal and public spheres	
<b>Teaching methods</b>	Lectures, discussions, writing and presenting term paper	
<b>Assessment methods</b>	Points are awarded for attending lectures and seminars, writing and presenting term paper and writing notes on the basis of literature, as well as active participation in discussions. Grade is calculated based on the points acquired, and students can take the exam if they want a higher grade.	

## Learning outcomes

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

## Content

1. Four basic preconditions govern language and linguistic speech/communication practice - grammar, semantics, pragmatics and ethics
2. Familiarization with the main schools of ethics - normative ethics, metaethics and application of ethics, and consideration of their relationship with the potential speech ethics
3. Socrates' critique of sophists and Plato's critique of language and his distinction of sophist rhetoric and philosophical rhetoric as possible starting point for establishing speech ethics
4. Aristotle's distinction between different rhetoric skills (grammar, logic/dialectics, rhetoric and poetics), Aristotle's triadic structuring of rhetoric (e.g. ethos, pathos, logos and speech on past, present and future) and prerequisites for ethics
5. Quintilian's rhetoric and morality of orator; narrowing down of rhetoric and broadening of hermeneutics and poetics; Augustine of Hippo's On lying and Against lying
6. Establishment of modern public space, its language and communication standards; development of media and mediated communication, and the issue of its ethical nature
7. Austin's theory of performativity, illocutionary force and felicity of speech acts; Gricean theory of speech intent and communication maxims
8. Foucault's critique of discourse, discourse order; parrhesia and parrhesiast;
9. Habermas' theory of universal pragmatics and discourse ethics
10. Change of communication paradigm with new media and issues of ethics
11. Orator's ethics - Gorgias', Aristotle's, Quintilian's, Augustine's. Foucault's, Habermas' orator
12. Listener's ethics as the essential prerequisite for speech ethics, as listening is the key to speech; five types of listening as five areas of listener's ethics

13. Ethics of language - ethics of linguistic knowledge, argumentation ethics, ethics of making inferences; on the relevance of metaethics as a type of language ethics
14. On the restrictions of speech ethics with respect to different forms of communication and non-communication power; on the restrictions of speech ethics with respect to different forms of pseudoethical and unethical speech and non-speech acts; on the modes of re-empowering speech ethics
- 15.

## Statistical methods in linguistics

<b>Name</b>	Statistical methods in linguistics	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	117629	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Božo Bekavac, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	<p>Instruct students in the basics of statistical methodology for language study. Theoretical assumptions are supported by concrete data from language corpora. The practical part of the paper focuses on the statistical recognition of collocations based on language data from several different corpora using different methodologies. It also aims to introduce students to modern statistical methods used to process natural language.</p>	
<b>Teaching methods</b>	<p>The theoretical part of teaching is performed in a computer classroom. Each theoretical unit is accompanied by concrete examples that are displayed on a computer. In the second part of the class, each student is given a specific student's assignment that is performed on a computer under the supervision of a teacher. The quality of the completed assignment is evaluated.</p>	
<b>Assessment methods</b>	<p>Each student receives a grade from a written exam. The specific student's assignment is also evaluated. The final grade is the average of the two grades given. Each student is also allowed to take an oral exam.</p>	

### Learning outcomes

1. define key statistical concepts necessary for the study of relations between linguistic units
2. describe the statistical approaches used for the study of linguistic material
3. formalize in writing and speech one's smaller scale theoretical and empirical research, for the purposes of the course of study, and publishing in academic and professional journals
4. evaluate the applicability of individual computational linguistics methods in processing linguistic material
5. autonomously formulate conclusions about linguistic phenomena based on quantitative co-occurrence of linguistic units and draw conclusions about the structural principles of conceptual structures on that basis
6. Independently formulate conclusions based on the quantitative co-occurrence of language units.
7. explain key theoretical and methodological connections of cognitive linguistics with other related scientific disciplines, primarily psycholinguistics and computational linguistics
8. autonomously formulate conclusions about the relations between linguistic elements on the basis of empirical research grounded in data
9. Gather the basic knowledge needed to understand N-gram language models.
10. Gather the basic knowledge needed to understand the application of neural networks on word embeddings.

### Content

1. Basic statistical concepts and the use of statistics in linguistics and the study of language units.
2. Token frequencies and analysis of token frequencies and bigram occurrences from the corpus.
3. Probability theory, conditional and independent probability, application of probability in language study.
4. Measures of mean values and data dispersion.
5. Data distribution and distribution characteristics.

6. Statistical hypothesis testing and T-test.
7. Determining the collocation relationship between tokens using the T-test.
8. Mutual information and the application of mutual information in linguistics.
9. N-gram language models.
10. Hidden Markov Model and description of HMM tagger.
11. Word embeddings and neural networks.
12. Data collection for independent student work on a specific assigned task.
13. Data collection for independent student work on a specific assigned task.
14. Data collection for independent student work on a specific assigned task.
15. Data collection for independent student work on a specific assigned task. The work should be described in a seminar paper.

# Structure of Artificial Languages

<b>Name</b>	Structure of Artificial Languages	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	64218	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Božo Bekavac, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	To enrol course it is necessary to pass course Algebraic Linguistics	
<b>Goal</b>	To enable students to understand formal approaches and to apply the methodology for the empirical study of natural languages. The focus is on formal grammars and formal languages from the Chomsky hierarchy. It also gives a critical look at other formal approaches such as dependency grammar. The practical part is focused on the creation of local grammars using finite automata that are performed on a specific corpus of the Croatian language.	
<b>Teaching methods</b>	The theoretical part of teaching is performed in a computer classroom. Each theoretical unit is accompanied by concrete examples that are displayed on a computer. In the second part of the class, each student is given a specific student's assignment that is performed on a computer under the supervision of a teacher. The quality of the completed assignment is evaluated.	
<b>Assessment methods</b>	Each student receives a grade from a written exam. The specific student's assignment is also evaluated. The final grade is the average of the two grades given. Each student is also allowed to take an oral exam.	

