LEXICOLOGY AND LEXICOGRAPHY

1. GENERAL INFORMATION			
1.1.Study programme (undergraduate, graduate, integrated)	M.A. level (graduate)	1.6. Type of instruction (number of hours L + S + E + e-learning)	15L + 15S
1.2. Year of the study programme	1st & 2nd	1.7. Expected enrollment in the course	30
1.3. Name of the course	Lexicology and lexicography	1.8. Course teacher	Marijana Kresić, PhD, Associate professor
1.4. Credits (ECTS)	5	1.9. Associate teachers	Mia Batinić, assistant
1.5. Status of the course	elective	1.10. Language of instruction	Croatian, with possible individual sessions in German and/or English

2. COURSE DESCRIPTION	
2.1. Course objectives and short contents	The aims of the course are to acquire the basic concepts of contemporary lexicology and lexicography, to become acquainted with its basic terminology as well as with the semantic and psycholinguistic foundations that are relevant for understanding problems this field. The following topics will be covered: lexicology and lexicography, the definition of words, word formation, semantic analysis, analysis of the lexicon, semantic relations between words (hyperonomy, hyponomy, synonymy, antonymy, homonymy, polysemy, and others), the structure of the mental lexicon, the micro- and macro structure of dictionaries, different types of dictionaries. Moreover, students will be required to conduct their own lexicographic analysis and suggest the lexicographic design of a selected lexical unit.
2.2. Course enrolment requirements and entry competences required for the course	No prerequisites.
2.3.Learning outcomes at the level of the programme to which the course contributes	In the field of lexicology and lexicography, students will be able to : ✓ demonstrate the acquaintance with and evaluate contemporary theoretical approaches ✓ identify and apply research methods ✓ evaluate the adequacy of the results based on empirical studies
2.4.Learning outcomes expected at the level of the course	After having completed the course, the students will be able to: ✓ define the field and the aims of lexicology and lexicography as well as define its main terms and concepts ✓ analyze the formation and meaning of words ✓ analyze the vocabulary of a given language ✓ describe different types of dictionaries and types of descriptions in dictionaries

	✓ describe the meaning of words from the perspective of the mental lexicon
	✓ describe the structure of the mental lexicon and its organization
	✓ describe and analyze the way in which words are acquired and stored in the mental lexicon
	✓ explain and justify the most suitable lexicographic design for a given type of word and linguistic unit
1.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: What is lexicology? What is lexicography? 2. What is a word? Word formation 3. Foundations of semantics, semantic analysis, words in use 4. Analysis of the lexicon I: relations between words, levels of the lexicon, lexical borrowing, lexical norm, linguistic purism 5. Analysis of the lexicon II: words in dictionaries, terms and terminology, phrasemes 6. Lexicographic analysis: different types of dictionaries and different types of lexicographic design, electronic dictionaries, parts of the lexicographic entry, the microstructure and macrostructure of the dictionary 7. Example: modal particle lexicon 8. Introduction to the phenomenon of the mental lexicon, guidelines for the lexicographic analysis/design 9. Meanings and words I, guidelines for the seminar paper 10. Meanings and words II 11. New words/acquisition of words 12. The structure of the mental lexicon 13. Presentation of students' assignments 14. Presentation of students' assignments 15. Summary and course evaluation

1.6. Format of instruction:	X lectures X seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	X independent assignments ☐ multimedia and the internet ☐ laboratory X work with mentor X discussions, independent presentations, projects (other)	1.7. Accessibility of e-learning platform: un.iversity.org/... (Lexicology/lexicography 2014/15)
1.8. Student responsibilities	The students' responsibilities include the following: • reading assignments • active participation in classes and discussions • short presentation of a selected chapter from the literature and moderation of the subsequent discussion • conducting an individual lexicographic analysis and suggesting a lexicographic concept/design for a selected		

	linguistic unit or type of word/expression • presentation of the lexicographic concept/design • written report on the lexicographic analysis and concept with a theoretical introduction					

| 1.9. Grading and evaluating student work in class and at the final exam[1] | The course grade is based on the following components: the student's participation in class and in discussions, including short written tests related to the reading assignments (20% of the final grade); oral presentation of a selected chapter from the literature and moderation of the subsequent discussion (20%), individual lexicographic analysis and development of a lexicographic concept/design presented through an oral presentation (30%) and a written seminar paper (30%). |

