

**SVEUČILIŠTE U ZADRU
ODJEL ZA LINGVISTIKU**

**IZVEDBENI PLAN NASTAVE
za akad. godinu 2018./2019.**

Dvopredmetni sveučilišni preddiplomski program
Language and communication in a multilingual society

Zadar, rujan 2018.

UVOD

U skladu sa Zakonom o znanstvenoj djelatnosti i visokom obrazovanju, Statutom i Pravilnikom o studiranju Sveučilišta u Zadru, Stručno vijeće Odjela za lingvistiku utvrdilo je izvedbeni plan nastave za akademsku godinu 2018./2019.

Izvedbenim nastavnim planom utvrđuju se:

1. nastavnici i suradnici koji će izvoditi nastavu prema studijskom programu,
2. mjesta izvođenja nastave,
3. početak i završetak te satnica izvođenja nastave,
4. oblici nastave (predavanja, seminari, vježbe, konzultacije, provjere znanja i sl.),
5. način polaganja ispita,
6. ispitni rokovi,
7. popis literature za studij i polaganje ispita,
8. mogućnost izvođenja nastave na stranom jeziku,
9. ostale činjenice važne za uredno izvođenje nastave.

Izvedbeni plan nastave dostupan je studentima putem službene web stranice Odjela za lingvistiku:

<http://www.unizd.hr/lingvistika>

Izvedbenim planom u akad. godini 2018./2019. nude se obvezni i izborni predmeti s Odjela za lingvistiku. U skladu s napomenama na Redovima predavanja studenti mogu upisati i neki od izbornih predmeta koji se kao izborni nude na drugim sveučilišnim diplomskim studijima na Sveučilištu u Zadru.

Za sve kolegije u nadležnosti Odjela za lingvistiku primjenjuju se jedinstveni kriteriji ocjenjivanja („Kriteriji za ocjenjivanje uspjeha studenata u nastavi“), izlaženju na kolokvije i njihovom vrednovanju („Kriteriji za ocjenjivanje uspjeha – dopuna“) te o obvezi pohađanja nastave (prema Pravilniku o studiranju). Svi su relevantni dokumenti dostupni na mrežnim stranicama Odjela za lingvistiku

(<http://www.unizd.hr/lingvistika/Nastava/Dokumenti/tabid/3508/Default.aspx>).

1. NASTAVNICI I SURADNICI KOJI ĆE IZVODITI NASTAVU PREMA STUDIJSKOM PROGRAMU

Raspored izvođenja predmeta po semestru, nositelji predmeta i oblici nastave vidljivi su u Tablicama 1. - 2.

RED PREDAVANJA

za I semestar dvopredmetnog preddiplomskog sveučilišnog studija
Language and communication in a multilingual society
na Sveučilištu u Zadru u akad. god. 2018./2019.

| Šifra predmeta | Ime i prezime nastavnika | Naziv predmeta | Ukupno sati (semestralno) | | | ECTS bodovi |
|---|---|-----------------------------|---------------------------|----------|--------|-------------|
| | | | Predavanja | Seminara | Vježbi | |
| A) OBVEZNI (TEMELJNI) PREDMETI S MATIČNOG STUDIJA: | | | | | | |
| LCM101 | Doc. dr. sc. Marco Angster Dr. sc. Mia Batinić Angster Dr. sc. Nataša Šprljan | Understanding language | 30 | - | 30 | 5 |
| LCM102 | Izv. prof. dr. sc. Marijana Kresić Vukosav | Understanding communication | 15 | 15 | - | 3 |
| LCM103 | Doc. dr. sc. Marco Angster Dr. sc. Nataša Šprljan | Languages across the world | 15 | 15 | - | 3 |
| LCM104 | Doc. dr. sc. Ivan Poljaković Antonio Oštarić, prof. | Presentation skills | 15 | - | 15 | 2 |
| Bilješka: Studenti/ce upisuju, slušaju i polažu sve obvezne (temeljne) predmete s matičnog studija. | | | | | | |
| B) IZBORNI PREDMETI S MATIČNOG STUDIJA*: | | | | | | |
| | | | | | | |
| Bilješka: Studenti/ce upisuju, slušaju i polažu izborne predmete s matičnog studija kojim/a se stječe najmanje boda/ova. (* Navesti ako je neki od kolegija dio paketa za stjecanje nastavničkih kompetencija) | | | | | | |
| C) IZBORNI PREDMETI S DRUGIH PREDDIPLOMSKIH SVEUČILIŠNIH STUDIJA, INTEGRIRANOG PREDDIPLOMSKOG I DIPLOMSKOG SVEUČILIŠNOG STUDIJA, CENTRA „STJEPAN MATIČEVIĆ“, CENTRA ZA STRANE JEZIKE I CENTRA ZA TJELOVJEŽBU I STUDENTSKI ŠPORT**: | | | | | | |
| | | Strani jezik | | | | 2 |
| Bilješka: Studenti/ce upisuju, slušaju i polažu izborne predmete s drugih studija kojim/a se stječe najmanje 2 boda. | | | | | | |

Student/ica pod A), B) i C) mora upisati, slušati i polagati predmete kojim/a se stječe najmanje 15 bodova***

D) PREDMETI KOJI SE NUDE STUDENTIMA/CAMA DRUGIH PREDDIPLOMSKIH SVEUČILIŠNIH STUDIJA, INTEGRIRANOG PREDDIPLOMSKOG I DIPLOMSKOG SVEUČILIŠNOG STUDIJA I STRUČNIH STUDIJA **:**

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RED PREDAVANJA

za II semestar dvopredmetnog preddiplomskog sveučilišnog studija

Language and communication in a multilingual society

na Sveučilištu u Zadru u akad. god. 2018./2019.

| Šifra predmeta | Ime i prezime nastavnika | Naziv predmeta | Ukupno sati (semestralno) | | | ECTS bodovi |
|---|---|--|---------------------------|----------|--------|-------------|
| | | | Predavanja | Seminara | Vježbi | |
| A) OBVEZNI (TEMELJNI) PREDMETI S MATIČNOG STUDIJA: | | | | | | |
| LCM105 | Izv. prof. dr. sc. Lucija Šimičić Doc. dr. sc. Marco Angster | Language, culture and society | 30 | - | 15 | 4 |
| LCM106 | Izv. prof. dr. sc. Lucija Šimičić | Managing multilingualism in institutional contexts | 15 | 15 | - | 3 |
| LCM107 | Izv. prof. dr. sc. Lucija Šimičić Izv. prof. dr. sc. Marijana Kresić Vukosav | Language and globalization | 15 | 15 | - | 3 |
| LCM108 | Doc. dr. sc. Ivan Poljaković Antonio Oštarić, prof. | English writing skills | 15 | - | 15 | 3 |
| Bilješka: Studenti/ce upisuju, slušaju i polažu sve obvezne (temeljne) predmete s matičnog studija. | | | | | | |
| B) IZBORNI PREDMETI S MATIČNOG STUDIJA*: | | | | | | |
| | | | | | | |
| Bilješka: Studenti/ce upisuju, slušaju i polažu izborne predmete s matičnog studija kojim/a se stječe najmanje boda/ova. (* Navesti ako je neki od kolegija dio paketa za stjecanje nastavničkih kompetencija) | | | | | | |
| C) IZBORNI PREDMETI S DRUGIH PREDDIPLOMSKIH SVEUČILIŠNIH STUDIJA, INTEGRIRANOG PREDDIPLOMSKOG I DIPLOMSKOG SVEUČILIŠNOG STUDIJA, CENTRA „STJEPAN MATIČEVIĆ“, CENTRA ZA STRANE JEZIKE I CENTRA ZA TJELOVJEŽBU I STUDENTSKI ŠPORT**: | | | | | | |
| | | Strani jezik | | | | 2 |
| Bilješka: Studenti/ce upisuju, slušaju i polažu izborne predmete s drugih studija kojim/a se stječe najmanje 2 boda. | | | | | | |
| Student/ica pod A), B) i C) mora upisati, slušati i polagati predmete kojim/a se stječe najmanje 30 bodova*** | | | | | | |
| D) PREDMETI KOJI SE NUDE STUDENTIMA/CAMA DRUGIH PREDDIPLOMSKIH SVEUČILIŠNIH STUDIJA, INTEGRIRANOG PREDDIPLOMSKOG I DIPLOMSKOG SVEUČILIŠNOG STUDIJA I STRUČNIH STUDIJA ****: | | | | | | |

3. POČETAK I ZAVRŠETAK TE SATNICA IZVOĐENJA NASTAVE

Zimski semestar:

| Dan | Od | Do | Kolegij | Nastavnik | Dvorana |
|-----|-------|-------|-----------------------------|--|----------------|
| 2 | 8:00 | 11:00 | Understanding language | M.Angster/M.Batinić Angster/N.Šprljan | Relja, 1.3. |
| 3 | 13:00 | 14:30 | Understanding communication | M. Kresić Vukosav | Relja, 1.3. |
| 3 | 14:30 | 16:00 | Languages across the world | M.Angster/N.Šprljan | Relja, 1.3. |
| 5 | 14:00 | 16:00 | Presentation skills | I.Poljaković/A.Oštarić | ZM |

Ljetni semestar:

Raspored predavanja za ljetni semestar bit će objavljen naknadno.

