



UNIVERSITY OF RIJEKA

FACULTY OF HUMANITIES AND SOCIAL SCIENCES IN RIJEKA

POSTGRADUATE DOCTORAL STUDY PROGRAMME
“HISTORY AND DIALECTOLOGY OF THE CROATIAN LANGUAGE”

Rijeka, 2016

The programme has been developed within the programme *Support to Higher Education Reform – Establishing the 3rd Level Programmes (Doctoral Study Programmes)* by National Trust for Science, Higher Education and Technological Development of the Republic of Croatia (today: Croatian Science Foundation). No. 01/01/11; 2005/2006

License: Class: UP/I-602-04/07-13/00047, Reg. No: 533-07-08-0004, 23rd May 2008

FORM I. – DESCRIPTION OF THE STUDY PROGRAMME

GENERAL INFORMATION	
Name of the study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"
Provider of the study programme	Faculty of Humanities and Social Sciences in Rijeka
Institution(s) implementing the study programme	Faculty of Humanities and Social Sciences in Rijeka; Collaborating institution: Institute of Croatian Language and Linguistics, Zagreb
Type of the study programme	university
Level of the study programme	university postgraduate doctoral study programme
Academic/professional title awarded upon completion of the study programme	PhD in Humanities, field of Philology, Croatian language branch

1. INTRODUCTION

1.1. Reasons for starting the study programme

The Department of Croatian Language and Literature of the Faculty of Humanities and Social Sciences in Rijeka has established the graduate study programme Croatian language and literature in 1977. In its linguistic domain, the study programme especially emphasized dialectology and history of the Croatian language. The result of this orientation was a postgraduate doctoral study programme *Linguistics with a Special Emphasis on the Dialectology of the Croatian Language (Synchronic and Diachronic Aspect)* launched in 1998.

The changes in the process of higher education in accordance with the principles of the Bologna Declaration (1999) and the Belin Communiqué (2003), have made the national Croatian language and literature programme a part of the European and world knowledge area. Consequently, three undergraduate and four graduate Croatian Studies programmes based on the European Credit Transfer and Accumulation System (ECTS), which enables student mobility, have been launched at the Faculty of Humanities and Social Sciences in Rijeka.

The highlight of the established education scheme 3+2+3 (three-year undergraduate university study programme + two-year graduate university study programme + three-year postgraduate university study programme), undoubtedly is the postgraduate doctoral study programme, Level 8 of the European Qualification Framework (EQF)..

None of the universities and/or scientific (research) centres in Croatia are currently able to establish and implement a study programme in Croatian linguistics focused on the historical, linguistic and dialectological aspects with only their own teaching staff available. It is evident that such a programme must assemble all available research and teaching staff in Croatia. The postgraduate doctoral study programme "History and Dialectology of the Croatian Language", has also been conceptualised in collaboration with a central national institution, whose focus is on the research of the Croatian language - Institute of Croatian Language and Linguistics. Furthermore, this programme counts on participation of all those dialectologists, historians of the Croatian language and onomasticians that are active in this part of the linguistics, both in Croatia and abroad, and either have the academic rank required, or meet the requirements to be eligible for the position of assistant professor, associated professor or full professor; will participate in this study programme.

As far as teachers and mentors are concerned, this study programme is open to potential teaching staff members from all parts of Croatia.

This study programme is available and open to students from all parts of Croatia, Croatian diaspora, as well as to international students of Croatian Studies.

This study programme ensures the reproduction of higher education teaching staff for dialectology and history of the Croatian language, as well as the reproduction of research staff in these deficient areas. In today's political, social and cultural climate, it is necessary to research and examine the Croatian language as a separate linguistic entity in relation to

dialectological, linguistic, historical and standard language aspect, which consequently puts the experts and researchers in a position completely different from the position which considers the Croatian language as a part of Croat-Serbian linguistic diasystem.

The postgraduate doctoral study programme *"History and Dialectology of the Croatian Language"* is a part of those scientific fields and branches that the National Council for Science has classified as national priority strategically important for the Republic of Croatia; and it is also a part of the wider UNESCO programme dedicated to the preservation of the so-called small languages.

1.2. Assessment of usefulness in relation to the demands of the labour market in the public and private sector

The labour market in the field of humanities isn't large and is mostly related to the public sector. In higher education and science, Croatian Studies - as a field that studies the national language - offers possibilities of finding a job at universities, research institutes, but also at universities of applied sciences, cultural institutions, local government, etc. Modern identity research is closely related to language, particularly to the history of national language and dialectal field work, which offers PhD candidates further employment opportunities.

1.2.1. Relationship with the local community (economy, entrepreneurship, civil society, etc.)

Putting focus on research in dialectology and history of the Croatian language is directly related to the area of Primorje-Gorski Kotar County. It is evident in the segment relating to the history of the Croatian language, and is due to the fact that so much of the written heritage - from the Middle-Ages to modern times - is located in the Primorje-Gorski Kotar County, which is the reason why this region is considered as the birthplace of the Glagolitic Script, and *in situ* research work is conducted. In the dialectology segment the location of the study programme is excellent, seeing as all three of the Croatian dialects and their respective groups of dialects are represented, including the areas where the dialects mix. There is also urban speech, which is increasingly researched by modern dialectology.

1.2.2. Compatibility with the requirements of professional associations

The study programme enables training and specialisation in the field of philology and Croatian Studies. Dialectological and historical linguistic research, fundamental research of the Croatian Studies, also have their applied aspect, which consequently means that the Department is in contact with national professional associations: Croatian Applied Linguistics Society, Croatian Philological Society and Association of Teachers of Croatian Language (Društvo profesora hrvatskoga jezika). The study programme and professional associations provide extracurricular training and specialisations for PhD candidates.

1.2.3. Name potential partners outside the higher education system that expressed interest in the study programme

The Department collaborates with two research institutes: The Institute of Croatian Language and Linguistics and Old Church Slavonic Institute, both of which are in Zagreb. The Institute of Croatian Language and Linguistics is the principal national institution dedicated to the cultivation of the Croatian language. It is also the lead institution on numerous projects and it has also been the collaborating institution of our Department since the very beginning of our study programme. Old Church Slavonic Institute was named the Centre of Excellence for Old Church Slavonic and the members of the Centre with their participation in the implementation of compulsory and elective courses in the field of Old Church Slavonic, which are a part of the historical linguistic aspect of the study programme, are the guarantee of quality. Our PhD candidates are given the opportunity to participate on projects developed and conducted by both Institutes. Although doctoral studies are also available in Zagreb, Research Fellows from both Institutes have been a part of our study programme in Rijeka for a few generations, which is a testament to their evaluation of the quality of our study programme.

1.3. Comparability of the study programme with similar programmes of accredited higher education institutions in the Republic of Croatia and the EU (name two programmes, of which at least one is from an EU country, that are comparable with the proposed study programme and provide their web addresses)

The postgraduate doctoral study programme *History and Dialectology of the Croatian Language* is analogous with parts of the postgraduate university study programmes of national philology at European universities, and their



focus on historical linguistic and dialectological part of linguistic research opens a place for collaboration with the above-mentioned study programmes

1.4. Openness of the study programme towards horizontal and vertical student mobility within national and international higher education area

The study programme is open to vertical student mobility, which is evident in the enrolment possibility of students that have completed other graduate university study programmes.

The study programme is open to horizontal student mobility primarily within Croatia, but also internationally, which is evident in the recognition of the ECTS credits obtained at other Institutions. This applies to the institutions that already have an existing cooperation with the University of Rijeka and the Faculty of Humanities and Social Sciences in Rijeka, but we are also open to new opportunities of cooperation.