## Learning outcomes

1. To define the basic concepts of formal grammars.
2. To present the problem of language complexity according to the types of formal grammars within the Chomsky hierarchy.
3. To describe the problem of long distance dependency and formalize this linguistic phenomenon with context free rules.
4. To develop a schematic of a finite automaton for recognizing natural language strings.
5. To deal with the basic modules of the computer-linguistic tool and independently solve a specific problem using formal grammar.
6. To describe the difference between natural and artificial language and to master the concept of metalanguage.
7. To illustrate the advantages and disadvantages of formalizing natural language in a specific corpus.
8. To describe the difference between linguistic formalisms suitable for describing languages based on a constituent structure and those that rely on the formalism of dependency grammars.
9. Independently create local grammars (Maurice Gross) to describe the linguistic phenomena of natural language.
10. To prepare the student for independent empirical analysis of the language corpus.

## Content

1. The introduction describes the difference between natural and artificial languages. The description of the differences is accompanied by a schematic and taxonomic representation.
2. The terms of formal grammars are described and defined.
3. The notion of a finite state automaton is described and defined on a theoretical level.
4. The concept of context-free grammars is described and defined. Special review and critique of long distance dependency.
5. Other types of grammars within Chomsky's hierarchy are described and defined.

6. Chomsky's hierarchy is presented. A special critical review of the place of natural languages within the hierarchy is given.
7. Introduction and start of work with a computer-linguistic tool for natural language processing in a graphical environment.
8. Detailed work and description of the possibilities of a specific computer-linguistic tool.
9. Solving specific tasks with teacher supervision using mentioned tool.
10. Local grammars (Maurice Gross) - theory and application. Examples of local grammars in Croatian and English.
11. Independent student work on a specific assigned task using linguistic tool.
12. Independent student work on a specific assigned task using linguistic tool.
13. Independent student work on a specific assigned task using linguistic tool.
14. Independent student work on a specific assigned task using linguistic tool.
15. Independent student work on a specific assigned task using linguistic tool. The work should be described in a seminar paper.



# Syntax

<b>Name</b>	Syntax
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	50
<b>ID</b>	51689
<b>Semesters</b>	Winter
<b>Teachers</b>	Ida Raffaelli, PhD, Full Professor (primary) Krešimir Šojat, PhD, Assistant Professor
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	To enrol course it is necessary to pass course Morphology
<b>Goal</b>	the aim of the course is to give insight into basic syntactic theoretical frameworks and models of syntactic description. The focus is on functional syntactic theories and approaches. Their main postulates are compared to the formal syntactic approaches.
<b>Teaching methods</b>	lectures, practical work, discussion
<b>Assessment methods</b>	continuous assessment, exam (written), seminar paper

## Learning outcomes

1. to name basic concepts of the discipline
2. expertly argue in written and spoken discussions on basic questions about language
3. to describe differences between functional and formal syntactic approaches
4. to explain basic postulates of functional and formal syntactic approaches
5. to analyse linguistic data applying a certain syntactic model
6. collect and classify linguistic material for the purposes of producing grammars, dictionaries, lexicons
7. to discuss about a certain syntactic topic
8. to explain similarities and differences between traditional and contemporary functional syntactic approaches
9. evaluate personal interests and competences and choose appropriate areas for continued education
10. evaluate in a well-argued manner the critical literature in Croatian and English dealing with basic linguistic disciplines and movements

## Content

1. Introduction to syntax
2. Parts of speech and sentence
3. Basic features of dependency syntax and constituent structures
4. Introduction to constituent structure
5. From structuralism to functional syntax
6. Introduction to dependency syntax and Tesnière's syntax
7. Tesnière's syntax
8. Colloquium 1
9. Introduction to Martinet's functionalism
10. Argument structure and semantic roles
11. Role and reference grammar
12. Information structure
13. Transitivity
14. Construction grammar
15. Colloquium 2

# Translator and the computer

<b>Name</b>	Translator and the computer	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	124367	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Marko Tadić, PhD, Full Professor (primary) Ivana Simeon, PhD, Senior Lecturer (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	To enrol course it is necessary to pass course Human Language Technologies	
<b>Goal</b>	Familiarizing the students with the use of computational linguistic findings in the course of translation with specific focus on language resources and tools and their practical application.	
<b>Teaching methods</b>	Lecture, discussion, practical work on computers.	
<b>Assessment methods</b>	Tests; awarding points for tasks and attendance. Students who acquire 95% or more points are entitled to grade A without taking the exam. Students who acquire less than 95% have to take the exam and the grade is calculated on the basis of the exam and the points acquired during semester.	

## Learning outcomes

1. List types of language technologies and state the areas of their application
2. Demonstrate specific features and advantages of use of computers in linguistics
3. Differentiate between MT systems and MAT systems
4. Differentiate between individual types of MT systems and list their advantages and disadvantages
5. Efficiently use language resources and tools
6. Provide arguments why the development of language technologies is essential for preserving linguistic diversity
7. Expert communication with colleagues and broader community on the issues of language technologies in translation
8. autonomously formulate conclusions about linguistic phenomena based on quantitative co-occurrence of linguistic units
9. autonomously formulate conclusions about the relations between linguistic elements on the basis of research based on linguistic rules
10. autonomously formulate conclusions about the relations between linguistic elements on the basis of empirical research grounded in data

## Content

1. Applying CL resources and tools in translation.
2. Digitally stored and searchable dictionaries and lexical databases which facilitate translation, as well as digitally searchable corpora allowing insight into language use.
3. Parallel corpora and their use which results in translation memory.
4. Use of parallel corpora in developing statistical and example-based MT systems.
5. Test 1
6. Named entity and term extraction tools
7. Machine-aided translation
8. Trados translator's workstation
9. Machine translation systems
10. Practical work with computationally supported language resources
11. Practical work with at least one (commercial) MT system.
12. Test 2

- 13.
- 14.
- 15.