Raspored konzultacija i kontakti:

Izv. prof. dr. sc. Lucija Šimičić (pročelnica odjela)

Konzultacije: četvrtkom 11-12 h i prema dogovoru

Ured 3.5. Tel. 023 200 827

Izv. prof. dr. sc. Marijana Kresić Vukosav (zamjenica pročelnice odjela)

Konzultacije: srijedom 11-12h i prema dogovoru

Ured 3.2. Tel. 023 200 837

Doc. dr. sc. Marco Angster

Konzultacije: utorkom od 14-15 sati i prema dogovoru

Ured 3.5. Tel. 023 200 827

Dr. sc. Mia Batinić Angster

Konzultacije: petkom od 13-14 sati i prema dogovoru

Ured 3.2. Tel. 200 837

Dr. sc. Nataša Šprljan– termin konzultacija prema prethodnom dogovoru sa studentima.

Antonio Oštarić, prof. - termin konzultacija prema prethodnom dogovoru sa studentima.

4. OPIS PREDMETA

(oblici nastave: predavanja, seminari, vježbe, provjere znanja, način polaganja ispita, popis literature, i sl.)

Tablica 1: Understanding language

| 1. GENERAL INFORMATION | | | |
|--|---|---|---|
| 1.1. Study programme (undergraduate, graduate, integrated) | Undergraduate | 1.6. Type of instruction (number of hours L + S + E + e-learning) | 30L + 30E |
| 1.2. Year of the study programme | 1st | 1.7. Expected enrolment in the course | Up to 20 |
| 1.3. Name of the course | Understanding language | 1.8. Course teacher | Marco Angster, assistant professor |
| 1.4. Credits (ECTS) | 5 | 1.9. Associate teachers | Mia Batinić Angster, PhD, Nataša Šprljan, PhD |
| 1.5. Status of the course | Obligatory | Language of instruction | English |
| 2. COURSE DESCRIPTION | | | |
| 2.1. Course objectives and short contents | This subject explores the essential characteristics of language as a human phenomenon and linguistic knowledge with the aim of understanding the fundamental principles of the language system. We will introduce some fundamental concepts of linguistics and study a range of linguistic subsystems – e.g. morphology and lexicon, syntax, semantics and pragmatics, phonetics and phonology – drawing on case studies from languages around the world. The scope of this course is to provide an introduction to modern linguistics and stimulate the understanding of all aspects of its subject – language. A brief overview of the main branches of linguistics will also be given. | | |
| 2.2. Course enrolment requirements and entry competences required for the course | No prerequisites. | | |

| | |
|--|---|
| <p>2.3.Learning outcomes at the level of the programme to which the course contributes</p> | <p>Upon the completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of basic terms and principles in the field of linguistics • explain and provide examples of structures and functions of language(s) and communicative processes, and analyse them, especially in multilingual contexts • apply the fundamental concepts of linguistic analysis and communication to real language data • find autonomously information on a language which the student does not know and identify resources for deepening the newly acquired knowledge • provide examples of and critically discuss language diversity and variation in the world • communicate her/his ideas and arguments in English in written and oral form <p>present the results of the analysis of a problem in written and oral form</p> |
| <p>2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p> | <p>By the end of the course, students should:</p> <ul style="list-style-type: none"> • identify the basic elements of linguistic description in the different levels of analysis; • be able to explain the fundamental concepts related to the realm of the word (word-forms, lexemes, morphemes etc.); • identify the objectives of syntactic description; • understand the fundamental concepts and phenomena connected to the level of meaning as conceived independently of the developments in the form of words, phrases and sentences; • differentiate phonetic description from the insights provided by phonological models; • orientate among the main areas of study of linguistics; • differentiate between the linguistic approach toward language and the approaches of other disciplines toward it. |
| <p>2.5.Course content broken down in detail by weekly class schedule (syllabus)</p> | <ol style="list-style-type: none"> 1. What do we need to know in order to understand language? 2. Language as a human phenomenon |

| | | | | | | |
|---|---|---|--|--|------|---|
| | 3. What is language? What is grammar? What is linguistics? 4. Words and what they are made of: morphology 5. Lexicon and new words 6. Sentence 7. Syntactic analysis: constituents, categories and trees 8. First test 9. Meaning: lexical semantics 10. Sounds: phonetics 11. Sounds: phonology 12. Meaning: pragmatics 13. Language in use and language change 14. Language, the mind and the brain 15. Second test | | | | | |
| 2.6.Format of instruction: | <input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work | <input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> class discussions | 2.7.Accessibility of e-learning platform: https://moodle.srce.hr/2018-2019/ | | | |
| 2.8.Student responsibilities | Regular class attendance, active participation in exercises, homeworks and tests. | | | | | |
| 2.9.Grading and evaluating student work in class and at the final exam ¹ | The final grade is based on the following elements: 20% - regular class attendance 20% - active class participation in exercises and homework 60% - two written tests (or a final written exam) | | | | | |
| | Class attendance | 2 | Practical training | | Test | 1 |

¹ Unified grading criteria („Kriteriji za ocjenjivanje uspjeha studenata u nastavi“), criteria for taking and evaluating tests („Kriteriji za ocjenjivanje uspjeha – dopuna“) as well as class attendance obligations („Pravilnik o studiranju“) are equally applied to all courses provided by Linguistics Department. All relevant documents are available at the web-pages of Linguistics Department (<http://www.unizd.hr/lingvistika/Nastava/Dokumenti/tabid/3508/Default.aspx>).

| | | | | | | |
|---|--|-----|---------------|--|---------------------------------|------------------------------|
| 2.10. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course) | Preparations for classes | 0,5 | Report | | Written exam | 1 |
| | Homework | 0,5 | Seminar essay | | Oral exam | |
| | Research | | Essay | | (Other) | |
| | Experimental work | | Project | | (Other) | |
| 2.11. Required literature (available in the library and via other media) | Title | | | | Number of copies in the library | Availability via other media |
| | McGregor, W. 2015. Linguistics. An introduction. London: Bloomsbury Publishing. | | | | 1 | - |
| | Fromkin, V, et al. 2014. An Introduction to Language (10 th edition). Boston: Cengage Wadsworth. | | | | 2 | X |
| | Crystal, D. 2010. The Cambridge Encyclopedia of language (3 rd edition). Cambridge: Cambridge University Press. | | | | 1 + 3 | X |
| | Radford, A. et al. 2009. Linguistics: An Introduction. Cambridge University Press. | | | | 1 | X |
| 2.12. Optional literature (at the time of submission of study programme proposal) | Trask, R.L. 1999. Key Concepts in Language and Linguistics. London/New York: Routledge. | | | | | 17* ² |
| 2.13. Quality assurance methods that ensure the acquisition of exit competences | Database on class attendance, completed students' tasks and activities; student evaluation of teacher's and assistants' class performance. | | | | | |
| 2.14. Examples of questions/ tasks in the seminar paper | Example 1: | | | | | |

² The asterisk (*) indicates that the publication is presently available in Croatian, and a sample in English has been ordered.

and written exam with corresponding learning outcomes

Question: Can animals learn a language? Explain.

Learning outcome: Demonstrate knowledge and understanding of basic terms and principles in the field of linguistics.

Example 2:

Question: Based on your knowledge of Croatian or English try to create at least two new complex words. What type(s) of word-formation process did you use? How does it differ from other word-formation processes?