1.5. Compatibility with the University of Rijeka mission and strategy

The postgraduate doctoral study programme *History and Dialectology of the Croatian Language* is in accordance with the University of Rijeka mission and strategy (2007-2013; 2014-2020). The study programme is expected to contribute to the Strategy of the University with a larger number of defended doctoral theses, a larger number of full-time students, an increased number of mentors, an increased number of published papers by the PhD candidates...

1.6. Institutional strategy of development of the study programmes (compatibility with the mission and strategic goals of the institution)

The postgraduate doctoral study programme *History and Dialectology of the Croatian Language* is in accordance with the mission and strategy of Faculty of Humanities and Social Sciences in Rijeka (2016-2020). The mission is: "We conduct research in the field of Humanities and Social Sciences". The strategy of our study programme is detailed in 3. Postgraduate doctoral study programme(s). Aside from what is detailed in the Strategy of the University, the study programme is focused on attracting the best PhD candidates (in 3.3) by offering recognizable research areas (in 3.5), and directing research work of PhD candidates towards topics of current scientific projects (in 3.6).

1.7. Other important information – according to the proposer



2. GENERAL INFORMATION
2.1. Name of the study programme
Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"
2.1.1. Type of the study programme
university
2.1.2. Level of the study programme
university postgraduate doctoral study programme
2.1.3. Scientific/artistic area of the study programme (name)
Humanities, field of Philology (area 6; field 6.03.; A: 6.03.02 pursuant to Ordinance on Scientific and Artistic Areas, Fields and Branches, OG: http://narodne-novine.nn.hr/clanci/sluzbeni/2009_09_118_2929.html).
2.2. Provider(s) of the study programme
Faculty of Humanities and Social Sciences in Rijeka
2.3. Institution(s) implementing the study programme
Faculty of Humanities and Social Sciences in Rijeka, Department of Croatian Studies Collaborating institution: Institute of Croatian Language and Linguistics, Zagreb
2.4. Duration of the study programme (indicate whether there is a possibility of studying on a part-time basis - part-time study, distance learning)
<ul style="list-style-type: none">▪ full-time study programme: 6 semesters▪ part-time study programme: 10 semesters
2.4.1. ECTS credits - minimum number of credits required for the completion of the study programme
180 ECTS credits
2.5. Enrolment requirements and student selection procedure
<p>Enrolment into the doctoral study programme "<i>History and Dialectology of the Croatian Language</i>" is conducted on the basis of the public call for admission published by the <i>Faculty Board of the Faculty of Humanities and Social Sciences in Rijeka</i>, ordinarily 6 months before the beginning of the classes.</p> <p>Eligible to apply are Croatian citizens, as well as foreign citizens under same conditions.</p> <p>The prerequisite for enrolling into the postgraduate doctoral study programme "<i>History and Dialectology of the Croatian Language</i>" is a completed graduate study programme in linguistics and obtained a total of 300 ECTS credits. Eligible for enrolment are graduates of the Croatian Studies (Masters of Arts in Croatian Language and Literature, Masters of Arts in Croatian Language and Literature Teaching Track and Professors of Croatian Language and Literature that completed their studies in accordance with the pre-Bologna study programme), as well as graduates of Linguistics Studies (general) and Philology Studies (Classic and Modern).</p> <p>Eligible for enrolment are also candidates with the professional title of Masters of Arts in Humanities gained before the reform of higher education in 2005. Such title enables the candidates to start the study programme with 40 to 60 ECTS credits already obtained, which will be determined individually for each of the candidates by the Doctoral Studies Committee, taking into consideration the balance between setting the prerequisites and acknowledging the credits obtained in the postgraduate master studies.</p> <p>Should the Doctoral Studies Committee ascertain that some candidates need to acquire additional knowledge and skills in linguistics, supplemental programme will be organised. The costs of the programme will be covered by the</p>

candidates, which will be determined by the Doctoral Studies Committee for each of the candidates individually.

The criteria for enrolment into the doctoral study programme are as follows:

- high grade average at the undergraduate and graduate study level;
- recommendation of the supervisor of research work or recommendations of two university professors;
- displayed scientific curiosity.

From the submitted documentation, the following is additionally value :

- Master Thesis in the field of Croatian Language and General Linguistics;
- published papers;
- student awards;
- acknowledgments showing professional progress (for example, mentorship in a school or similar)
- published linguistic fieldwork research;
- teaching practice

In the process of enrolment in the first year the following is also evaluated:

- the result of the classification procedure (oral exam/interview with the Enrolment Committee);
- two foreign language exams .

It is therefore evident that excellence criteria will be the basis for enrolment into the study programme.

2.6. Study programme learning outcomes:

2.6.1. *Competencies that the student will develop upon completion of the study programme (according to CQF guidelines http://www.vlada.hr/hr/aktualne teme i projekti/aktualne teme/hko_hrvatski_kvalifikacijski_okvir/dokumenti/pojmovnik_hrvatskog_kvalifikacijskog_okvira_prijedlog: knowledge, skills and competences – independence and responsibility)*

The goal of the postgraduate doctoral study programme “*History and Dialectology of the Croatian Language*” isn’t reached by the acquisition of new general and specific skills and knowledge, by writing and defending the doctoral dissertation or by earning the title of PhD; on the contrary, the journey continues resulting in the acquisition of a variety of general and specific competences.

General competencies are as follows:

- research competencies, which include independent research as well as teamwork skills and organisation and management of teamwork;
- highly developed communication skills;
- the ability to share and defend one’s attitudes, accompanied by active listening skills and openness to accepting other people’s attitudes (supervisor’s, associate’s and opponent’s);
- familiarity with research methodology (literature and professional data bases)
- familiarity with IT and adequate programmes;
- time-management skills;
- the ability to analyse and synthesise and to perform abstract thinking;
- the ability to perform critical thinking;
- creativity development;
- familiarity with scientific paper structure;
- oral and written presentation skills;
- discussion skills;
- readiness to face success and failure.

The postgraduate doctoral study programme “*History and Dialectology of the Croatian Language*” enables the acquisition of a variety of specific competences. The most important of which are as follows:

- high level of autonomy in research;
- high level of theoretical knowledge application;
- the ability to prepare a research outline, methodology and strategy;
- the ability to develop new methodological procedures in linguistics;
- the ability to manage linguistic research with quality;
- the ability to participate in, organise and manage dialectological fieldwork research;

- the ability to participate in, organise and manage textual fieldwork research;
- the ability to participate in, organise and manage onomastic fieldwork research;
- includes the ability to create a network of associates for fieldwork research;
- the ability of further development and advancement in linguistics;
- the ability to interpret unforeseen/unexpected results;
- the ability to present research results to both academic and non-academic audiences

Students acquire knowledge and skills that enable them to work and function autonomously within the scientific community, and the acquisition of these competences upon completion of the study programme offers them employment opportunities in scientific and teaching institutions primarily, but also elsewhere in similar institutions and places of employment.

2.6.2. Employment possibilities (list of potential employers and compatibility with the requirements of professional associations)

Upon completion of the study programme the PhD candidates can seek employment primarily in the science and higher education system and its institutions. However, they can also seek employment in the cultural institutions, particularly those dedicated to the cultivation of the Croatian language and written heritage (Matrix Croatica - Matica Hrvatska, The Čakavian Parliament – Čakavski sabor, etc.), as well as in publishing, art associations, popularisation of humanities and social sciences and in local government focusing on social activities.