# Translator and the computer

<b>Name</b>	Translator and the computer
<b>Organizational unit</b>	Department of Linguistics
<b>ECTS credits</b>	20
<b>ID</b>	163404
<b>Semesters</b>	Summer
<b>Teachers</b>	Marko Tadić, PhD, Full Professor (primary) Ivana Simeon, PhD, Senior Lecturer (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Familiarizing the students with the use of computational linguistic findings in the course of translation with specific focus on language resources and tools and their practical application.
<b>Teaching methods</b>	Lecture, discussion, practical work on computers.
<b>Assessment methods</b>	Tests; awarding points for tasks and attendance. Students who acquire 95% or more points are entitled to grade A without taking the exam. Students who acquire less than 95% have to take the exam and the grade is calculated on the basis of the exam and the points acquired during semester.

## Learning outcomes

1. List types of language technologies and state the areas of their application
2. Demonstrate specific features and advantages of use of computers in linguistics
3. Differentiate between MT systems and MAT systems
4. Differentiate between individual types of MT systems and list their advantages and disadvantages
5. Efficiently use language resources and tools
6. Provide arguments why the development of language technologies is essential for preserving linguistic diversity
7. Expert communication with colleagues and broader community on the issues of language technologies in translation
8. autonomously formulate conclusions about linguistic phenomena based on quantitative co-occurrence of linguistic units
9. autonomously formulate conclusions about the relations between linguistic elements on the basis of research based on linguistic rules
10. autonomously formulate conclusions about the relations between linguistic elements on the basis of empirical research grounded in data

## Content

1. Applying CL resources and tools in translation.
2. Digitally stored and searchable dictionaries and lexical databases which facilitate translation, as well as digitally searchable corpora allowing insight into language use.
3. Parallel corpora and their use which results in translation memory.
4. Use of parallel corpora in developing statistical and example-based MT systems.
5. Test 1
6. Named entity and term extraction tools
7. Machine-aided translation
8. Trados translator's workstation
9. Machine translation systems
10. Practical work with computationally supported language resources
11. Practical work with at least one (commercial) MT system.
12. Test 2
- 13.

- 14.
- 15.

# Translator and the computer

<b>Name</b>	Translator and the computer	
<b>Organizational unit</b>	Department of Linguistics	
<b>ECTS credits</b>	50	
<b>ID</b>	140253	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Marko Tadić, PhD, Full Professor (primary) Ivana Simeon, PhD, Senior Lecturer (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Familiarizing the students with the use of computational linguistic findings in the course of translation with specific focus on language resources and tools and their practical application.	
<b>Teaching methods</b>	Lecture, discussion, practical work on computers.	
<b>Assessment methods</b>	Tests; awarding points for tasks and attendance. Students who acquire 95% or more points are entitled to grade A without taking the exam. Students who acquire less than 95% have to take the exam and the grade is calculated on the basis of the exam and the points acquired during semester.	

## Learning outcomes

1. List types of language technologies and state the areas of their application
2. Demonstrate specific features and advantages of use of computers in linguistics
3. Differentiate between MT systems and MAT systems
4. Differentiate between individual types of MT systems and list their advantages and disadvantages
5. Efficiently use language resources and tools
6. Provide arguments why the development of language technologies is essential for preserving linguistic diversity
7. Expert communication with colleagues and broader community on the issues of language technologies in translation
8. autonomously formulate conclusions about linguistic phenomena based on quantitative co-occurrence of linguistic units
9. autonomously formulate conclusions about the relations between linguistic elements on the basis of research based on linguistic rules
10. autonomously formulate conclusions about the relations between linguistic elements on the basis of empirical research grounded in data

## Content

1. Applying CL resources and tools in translation.
2. Digitally stored and searchable dictionaries and lexical databases which facilitate translation, as well as digitally searchable corpora allowing insight into language use.
3. Parallel corpora and their use which results in translation memory.
4. Use of parallel corpora in developing statistical and example-based MT systems.
5. Test 1
6. Named entity and term extraction tools
7. Machine-aided translation
8. Trados translator's workstation
9. Machine translation systems
10. Practical work with computationally supported language resources
11. Practical work with at least one (commercial) MT system.
12. Test 2

- 13.
- 14.
- 15.





## **Teachers**

## **Andrijašević, Marin**

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Linguistics
<b>CV</b>	

## **Bekavac, Božo**

**Academic degree**      doctor of philosophy  
**Title**                      assistant professor  
**Organizational unit**    Department of Linguistics

### **CV**

Dr. Božo Bekavac is an assistant professor at the Department of Linguistics, Faculty of Philosophy, University of Zagreb. He graduated in 1997 with a degree in general linguistics and general informatics. In the same year, he was employed as a research fellow at the Department of Linguistics, Faculty of Philosophy, University of Zagreb, on the scientific project Computer Processing of the Croatian Language. He obtained the academic degree of Doctor of Science in the field of humanities, scientific field of linguistics, defending his doctoral dissertation entitled Machine name recognition in contemporary Croatian texts in 2005. He was elected assistant professor in 2007 at the Department of Linguistics, Faculty of Philosophy, University of Zagreb.

## Bertoša, Mislava

**Academic degree**      doctor of philosophy  
**Title**                      full professor  
**Organizational unit**    Department of Linguistics

### CV

1. Education: M.A. in Philosophy and General Linguistics (1999; University of Zagreb), MSc. in Linguistics (2002; University of Zadar), PhD in Linguistics (2007; University of Zagreb).
2. Current position: full professor at Department of Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb.
3. Areas of interest: semiotics, discourse analysis, sociolinguistics (language and gender), onomastics

## Erdeljac, Vlasta

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	full professor
<b>Organizational unit</b>	Department of Linguistics