Learning outcomes: Explain and provide examples of structures and functions of language(s) and communicative processes, and analyse them, especially in multilingual contexts; apply the fundamental concepts of linguistic analysis and communication to real language data; identify the basic elements of linguistic description in the different levels of analysis;

be able to explain the fundamental concepts related to the realm of the word (word-forms, lexemes, morphemes etc.)

Example 3:

Does language(s) we speak determine(s) our thoughts or viceversa? Discuss.

Learning outcomes: Explain and provide examples of structures and functions of language(s) and communicative processes, and analyse them, especially in multilingual contexts

Example 4:

Is the following sentence ambiguous and why? Use linguistic terms in your explanation.

Kad si mi obećao nazvati onog svog kolegu da ga pitaš može li mi provjeriti na kojoj se čestici nalazi stan koji namjerevam kupiti?

Learning outcomes: Apply the fundamental concepts of linguistic analysis and communication to real language data; identify the basic elements of linguistic description in the different levels of analysis; identify the objectives of syntactic description

Example 5:

Draw tree diagram for the following sentence: *The new girl wrote a wonderful poem for you.*

Learning outcomes: Identify the basic elements of linguistic description in the different levels of analysis; identify the objectives of syntactic description

Example 6:

What is the difference between idioms and collocations?

Learning outcomes: Apply the fundamental concepts of linguistic analysis and communication to real language data; identify the basic elements of linguistic description in the different levels of analysis; be able to explain the fundamental concepts related to the realm of the word

Example 7:

How do linguists obtain data?

Learning outcomes: differentiate between the linguistic approach toward language and the approaches of other disciplines toward it

Tablica 2. Understanding communication

| 1. GENERAL INFORMATION | | | |
|--|---|---|------------------------------------|
| 1.1. Study programme (undergraduate, graduate, integrated) | B.A. level | 1.6. Type of instruction (number of hours L + S + E + e-learning) | 15L + 15S |
| 1.2. Year of the study programme | 1st | 1.7. Expected enrolment in the course | up to 20 |
| 1.3. Name of the course | Understanding communication | 1.8. Course teacher | izv. prof. dr. sc. Marijana Kresić |
| 1.4. Credits (ECTS) | 3 ECTS | 1.9. Associate teachers | dr. sc. Mia Batinić Angster |
| 1.5. Status of the course | obligatory | 1.10. Language of instruction | English |
| 2. COURSE DESCRIPTION | | | |
| 2.1. Course objectives and short contents | The course offers a comprehensive introduction to the principles and functions of human communication, with a particular focus on central aspects and approaches within communication theory. Different models, aspects and subtypes of communication will be discussed in detail and exemplified with the analysis of conversations, based on real language data. Students will be equipped with the tools they need to understand and apply prominent communication and media theories. | | |
| 2.2. Course enrolment requirements and entry competences required for the course | none | | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | <p>At the end of the study, the student will</p> <ul style="list-style-type: none"> - demonstrate knowledge and understanding of basic terms and principles in the field of linguistics - explain and provide examples of structures and functions of language(s) and communicative processes, and analyse them, especially in multilingual contexts - apply the fundamental concepts of linguistic analysis and communication to real language data - communicate her/his ideas and arguments in English in written and oral form - present the results of the analysis of a problem in written and oral form | | |

| | | | |
|---|---|---|--|
| | <ul style="list-style-type: none"> - discuss and critically evaluate research findings, as well as vocationally and life-oriented problems related to language, communication and multilingualism in contemporary society | | |
| 2.4. Learning outcomes expected at the level of the course | <p>At the end of the course, the student will</p> <ul style="list-style-type: none"> - understand and list central aspects, structures, principles and functions of human communication - discuss and evaluate different theories, models and approaches to communication in the field of communication theory and communication science - analyse different subtypes of communication on the basis of real conversational data - apply the insights gained in the course to preparing and critically evaluating communication in real-life contexts, with a special focus on multilingual settings | | |
| 2.5. Course content broken down in detail by weekly class schedule (syllabus) | <ol style="list-style-type: none"> 1. Introduction: What is communication? Elements and aspects of communication 2. Subtypes of communication 3. The Communicator 4. The Message 5. The Medium 6. Contexts of Communication I 7. Contexts of Communication II 8. Different approaches to communication and the role of society 9. Symbolic Interactionism: George Herbert Mead 10. Orality and Literacy: Walter Ong 11. Medium as the Message: Marshall McLuhan 12. Message in a square: Friedemann Schulz von Thun 13. Network Society: Manuel Castells 14. Analysis of conversational data (in multilingual settings) 15. Final exam | | |
| 2.6. Format of instruction: | <input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning | <input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) | <p>2.7. Accessibility of e-learning platform:</p> <p>https://moodle.srce.hr/2018-2019/</p> |

| | | | | | |
|---|--|-----|--------------------|---------------------------------|------------------------------|
| | <input type="checkbox"/> field work | | | | |
| 2.8.Student responsibilities | Students are obliged to attend classes, prepare class readings and actively participate in class discussions. Students will be asked to prepare several presentations (in either oral or written form) on the basis of selected readings and have to pass a final written test at the end of the semester. | | | | |
| 2.9.Grading and evaluating student work in class and at the final exam ³ | The final grade is based on the following elements: 30 % attendance, participation and preparation for classes 40 % final written exam/essay 30 % presentation of a specific topic from the course and of an independently conducted analysis of conversational data | | | | |
| 2.10.Screening student work (the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course) | Class attendance | 1 | Practical training | | Quizes / tests |
| | Preparations for classes | 0,5 | Report | 0,5 | Written exam |
| | Homework | | Seminar essay | | Oral exam |
| | Research | | Essay | | (Other) |
| | Experimental work | | Project | | (Other) |
| 2.11.Required literature (available in the library and via other media) | Title | | | Number of copies in the library | Availability via other media |
| | Croucher, Stephen M. (2005). Understanding Communication Theory: A Beginner's Guide. London/New York: Routledge. | | | | yes |
| | Miller, Katherine (2005). Communication Theories: Perspectives, processes, and contexts. New York: McGraw-Hill. 2nd ed. | | | | yes |
| | | | | | yes |
| 2.12.Optional literature | Cobley, Paul (ed.) (1996). The Communication Theory Reader. London/New York: Routledge. | | | | |

³ Unified grading criteria („Kriteriji za ocjenjivanje uspjeha studenata u nastavi“), criteria for taking and evaluating tests („Kriteriji za ocjenjivanje uspjeha – dopuna“) as well as class attendance obligations („Pravilnik o studiranju“) are equally applied to all courses provided by Linguistics Department. All relevant documents are available at the web-pages of Linguistics Department (<http://www.unizd.hr/lingvistika/Nastava/Dokumenti/tabid/3508/Default.aspx>).

| | |
|---|--|
| | <p>Goffman, Erving. <i>The Presentation of Self in Everyday Life</i>. New York, NY: Anchor/Doubleday, 1959.</p> <p>Littlejohn, Stephen W./ Foss, Karen A. (2008). <i>Theories of human communication</i>. Belmont, CA: Wadsworth, 9th ed.</p> <p>Saville-Troike, M. 2008. <i>The ethnography of communication: An introduction</i> . John Wiley & Sons.</p> |
| 2.13. Quality assurance methods that ensure the acquisition of exit competences | Database on class attendance, completed students' tasks and activities, students' evaluation of teacher |
| 2.14. Examples of questions/ tasks in the seminar paper and written exam with corresponding learning outcomes | <p>Example 1:</p> <p>1.1. On the basis of Mead's Theory of Symbolic Interaction explain how identity is formed in communicative processes.</p> <p>1.2. Learning outcomes: Understand and list central aspects, structures, principles and functions of human communication; discuss and evaluate different theories, models and approaches to communication in the field of communication theory and communication science.</p> <p>Example 2:</p> <p>2.1. Question: Discuss the roles of communicator, medium and message in communicative processes.</p> <p>2.2. Learning outcome: Understand and list central aspects, structures, principles and functions of human communication.</p> <p>Example 3:</p> <p>3.1. Question: Demonstrate an analysis of spoken communication on the basis of one of the communication theories discussed in the course.</p> <p>3.2. Learning outcome: Analyse different subtypes of communication on the basis of real conversational data; discuss and evaluate different theories, models and approaches to communication in the field of communication theory and communication science.</p> |