2.6.3. Possibilities for further education

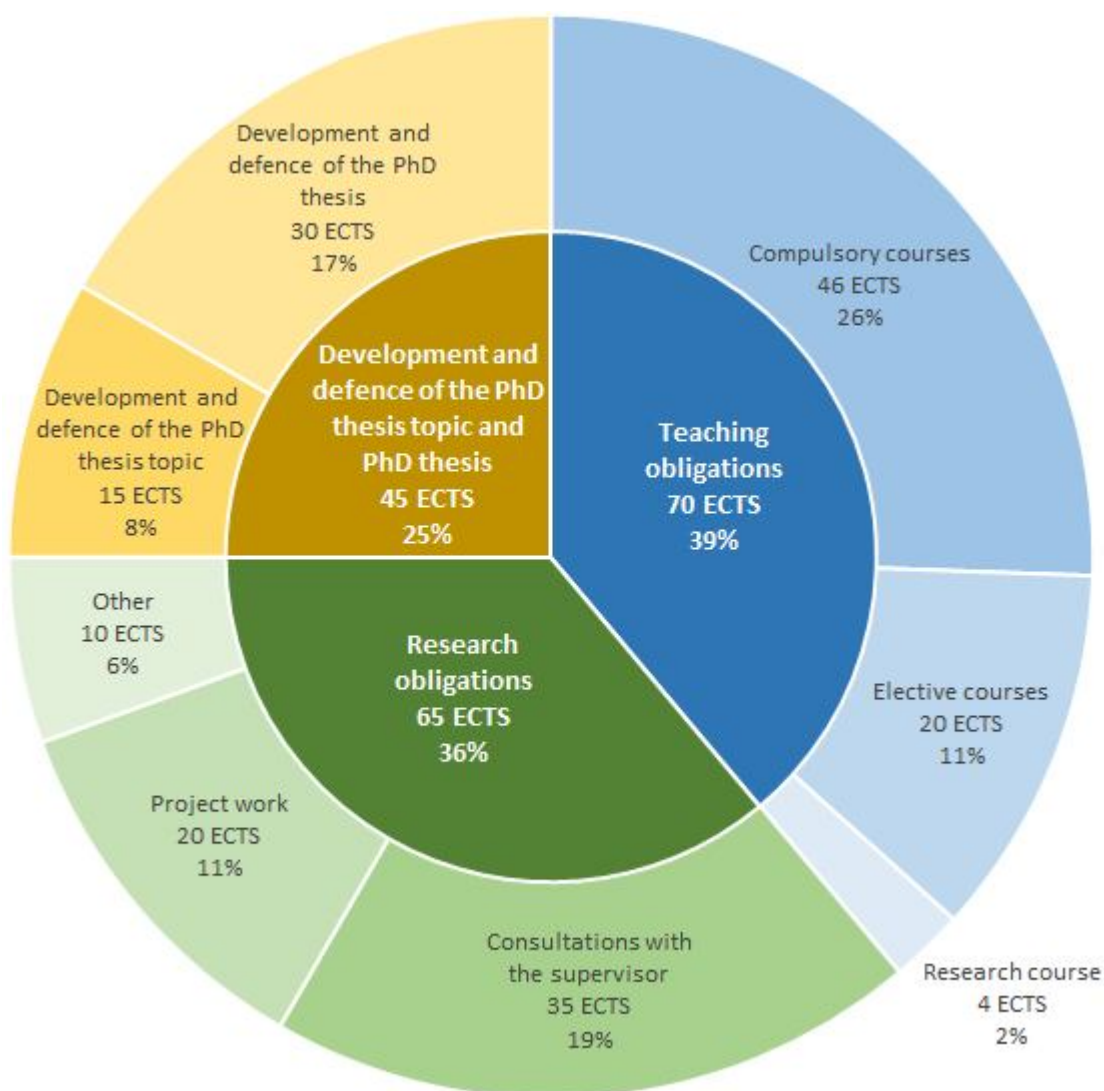
Upon completion of the PhD study programme, it is possible to continue with further education and specialisation at Croatian and foreign universities, as well as on projects at research (scientific) institutions, which consequently enables further career development and advancement.

2.7. *If a graduate study programme is proposed, specify undergraduate study programmes delivered by the proposer or other Croatian higher education institutions that qualify for admission to the proposed study programme*

2.8. *If an integrated study programme is proposed, specify reasons for integration of undergraduate and graduate level of the study programme*

3. DESCRIPTION OF THE STUDY PROGRAMME
<p>3.1. List of mandatory and elective courses and/or modules (if any) with the number of class hours required for their implementation and the number of ECTS credits (appendix: Table 1)</p>
<p>see appendix: Table 1</p>
<p>3.2. Description of each course (appendix: Table 2)</p>
<p>see appendix: Table 2</p>
<p>3.3. Structure and workflow of the study programme and student obligations</p>
<p>The postgraduate doctoral study programme <i>History and Dialectology of the Croatian Language</i> can be a full-time study programme or a part-time study programme. Student obligations and responsibilities are the same in both, but the time required for their completion varies.</p> <p><i>During the course of the doctoral study programme students have to collect a total of 180 ECTS credits.</i></p> <p><i>Student obligations and responsibilities are as follows:</i></p> <ul style="list-style-type: none"> • <i>compulsory courses (upon completion of this category students obtain 46 ECTS credits);</i> • <i>elective courses (upon completion of this category students obtain 20 ECTS credits);</i> • <i>research courses (upon completion of this category students obtain 4 ECTS credits);</i> • <i>consultations with the supervisor and research work (upon completion of this category students obtain 35 ECTS credits);</i> • <i>project work (upon completion of this category students obtain 20 ECTS credits);</i> • <i>other (extracurricular) actives (upon completion of this category students obtain 10 ECTS credits);</i> • <i>development and defence of the PhD dissertation (thesis) topic (upon completion of this category students obtain 15 ECTS credits) and</i> • <i>development and defence of the PhD dissertation (thesis) (upon completion of this category students obtain 30 ECTS credits).</i> <p>Compulsory and elective student activities are both class-related and extracurricular.</p> <p>The list of elective courses is constantly updated, which enables the satisfaction of students' scientific interests.</p> <p>Compulsory and elective extracurricular and professional activities are carried out during the entire course of the study, but the full-time programme students are expected to fulfil these requirements from 2nd to 4th semester, while the part-time students are expected to do the same from 3rd to 8th semester.</p> <p>Each student has to collect a total of 10 ECTS points by participating in compulsory and elective extracurricular and professional activities, bearing in mind that the credits have to be collected in at least three from the six categories listed below, and the credits collected in one category cannot exceed 4 ECTS credits</p> <ul style="list-style-type: none"> • work at other research institution (40 hours = 1 ECTS credit); • participation in seminars and workshops in other postgraduate study programmes, courses, summer schools, etc. (30 hours = 1 ECTS credit) • writing and publication of papers (4 ECTS credits for a research paper, 0,5 ECTS credit for a review or a non-academic article); • participation in conferences (2 ECTS credits for a presentation, 0,5 ECTS credit for participation, after a report has been submitted); • contribution in teaching undergraduate or graduate courses (30 hours = 1 ECTS credit); • participation in projects of different cultural institutions related to linguistic heritage maintenance (50 hours = 1 ECTS credit).

The structure of the study programme



Higher semester enrolment requirements are detailed in 3.3.1.

3.3.1. Higher semester or trimester enrolment requirements (course)

Enrolment requirements

Enrolment requirements for full-time students are regulated per semester, while enrolment requirements for part-time students are regulated per year.

