***Syllabus***

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| **Department** | **Department of English Studies** | | | | | | | | | | | | | | | **Year** | | | | | | | 2022/  2023 |
| **Course** | Introduction to the linguistics of English | | | | | | | | | | | | | | | **ECTS** | | | | | | | **3** |
| **Study programme** | English Studies | | | | | | | | | | | | | | | | | | | | | | |
| **Level of study programme** | Undergraduate | | | Graduate | | | | | | Integrated | | | | | | Postgraduate | | | | | | | |
| **Type of study programme** | Single major  Double major | | | University | | | | | | Professional | | | | | | Specialized | | | | | | | |
| **Year of study** | 1 | | | 2 | | | | | 3 | | | 4 | | | | | | | | | 5 | | |
| **Semester** | Winter  Summer | | | I | | | | | | II | III | | | | | IV | | | | | | | V |
| VI | | | | | | VII | VIII | | | | | IX | | | | | | | X |
| **Status of the course** | Compulsory | | | Elective | | | | | | Elective course offered to students from other departments | | | | | | **Teaching Competencies** | | | | | | | YES  NO |
| **Workload** | **1,5** | **L** | **1,5** | **S** | |  | | **E** | | **Internet sources for e-learning** | | | | | | | | | | | | | YES  NO |
| **Location and time of instruction** | **classroom 143,**  **lectures: Tuesdays,**  **12.00-13.00;**  **Seminars: Fridays,**  **8.00-11.00** | | | | | | | | | **Language(s) in which**  **the course is taught** | | | | | | | | English | | | | | |
| **Course start date** | **October 4, 2022** | | | | | | | | | **Course end date** | | | | | | | | January 27, 2023 | | | | | |
| **Enrolment requirements** | none | | | | | | | | | | | | | | | | | | | | | | |
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| **Course coordinator** | PhD Lidija Štrmelj, assist.prof. | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | lstrmelj@unizd.hr | | | | | | | | | | | | **Consultation hours** | | | | | | | Tuesdays,  9.30-11.30 | | | |
| **Course instructor** | PhD Lidija Štrmelj, assist. prof. | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** |  | | | | | | | | | | | | **Consultation hours** | | | | | | |  | | | |
| **Assistant/**  **Associate** |  | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** |  | | | | | | | | | | | | **Consultation hours** | | | | | | |  | | | |
| **Assistant/**  **Associate** |  | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** |  | | | | | | | | | | | | **Consultation hours** | | | | | | |  | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Mode of teaching** | Lectures | | | | Seminars and workshops | | | | | Exercises | | | | | E-learning | | | | | | | | Field work |
| Individual assignments | | | | Multimedia and network | | | | | Laboratory | | | | | Mentoring | | | | | | | | Other |
| **Learning outcomes** | | | | | After completing the course, students should   * understand language as a system which encompasses and functions on several levels * recognise the relevant differences between English and Croatian at the phonological, morphological, syntactical and other levels. | | | | | | | | | | | | | | | | | | |
| **Learning outcomes at the Programme level** | | | | | Students should be able to:   * define basic linguistic concepts; * classify the English phonemes and use the IPA symbols in word and phrase transcription; * classify the English morphemes, * distinguish conceptual and associative meaning, * classify words according to their semantic features, semantic roles and mutual relationships of their meanings, * distinguish traditional from modern grammar, * analyse phrases and sentences at morphological, syntactic and semantic levels; * recognize ambiguous phrases and sentences and define the possible meanings; * interpret the ‘invisible’ meaning of phrases or sentences within given context; * classify cognate languages by similarity and origin, * understand the inevitability of language change over time; * understand the existence of language varieties based on different geographic, social and cultural conditions of English speakers | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment criteria** | Class attendance | | | | Preparation for class | | | | | Homework | | | | | Continuous evaluation | | | | | | | | Research |
| Practical work | | | | Experimental work | | | | | Presentation | | | | | Project | | | | | | | | Seminar |
| Test(s) | | | | Written exam | | | | | Oral exam | | | | | Other: | | | | | | | | |
| **Conditions for permission to take the exam** | The attendance of at least 70 % of lectures and seminars | | | | | | | | | | | | | | | | | | | | | | |
| **Exam periods** | Winter | | | | | | | | | Summer | | | | | | | Autumn­ | | | | | | |
| **Exam dates** |  | | | | | | | | |  | | | | | | |  | | | | | | |