Tablica 3. Languages across the world

| 1. GENERAL INFORMATION | | | |
|---|---|--|------------------------------------|
| 1.1.Study programme (undergraduate, graduate, integrated) | Undergraduate | 1.6. Type of instruction (number of hours L + S + E) | 15L + 15S |
| 1.2.Year of the study programme | 1st | 1.7. Expected enrolment in the course | up to 20 per year |
| 1.3.Name of the course | Languages across the world | 1.8. Course teacher | Marco Angster, assistant professor |
| 1.4.Credits (ECTS) | 3 ECTS | 1.9. Associate teachers | Nataša Šprljan, PhD |
| 1.5.Status of the course | obligatory | | |
| 2. COURSE DESCRIPTION | | | |
| 2.1.Course objectives | This course presents an overview of the ways in which the languages of the world are similar to one another, the ways they differ from each other, the ways in which we group them, and why. The course unit includes an examination of the various language families of the world and considers some of the characteristic features of each large language group. | | |
| 2.2.Course enrolment requirements and entry competences required for the course | none | | |
| 2.3.Learning outcomes at the level of the programme to which the course contributes | <ul style="list-style-type: none"> • demonstrate knowledge and understanding of basic terms and principles in the field of linguistics • explain and provide examples of structures and functions of language(s) and communicative processes, and analyse them, especially in multilingual contexts • apply the fundamental concepts of linguistic analysis and communication to real language data • numerate and classify languages and language families in the world • find autonomously information on a language which the student does not know and identify resources for deepening the newly acquired knowledge • provide examples of and critically discuss language diversity and variation in the world • communicate her/his ideas and arguments in English in written and oral form • present the results of the analysis of a problem in written and oral form | | |

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| 2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | <p>By the end of the course, students should:</p> <ul style="list-style-type: none"> • have developed a basic knowledge about language diversity in the world and especially in the European context; • understand the different ways in which languages can be classified; • be able to identify which families the most spoken languages belong to • be able to define what are the overall structural and sociolinguistic features of the different language groups; • have familiarised with the issue of language endangerment and lesser-spoken languages | | |
| 2.5.Course content broken down in detail by weekly class schedule (syllabus) | <ol style="list-style-type: none"> 1. Introduction: Language diversity and evolution 2. Language classification: genealogy 3. Language classification: typology 4. The limits of genealogy: Pidgins, creoles and artificial languages 5. Controversies of language classification: macro-families 6. Endangered and moribund Indo-European languages 7. Test 8. Indo-European languages: Europe 9. Indo-European languages: Asia 10. European, but non-Indo-European languages 11. Languages in the Caucasus and field linguistics 12. Languages of Africa; a sketch of Arabic/Swahili 13. From Turkey to Mongolia: up and down the Altaic family 14. Languages of Eastern Asia: a sketch of Chinese 15. Native languages of America (and Oceania) | | |
| 2.6.Format of instruction: | <input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work | <input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) | <input checked="" type="checkbox"/> The system of e - learning is used for communication and storage of the teaching materials only. Comment: |
| 2.7.Student responsibilities | The students are expected to attend classes, actively participate in classes, prepare homework, carry out a small-scale literature-based research on a specific language or a language family and present it in the class. | | |

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|--|--|-----|--------------------|---------------------------------|------------------------------|---|
| 2.8. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course) | Class attendance | 1 | Practical training | | Tests | 1 |
| | Preparations for classes | | Report | 0,5 | Written exam | |
| | Homework | | Seminar essay | | Oral exam | |
| | Research | 0,5 | Essay | | (Other) | |
| | Experimental work | | Project | | (Other) | |
| 2.9. Grading and evaluating student work in class and at the final exam ⁴ | The course grade is based on the regular class attendance and active class participation (40%), the presentation of a language group or family and the corresponding written report (30%) and test(s) (30%). | | | | | |
| 2.10. Required literature (available in the library and via other media) | Title | | | Number of copies in the library | Availability via other media | |
| | Lyovin, A. V./Kressler, B./ Leben, W. L. 2017. An Introduction to the Languages of the World. Oxford University Press | | | 1 | | |
| | Pereltsvaig, A. 2012. Languages of the World: an Introduction. Cambridge: Cambridge University Press. | | | 1 | | |
| | Haspelmath, M. et al. 2005. World Atlas of Linguistic Structures. Oxford: OUP. | | | 1 | | |
| | | | | | | |
| 2.11. Optional literature (at the time of submission of study programme proposal) | Comrie, B., S. Matthews & M. Polinsky (eds) 2003. The Atlas of Languages: The Origin and Development of Languages throughout the World. Facts on File, Inc. Crystal, D. 1987. The Cambridge Encyclopedia of Language (chapter IX). Cambridge: CUP | | | | | |
| 2.12. Quality assurance methods that ensure the acquisition of exit competences | Database on class attendance, completed students' tasks and activities, analysis of students' success on a written exam; student evaluation of teacher's and assistants' class performance. | | | | | |

⁴ Unified grading criteria („Kriteriji za ocjenjivanje uspjeha studenata u nastavi“), criteria for taking and evaluating tests („Kriteriji za ocjenjivanje uspjeha – dopuna“) as well as class attendance obligations („Pravilnik o studiranju“) are equally applied to all courses provided by Linguistics Department. All relevant documents are available at the web-pages of Linguistics Department (<http://www.unizd.hr/lingvistika/Nastava/Dokumenti/tabid/3508/Default.aspx>).

2.13.Examples of questions/ tasks in the seminar paper and written exam with corresponding learning outcomes

- What's the difference between genealogical and typological classification of languages? Learning outcome: understand the different ways in which languages can be classified.
- What are the Indo-European languages of India? Learning outcome: develop a basic knowledge about language diversity in the world.
- Explain what is linguistic diversity and why it is important to the study of language. Learning outcome: provide examples of and critically discuss language diversity and variation in the world.

Tablica 4. Presentation skills

| 1. GENERAL INFORMATION | | | |
|--|--|--|---------------------|
| 1.1. Study programme (undergraduate, graduate, integrated) | B.A. level | 1.6. Type of instruction (number of hours L + S + E) | 15 L + 15 E |
| 1.2. Year of the study programme | 1st | 1.7. Expected enrolment in the course | up to 20 per year |
| 1.3. Name of the course | Presentation skills | 1.8. Course teacher | Antonio Oštarić, MA |
| 1.4. Credits (ECTS) | 2 ECTS | 1.9. Associate teachers | |
| 1.5. Status of the course | obligatory | | |
| 2. COURSE DESCRIPTION | | | |
| 2.1. Course objectives | The course covers the skills involved in the design, preparation and execution of oral presentations of the kind given by students within their study programmes. This includes practice in answering questions during and after such presentations. Other oral skills to be developed during the course are those required in more formal situations, such as the interviewing of subjects, and in less formal situations such as academic discussions with colleagues. | | |
| 2.2. Course enrolment requirements and entry competences required for the course | none | | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | <ul style="list-style-type: none"> • demonstrate knowledge and understanding of basic terms and principles in the field of linguistics • explain and provide examples of structures and functions of language(s) and communicative processes, and analyse them, especially in multilingual contexts • communicate her/his ideas and arguments in English in written and oral form • present the results of the analysis of a problem in written and oral form • discuss and critically evaluate research findings, as well as vocationally and life-oriented problems related to language, communication and multilingualism in contemporary society • apply the principles of linguistic research to solving practical problems | | |