### CV

Vlasta Erdeljac, Ph.D. is employed at the Department of Linguistics, Faculty of Humanities and Social Sciences since 1985, and since 2009 she is an associate professor. Since 2000, she holds the position of the Head of the Chair of General Linguistics. She was the Head of the Department of Linguistics from 2000 to 2002 and from 2007 to 2009. In addition to teaching at the regular undergraduate and graduate linguistics programs, she teaches seminars at the Postgraduate Doctoral Programs in Linguistics, Glottodidactics and Croatian Language at the Faculty of Humanities and Social Sciences in Zagreb, Doctoral University Humanities Program at the Faculty of Humanities and Social Sciences in Split and the ISH and AGFT Postgraduate Studies in Ljubljana (1998-2005 and 2012). In the course of her teaching career, she articulated her scientific interest in general and theoretical linguistics, as well as psycholinguistics (language processing in production and perception) in a number of different courses/subjects: Introduction to General Linguistics, Phonological Description, Morphological Description, 20th Century Linguistics, Understanding of Language, Cognitive Approach to Language, Word Recognition, and Mental Lexicon. She is the principal researcher for the projects approved by the Ministry of Science, Education and Sports of the Republic of Croatia: 'Range and Structure of Dictionaries for the Purposes of Educational Processes' (2004–2007) and 'Construction and Structure of Linguistic Identity' since 2008 (co-financed by Banco Popolare Croatia until 2010) and is an associate researcher at the project Speech Production and Perception (principal researcher: D. Horga, Ph.D.); since 2011/2012, she is the head of the Linguistic Laboratory at the Department of Linguistics. She contributed to institutional cooperation (in teaching and research) between the Department of Linguistics and the Department of Speech and Language Pathology, Faculty of Education and Rehabilitation, and the Rheumatology, Physical medicine and Rehabilitation Department of the Clinical Hospital "Sestre milosrdnice", as well as with the SUVAG Speech and Hearing Rehabilitation Polyclinic. She is an associate at the JEKON University Postgraduate Studies (as a doctoral theses mentor and a member of committees for evaluation of synopses and dissertations). She has mentored or co-mentored 5 doctoral theses. She is a member of the Croatian Ministry of Science, Education and Sports committees for evaluation of Croatian language textbooks since 2001 and the LiDraNo competition. She is a member of the Croatian Applied Linguistics Society and the Croatian Neuroscience Association. She organized the scientific conference "Worlds of Dubravko Škiljan" in November 2009 as the president of the organization committee. Education: B.A. in General Linguistics (A1) and Phonetics (A2); M.A. (1989), Ph.D. (1996). Further training and scientific cooperation: postdoctoral research scholarship at the University of Trieste 1997; CEEPUS scholarship at the University of Vienna, Institute of Linguistics (Institut für Sprachwissenschaft), 2003; University of Ljubljana scholarship, 2011.

## Filko, Matea

**Academic degree** doctor of philosophy  
**Title** assistant  
**Organizational unit** Department of Linguistics

### CV

Matea Filko (birth name: Srebačić)

#### Education:

November 2012 – September 2020  
 Faculty of Humanities and Social Sciences, University of Zagreb, PhD, Linguistics  
 September 2009 – September 2011  
 Faculty of Humanities and Social Sciences, University of Zagreb, MA, Linguistics and Croatian language and literature  
 July 2006 – September 2009  
 Faculty of Humanities and Social Sciences, University of Zagreb, BA, Linguistics and Croatian language and literature

#### Work

May 2017 –  
 Faculty of Humanities and Social Sciences, University of Zagreb  
 Department of Linguistics, Chair of Algebraic and Computational Linguistics  
 Research and teaching assistant  
 January 2012 –  
 Suvremena lingvistika  
 Junior editorial assistant  
 July 2015 – September 2016  
 Faculty of Humanities and Social Sciences, University of Zagreb  
 ESF project HR4EU – web portal for e-learning of Croatian, project leader: prof. dr. sc. Marko Tadić  
 Assistant  
 March 2015 – June 2015  
 Profil Knjiga d. d.  
 Editorial assistant  
 January 2012 – January 2015  
 University of Zagreb  
 FP7 project XLIKE – Cross-lingual Knowledge Extraction, project leader: prof. dr. sc. Marko Tadić  
 Assistant

#### Awards

Best Student Paper Award, LTC Conference, Poznań, Poland, 2013.  
 Rector's award, 2010.  
 Excellence award for achievements in MA studies (Linguistics), 2011.  
 Excellence award for achievements in BA studies (Linguistics), 2009.

#### Areas

of interest  
 Croatian morphology, morphosemantics, corpus linguistics, language resources

#### Memberships

Croatian Language Technologies Association, EUROCALL

Full list of publications:  
<https://www.bib.irb.hr/pregled/profil/34079>



## Jurčević, Jana

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant
<b>Organizational unit</b>	Department of Linguistics

### CV

Jana Jurčević was born in Karlovac, in 1986. She graduated at the Faculty of Humanities and Social Sciences, at the University of Zagreb, with the class of 2011. By that she earned two degrees: MA in sociology and MA in linguistics. In September of 2012, she started a job as a Teaching Assistant at the Department of Linguistics (Faculty of Humanities and Social Sciences, University of Zagreb). There she participates in running several courses: „Language in public and interpersonal communication“, „Linguistics and its dialects“, „Applied linguistics“, „Discourse analysis“ and (periodically) „Semantics of understanding“. She published several scientific and review papers and actively participated in scientific conferences in the country and abroad. Besides scientific and teaching activities, she is also handling international cooperation for the Department of Linguistics. In July of 2021 she defended a doctoral thesis titled "Cyber pragmatics and evolutionary aspects of discourse markers: from dialogic silence to the source of prop-words".