| **Course description** | an overview of the most important linguistic terms, branches and directions; the analyses of different linguistic structures | | | | | | | | | | | | | | | | | | | | | | |
| **Course content** | LECTURES:  1. Introduction; Language and the origin of language; Animals and human language; The development of writing  2. Phonetics  3. Phonology  4. Morphology  5. Traditional and modern grammar  6. Syntax  7. 1st colloquium  8. Semantics  9. Pragmatics  10. Discourse analysis  11. Neurolinguistics  12. History of English; Dialectology  13. Sociolinguistics  14. Language and culture  15. 2nd colloquium  SEMINARS discuss the topics of the lectures and occasionally involve students’ presentations and the analyses of certain linguistic problems and tasks | | | | | | | | | | | | | | | | | | | | | | |
| **Required reading** | Yule, G.: *The Study of Language*, Cambridge University Press, 1996  (or later editions) | | | | | | | | | | | | | | | | | | | | | | |
| **Additional reading** | Lyons J.: *Language and Lingustics: An Introduction*, CUP, 1992  Kuiper K. and Allan W.S.: *An Introduction to English Language. Word, Sound and Sentence*. Palgrave Macmillan, 2010, 3rd Edition,  Akmajin A., Demers A., Farmer A.K. and Harnish R.M.: Linguistics. *An Introduction to Language and Communication*, MIT Press 2001  O'Grady W., Archibald J., Aronoff M. And Rees-Miller, J.: *Contemporary Linguistics: An Introduction.* 5th ed., 2005  Pinker S.: *The Language Instinct. How the Mind Creates Language*, Harper Perennial Modern Classics, 2007 | | | | | | | | | | | | | | | | | | | | | | |
| **Internet sources** |  | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment criteria of learning outcomes** | Final exam only | | | | | | | | | | | | | | | | | | | | |  | |
| Final written exam | | | | | | Final oral exam | | | | | | | Final written and oral exam | | | | | | | | Practical work and final exam | |
| Only test/homework | | | | Test/homework and final exam | | | | | Seminar paper | | | | Seminar paper and final exam | | | | | Practical work | | | | other forms |
| **Calculation of final grade** | The average grade mark of the two colloquia will be taken as final.  Students who fail one of the colloquia are obliged to take the final exam.  Those who pass both colloquia may take the final exam as well, if they wish to obtain a higher grade mark. In that case, the grade mark achieved in the regular exam-term will be taken as final. | | | | | | | | | | | | | | | | | | | | | | |
| **Grading scale** | up to 60 % | | | | % Failure (1) | | | | | | | | | | | | | | | | | | |
| 60-70 % | | | | % Satisfactory (2) | | | | | | | | | | | | | | | | | | |
| 70-80 % | | | | % Good (3) | | | | | | | | | | | | | | | | | | |
| 80-90 % | | | | % Very good (4) | | | | | | | | | | | | | | | | | | |
| 90-100 % | | | | % Excellent (5) | | | | | | | | | | | | | | | | | | |
| **Course evaluation procedures** | Student evaluations conducted by the University  Student evaluations conducted by the Department  Internal evaluation of teaching  Department meetings discussing quality of teaching and results of student evaluations  Other | | | | | | | | | | | | | | | | | | | | | | |
| **Note /Other** | In accordance with Art. 6 of the *Code of Ethics* of the Committee for Ethics in Science and Higher Education, “the student is expected to fulfil his/her obligations honestly and ethically, to pursue academic excellence, to be civilized, respectful and free from prejudice.”  According to Art. 14 of the University of Zadar's *Code of Ethics*, students are expected to “fulfil their responsibilities responsibly and conscientiously. […] Students are obligated to safeguard the reputation and dignity of all members of the university community and the University of Zadar as a whole, to promote moral and academic values and principles. […]  Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:  - various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when permitted;  -various forms of forgery such as the use or possession of unauthorised materials during the exam; impersonation and attendance at exams on behalf of other students; fraudulent study documents; forgery of signatures and grades; falsifying exam results.”  All forms of unethical behaviour will result in a negative grade in the course without the possibility of compensation or repair. In case of serious violations the *Rulebook on Disciplinary Responsibility of Students at the University of Zadar* will be applied.  In electronic communications only messages coming from known addresses with a first and a last name, and which are written in the Croatian standard and appropriate academic style, will be responded to.  This course uses the Merlin system for e-learning, so students are required to have an AAI account. /*delete if necessary*/ | | | | | | | | | | | | | | | | | | | | | | |