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| <p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p> | <p>By the end of the course, the students will be able to:</p> <ul style="list-style-type: none"> • To clearly formulate the topic of an oral presentation / public speech • To logically organize any type of presentation • To prepare informative and persuasive speeches that are required by special occasion or specific audience • To employ visual aids in an adequate way in order to enhance presentations • To manage body-language use in an appropriate manner • To analyze your audience and design speeches to reflect your analysis • Evaluate speeches relying on different verbal and non-verbal criteria |
| <p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p> | <ol style="list-style-type: none"> 1. Introduction to the course / course requirements explained 2. Preparing your speech and managing speech anxiety 3. Selecting a topic and purpose; analyzing the audience 4. Organizing and outlining the speech 5. Developing the introduction and conclusion 6. Developing supporting material 7. Using and designing presentation aids in the speech (PPT, Prezi, ...) I 8. Using and designing presentation aids in the speech (PPT, Prezi, ...) II 9. Persuasive Speech: Developing Arguments 10. Persuasive speech: organizing the speech 11. Special occasion speeches 12. Using appropriate language and style in public speaking 13. Using appropriate voice and body language 14. Interactive communication – debating 15. Effective listening and in-class analysis |

| | | | | | | |
|---|---|--|--|---------------------------------|------------------------------|-----|
| 2.6.Format of instruction: | <input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work | <input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) | <input checked="" type="checkbox"/> The system of e - learning is used for communication and storage of the teaching materials only. Comment: | | | |
| 2.7.Student responsibilities | Students are obliged to attend and prepare for the classes. They are also required to prepare speeches / debates as required. | | | | | |
| 2.8.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course) | Class attendance | 1 | Practical training | | Tests | |
| | Preparations for classes | 0,5 | Report | | Written exam | |
| | Homework | | Seminar essay | | Oral exam | |
| | Research | | Essay | | Speech delivery | 0,5 |
| | Experimental work | | Project | | (Other) | |
| 2.9.Grading and evaluating student work in class and at the final exam ⁵ | Students are obliged to attend classes, prepare for class, deliver required homeworks, prepare and give three speeches and one presentation. The final grade consists of the following elements: 20% attendance, participation and preparation for classes, homeworks 80% three speeches and one presentation (S1, S2, S3, P1, each 20 %) | | | | | |
| 2.10. Required literature | Title | | | Number of copies in the library | Availability via other media | |
| | O'Hair, D., Stewart, R. & Rubenstein, H. 2015. A Speaker's Guidebook (6. izdanje). Boston/New York: Bedford/St. Martin's. | | | ordered | | |
| | Sullivan, R. L. & Wircenski, J. L. 2010. Technical Presentation Workbook (3. izdanje).New York: Asme Press. | | | ordered | | |

⁵ Unified grading criteria („Kriteriji za ocjenjivanje uspjeha studenata u nastavi“), criteria for taking and evaluating tests („Kriteriji za ocjenjivanje uspjeha – dopuna“) as well as class attendance obligations („Pravilnik o studiranju“) are equally applied to all courses provided by Linguistics Department. All relevant documents are available at the web-pages of Linguistics Department (<http://www.unizd.hr/lingvistika/Nastava/Dokumenti/tabid/3508/Default.aspx>).

| | | | |
|---|--|---------|--|
| | Hamilton, C. 2012. Essentials of Public Speaking (5. izdanje). Boston: Wadsworth Cengage Learning. | ordered | |
| | Powel, M. 1996. Presenting in English. London: LTP Business. | ordered | |
| | D'Arcy, Jan. 1998. Technically speaking: a guide for communicating complex informaton. Columbus: Battelle Press. | ordered | |
| 2.11. Optional literature | | | |
| 2.12. Quality assurance methods that ensure the acquisition of exit competences | Database on class attendance, completed students' tasks and activities; student evaluation of teacher's and assistants' class performance. | | |
| 2.13. Other | | | |

Tablica 5. Language, culture and society

| 1. GENERAL INFORMATION | | | |
|---|--|--|-------------------------------------|
| 1.2. Study programme (undergraduate, graduate, integrated) | B.A. level | 1.10. Type of instruction (number of hours L + S + E + e-learning) | 30L + 15E |
| 1.3. Year of the study programme | 1st | 1.11. Expected enrolment in the course | up to 20 per year |
| 1.4. Name of the course | Language, culture and society | 1.12. Course teacher | Lucija Šimičić, assistant professor |
| 1.5. Credits (ECTS) | 4 ECTS | 1.13. Associate teachers | Marco Angster, assistant professor |
| 1.6. Status of the course | obligatory | 1.11. Language of instruction | English |
| 2. COURSE DESCRIPTION | | | |
| 2.14. Course objectives and short contents | The objective of the course is to make students aware of multiple relationships between language attitudes, ideologies and practices and to make them understand that language is socially embedded in multiple ways. The course will introduce fundamental sociolinguistic concepts and topics such as language / speech community, language variation and change in synchronic and diachronic perspective, the relationship between language and culture, basic concepts in contact linguistics, identity theories, specifically those concerning the relation between language and basic social categories such as sex/gender, age, ethnicity, regional affiliation, and socio-economic status. Its objective is to enable students to think critically about the role of language in society with a special focus to the relation between language and identity, language attitudes and multilingualism. | | |
| 2.15. Course enrolment requirements and entry competences required for the course | Students can enrol in the course after having attended M0. | | |
| 2.16. Learning outcomes at the level of the programme to which the course contributes | <ul style="list-style-type: none"> • demonstrate knowledge and understanding of basic terms and principles in the field of linguistics • explain and provide examples of structures and functions of language(s) and communicative processes, and analyse them, especially in multilingual contexts • apply the fundamental concepts of linguistic analysis and communication to real language data | | |

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| | <ul style="list-style-type: none"> • provide examples of and critically discuss language diversity and variation in the world • explain fundamental aspects of multilingualism and exemplify their implications for individuals and society • identify, select and apply appropriate communication strategies in intercultural situations, also in professional contexts • communicate their ideas and arguments in English in written and oral form • present the results of the analysis of a problem in written and oral form • discuss and critically evaluate research findings, as well as vocationally and life-oriented problems related to language, communication and multilingualism in contemporary society • apply the principles of linguistic research to solving practical problems |
| <p>2.17. Learning outcomes expected at the level of the course</p> | <p>By the end of the course, the students will be able to do the following:</p> <ul style="list-style-type: none"> • Explain and compare different approaches to defining language and culture • Identify key factors contributing to language variation and change • Appraise the role of variationist sociolinguistics in accounting for language change • Understand how language and multilingualism are related to different aspects of identity • Discuss similarities and differences between different types of contact varieties and the social status of their speakers • Analyze patterns of language use in different social settings |
| <p>2.18. Course content broken down in detail by weekly class schedule (syllabus)</p> | <ol style="list-style-type: none"> 1. Introduction: Approaches to studying language, culture and society 2. What is (a) language? 3. How to study language and society? 4. Language variation 5. Speech community and multilingualism 6. Language, social class and ethnicity 7. Language, gender and performance 8. Mid-term test 9. Language attitudes 10. Language change I 11. Language change II 12. Language contact |

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|--|--------------------------|--|---|---|----------------|---|
| | | 13. Language, migration and diaspora 14. „Linguistic problems as societal problems“ 15. Final test | | | | |
| 2.19. Format of instruction: | Format | <input checked="" type="checkbox"/> lectures | <input checked="" type="checkbox"/> independent assignments | 2.20. Accessibility of e-learning platform: | | |
| | | <input type="checkbox"/> seminars and workshops | <input checked="" type="checkbox"/> multimedia and the internet | https://moodle.srce.hr/2018-2019/ | | |
| | | <input checked="" type="checkbox"/> exercises | <input type="checkbox"/> laboratory | | | |
| | | <input type="checkbox"/> on line in entirety | <input type="checkbox"/> work with mentor | | | |
| | | <input type="checkbox"/> partial e-learning | <input type="checkbox"/> (other) | | | |
| | | <input type="checkbox"/> field work | | | | |
| 2.21. responsibilities | Student | Students are obliged to attend classes, prepare class readings and actively participate in class discussions. Student will be asked to prepare several presentations (in either oral or written form) on the basis of selected readings and will have two written tests in the course of the semester. | | | | |
| 2.22. and evaluating student work in class and at the final exam ⁶ | Grading | Work progress assessment will be carried out throughout the semester. The final grade is based on the following items: 20 % attendance & participation 20 % preparation for classes 30 % presentations (oral and/or written) 30 % tests | | | | |
| 2.23. Screening student work (the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course) | Class attendance | 1,5 | Practical training | | Quizes / tests | 1 |
| | Preparations for classes | 1 | Report | 0,50 | Written exam | |
| | Homework | | Seminar essay | | Oral exam | |
| | Research | | Essay | | (Other) | |

⁶ Unified grading criteria („Kriteriji za ocjenjivanje uspjeha studenata u nastavi“), criteria for taking and evaluating tests („Kriteriji za ocjenjivanje uspjeha – dopuna“) as well as class attendance obligations („Pravilnik o studiranju“) are equally applied to all courses provided by Linguistics Department. All relevant documents are available at the web-pages of Linguistics Department (<http://www.unizd.hr/lingvistika/Nastava/Dokumenti/tabid/3508/Default.aspx>).