Full-time students have the following enrolment requirements:

2nd semester

- completed previous semester

3rd semester

- completed previous semester
- positive study advisor's report for the 1st study year
- 36 ECTS credits (12 ECTS credits for compulsory courses, 4 for elective courses, 18 for project work and consultations with the supervisor and 2 for other activities)

4th semester

- completed previous semester
- supervisor (mentor) selection
- PhD dissertation (thesis) topic selection

5th semester

- completed previous semester
- positive supervisor's (mentor) report
- positive project leader's report
- all obligations (responsibilities) from the 1st study year completed, and 41 ECTS credits collected in the 2nd study year (8 ECTS credits for compulsory courses, 8 for elective courses, 22 for project work and consultations with the supervisor and 2 for other activities)

6th semester

- completed previous semester
- positive supervisor's (mentor) report
- positive project leader's report
- completed all obligations from the 2nd study year (**a total of 120 ECTS credits**)

Part-time students have the following enrolment requirements:2nd year

- completed previous semesters
- positive study advisor's report for the 1st study year
- 11 ECTS credits (10 ECTS credits for compulsory courses and 1 for other activities)

3rd year

- completed previous semesters
- supervisor (mentor) selection
- all obligations (responsibilities) from the 1st study year completed, and 27 ECTS credits collected in the 2nd study year (8 ECTS credits for compulsory courses, 4 for elective courses, 14 for project work and consultations with the supervisor and 1 for other activities)

4th year

- completed previous semesters
- positive supervisor's (mentor) report
- PhD dissertation (thesis) topic selection
- all obligations (responsibilities) from the 2nd study year completed, and 27 ECTS credits collected in the 3rd study year (4 ECTS credits for elective courses, 21 for project work and consultations with the supervisor and 2 for other activities)

5th year

- completed previous semesters
- positive supervisor's (mentor) report
- all obligations (responsibilities) from the 3rd study year completed, and 21 ECTS credits collected in the 4th (4 ECTS credits for elective courses, 14 for project work and consultations with the supervisor and 3 for other activities) (**a total of 129 ECTS credits**)

3.4. List of courses and/or modules that can be completed in other study programmes

Students of the postgraduate doctoral study programme "History and Dialectology of the Croatian Language" can take classes in other postgraduate study programmes that have an established scientific, research and teaching cooperation with the Faculty. In consultation with the supervisor and mentor, a student can choose courses in other studies; particularly linguistics. The decision is made by the Postgraduate Study Programme Board for each student and submitted course, individually.

<p>3.5. List of courses and/or modules that can be implemented in a foreign language (specify the language of implementation)</p>
<p>The postgraduate doctoral study programme “<i>History and Dialectology of the Croatian Language</i>”, as its name indicates, focuses on the study and analysis of the Croatian language. It is therefore logical to assume and expect that all the students and teachers, Croatian citizens and foreigners alike, have an excellent command of the Croatian language, as well as that the classes are taught in Croatian.</p> <p>Guest lectures can be given in other languages (English, German, Italian or Slavic languages).</p>
<p>3.6. Allocated ECTS credits which enable national and international mobility</p>
<p>Up to 50 ECTS credits (elective courses: up to 20 ECTS credits, project work: up to 20 ECTS credits; extracurricular activities: up to 10 ECTS points). (defined in detail in 3.3)</p>
<p>3.7. Multidisciplinarity/interdisciplinarity of the study programme</p>
<p>Students participate in scientific projects, which are interdisciplinary in modern Croatian Studies. Such projects have a project leader and a large number of contributors (collaborators), which enables a variety of methodological and theoretical perspectives.</p>
<p>3.8. Delivery and conditions for study completion</p>
<p>The postgraduate doctoral study programme <i>History and “Dialectology of the Croatian Language”</i> is completed after 180 ECTS credits are collected, all exams and other requirements in compulsory and extracurricular activities met, and the PhD dissertation successfully developed prepared and defended before the Public Defence of the PhD Thesis Committee.</p>
<p>3.8.1. Procedure of request for approval and defence of PhD dissertation (thesis) and/or final exam</p>
<p>Full-time students choose their PhD dissertation (thesis) topic in the third semester, while part-time students choose theirs in the fifth semester.</p> <p>PhD dissertation (thesis) topic is submitted on the required forms of the University of Rijeka.</p> <p>The uniqueness of the postgraduate doctoral study is the defence of the research proposal (synopsis), which the students can do after obtaining 120 ECTS credits.</p> <p>The topic elaborated in the research proposal (synopsis) doesn't have to be identical to the topic of the dissertation (thesis). The research proposal is 40 to 70 pages long.</p> <p>Request for approval of the PhD thesis topic, its evaluation and defence is in accordance with the <i>Ordinance on Studies at the University of Rijeka</i> (2015) – in Croatian: https://www.biotech.uniri.hr/files/Dokumenti/Pravilnik_o_studijima_-_proieni_tekst.pdf and <i>Ordinance on Postgraduate University (Doctoral) Study Programmes at the Faculty of Humanities and Social Sciences in Rijeka</i> (2014): http://www.ffri.uniri.hr/files/dokumentifakulteta/2014-07-17%20-%20Pravilnik%20o%20poslijediplomskim%20sveucilisnim%20studijima.pdf</p>
<p>3.8.2. PhD Dissertation (thesis) preparation and development</p>
<p>PhD Dissertation (thesis) is prepared and developed in accordance with the <i>Guidelines on Preparation of Doctoral Dissertations at the University of Rijeka</i> (2013): http://www.ffri.uniri.hr/files/dokumentifakulteta/2013-05-15%20-%20Pravilnik%20o%20izradi%20i%20opremanju%20doktorskih%20radova%20UNIRli.pdf</p>



3.8.3. Procedure of final exam evaluation and evaluation and defence of the PhD dissertation (thesis)

Evaluation procedure is defined in detail in the *Ordinance on Postgraduate University (Doctoral) Study Programmes at the Faculty of Humanities and Social Sciences in Rijeka* (2014):

<http://www.ffri.uniri.hr/files/dokumentifakulteta/2014-07-17%20-%20Pravilnik%20o%20poslijediplomskim%20sveucilisnim%20studijima.pdf>



3.1. List of compulsory and elective courses and/or modules with the number of class hours required for their implementation and the number of ECTS credits

LIST OF MODULES/COURSES – full-time study programme							
Compulsory courses:							
Semester: 1st (FTP)							
COURSE	COURSE INSTRUCTOR	L	E	S	ECTS	STATUS ¹	
Theoretical Approaches and Methodology in Linguistics	Lada Badurina, PhD	10	0	0	6	C	
Croatian Old Church Slavonic	Milan Mihajević, PhD	6	0	2	4	C	
History of the Croatian Language	Iva Lukežić, PhD Diana Stolac, PhD	14	0	4	8	C	
Introduction to Comparative Linguistics	Ranko Matasović, PhD	6	0	0	4	C	
Consultations with the supervisor and research work	Supervisor (mentor)				4		
Project work	Project leader or project contributor (collaborator)				2		
Other	Study advisor				2		
Semester: 2nd (FTP)							
COURSE	COURSE INSTRUCTOR	L	E	S	ECTS	STATUS	
Croatian Dialects	Silvana Vranić, PhD Sanja Zubčić, PhD	18	0	6	12	C	
Elective courses (choices)	Elective courses table*				4	E	
Consultations with the supervisor and research work	Supervisor (mentor)				4		
Project work	Project leader or project contributor (collaborator)				8		
Other	Study advisor				2		
Semester: 3rd (FTP)							
COURSE	COURSE INSTRUCTOR	L	E	S	ECTS	STATUS	
Onomastics	Dunja Brozović Rončević, PhD	6	0	6	4	C	
Textology	Amir Kapetanović, PhD	4	0	8	4	C	
Fieldwork and Archival Research	Diana Stolac, PhD Silvana Vranić, PhD	4	0	8	4	C	
Elective courses (choices)	Elective courses table*				8	E	
Consultations with the supervisor and research work	Supervisor (mentor)				4		
Project work	Project leader or project contributor (collaborator)				4		
Other	Study advisor				2		
Semester: 4th (FTP)							
COURSE	COURSE INSTRUCTOR	L	E	S	ECTS	STATUS	
Elective courses (choices)	Elective courses table*				8	E	
Fieldwork research/ Text research/ Onomastics research (group) *	Supervisor (mentor)				4		
Consultations with the supervisor and research work	Supervisor (mentor)				8		

¹ **IMPORTANT:** Insert **C** for compulsory courses or **E** for elective courses.