## Kapović, Mate

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	full professor
<b>Organizational unit</b>	Department of Linguistics

### CV

Mate Kapović (PhD) works as a full professor at the Department of Linguistics at the Faculty of Humanities and Social Sciences (FHSS) in Zagreb. In 1999 he graduated from the Classical Gymnasium in Zagreb, and in 2003 he graduated linguistics and Croatian language and literature at the Faculty of Philosophy in Zagreb. Since 2004 he has been working and teaching at the Department of Linguistics. He received his PhD in 2007 from the University of Zadar with the dissertation Reconstruction of Balto-Slavic personal pronouns with special emphasis on accent (director: Ranko Matasović). He also studied Japanology, Sinology and Scandinavian studies at FHSS. He teaches or has taught comparative historical Indo-European phonology and morphology, general phonology, (Indo-European, Balto-Slavic and Slavic) accentology, sociolinguistics and Swahili. He also does research in dialectology and language policy. During and after his studies, he was on longer grants in Istanbul, Vienna and Osaka. He published the books Introduction to Indo-European Linguistics (Matica hrvatska, 2008 [Croatian]). Whose does language belong to? (Algoritam, 2011 [Croatian]) and History of Croatian Accentuation. Phonetics (Matica hrvatska, 2015 [Croatian]), and, with A. Starčević and D. Sarić, Language could care less (Sandorf, 2019 [Croatian]). He has also edited the books Tones and Theories (IHJJ, 2007, with R. Matasović [English]) and The Indo-European Languages (Routledge, 2017 [English]). He has also written over 50 academic papers published in Croatian and foreign journals, and is the initiator of the almost-yearly conference International Workshop on Balto-Slavic Accentology (IWoba). He is a member of the Committee for Dialectology and the Committee for Etymology of the Department of Philological Sciences of the Croatian Academy of Sciences and Arts. He regularly participates in public debates on language and language policy in Croatia.

## Katunar, Daniela

**Academic degree**        doctor of philosophy  
**Title**                      assistant professor  
**Organizational unit**     Department of Linguistics

### CV

Daniela Katunar received her bachelor's degree in linguistics and comparative literature in 2008 at the Faculty of Humanities and Social Sciences in Zagreb. In 2008/2009 she enrolled in the Postgraduate doctoral programme of Linguistics at the University of Zagreb and was employed as a research and teaching assistant at the Department of Linguistics, Faculty of Humanities and Social Sciences (project: Lexical Semantics in the Building of the Croatian WordNet). She collaborated on international and domestic projects dealing with semantic or computational research, for example, CESAR (Central and South-East European Resources), Let's MT! CIP-ICT-PSP.2009.5.1 Multilingual Web:Machine translation for the multilingual web, NetWords (The European Network on Word Structure. Cross-disciplinary approaches to understanding word structure in the languages of Europe, European Science Foundation Research Networking Programme) and EoSS (Evolution of Semantic Systems, in collaboration with the Max Planck Institute for Psycholinguistics in Nijmegen). She is a collaborator in the Centre for Excellence (Centre for Basic, Clinical and Translational Neuroscience), and collaborates on institutional projects dealing with the architecture of the lexicon. In 2015 she defended her doctoral dissertation titled Architecture of the lexicon in Construction Grammar – study of prepositions in Croatian and continued working at the Department of Linguistics as a postdoctoral researcher, and since 2020 as an assistant professor. In 2016 she received the title of research associate. She is teaching undergraduate BA and MA courses in semantics, cognitive linguistics, pragmatics and linguistic typology.

She received additional professional training at the University of Leipzig and the Max Planck Institute (Leipzig Summer School of Typology), University of Colorado, Boulder (Linguistic Society of America Summer Institute), University of Mainz, University of Copenhagen (short-term NetWords grant) and Princeton University. In 2014/2015 she was a Fulbright scholar at Princeton University, USA.

She participated in numerous international and domestic conferences, as well as organized several international conferences and workshops and events related to the popularization of science. She is the co-editor of the volume Lexicalization patterns in color naming: a cross-linguistic perspective (John Benjamins Publishing) and the author of the monograph Constructions at the intersection of lexicon and grammar (FF Press).

# Kavčić, Dorijana

## Academic degree

### Title

**Organizational unit** Department of Linguistics

### CV

Name: Dorijana Kavčić  
 Address: Šenova ulica 17, 10 010 Zagreb  
 Mobile: 091 4619 107  
 E-mail: dorijana.k@gmail.com  
 CROSBİ profile: <https://www.bib.irb.hr/profile/37338>

### Education:

2014 – present day PhD programme  
 Faculty of Humanities and Social Sciences, University of Zagreb, Croatia  
 Department of Linguistics

2012 Teacher of Czech Language and Literature and Linguistics graduate  
 Faculty of Humanities and Social Sciences, University of Zagreb, Croatia

Professional experience:  
 2019 – present day Croatian Sign Language 1  
 Croatian Sign Language 2  
 Elective courses  
 University of Humanities of and Social Sciences  
 Faculty of Zagreb  
 Department of Linguistics  
 Teacher

2019 – present day Communication systems of the Deaf in kinesiology  
 Elective course  
 University of Zagreb Faculty of Kinesiology

2016 – present day  
 Non-formal education of Croatian Sign Language interpreters  
 Croatian Sign Language courses  
 National Association of Croatian Sign Language Interpreters  
 Croatian Association of Sign Language Interpreters for the Deaf  
 Organization, methodology implementation  
 Teacher

2010 – present day Croatian Sign Language Interpreter  
 Working languages: Croatian, Croatian Sign Language, English  
 Settings: national and international conferences, medical, educational, judiciary, government, TV  
 broadcasting  
 International experience: accompanying Deaf professionals on their international meetings, European  
 Parliament, education organized by efsli – Training on Demand in Zagreb, Summer School in Belgrade

2020 1st Forum on Croatian Sign Language and Interpreting Profession issues  
 Croatian Association of Sign Language Interpreters for the Deaf Zagreb, Croatia  
 Organization, moderator, panelist

2018 – 2019 Guidelines for Library Services for People who are Deaf, Hard of hearing or Deafblind  
 International Federation of Library Associations and Institutions

Reviewer  
Author

2017 – 2018 efsli 2018 AGM & Conference: You are (f/h)ired! Interpreting in employment settings Croatia  
Dubrovnik, SC  
Chair of the OC  
Member of the OC

2016 – 2017 efsli 2017 Konferencija: What's up Doctor? Interpreting in medical settings France  
Toulouse, SC  
Member of the SC