| | Experimental work | | Project | | (Other) | |
|---|---|--|---------|--|---------------------------------|------------------------------|
| 2.24. Required literature (available in the library and via other media) | Title | | | | Number of copies in the library | Availability via other media |
| | Mesthrie, R., Swann, J., Deumert, A. & Leap, W. L. 2009. <i>Introducing Sociolinguistics</i> . Philadelphia: John Benjamins. | | | | 1 | X |
| | Romaine, S. 2000. <i>Language in Society: An Introduction to Sociolinguistics</i> . Oxford: OUP. | | | | 1 | X |
| | Salzmann, Z., Stanlaw, J. & Adachi, N. 2014. <i>Language, culture, and society: An introduction to linguistic anthropology</i> . Boulder, CO: Westview Press. (selected chapters) | | | | 2 | X |
| | Wardhaugh, R. 2006. <i>An introduction to sociolinguistics</i> . Oxford: Blackwell Publishing. | | | | 2 | X |
| 2.15. Optional literature | <p>Ahearn, L. M. 2016. <i>Living language: An introduction to linguistic anthropology</i>. Malden, MA: Wiley-Blackwell.</p> <p>Coupland, N., & Jaworski, A. 2009. <i>The new sociolinguistics reader</i>. Palgrave Macmillan.</p> <p>Jourdan, C. & Tuite, K. (ed.). 2006. <i>Language, culture, and society: Key topics in linguistic anthropology</i>. Cambridge: CUP.</p> <p>Mooney, A. & B. Evans. 2015 [1999]. <i>Language, society & power: An introduction</i>. New York: Routledge.</p> <p>Saville-Troike, M. 2008. <i>The ethnography of communication: An introduction</i>. John Wiley & Sons.</p> | | | | | |
| 2.16. Quality assurance methods that ensure the acquisition of exit competences | Database on class attendance, completed students' tasks and activities; student evaluation of teacher's and assistants' class performance. | | | | | |

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| <p>2.17. Examples of questions/ tasks in the seminar paper and written exam with corresponding learning outcomes</p> | <p>Example 1: 1.2. Question: Using the example of diphthong centralization on Martha’s Vineyard explain how language variation leads to change. 1.3. Learning outcome: Identify key factors contributing to language variation and change.</p> <p>Example 2: 2.1. Question: Discuss the notion of diglossia and the use of a language / variety x and y in different functional domains. 2.2. Learning outcome: Analyze patterns of language use in different social settings.</p> <p>Example 3: 3.1. Question: How does the use of vernacular / standard SL variants change with age / gender / other social parameters. 3.2. Learning outcome: Understand how language and multilingualism are related to different aspects of identity.</p> |
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Tablica 6. Managing multilingualism in institutional contexts

| 1. GENERAL INFORMATION | | | |
|--|---|---|-------------------------------------|
| 1.1. Study programme (undergraduate, graduate, integrated) | B.A. level | 1.6. Type of instruction (number of hours L + S + E + e-learning) | 15L + 15S |
| 1.2. Year of the study programme | 1st | 1.7. Expected enrolment in the course | up to 20 per year |
| 1.3. Name of the course | Managing multilingualism in institutional contexts | 1.8. Course teacher | Lucija Šimičić, assistant professor |
| 1.4. Credits (ECTS) | 3 ECTS | 1.9. Associate teachers | Marco Angster, assistant professor |
| 1.5. Status of the course | obligatory | 1.10. Language of instruction | English |
| 2. COURSE DESCRIPTION | | | |
| 2.1. Course objectives and short contents | Language policy consists of three inter-related but independent components: (1) actual practice, (2) beliefs and values, and (3) language management (Spolsky 2004). The main objective of this course is to provide a short overview of different models of language policy and planning and its relation to language management. The students will get an insight into economic, legal and political aspects of language management. The bulk of the course will focus on presenting and discussing various facets of language management in a variety of (multilingual) institutional contexts at micro- and macro-levels of society. A small-scale original research in a specific institutional setting will serve as an incentive for the formulation of effective practical recommendations for policy in specific settings. | | |
| 2.2. Course enrolment requirements and entry competences required for the course | Students can enrol in the course after having attended M0. | | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | <ul style="list-style-type: none"> • demonstrate knowledge and understanding of basic terms and principles in the field of linguistics • explain and provide examples of structures and functions of language(s) and communicative processes, and analyse them, especially in multilingual contexts • explain fundamental aspects of multilingualism and exemplify their implications for individuals and society | | |

| | |
|--|---|
| | <ul style="list-style-type: none"> • develop programmes for the learning and teaching of languages, as well as plan and manage multilingualism in specific institutional and social contexts • select and apply methods for the qualitative and quantitative analysis of linguistic data • communicate her/his ideas and arguments in English in written and oral form • present the results of the analysis of a problem in written and oral form • discuss and critically evaluate research findings, as well as vocationally and life-oriented problems related to language, communication and multilingualism in contemporary society • apply the principles of linguistic research to solving practical problems |
| <p>2.4. Learning outcomes expected at the level of the course</p> | <p>By the end of the course the student will be able to:</p> <ul style="list-style-type: none"> • Analyze a range of concrete language policy issues in the EU and in different parts of the globe (regarding minorities, multilingual communities, linguistic integration of immigrants, etc.) and in different facets of a community's social life (education, legal matters, administration, etc.) • Present different ways in which language variation, multi-/plurilingualism, language identity and conceptualization of mother-tongue, minority, immigrant language as well as of a language in general are reflected in different institutional contexts (educational, religious, medical, juridical) • Evaluate the relevance of different factors accounting for language maintenance and leading to language shift • Interpret basic aspects of language support and revitalization in concrete situations • Assess advantages and disadvantages of contemporary approaches to treating multilingualism in educational contexts • Investigate how considerations of language policy are applicable to teaching and learning • Critically analyze a specific language policy problem from different viewpoints (political, legal, economic) and offer possible approaches towards its solution |
| <p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p> | <ol style="list-style-type: none"> 1. Introduction to the course; Language management vs. LPP 2. Status, acquisition, and corpus planning 3. Language ideologies; language and power 4. Researching language management 5. Language and economy 6. Legal perspectives on language management 7. Linguistic (and) human rights; minority language rights |

| | | | | | | |
|---|--|-----|--|--|--|--|
| | 8. Language maintenance and shift; language revitalization 9. Language management in educational contexts I 10. Language management in educational contexts II 11. Family language management 12. Language management in legal / medical contexts 13. Language management in the workplace 14. Linguistic landscapes: managing language in public space 15. Collaborative language planning | | | | | |
| 2.6.Format of instruction: | <input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work | | <input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) | | 2.7.Accessibility of e-learning platform: https://moodle.srce.hr/2018-2019/ | |
| | 2.8.Student responsibilities | | | | | |
| 2.9.Grading and evaluating student work in class and at the final exam ⁷ | | | | | | |
| Students are obliged to attend classes, prepare class readings and actively participate in class discussions. Student tasks also include conducting a small-scale research / project on language management in a specific institutional setting, writing up a seminar essay and presenting their work in class. | | | | | | |
| Work progress assessment will be carried out throughout the semester. The final grade is based on the following items: 20 % attendance and participation 20 % preparation for classes 30 % research/project 30 % presentation / seminar essay | | | | | | |
| 2.10.Screening student work (the proportion of ECTS credits for each activity so that the | Class attendance | 1 | Practical training | | Tests | |
| | Preparations for classes | 0,5 | Report | | Written exam | |

⁷ Unified grading criteria („Kriteriji za ocjenjivanje uspjeha studenata u nastavi“), criteria for taking and evaluating tests („Kriteriji za ocjenjivanje uspjeha – dopuna“) as well as class attendance obligations („Pravilnik o studiranju“) are equally applied to all courses provided by Linguistics Department. All relevant documents are available at the web-pages of Linguistics Department (<http://www.unizd.hr/lingvistika/Nastava/Dokumenti/tabid/3508/Default.aspx>).