Project work	Project leader or project contributor (collaborator)	6	
Other	Study advisor	4	
Semester: 5th (FTP)			
Consultations with the supervisor and research work	Supervisor (mentor)	15	
Development and defence of the PhD dissertation (thesis) topic	Supervisor (mentor)	15	
Semester: 6th (FTP)			
Development and defence of the PhD dissertation (thesis)	Supervisor (mentor)	30	

LIST OF MODULES/COURSES – part-time study programme

Compulsory courses:							
Year: 1st (PTP)							
COURSE	COURSE INSTRUCTOR	L	E	S	ECTS	STATUS ²	
Theoretical Approaches and Methodology in Linguistics	Lada Badurina, PhD	10	0	0	6	C	
Croatian Old Church Slavonic	Milan Mihaljević, PhD	6	0	2	4	C	
Introduction to Comparative Linguistics	Ranko Matasović, PhD	6	0	0	4	O	
History of the Croatian Language	Iva Lukežić, PhD Diana Stolac, PhD	14	0	4	8	C	
Croatian Dialects	Silvana Vranić, PhD Sanja Zubčić, PhD	18	0	6	12	C	
Other	Study advisor				2		
Year: 2nd (PTP)							
COURSE	COURSE INSTRUCTOR	L	E	S	ECTS	STATUS	
Onomastics	Dunja Brozović Rončević, PhD	6	0	6	4	C	
Textology	Amir Kapetanović, PhD	4	0	8	4	C	
Fieldwork and Archival Research	Diana Stolac, PhD Silvana Vranić, PhD	4	0	8	4	C	
Elective courses (choices)	Elective courses table*				8	E	
Consultations with the supervisor and research work	Supervisor (mentor)				8		
Project work	Project leader or project contributor (collaborator)				6		
Other	Study advisor				2		
Year: 3rd (PTP)							
Elective courses (choices)	Elective courses table*				8	E	
Fieldwork research/ Text research/ Onomastics research (group)*	Supervisor (mentor)				4		
Consultations with the supervisor and research work	Supervisor (mentor)				9		
Project work	Project leader or project contributor (collaborator)				12		
Other	Study advisor				3		
Year: 4th (PTP)							
Elective courses (choices)	Elective courses table*				4	E	

²IMPORTANT: Insert **C** for compulsory courses or **E** for elective courses.



Consultations with the supervisor and research work	Supervisor (mentor)	12	
Project work	Project leader or project contributor (collaborator)	2	
Other	Study advisor	3	
Development and defence of the PhD dissertation (thesis) topic	Supervisor (mentor)	15	
Year: 5th (PTP)			
Consultations with the supervisor and research work	Supervisor (mentor)	6	
Development and defence of the PhD dissertation (thesis)	Supervisor (mentor)	30	



Note:

**In the research part of the study programme in the 3rd and 4th semester, full-time students are required to choose between offered courses in 'the fieldwork research group' or 'the text research group'. In the 3rd semester these courses focus on team research and familiarisation with fieldwork research methodology or text research methodology, while in the 4th semester the classes are individual and focused on the dissertation (thesis) topic, thus the courses from 'the onomastics research group' are also added. These courses have a highly applicable function. Part-time students have this research segment on the 2nd and 3rd year of study. They are offered models related to research projects and their list changes in every circle.*

Elective Courses							
Semester: 1st – 4th (FTS) / Year: 2nd – 4th (PTS)							
COURSE	COURSE INSTRUCTOR	L	E	S	ECTS	STATUS	
Digitalization Methods of Dialectal Material	Željko Jozić, PhD	2	2	0	4	E	
Linguistic Borrowing in the Croatian Language	Marija Turk, PhD	4	0	0	4	E	
Croatian Glagolitic Script	Marinka Šimić, PhD	4	0	0	4	E	
Phonetic Development from Proto-Slavic to Croatian	Georg Holzer, PhD	4	0	0	4	E	
Historical Syntax	Anastazija Vlastelić, PhD	2	0	2	4	E	
Language of the Franciscans from Bosnia and Herzegovina	Ivo Pranjković, PhD	2	0	2	4	E	
Croatian Literary Language in the 19 th century	Diana Stolac, PhD	2	0	2	4	E	
Čakavian Accentuation	Sanja Zubčić, PhD	2	0	2	4	E	
Čakavian Morphology	Silvana Vranić, PhD	2	0	2	4	E	
Dialectal Phraseology	Marija Turk, PhD	2	0	2	4	E	
Čakavian Literary Language	Amir Kapetanović, PhD	2	2	0	4	E	
Grapholinguistics and Philology	Mateo Žagar, PhD	2	0	2	4	E	
Croatian Morphology from a Diachronic Perspective	Amir Kapetanović, PhD	2	0	2	4	E	
Dialectal Syntax	Irena Miloš, PhD	2	0	2	4	E	



3. 3. 1. Compulsory and elective extracurricular and professional activities

Compulsory and elective student activities are both class-related and extracurricular.

Compulsory and elective extracurricular and professional activities are carried out during the entire course of the study, but the full-time programme students are expected to fulfil these requirements from 2nd to 4th semester, while the part-time students are expected to do the same from 3rd to 8th semester.

By doing research work on a project (fieldwork in dialectology and textology research in language history) each student has to collect 20 credits (40 hours = 1 ECTS credit.)

Student je dužan ostalim obveznim i izbornim aktivnostima izvan nastave sakupiti ukupno 10 ECTS bodova, s time da trebaju biti rezultat sudjelovanja u najmanje tri od šest navedenih kategorija, a ukupni udjel jedne kategorije ne može biti veći od 4 ECTS boda:

Each student has to collect a total of 10 ECTS points by participating in compulsory and elective extracurricular and professional activities, bearing in mind that the credits have to be collected in at least three from the six categories listed below, and the credits collected in one category cannot exceed 4 ECTS credits:

- work at other research institution (40 hours = 1 ECTS credit);
- participation in seminars and workshops in other postgraduate study programmes, courses, summer schools, etc. (30 hours = 1 ECTS credit)
- writing and publication of papers (4 ECTS credits for a research paper, 0,5 ECTS credit for a review or a non-academic article);
- participation in conferences (2 ECTS credits for a presentation, 0,5 ECTS credit for participation, after a report has been submitted);
- contribution in teaching undergraduate or graduate courses (30 hours = 1 ECTS credit);
- participation in projects of different cultural institutions related to linguistic heritage maintenance (50 hours = 1 ECTS credit).



3.1.2. Enrolment requirements

Enrolment requirements for full-time students are regulated per semester, while enrolment requirements for part-time students are regulated per year.

