



UNIVERSITY OF ZADAR

DETAILED PROPOSAL OF THE STUDY PROGRAMME

**Form 1.** Evaluation of university study programmes of undergraduate, graduate and integrated undergraduate and graduate studies, and vocational studies

1. GENERAL INFORMATION			
1.1. Study programme (undergraduate, graduate, integrated)	MA	1.6. Type of instruction (number of hours L + S + E + e-learning)	30L + 30E
1.2. Year of the study programme	4	1.7. Expected enrolment in the course	30
1.3. Name of the course	Syntax	1.8. Course teacher	Joško Žanić, assistant professor
1.4. Credits (ECTS)	7	1.9. Associate teachers	Mia Batinić, MA, research/teaching assistant
1.5. Status of the course	required	1.10. Language	Croatian, individual teaching in English if necessary
2. COURSE DESCRIPTION			
1.1. Course objectives	The objective of the course is to introduce the students to the issues in syntax as a linguistic discipline which focuses on the sentence as its basic unit, to enable them to perform various forms of syntactic analysis and do independent research. Amongst the central syntactic concepts and phenomena that will be dealt with are: grammatical relations, dependency relations, constituent structure, information structure, the relation of grammar to the lexicon. Syntactic theories that will be the subject of more detailed exploration are: Generative Grammar, Simpler Syntax, and Cognitive Grammar.		
1.2. Course enrolment requirements and entry competences required for the course	none		
1.3. Learning outcomes at the level of the programme to which the course contributes	<p>The students will be able to:</p> <ul style="list-style-type: none"><li>- enumerate and define the key concepts in syntax</li><li>- apply those concepts in the analysis of language at the syntactic level</li><li>- do independent research into topics of special interest</li><li>- critically discuss theoretical positions, modi of analysis and specific hypotheses about syntactic structure</li></ul>		
1.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"><li>- represent the constituent structure of sentences</li><li>- represent the relational structure of sentences</li><li>- specify the thematic roles of elements of sentences</li><li>- differentiate amongst types of constructions</li><li>- perform syntactic analysis according to the principles of Generative Grammar</li></ul>		

	<ul style="list-style-type: none"> <li>- point out the specific features of Simpler Syntax in relation to Generative Grammar</li> <li>- explain the basic principles of Cognitive Grammar</li> </ul>					
Course content broken down in detail by weekly class schedule (syllabus)	1.Introduction 2. Grammatical relations I 3. Grammatical relations II 4. Dependency relations 5. Constituent structure 6. Grammar and the lexicon 7. colloquium + Information structure 8. Generative Grammar I 9. Generative Grammar II 10. Generative Grammar III 11. Simpler Syntax I 12 . Simpler Syntax II 13. Cognitive Grammar I 14. Cognitive Grammar II 15. colloquium					
1.5. 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 type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		1.6. Comments:	
1.7. Student responsibilities	Attending classes, participation in class discussion and exercises, required reading, homework assignments, two written colloquia or a final written exam, oral exam					
1.8. 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	2	Practical training		Tests	
	Prepaartions for classes	1,5	Report		Written exam	1,5
	Homework	0,5	Seminar essay		Oral exam	1,5
	Research		Essay		(Other)	
	Experimental work		Project		(Other)	
2.10. Grading and evaluating student work in class and at the final exam	50% two colloquia or final written exam 25% oral exam 25% participation in class activites, homework					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media

	Van Valin Jr., R. D. (2001): <i>An Introduction to Syntax</i> . Cambridge: Cambridge University Press.	1	yes
	Cook, V. and M. Newson (1996): <i>Chomsky's Universal Grammar</i> (2 <sup>nd</sup> edition <sup>1</sup> ). Oxford: Blackwell	2	
	Culicover, P. W. and R. Jackendoff (2005): <i>Simpler Syntax</i> . Oxford: Oxford University Press.	1	yes
	Langacker, R. W. (2008): <i>Cognitive Grammar</i> . Oxford: Oxford University Press.	0	yes
	Croft, W. and D. A. Cruse (2004): <i>Cognitive Linguistics</i> . Cambridge: Cambridge University Press.	1	yes
2.12. Optional literature (at the time of submission of study programme proposal)	Van Valin Jr., R. D. and R. J. LaPolla (1997): <i>Syntax</i> . Cambridge: Cambridge University Press. Radford, A. (2004): <i>Minimalist Syntax</i> . Cambridge: Cambridge University Press. Mihaljević, M. (1998): <i>Generativna sintaksa i semantika</i> . Zagreb: Hrvatsko filološko društvo.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Teacher evaluation by students. A database on class attendance, tasks completed and student activity, analysis of exam results.		
2.14. Examples of test questions and assignments, and the learning outcomes that are thereby assessed	For the following sentences, represent: i) their constituent structure, ii) their relational structure, iii) specify the thematic roles of the underlined words: a) <u>Marica</u> voli <u>Ivicu</u> . b) <u>Ivica</u> gleda <u>Maricu</u> koja bere <u>ružicu</u> . c) <u>Little Red Riding Hood</u> persuaded the <u>wolf</u> to leave the <u>house</u> . d) <u>Trnoružica</u> je rekla da <u>vitez</u> je ubio <u>zmaja</u> . (learning outcome: ability to represent the constituent and relational structure of sentences, and to determine the thematic roles of NPs) Reperesent the constituent "give the toy to the baby" in accordance with Simpler Syntax. What is Jackendoff's term for that sort of constituent structure representation (_____ structure). (outcome: ability to specify the distinguishing characteristics of Simpler Syntax) How does Langacker account for the difference between subject and object in the world's languages? (outcome: ability to explain the basic principles of the cognitivist approach to syntax)		

<sup>1</sup> The third, most recent edition, is currently unavailable in the University library.