| | | | | | | |
|--|--|--|---------------|---------------------------------|------------------------------|--|
| total number of ECTS credits is equal to the ECTS value of the course) | Homework | | Seminar essay | 0,75 | Oral exam | |
| | Research | | Essay | | (Other) | |
| | Experimental work | | Project | 0,75 | (Other) | |
| 2.11.Required literature (available in the library and via other media) | Title | | | Number of copies in the library | Availability via other media | |
| | Kaplan, R. B. & Baldauf Jr., R. B. 1997. Language Planning From Practice to Theory. Clevedon: Multilingual Matters. | | | 1 | X | |
| | Ager, D. 2001. Motivation in language planning and language policy. Clevedon, Buffalo: Multilingual Matters. | | | 1 | X | |
| | Spolsky, B. 2009. Language Management. Cambridge: CUP. | | | 1 | X | |
| | Johnson, D. C. 2013. Language Policy. Houndmills: Palgrave Macmillan. | | | | X | |
| 2.12.Optional literature | <p>Barni, M., & Extra, G. (eds.). 2008. Mapping linguistic diversity in multicultural contexts. Walter de Gruyter.</p> <p>Canagaraja, S. (ed.) 2009. Reclaiming the local in language policy and practice. Mahwah, NJ & London: Lawrence Erlbaum.</p> <p>Coupland, N., & Jaworski, A. 2009. The new sociolinguistics reader. Palgrave Macmillan.</p> <p>Erreygers, G. & Jacobs, G. (ed.). 2005. Language, communication and the economy (Vol. 16). Amsterdam / Philadelphia: John Benjamins Publishing.</p> <p>Lin, A. & Martin, P. W. (ed.). 2005. Decolonisation, globalisation: Language-in-education policy and practice (Vol. 3). Clevedon/Buffalo/Toronto: Multilingual Matters.</p> | | | | | |

| | |
|---|---|
| | Skutnabb-Kangas, T. 2001. The globalisation of (educational) language rights. <i>International Review of Education</i> , 47 (3-4), 201-219 |
| 2.13. Quality assurance methods that ensure the acquisition of exit competences | Database on class attendance, completed students' tasks and activities; student evaluation of teacher's and assistants' class performance. |
| 2.14. Examples of questions/ tasks in the seminar paper and written exam with corresponding learning outcomes | <p>Possible project / seminar topics:</p> <p>Example 1:</p> <p>1.1. Discuss advantages / drawbacks of language policy / document / framework in xxx setting (e.g. ECRML).</p> <p>1.2. Learning outcome: Analyze a range of concrete language policy issues in the EU and in different parts of the globe (regarding minorities, multilingual communities, linguistic integration of immigrants, etc.) and in different facets of a community's social life (education, legal matters, administration, etc.)</p> <p>Example 2:</p> <p>2.1. Facing an endangered language community</p> <p>2.2. Learning outcome: Interpret basic aspects of language support and revitalization in concrete situations; Evaluate the relevance of different factors accounting for language maintenance and leading to language shift.</p> <p>Example 3:</p> <p>3.1. Why (educational) language plans sometimes fail and possible solutions for overcoming the challenges.</p> <p>3.2. Learning outcomes: Assess advantages and disadvantages of contemporary approaches to treating multilingualism in educational contexts; Investigate how considerations of language policy are applicable to teaching and learning.</p> |

Tablica 7. Language and globalization

| 1. GENERAL INFORMATION | | | |
|---|--|--|--------------------------------------|
| 1.1.Study programme (undergraduate, graduate, integrated) | B.A. level | 1.6.Type of instruction (number of hours L + S + E + e-learning) | 15L + 15S |
| 1.2.Year of the study programme | 1st | 1.7.Expected enrolment in the course | up to 20 per year |
| 1.3.Name of the course | Language and globalization | 1.8.Course teacher | Lucija Šimičić, assistant professor |
| 1.4.Credits (ECTS) | 3 ECTS | 1.9.Associate teachers | Marijana Kresić, associate professor |
| 1.5.Status of the course | obligatory | 1.10.Language of instruction | |
| 2. COURSE DESCRIPTION | | | |
| 2.1.Course objectives and short contents | The course looks into various interconnections between processes of globalization and languages. We will explore how globalization affects languages and, vice versa, the role of languages in globalizing processes. In these processes language(s) may be perceived as different types of resources, but we will be especially concerned here with language and multilingualism in particular as an economic resource in a globalizing world. The course will aim at a broad geographical coverage of relevant issues. The semester-long project work based on weekly assignments will complement the course with a range of real-life inputs to discuss the topics of interest. | | |
| 2.2.Course enrolment requirements and entry competences required for the course | Students can enrol in the course after having attended M0. | | |
| 2.3.Learning outcomes at the level of the programme to which the course contributes | <ul style="list-style-type: none"> • demonstrate knowledge and understanding of basic terms and principles in the field of linguistics • explain and provide examples of structures and functions of language(s) and communicative processes, and analyse them, especially in multilingual contexts • explain fundamental aspects of multilingualism and exemplify their implications for individuals and society • develop programmes for the learning and teaching of languages, as well as plan and manage multilingualism in specific institutional and social contexts • communicate her/his ideas and arguments in English in written and oral form | | |

| | |
|--|--|
| | <ul style="list-style-type: none"> • present the results of the analysis of a problem in written and oral form • discuss and critically evaluate research findings, as well as vocationally and life-oriented problems related to language, communication and multilingualism in contemporary society • apply the principles of linguistic research to solving practical problems |
| 2.4.Learning outcomes expected at the level of the course | <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Understand economic, political and socio-cultural dimensions of globalization • Explain and critically reflect upon the role of language in globalizing processes • Assess linguistic social justice in a variety of (g)local contexts • Discuss the role of power and ideology in language-and-globalization perspective • Carry out and report on an independently conducted small-scale analysis of a language-and-globalisation related topic |
| 2.5.Course content broken down in detail by weekly class schedule (syllabus) | <ol style="list-style-type: none"> 1. Introduction to the course 2. Discourses of globalization 3. Political and economic dimension of globalization 4. Socio-cultural dimensions of globalization 5. Linguistic dimensions of globalization 6. Case study 1 7. Language as resource in new economies 8. Linguistic imperialism and orders of indexicality 9. Policentricity 10. (Linguistic) centers and peripheries 11. Case study 2 12. Globalizing the local and localizing the global 13. Translanguaging, language crossing and global identities 14. World languages and small language communities 15. In-class presentations |
| 2.6.Format of instruction: | <input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet |
| | 2.7.Accessibility of e-learning platform: |

| | | | | | | |
|---|---|--|--------------------|---------------------------------|------------------------------|--|
| | <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work | <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) | | | | |
| 2.8.Student responsibilities | Students are obliged to attend classes, prepare class readings and actively participate in class discussions. Student tasks also include conducting a small-scale research / project throughout the semester on a language-and-globalization related topic, writing up a report and presenting their work in class. | | | | | |
| 2.9.Grading and evaluating student work in class and at the final exam ⁸ | Work progress assessment will be carried out throughout the semester. The final grade is based on the following items: 20 % attendance and participation 20 % preparation for classes 40 % research/project 20 % presentation of a case study in written and oral form | | | | | |
| 2.10.Screening student work (the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course) | Class attendance | 1 | Practical training | | Tests | |
| | Preparations for classes | 0,5 | Report | 0,5 | Written exam | |
| | Homework | | Seminar essay | | Oral exam | |
| | Research | 1 | Essay | | (Other) | |
| | Experimental work | | Project | | (Other) | |
| 2.11.Required literature (available in the library and via other media) | Title | | | Number of copies in the library | Availability via other media | |
| | Blommaert, J. 2010. The sociolinguistics of globalization. Cambridge: Cambridge University Press. | | | ordered | X | |

⁸ Unified grading criteria („Kriteriji za ocjenjivanje uspjeha studenata u nastavi“), criteria for taking and evaluating tests („Kriteriji za ocjenjivanje uspjeha – dopuna“) as well as class attendance obligations („Pravilnik o studiranju“) are equally applied to all courses provided by Linguistics Department. All relevant documents are available at the web-pages of Linguistics Department (<http://www.unizd.hr/lingvistika/Nastava/Dokumenti/tabid/3508/Default.aspx>).