Full-time students have the following enrolment requirements:

2nd semester

- completed previous semester

3rd semester

- completed previous semester
- positive study advisor's report for the 1st study year
- 36 ECTS credits (12 ECTS credits for compulsory courses, 4 for elective courses, 18 for project work and consultations with the supervisor and 2 for other activities)

4th semester

- completed previous semester
- supervisor (mentor) selection
- PhD dissertation (thesis) topic selection

5th semester

- completed previous semester
- positive supervisor's (mentor) report
- positive project leader's report
- all obligations (responsibilities) from the 1st study year completed, and 41 ECTS credits collected in the 2nd study year (8 ECTS credits for compulsory courses, 8 for elective courses, 22 for project work and consultations with the supervisor and 2 for other activities)

6th semester

- completed previous semester
- positive supervisor's (mentor) report
- positive project leader's report
- completed all obligations from the 2nd study year (**a total of 120 ECTS credits**)



Part-time students have the following enrolment requirements:

2nd year

- completed previous semesters
- positive study advisor's report for the 1st study year
- 11 ECTS credits (10 ECTS credits for compulsory courses and 1 for other activities)

3rd year

- completed previous semesters
- supervisor (mentor) selection
- all obligations (responsibilities) from the 1st study year completed, and 27 ECTS credits collected in the 2nd study year (8 ECTS credits for compulsory courses, 4 for elective courses, 14 for project work and consultations with the supervisor and 1 for other activities)

4th year

- completed previous semesters
- positive supervisor's (mentor) report
- PhD dissertation (thesis) topic selection
- all obligations (responsibilities) from the 2nd study year completed, and 27 ECTS credits collected in the 3rd study year (4 ECTS credits for elective courses, 21 for project work and consultations with the supervisor and 2 for other activities)

5th year

- completed previous semesters
- positive supervisor's (mentor) report
- all obligations (responsibilities) from the 3rd study year completed, and 21 ECTS credits collected in the 4th study year (4 ECTS credits for elective courses, 14 for project work and consultations with the supervisor and 3 for other activities) (**a total of 129 ECTS credits**)



3.2. Course Description

General Information		
Course instructor	Lada Badurina, PhD	
Name of the course	Theoretical Approaches and Methodology in Linguistics	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	compulsory	
Year of study	1st	
ECTS credits and manner of instruction	ECTS credit	6
	Number of class hours (L+E+S)	10+0+0

1. COURSE DESCRIPTION

1.1. Course objectives

The objective of this course is to familiarise students with various theoretical approaches (mostly structural and post-structural), as well as with various methodologies applied in linguistic research. The objective is the development of students' critical thinking about the dialectal and historical phenomena of the Croatian language as well as the application of notions of linguistic theory in (individual) research work based on the critical attitude towards literature and/or fieldwork. The objective of this course is the acquisition of linguistic, sociolinguistic, particularly dialectological and historical linguistic notions; theoretical distinctions, principles and methodology applied in dialectology and language history as linguistic disciplines. Another important objective is the acquisition of dialectology and language history awareness as linguistic disciplines necessary for the description of the Croatian language in its entirety: from the organic idioms (concrete and abstract) within the framework of the Croatian language to partly artificial: former literary languages and contemporary standardized form. Another important aim is the development of the ability to coordinate linguistic deduction with linguistic induction. The objective is to instruct students to prepare and submit their papers autonomously.

1.2. Course enrolment requirements and entry competences required for the course

1.3. Expected course learning outcomes

General: development of students' reasoning skills, research, scientific and teaching competencies (individual work, planning and time management skills, topic presentation and discussion skills).
Specific: understanding of historical linguistic and dialectal phenomena – the development of language continuum, i.e. of language levels in space (diatopic) and time (diachronic); the relation between concrete and abstract dialectal idioms; the ability to describe and present historical linguistic and dialectal material (grammar of the vernaculars; description of abstract dialectal idioms; description according to language levels).

1.4. Course content

Structuralism in linguistics: dichotomies. Post-structuralism and functional linguistic theories. Basic linguistic terms; sociolinguistic terms; language disintegration – horizontal and vertical stratification; functional, social, individual and territorial disintegration; basic notions in dialectology (the relation between organic idiom and the foundation of the standard language on all linguistic levels; organic idioms: vernaculars, groups of speech, dialect, groups of dialects (idioms); linguistic diversity



(criteria of distinction and their hierarchy: abstract, linguistic diversity based on which dialects are identified as systems with their unique historical, linguistic, geographical and societal identity; confirming linguistic individuality of sub-systems within the same language and diversity on a concrete level: areal and vernacular features); vernacular as starting point in research in dialectology (list and description), gradual diversity: partial difference – divergence within the same language; partial similarity – convergence; two levels of differences: according to interstructural relations (structural approach) and according to language of origin (genetic approach, historical and linguistic components), with sociological approach; diatopy and diachrony relation; isoglosses; level development (phonology, morphology...) basic historical and linguistic terms and periods: West South Slavic, pre-Croatian period, Old Croattian, Croatian Old Church Slavonic, Croatian dialectal elements; writing systems for Croatian; stylisations of literary language through centuries, lexicography. Social stratification of language – so-called: urban dialectology.

Dialectological methods; vernacular grammar at different linguistic levels, descriptions, abstract diatopic idioms of different levels (group of dialects) at different linguistic levels; basic procedures of linguistic geography (diatopic structure maps, inventory maps, development maps for different linguistic levels); basics of dialectological lexicography and lexicography through literary language history; foundations of historical grammar...

Methodology of scientific work in humanities: Methods of scientific research: inductive and deductive. Methods of linguistic research. Data collection and analysis. Catalogues and bibliographies search. Archival research. Preparation and organisation. Collection of records and materials. Interpretation of documents. Problematisation, Analysis, synthesis. Online databases - online search (National and University Library, Croatian National Corpus, Croatian Electronic Text Archive – HETA, Croatian E-Text Project, etc.). Search and use of online bases in scientific research. Fieldwork research. Computer text analysis. Use of software tools (grammar and spell check, thesaurus...). Scientific discourse characteristics (oral and written). Academic discourse types. Notion and types of academic work. Scientific paper – structure and composition: title, content, introduction, discussion (elaboration), conclusion, summary, references. Text organisation and writing and paper technical analysis.

1.5. Manner of instruction	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> Individual assignments
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratories
	<input type="checkbox"/> distance leaning	<input checked="" type="checkbox"/> mentorship
	<input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> other: consultations

1.6. Comments

1.7. Student responsibilities

Active participation in class, individual research for class, overview of read literature; seminar paper; presentation of seminar paper; passed oral exam

1.8. Monitoring of student work (through appropriate proportion of ECTS credits)

Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							

1.9. Assessment of learning outcomes in class and at the final exam

1.10. Mandatory literature (at the time of submission of study programme proposal)



Halliday, M. A. K. (2007). *Language and Society*, ed., J. J. Webster (in particular, texts about the sociolinguistic theory).

Halwachs, D. W. (2000). *Sociolingvistika, Uvod u lingvistiku*, ed., Z. Glovacki-Bernardi, Zagreb, pp. 191–216.

Jakobson, R. (2008). *O jeziku*, translated by: D. Lalović, Zagreb (in particular unit: "Dimenzije jezika: Invarijante i varijante kroz vrijeme i prostor").

Kovačec, A. (2001). *Ferdinand de Saussure i strukturalizam, Uvod u lingvistiku*, ed., Z. Glovacki-Bernardi, Zagreb, pp. 75–153.

Oraić Tolić, D. (2011). *Akademsko pismo*, Zagreb.

Saussure, de F. (2000). *Tečaj opće lingvistike*, translated by: V. Vinja (in particular, units about diachronic linguistics and geographical linguistics), Zagreb.

Silić, J. (2006). *Funkcionalni stilovi hrvatskoga jezika*, Zagreb (texts: "Hrvatski jezik kao sustav i kao standard", "Lingvističke i sociolingvističke zakonitosti". "Hrvatski standardni jezik i hrvatska narječja")

1.11. Optional/additional literature (at the time of submission of study programme proposal)

Badurina, L. – Brala Vukanović, M. – Matešić, M. – Novak, K. (2013). Izdavački standard Sveučilišta u Rijeci, Sveučilište u Rijeci, http://www.uniri.hr/files/vijesti/IZDAVA%C4%8CKI%20STANDARDI%20SVEU%C4%8CILI%C5%A0TA%20U%20RIJECI_finalno.pdf

Badurina, L. – Palašić, N. (2010). *Ispod teksta: Bilješka o fusnoti*, Riječki filološki dani 8, Rijeka, pp. 451–464.

Buchberger, I. (2012). *Kritičko mišljenje*, Rijeka (ch.4: Metodološki okvir za analizu i kritiku).