2016 – 2018 SignTyp project  
Organizer and executive in creating Croatian Sign Language dictionary database  
Organizer  
Executive  
2014 Croatian Sign Language Dictionary  
Croatian Association of the Deaf and Hard of Hearing, Zagreb  
Professional Language associate  
Language advisor

Academic and experience:  
2017 Croatian Sign Language, is it all or nothing we need? Communication intermediary – insights  
Presentation  
In the spirit of Croatian Sign Language co-author  
Workshop Sign Language Interpreters' challenges  
Panel discussion  
First Professional and Scientific Conference by Croatian Association of Sign Language Interpreters – 10  
years of experience Croatian Association of Sign Language Interpreters for the Deaf  
Scientific Committee  
Organizer, lecture, panelist

2017 Sign Language as L1 imperative – insights from Croatia  
3rd International Conference of the World Federation of the Deaf: Full Inclusion with Sign Language  
Budimpešta, Mađarska  
Co-author, poster

2017 Education and Introduction of Innovative Approach – to Better  
Support for Hard of Hearing and Those with Autistic Spectrum Disorders  
9th International Conference of the Faculty of Education and Rehabilitation Sciences University of Zagreb  
Co-author, poster

2015 Croatian language methodology in schools with deaf pupils  
The week of Croatian Sign Language, conference  
Faculty of Rehabilitation and Education Sciences, University of Zagreb  
Lecture

2014 Croatian Sign Language – Croatian (spoken) bilinguals  
Faculty of Rehabilitation and Education Sciences, University of Zagreb, Croatia  
Guest speaker

2013 Deconstructing Croatian Sign Language Myths  
Lecture series: Sign Language and the Deaf Culture Croatian National Cultural and Language Institution  
Matica hrvatska, Zagreb  
Lecture, organization

2013 Language as  
Croatian Sign Language in 12 years of linguistic research, Sign-system  
Faculty of Rehabilitation and Education Sciences, University of Zagreb  
conference

## Lecture

2013 Croatian Sign Language: the status and language norms  
Co-authored poster  
Standard languages and sociolects in 21st century, conference Croatian Applied Linguistics Society,  
Dubrovnik

2012 The Structure of Croatian Sign Language  
Croatian National Cultural and Language Institution Matica hrvatska, Zagreb  
Lecture

## **Kovač, Hrvoje**

**Academic degree**

**Title**

**Organizational unit**      Department of Linguistics

**CV**

## Krmpotić, Pavao

**Academic degree**

**Title**

assistant

**Organizational unit**

Department of Linguistics

**CV**

## Krsnik, Davor

**Academic degree**      doctor of philosophy  
**Title**                      assistant  
**Organizational unit**    Department of Linguistics

### CV

#### Education

2011. B.A. in linguistics and philosophy (Faculty of Humanities and Social Sciences, Zagreb)  
2012. M.A. in linguistics and philosophy (Faculty of Humanities and Social Sciences, Zagreb)  
2021. Ph.D. in linguistics (Faculty of Humanities and Social Sciences, Zagreb)

Research assistant at the Department of Linguistics, Faculty of Humanities and Social Sciences in Zagreb  
since 2019.

Publications: <https://bib.irb.hr/lista-radova?autor=343185>



## **Kuvač Kraljević, Jelena**

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Linguistics
<b>CV</b>	

## **Kužina, Iva**

**Academic degree**

**Title**

**Organizational unit**      Department of Linguistics

**CV**

## **Matasović, Ranko**

**Academic degree**      doctor of philosophy  
**Title**                      full professor  
**Organizational unit**    Department of Linguistics

### **CV**

See at my website: [www.ffzg.hr/~rmatasov](http://www.ffzg.hr/~rmatasov)

## Polančec, Jurica

**Academic degree** doctor of philosophy  
**Title** assistant  
**Organizational unit** Department of Linguistics

### CV

I graduated Comparative Linguistics and French (double MA) in 2014 at the Faculty of Humanities and Social Sciences of the University of Zagreb. My MA thesis was titled "Reflexive constructions in the Old French text *La mort le roi Artu* 'Death of King Arthur'" (in French).

In 2020 I defended the Ph.D. thesis "A Typology of Aspect-Actionality Interactions" at the University of Zadar (supervisor Prof. Ranko Matasović, Assoc. Prof. Lucija Šimičić). Since joining academia, I have worked in various positions at the Faculty of Humanities and Social Sciences of the University of Zagreb. In 2016 I was a research assistant at the project "HR4EU - Web Portal for Croatian Language eLearning" (project coordinator Prof. Marko Tadić). In 2017 I worked at the project "General Slavic Linguistic Atlas (OLA) and European Linguistic Atlas (ALE)" (project coordinator Prof. Ranko Matasović). Since July 2017, I have been employed as a research assistant at the Department of Linguistics. At the department, I teach various courses including Languages of the World and Introduction to Linguistic Typology.

As a MA student in 2013, I spent two months with the *Dynamique du langage* research team in Lyon, France, thanks to a grant from the Government of the French Republic. My supervisor there was Denis Creissels. As a Ph.D. student, I spent three weeks in 2017 at the Institute for Slavonic Studies of the University of Regensburg, where my host was Björn Hansen. In 2018 I spent three months at the University of Leipzig as a guest of the ERC project "Grammatical Universals: Usage-based explanation of universal coding asymmetries in grammar" led by Martin Haspelmath.

My areas of competence and interest include linguistic typology, aspect and actionality, comparative-historical linguistics and morphology of Croatian.

A list of publications and a more extensive CV are available at my Academia.edu page (<https://ffzg.academia.edu/JuricaPolan%C4%8Dec>).

## **Pupovac, Milorad**

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	associate professor
<b>Organizational unit</b>	Department of Linguistics
<b>CV</b>	

## Raffaelli, Ida

**Academic degree**            doctor of philosophy  
**Title**                            full professor  
**Organizational unit**        Department of Linguistics

### CV

DATE                            OF                            BIRTH:                            22.                            06.                            1970.