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	1,5	Practical training		Tests	
	Preparations for classes	1	Oral presentation	0,5	Written exam	
	Homework		Seminar paper	1	Oral exam	
	Research (lexicographic analysis)	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
	Aitchison, J. (2003) Words in the Mind. An Introduction to the Mental Lexicon. Malden: Blackwell. 3rd ed. (or more recent edition)	2	yes
	Jackson, H. / Ze Amvela, E. (2007) Words, Meaning and Vocabulary. An Introduction to Modern English Lexicology. London: Continuum.	2	-
	Gouws, R. (2003) Types of articles, their structure and different types of lemmata. Van Sterkenburg, P. (ed.): A Practical Guide to Lexicography. Amsterdam/Philadelphia: John Benjamins, 34-43.	purchase suggested to the library	yes
	Swanepoel, P. (2003) Dictionary typologies: A pragmatic approach. Van Sterkenburg, P. (ed.): A Practical Guide to Lexicography. Amsterdam/Philadelphia: John Benjamins, 45-69.	purchase suggested to the library	yes

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[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 Lingustics Department. All relevant documents are available at the web-pages of Linguistics Department (http://www.unizd.hr/lingvistika/Nastava/Dokumenti/tabid/3508/Default.aspx).

	Kresić, Marijana/Batinić, Mia (2014): Modalpartikeln: Deutsch im Vergleich mit dem Kroatischen und Englischen/ Modalne čestice: njemački jezik u usporedbi s hrvatskim i engleskim. Zadar: Sveučilište.	1	yes
2.12. Optional literature	Anić, V. (2003): Rječnik hrvatskoga jezika. Novi Liber. Zagreb. Jojić, Lj., Matasović, R. (ur.) (2002): Hrvatski enciklopedijski rječnik. Novi Liber. Zagreb. Šonje, J. (ur.). (2000): Rječnik hrvatskoga jezika. Zagreb: Leksikografski zavod Miroslav Krleža i Školska knjiga. Van Sterkenburg, P. (ed.): A Practical Guide to Lexicography. Amsterdam/Philadelphia: John Benjamins.		
2.13. 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, in conducting research and preparing seminars; student evaluation of teacher's class performance.		
2.14. Examples of questions/ tasks in the seminar paper and written exam with corresponding learning outcomes	Example 1 (lexicographic analysis/design): 1.1. Example task: Analyze the lexicographic design of the entries in the lexicon *Modalpartikeln: Deutsch im Vergleich mit dem Kroatischen und Englischen/ Modalne čestice: njemački jezik u usporedbi s hrvatskim i engleskim* (Kresić/Batinić, Zadar 2014). Suggest a lexicographic design for interjections as lexical units in Croatian. Give an oral presentation of your lexicographic analysis and design, describe and discuss it in a written seminar paper, providing arguments for choosing a specific lexicographic concept. 1.2 Learning outcomes: Students will be able to explain and justify the most suitable lexicographic design for a given type of word and linguistic unit. Example 2: (written exam) 2.1. Question: Define the following terms/concepts: lexicology, lexicography, vocabulary, mental lexicon. 2.2 Learning outcomes: Students will be able to define the field and the aims of lexicology and lexicography as well as define its main terms and concepts.		

Contact:

Marijana Kresić, PhD
Associate professor
University of Zadar
Linguistics Department

Trg kneza Višeslava 9, room 3.2
23000 Zadar, tel.: +385 23 200837 fax: +385 23 200829
email: mkresic@unizd.hr
webpages: www.marijanakresic.net, http://www.unizd.hr/lingvistika/

Office hours: Wednesdays, 2 - 4 p.m.