Gačić, M. (2001). *Pisanje i objavljivanje znanstvenih i stručnih radova*, Zagreb.

Jakobović, Z. (2014). *Pisanje i uređivanje stručnih i znanstvenih publikacija*, Zagreb.

Labov, W. (1972). *Language in the Inner City (or The Social Stratification of English in New York City)*

Matešić, M. (2010). *O sažetku opširno*, Riječki filološki dani 8, Rijeka, pp. 465–476.

Mejovšek, M. (2003). *Uvod u metode znanstvenog istraživanja u društvenim i humanističkim znanostima*, Jastrebarsko – Zagreb.

Milat, J. (2005). *Osnove metodologije istraživanja*, Zagreb.

Silobrić, V. (1983). *Kako sastaviti i objaviti znanstveno djelo*, Zagreb.

Tkalac Verčić, A. – Sinčić Ćorić, D. i Pološki Vokić, N. (2010). *Priručnik za metodologiju istraživačkog rada (Kako osmisliti, provesti i opisati znanstveno i stručno istraživanje)*, Zagreb.

Zelenika, R. (2000). *Metodologija i tehnologija izrade znanstvenog i stručnog rada*, Rijeka.

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student evaluation of course and lectures; exam grade



3.2. Course Description

General Information		
Course instructor	Milan Mihaljević, PhD	
Name of the course	Croatian Old Church Slavonic	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	compulsory	
Year of study	1st	
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	6+0+2

1. COURSE DESCRIPTION		
1.1. Course objectives		
<p>The objective of this course is to familiarise students with the language that had been used as the literary language in part of the Croatian lands for centuries and had been used even longer as the ecclesiastical language of some Roman Catholic Archdioceses in Croatia. The language texts had served as a model at the moment of formation of the Croatian literary language based on Croatian dialects.</p>		
1.2. Course enrolment requirements and entry competences required for the course		
<p>1.3. Expected course learning outcomes</p> <p>General: development of linguistic reasoning, especially with regard to the synchronic/diachronic relation; understanding the relationship between states and processes and acknowledgement of the fact that synchrony never disproves diachrony if linguistic patterns and rules are correctly interpreted.</p> <p>Specific: understanding of the linguistic situation in the Middle Ages: the three languages (Latin, Old Church Slavonic, Croatian) and the three scripts (Glagolitic, Cyrillic and Latin) of the Croatian culture. Perception and understanding of the coexistence and overlapping of Old Slavonic and Old Croatian words and expression in the same content. The ability of linguistic and textual interpretation of the oldest Croatian texts.</p>		
1.4. Course content		
<p>Croatian Old Church Slavonic is one of the varieties of the oldest Slavonic literary language – Old Church Slavonic. Editing and reviewing of that language. Croatian variety as ecclesiastical language (language of Glagolitic missals, breviaries, rituals) as well as literary language (language of fiction and legal texts). Grammatical specificities of the language, particularity in relation to the canonical Old Church Slavonic, as well as the other varieties of the oldest Slavonic literary languages. Croatian Old Church Slavonic texts as written in The Septuagint and The Vulgate). Blending the elements of that language with literary Čakavian and Kajkavian – an attempt to create a unified Croatian literary language.</p>		
1.5. Manner of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> distance learning <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> Individual assignments <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input type="checkbox"/> other: consultations
1.6. Comments		
1.7. Student responsibilities		
Individual research resulting in a seminar paper; oral exam		



1.8. Monitoring of student work (through appropriate proportion of ECTS credits)

Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							

1.9. Assessment of learning outcomes in class and at the final exam

Individual research resulting in a seminar paper; oral exam

1.10. Mandatory literature (at the time of submission of study programme proposal)

Damjanović, S., *Staroslavenski jezik*. (2005), 5th ed., or (2006, 6th ed. Zagreb, Hrvatska sveučilišna naklada.
Damjanović, S., *Slovo iskona, Staroslavenska/starohrvatska čitanka*, Matica hrvatska, Zagreb 2004. 2
Hamm, J., *Hrvatski tip crkvenoslavenskog jezika*, Slovo 13, Zagreb 1963, pp. 43 - 68.
Hrvatski crkvenoslavenski jezik, ed. M. Mihaljević, Hrvatska sveučilišna naklada – Staroslavenski institut, Zagreb 2014.
Mali staroslavensko-hrvatski rječnik, Compiled by: S. Damjanović, I. Jurčević, T. Kuštović, B. Kuzmić, M. Lukić, M. Žagar, Matica Hrvatska, Zagreb 2004.
Mihaljević, M., *Jestno-niječna pitanja u hrvatskom crkvenoslavenskom jeziku*, *Suvremena lingvistika* 43/44, Zagreb 1997.
Tandarić, J., *Staroslavenski jezik hrvatskih glagoljaša*, in the book: "Hrvatskoglagoljska liturgijska književnost", Zagreb 1993, pp. 71-77.

1.11. Optional/additional literature (at the time of submission of study programme proposal)

Damjanović, S., *Tragom jezika hrvatskih glagoljaša*, Hrvatsko filološko društvo, Zagreb 1984.
Damjanović, S., *Rezultati i perspektive istraživanja jezika Bašćanske ploče*, u zborniku *900 godina Bašćanske ploče*, Baška 2000, pp. 57-67.
Hercigonja, E., *Metodološke pretpostavke jezikoslovne analize hrvatskoglagoljskih zbornika 14 - 16. stoljeća*, in the book: "Nad iskonom hrvatske knjige", Zagreb 1983, 297 - 302.
Hercigonja, E., *Tropismena i trojezična kultura hrvatskog srednjovjekovlja*, Matica hrvatska, Zagreb 2006. 2
Jurčević, I., *Problem funkcije determiniranih i indeterminiranih glagola kretanja u staroslavenskom i crkvenoslavenskom jeziku hrvatske redakcije*, Hrvatsko filološko društvo, Zagreb 1990.
Jurčević, I., *Jezik hrvatskoglagoljskih tiskanih brevijara*, Osijek 2002.
Malić, D., *Na izvorima hrvatskoga jezika*, Zagreb, 2002.
Mihaljević, M., *Generativna fonologija hrvatske redakcije crkvenoslavenskog jezika*, Zagreb 1991.
Mihaljević, M., *Deklinacija imenica u najstarijim hrvatskoglagoljskim fragmentima*, u zborniku *Glagoljica i hrvatski glagolizam*, Zagreb - Krk 2004.
Nazor, A., *Jezični kriteriji pri određivanju donje granice crkvenoslavenskog jezika u hrvatsko - glagoljskim tekstovima*, Slovo 13, Zagreb 1963, pp. 68 - 86.
Vončina, J., *Jezična starina u hrvatskom petrarkizmu*, Prilozi za VIII. međunarodni slavistički kongres, Hrvatsko filološko društvo, Zagreb 1978, pp. 141 - 162.
Žagar, M., *Kako je tkan tekst Bašćanske ploče*, Hrvatsko filološko društvo, Zagreb 1997.

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student evaluation of the course and lectures; analysis of seminar papers and research tasks.



3.2. Course Description

General Information		
Course instructor	Iva Lukežić, PhD Diana Stolac, PhD	
Name of the course	History of the Croatian Language	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	compulsory	
Year of study	1st	
ECTS credits and manner of instruction	ECTS credit	8
	Number of class hours (L+E+S)	14+0+4

1. COURSE DESCRIPTION

1.1. Course objectives

The objective of the course is to instruct and inform students about the development of grammatical structure of the Croatian language from the Prehistoric Period (9th century) to the end of 18th century on all levels: phonological, morphological, word formation and syntactical. The focus is placed on those segments of the grammatical structure that enable the distinction among the three dialects of the Croatian language, as well as the segments that show the relation between the Štokavian dialect as a system, and the standard form of Croatian, which is based on the said dialect. In the part of the course related to the written language, the aim is to familiarise students with basic methods, principles and methodology of historical linguistic research. The main objective of the course is to gain insight into the development of literacy and the relations among dialects in the process of standardisation of the Croatian language in all the stages of its development, which will enable students to understand the choices made in relation to the national literary language of 19th century, as well as its characteristics. It will also allow students to read literary text forms all periods in a creative manner and enable them to offer text interpretations in a stylistically and linguistically exact manner.