### WORK:

Assistant: Institute of Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb (1992-2002)  
 Assistant Professor: Department of Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb (2002-2009)  
 Associate Professor: Department of Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb (2009-2014)  
 Full Professor: Department of Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb (2014-2020)  
 Full Professor tenure: Department of Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb (2020-)

### EDUCATION:

2001 PhD dissertation Polysemy and Synonymy in the Lexicon of Old French Faculty of Humanities and Social Sciences, University of Zagreb  
 1994 Master degree dissertation The Vocabulary of Moral Values in the Works of Chrétien de Troyes Faculty of Humanities and Social Sciences, University of Zagreb  
 1992 double major degree in French language and literature and in Comparative literature Faculty of Humanities and Social Sciences, University of Zagreb  
 1988 secondary school, Classics program Klasična gimnazija, Zagreb

### TEACHING:

Department                            of                            Linguistics  
 Bachelor degree studies: Syntax, Semantics (mandatory course) and Foundations of Cognitive Linguistics (optional course)  
 Master degree studies: Cognitive Syntax and Semantics, Cognitive Models of Semantic Change (both mandatory courses in the Cognitive Linguistics module of MA studies, and optional for other modules)  
 Department                            of                            Anthropology  
 Bachelor degree studies: Cognitive Linguistics (optional course)  
 Department of Romance Languages, Chair of Spanish Language and Literature  
 Bachelor degree studies: Introduction to Semantics (mandatory course)  
 PhD program in Linguistics  
 Diachronic Semantics (optional course)  
 Propaedeutic Workshop (mandatory course, in collaboration with Prof. Velimir Piškorec)  
 Structuralism (mandatory course)

### ORGANISATIONAL SKILLS AND COMPETENCES:

2007-2014 Project leader: Lexical semantics in Building Croatian WordNet, Ministry of Science, Education and Sports, Croatia  
 2011-2014 Leader of the Croatian research team: Evolution of Semantic Systems (Max Planck Institute for Psycholinguistics)  
 2005-2015 Editor-in-Chief: Suvremena lingvistika (Contemporary Linguistics), scientific journal  
 2007-2014 Vice-President of Croatian Philological Society  
 2009-2011 Head of Department of Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb  
 2005 Converging and Diverging Tendencies in Cognitive Linguistics, General Secretary of the organizational

board, international scientific conference, 40 participants, Dubrovnik, Croatia  
 2008 Cognitive Linguistics between Universality and Variation, general Secretary of the organizational  
 board, international scientific conference, 40 participants, Dubrovnik, Croatia  
 2012 Networks summer school, local organizer, 120 participants, Dubrovnik, Croatia  
 2013 Networks Workshops, local organizer, 30 participants, Dubrovnik, Croatia  
 2013 9th Mediterranean Morphology Meeting, local organizer and Board of experts' member, 50  
 participants, Dubrovnik, Croatia  
 2012 11th General Meeting and Conference of the European Association of Science Editors (EASE): Editing  
 in the Digital World, Session organizer for "From National to International: Benefits of the digital era for  
 regional journals", 20 participants in the Session, Tallinn, Estonia  
 2016 17th International Morphology Meeting, workshop organizer: Lexicalization patterns in color naming: a  
 cross-linguistic perspective, 15 participants in the workshop, Vienna, Austria

## Sekulić Sović, Martina

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Linguistics

### CV

After obtaining her MA in General Linguistics and Italian language and literature at the Faculty of Humanities and Social Sciences, University of Zagreb, she enrolled in interdisciplinary scientific postgraduate study program “Language and cognitive neuroscience“, University of Zagreb. As a part of her postgraduate studies, she continued her scientific specialisation in the laboratory “Cognitive neuroscience research group” at the Department of Clinical Psychology and Psychobiology, Faculty of Psychology, University of Barcelona, under the mentorship of Full Professor Albert Costa, PhD. From 2006 to 2015, she was actively involved in the projects on language disorder at the University Department of Neurology and University Department of Rheumatology, Physical and Rehabilitation Medicine, University Hospital Center “Sestre milosrdnice“ Zagreb. In 2015, she defended her doctoral thesis entitled “Neural Correlates of Semantic Processing in Patients with Temporal Lobe Epilepsy” under the mentorship of Full Professor Vlasta Erdeljac, PhD and Assistant Professor Hrvoje Hećimović, MD, PhD, Primarius. From 2008 to 2012, she worked as an external associate at the Department of Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb. From 2012 to 2015 she worked there as a research and teaching assistant and from 2015 as a postdoctoral researcher. In 2017, she was elected a research associate in the scientific area of humanities, field of philology and in 2020 she was elected a scientific-teaching title of an Assistant Professor, PhD. She takes part in teaching the following courses: Introduction to Psycholinguistics, Language Disorders, Language Learning and Development, Psycholinguistic Research Methods 1 and 2. She has participated in many international and domestic scientific conferences in the field of psycholinguistics and neurolinguistics. In 2018, she was a member of the scientific and organizational committee of the conference “Clinical Linguistics Workshop”, organised by the Department of Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb, and University Psychiatric Hospital “Vrapče“ Zagreb. She has reviewed scientific papers for various international and domestic journals. She is a co-editor of the scientific book entitled “Interdisciplinary Linguistic and Psychiatric Research on Language Disorders“ together with Full Professor Vlasta Erdeljac, PhD. Since 2013, she conducts research in cooperation with the Department of Biological Psychiatry and Psychogeriatrics and the Department for Diagnostic and Intensive Care, University Psychiatric Hospital “Vrapče“ Zagreb. She participates in various psycholinguistic projects in cooperation with Full Professor Arne Nagels, PhD, Neurolinguistics Lab, Johannes Gutenberg University Mainz and with Associate Professor Alexandra Perovic, PhD, Division of Psychology and Language Sciences, Department of Linguistics, University College London. Since 2019, she works on the project entitled “Cognitive Science“ within postgraduate study programme “Philosophy, Science, Cognition and Semiotics“, Department of Philosophy and Communication Studies, University of Bologna. Since 2019, she has been a member of the working group on the project “Clinical Linguistics and Phonetics“, Faculty of Humanities and Social Sciences, University of Zagreb.