| | | | |
|--|---|---------|---|
| | Coupland, N. (ed.). 2011. The handbook of language and globalization. Malden, MA: Wiley-Blackwell. (odabrana poglavlja) | ordered | X |
| | Fairclough, Norman. 2006. Language and globalization. London/New York: Routledge. | ordered | |
| | Crystal, D. 2003. English as a Global Language. Cambridge: Cambridge University Press. | 1 | |
| | Phillipson, R. 2003. Linguistic Imperialism. Oxford: Oxford University Press. | ordered | |
| | Steger, M. 2009. Globalization: A Very Short Introduction (2. izdanje). Oxford: Oxford University Press. | 1* | |
| | Stiglitz, J. 2003. Globalization and its discontents. New York/London: W. W. Norton & Company. | 3* | |
| 2.12.Optional literature | Gazzola, M. 2014. The evaluation of language regimes: Theory and application to multilingual patent organisations (Vol. 3). Amsterdam/Philadelphia: John Benjamins Publishing Company. Lee, R. 2006. Globalization, language, and culture. New York: Chelsea House Publishing. Wright, S. 2016. Language policy and language planning: From nationalism to globalisation. Springer. | | |
| 2.13.Quality assurance methods that ensure the acquisition of exit competences | Database on class attendance, completed students' tasks and activities; student evaluation of teacher's and assistants' class performance. | | |
| 2.14.Examples of questions/ tasks in the seminar paper and written exam with corresponding learning outcomes | Example 1: 1.1.Search for and discuss the news on the effects of globalization 1.2.Learning outcome: Understand economic, political and socio-cultural dimensions of globalization; Explain and critically reflect upon the role of language in globalizing processes Example 2: 2.1. Find examples of language rights violation in a local / global context. 2.2. Learning outcome: Assess linguistic social justice in a variety of (g)local contexts; Discuss the role of power and ideology in language-and-globalization perspective | | |

Tablica 8. English writing skills

| 1. GENERAL INFORMATION | | | |
|--|--|--|---------------------|
| 1.1. Study programme (undergraduate, graduate, integrated) | B.A. level | 1.7. Type of instruction (number of hours L + S + E) | 15 L + 15 E |
| 1.2. Year of the study programme | 1st | 1.8. Expected enrolment in the course | up to 20 per year |
| 1.3. Name of the course | English writing skills | 1.9. Course teacher | Antonio Oštarić, MA |
| 1.4. Credits (ECTS) | 3 ECTS | 1.10. Associate teachers | |
| 1.5. Status of the course | obligatory | | |
| 2. COURSE DESCRIPTION | | | |
| 2.1. Course objectives | The course comprises practical exercises in writing abstracts, summaries of academic works, reviews, conference presentations, and academic essays. The focus lies on enhancing students' awareness of the importance of the writing process in research work. In a workshop setting, participants read and discuss each other's texts against the background of recent theories about written academic discourse. | | |
| 2.2. Course enrolment requirements and entry competences required for the course | none | | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | <ul style="list-style-type: none"> • demonstrate knowledge and understanding of basic terms and principles in the field of linguistics • explain and provide examples of structures and functions of language(s) and communicative processes, and analyse them, especially in multilingual contexts • communicate her/his ideas and arguments in English in written and oral form • present the results of the analysis of a problem in written and oral form • discuss and critically evaluate research findings, as well as vocationally and life-oriented problems related to language, communication and multilingualism in contemporary society • apply the principles of linguistic research to solving practical problems | | |

| | | | |
|--|--|---|--|
| <p>2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p> | <p>Upon the completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> - plan different stages of the writing process - explain main features and functions of abstracts, key features of the academic research paper - follow logical structure and flow in different types of text writing - apply referencing techniques in writing, such as quoting, summarizing, paraphrasing - understand what plagiarism is and how to avoid it - present research findings in a clear and structured manner - acquire a good awareness of differences between various genres - demonstrate critical and analytical reading - revise and edit a piece of writing for language appropriateness | | |
| <p>2.5.Course content broken down in detail by weekly class schedule (syllabus)</p> | <ol style="list-style-type: none"> 1. Introduction to academic writing. Types of texts. 2. Differences between everyday language and language for specific purposes/academic language. 3. Grammatical characteristics of an academic text 4. Introduction to reading: identifying information, synthesizing different sources 5. Introduction to writing: organization of the written text 6. The structure of the text: cohesion and coherence 7. Organization of information in the text and planning of the writing process 8. Stylistic figures 9. Economy of the sentence and redundancy 10. Expressing one's opinion and argumentation 11. Citing and paraphrasing 12. Abstract writing and key features of the academic research paper 13. Netiquette: rules for writing on the internet 14. Computer tools for writing 15. Final written exam | | |
| <p>2.6.Format of instruction:</p> | <input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work | <input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) | <input checked="" type="checkbox"/> The system of e - learning is used for communication and storage of the teaching materials only. Comment: |

| | | | | | | |
|---|---|-----|--------------------|---|---------------------------------|------------------------------|
| 2.7.Student responsibilities | Students are obliged to attend classes, prepare for classes and actively participate in class discussions and writing tasks. | | | | | |
| 2.8.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course) | Class attendance | 1 | Practical training | | Tests | |
| | Preparation for classes | | Report | | Written exam | 0,5 |
| | Homework | 0,5 | Seminar essay | | Oral exam | |
| | Research | | Essays (4) | 1 | (Other) | |
| | Experimental work | | Project | | (Other) | |
| 2.9.Grading and evaluating student work in class and at the final exam ⁹ | Students are examined in the form of continuous written assignments. 40 % four written essays (E1, E2, E3, E4, each 10%) 20% homework and preparations for the class, participation in class work 40% final written exam | | | | | |
| 2.10. Required literature | Title | | | | Number of copies in the library | Availability via other media |
| | Bailey, S. 2014. <i>Academic writing: A handbook for international students</i> . Routledge. | | | | ordered | |
| | Oshima, A. & Hogue, A. 2014. <i>Longman Academic Writing Series: Essays</i> . Pearson Education. | | | | ordered | |
| | Cox, K. & Hill, D. 2004. <i>EAP now!, English for Academic Purposes</i> . Pearson Longman, Pearson Education Australia. | | | | ordered | |
| | Morley, J. 2017. <i>The Academic Phrasebank</i> . Manchester: Manchester University. | | | | ordered | |
| | Paterson, K. & Wedge, R. 2013. <i>Oxford Grammar for EAP</i> . Oxford: Oxford University Press. | | | | ordered | |

⁹ Unified grading criteria („Kriteriji za ocjenjivanje uspjeha studenata u nastavi“), criteria for taking and evaluating tests („Kriteriji za ocjenjivanje uspjeha – dopuna“) as well as class attendance obligations („Pravilnik o studiranju“) are equally applied to all courses provided by Linguistics Department. All relevant documents are available at the web-pages of Linguistics Department (<http://www.unizd.hr/lingvistika/Nastava/Dokumenti/tabid/3508/Default.aspx>).

| | |
|---|--|
| 2.11. Optional literature | - |
| 2.12. Quality assurance methods that ensure the acquisition of exit competences | Database on class attendance, completed students' tasks and activities; student evaluation of teacher's and assistants' class performance. |
| 2.13. Other | |

5. ISPITNI ROKOVI

Zimski ispitni rok:

| DAN | DATUM | SAT | PREDMET |
|----------|------------|------------|-----------------------------|
| Utorak | 29.1.2018. | 8 sati | Understanding language |
| Srijeda | 30.1.2018. | 14:30 sati | Languages across the world |
| Četvrtak | 7.2.2018. | 12 sati | Understanding communication |
| Utorak | 12.2.2018. | 8:00 | Understanding language |
| Srijeda | 13.2.2018. | 14:30 sati | Languages across the world |
| Četvrtak | 21.2.2018. | 12 sati | Understanding communication |

Izvanredni ispitni rok

O održavanju izvanrednoga ispitnog roka odlučit će se naknadno na sjednici Vijeća Odjela za lingvistiku.

Ljetni ispitni rok:

Termini će biti naknadno objavljeni na mrežnim stranicama Odjela.

Jesenski ispitni rok:

Termini će naknadno biti objavljeni na mrežnim stranicama Odjela.

Klasa: 602-04/18-03/30

Urbroj: 2198-1-79-56/18-01

Datum: 29. 09. 2018.

Pročelnica Odjela za lingvistiku

Doc. dr. sc. Lucija Šimičić