**Simeon, Ivana**

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	senior lecturer
<b>Organizational unit</b>	Department of Linguistics

## CV

1.	Personal	information
First	and last	name(s): Ivana Simeon
Scientist	identification	number: 272603

2. Education: B.A. in General Linguistics and Russian Language and Literature, Faculty of Humanities and Social Sciences, University of Zagreb (1999); M.A. in Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb (2004); Ph.D. in Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb (2008)

3. Current position: senior lecturer, Department of Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb

4. Computational Processing of the Croatian Language (Croatian National Corpus) (MZT RH 130718) (2000-2001); Research projects: (Croatian National Corpus) (MZT RH assistant research)

Development of Croatian Language Resources (Croatian National Corpus) (MZT RH 0130418) (research assistant)

Croatian (2007-2011);	Language	Resources	and	Their research	Annotation	(MZT	RH	0130618) assistant
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Analysis and Evaluation of Comparable Corpora for Under Resourced Areas of machine Translation – ACCURAT (2010-2012); FP7-ICT-2009-4 call and action ICT-2009.2.2.

Let's MT! ICT PSP PB Pilot project, type B project, CIP-ICT-PSP.2009.5.1 Multilingual Network: Machine Translation for Multilingual Network (2010-2012).

5. Teaching activity: Syntactic Description (2002), Phonological Description (2004), Introduction to General Linguistics (2004–), Applied Linguistics (2006–), Translator and the Computer (2010–), Speech Ethics (2012–).

6. Published papers: several scientific papers in peer-reviewed Croatian and international journals

7. Areas of interest: applied linguistics, computational linguistics

## Šojat, Krešimir

**Academic degree**      doctor of philosophy  
**Title**                      assistant professor  
**Organizational unit**    Department of Linguistics

### CV

Krešimir Šojat is an assistant professor at the Department of Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb. From 1998 to 2005 he worked at the Institute of Linguistics at the Faculty of Humanities and Social Sciences as a researcher on various projects. In 2005 he was employed at the Department of Linguistics as an assistant. He obtained his PhD degree in 2008. He became assistant professor in 2011. As a researcher he participates in numerous national and European projects.

## Tadić, Marko

**Academic degree** doctor of philosophy  
**Title** full professor  
**Organizational unit** Department of Linguistics

### CV

Marko TADIĆ, linguist, full professor at the University of Zagreb, Faculty of Humanities and Social Sciences, Department of Linguistics. He is the head of the Chair of Algebraic and Computational Linguistics at the same Department since 2001 and an associated member of the Croatian Academy of Sciences and Arts since 2008. He was also a member of the Standing Committee for the Humanities of the European Science Foundation (2009-2012) and a member of the National Council for the Humanities of the National Scientific Council of the Republic of Croatia (2004-2013, 2017-2021, 2021-). His interests are in corpus linguistics, computational linguistics, language technologies and research infrastructures in (e-)humanities and social sciences. He published more than 100 papers, 6 books as author and 7 books as the editor. He is also the coauthor of the Croatian Frequency Dictionary (1999). He is also the author or coauthor of important language resources for the Croatian language such as the Croatian National Corpus ([hmk.ffzg.hr](http://hmk.ffzg.hr)), Croatian Morphological Lexicon ([hml.ffzg.hr](http://hml.ffzg.hr)), Croatian Dependency Treebank ([hobs.ffzg.hr](http://hobs.ffzg.hr)), EU Presidency Translator ([hr.presidencynt.eu](http://hr.presidencynt.eu)), and the portal Language Technologies for Croatian Language ([jthj.ffzg.hr](http://jthj.ffzg.hr)). He was the leader of Croatian teams participating in several nationally funded projects as well as FP7 RI project CLARIN ([www.clarin.eu](http://www.clarin.eu)), FP7 projects ACCURAT ([www accurat-project.eu](http://www accurat-project.eu)) and XLike ([www.xlike.org](http://www.xlike.org)), ICT-PSP projects Let'sMT! ([www.letsmt.eu](http://www.letsmt.eu)) and CESAR ([www.cesar-project.net](http://www.cesar-project.net)), the European Social Fund project HR4EU ([www.hr4eu.eu](http://www.hr4eu.eu)) and CEF projects EU Presidency Translator ([hr.presidencynt.eu](http://hr.presidencynt.eu)), MARCELL ([www.marcel-project.eu](http://www.marcel-project.eu)), CURLICAT ([www.curlicat-project.eu](http://www.curlicat-project.eu)), NLTP ([www.nltp-project.eu](http://www.nltp-project.eu)), and the Maria Skłodowska-Curie project CLEOPATRA ([www.cleopatra-project.eu](http://www.cleopatra-project.eu)). He is the president and one of the founders of the Croatian Language Technologies Society.

Personal web page: [http://www.ffzg.unizg.hr/oling/?page\\_id=88](http://www.ffzg.unizg.hr/oling/?page_id=88).  
References in bib.irb.hr bibliographic base: <http://bib.irb.hr/lista-radova?autor=157043>.  
Google Scholar: [http://scholar.google.hr/citations?user=zpAvfFwAAAAJ&hl=en&citsig=AMstHGT3v1t\\_0mYxWXngmNs1pkKZ\\_DqqNg](http://scholar.google.hr/citations?user=zpAvfFwAAAAJ&hl=en&citsig=AMstHGT3v1t_0mYxWXngmNs1pkKZ_DqqNg)

OrcId: <http://orcid.org/0000-0001-6325-820X>

ResearchGate: [https://www.researchgate.net/profile/Marko\\_Tadic3](https://www.researchgate.net/profile/Marko_Tadic3)

Academia.edu: <https://ffzg.academia.edu/MarkoTadic>