1.2. Course enrolment requirements and entry competences required for the course

1.3. Expected course learning outcomes

General: development of critical thinking; skills necessary for professional advancement and research career development (individual work, planning and time management skills, organisational skills); presentation and discussion skills.
Specific: knowledge of basic developmental processes of organic idioms and their identification in literary texts; application of this knowledge to the analysis of non-literary corpora, especially on grammar books and lexicography; understanding the importance of standardization processes in the period leading to the Croatian National Revival; familiarity with and critical stance towards compulsory and elective course readings; the ability to conduct textual research; the ability of reading language policy sub-texts.

1.4. Course content

The lectures in language history as a grammatical structure focus on: the presentation of the main points of development in the organic idioms of the Croatian language with a particular emphasis on the development of the dialectal differences; based on determining the corpora of texts which account for their development; based on the methodological separation of literary works from non-literary works in order to distinguish the development of organic idioms from literary-linguistic features; based



on the special analysis of those aspects of the Štokavian dialect that account for the significant distinctive characteristic of the standard language in relation to its dialectal base.

The foundation of the programme related to history of the written language focuses on studying the development of the Croatian literary language since the beginning of literacy to the end of 20th century. The history of the Croatian literary language intertwined with the history of literature, includes analysing cultural and stylistic side of the language, as well. Using applied methodology the Croatian literary language is viewed as the language of literacy of both pre-standard and standard periods, then as the language of anthological works of the Croatian literature and texts of other functional styles. In relation to the period prior to the adoption (choosing) of the national literary language, base of the literary language and literary language upgrade are analysed, and standardisation processes are examined at several levels – literary language upgrade, language name, works of lexicography, grammars of the Croatian language, attempts at reforming the Latin script according to the Italian or Hungarian alphabetical model and orthographical solutions. In relation to studying the 19th century, the focus is on solving the philological doubts. As far as the approach to 20th century is concerned, the course programme opens, discusses and offers basics for reevaluation of modern linguistic questions.

1.5. Manner of instruction	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> Individual assignments
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratories
	<input type="checkbox"/> distance leaning	<input checked="" type="checkbox"/> mentorship
	<input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> other: consultations

1.6. Comments

1.7. Student responsibilities

Class attendance, active participation during seminars and exercises, writing shorter papers, oral exam

1.8. Monitoring of student work (through appropriate proportion of ECTS credits)

Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							

1.9. Assessment of learning outcomes in class and at the final exam

1.10. Mandatory literature (at the time of submission of study programme proposal)

Lisac, J., Hrvatska narječja u srednjem vijeku, (in: Povijest hrvatskoga jezika 1.) Zagreb, 2009.
 Lukežić, I., Zajednička povijest hrvatskih narječja, 1. Fonologija, Zagreb, 2012.; 2. Morfologija, Zagreb, 2015.
 Matasović, R., Od praslavenskoga do hrvatskoga (glasovi i oblici), (in: Povijest hrvatskoga jezika 1.), Zagreb, 2009.
 Moguš, M., Povijest hrvatskoga književnoga jezika, Zagreb 1993.
 Moguš, M., Povijesna fonologija hrvatskoga jezika, Zagreb, 2010.
 Povijest hrvatskoga jezika, book(s). 1-4, ed: A. Bičanić, Zagreb 2009-2015.
 Vince, Z., Putovima hrvatskoga književnog jezika, Zagreb 3 2002.
 Vončina, J., Preporodni jezični temelji, Zagreb 1993.
 Vončina, J., Tekstološka načela za pisanu baštinu hrvatskoga jezičnog izraza, Zagreb 1999.

1.11. Optional/additional literature (at the time of submission of study programme proposal)

Hercigonja, E., Tropismena i trojezična kultura hrvatskoga srednjovjekovlja, Zagreb 1994.
 Hrvatski crkvenoslavenski jezik, ed. M. Mihaljević, Hrvatska sveučilišna naklada – Staroslavenski institut, Zagreb 2014.
 Iveković, F. – Broz, I. – Maretić, T. – Rožić, V. – Rešetar, M. – Radić, A. – Andrić, N. – Boranić, D., Jezikoslovne rasprave i članci, Stoljeća hrvatske književnosti, Zagreb 2001.
 Kajkaviana croatica : hrvatska kajkavska riječ (Exhibition Catalogue), Zagreb 1996.



Kurelac, F. – Šulek, B. – Pacel, V. – Veber Tkalčević, A., Jezikoslovne rasprave i članci, Stoljeća hrvatske književnosti, Zagreb 1999.

Stolac, D., Nazivi hrvatskoga jezika od prvih zapisa do danas, Filologija, 27, 1996, pp. 107-121.

Stolac, D. – Grahovac-Pražić, V., Šime Starčević - od riči do Ričoslovja, Gospić, 2015.

Tafra, B., Gramatika u Hrvata i Vjekoslav Babukić, Zagreb 1993.

Vončina J., Jezičnopovijesne rasprave, Zagreb, 1979.

Vončina, J., Temelji i putovi Gajeve grafijske reforme, Filologija, 13, 1985, pp. 7-88.

Reprints, almanacs and catalogues in the field of Croatian literary language

This list is updated with recent works and publications.

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student evaluation of the course and lectures, analysis of the themed-workshop, exam grade, systematisation presented in individual written papers, feedback about the possibility of individual student research on the assigned corpora



3.2. Course Description

General Information		
Course instructor	Ranko Matasović, PhD	
Name of the course	Introduction to Comparative Linguistics	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	compulsory	
Year of study	1st	
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	6+0+0

1. COURSE DESCRIPTION

1.1. Course objectives

The course is structured as a series of lectures during which students will get to know the basic methods and results of comparative linguistics; typological, genetic and contact approach to language classification will be analysed, as well as the universal properties and characteristics of human language ascertained by comparative analysis of different language families, areal features and types. The objective of the course is to familiarise students with basic terms and notions of genetic, typological and areal linguistics, i.e. methodological hypotheses of comparative language learning.

1.2. Course enrolment requirements and entry competences required for the course

1.3. Expected course learning outcomes

This course familiarises students with basic methodologies of comparative linguistics; understanding of those basics is essential in enabling them to autonomously and critically examine and analyse matters in typology, genetic and areal linguistics, as well as to critically apply methods of genetic and typological linguistics to Croatian and other languages they study.

1.4. Course content

Course framework:

- Genetic classification of language: notion of language family, evidence of genetic relation, diachronic universals (according to Greenberg and Campbell)
- Problems of genetic language sub-classification; genetic diversity of world languages: correlations between population genetic diversity and distribution of language families and superfamilies (according to Cavalli-Sforzi); problem of contact languages (according to Holm and Mühlhäuser)
- Contact language classification: notion of language areal; notion of macro-areal feature (according to Nichols)
- Typological classification of languages; notion of language type; correlations among linguistic structures
- Problem of comparability of linguistic characteristics: definition of notions: "subject" and "object" in world languages
- Greenberg syntactic typology

Theory of linguistic diversity (Nichols, Matasović)

1.5. Manner of instruction	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> Individual assignments
	<input type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratories
	<input checked="" type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> other: consultations

1.6. Comments



1.7. Student responsibilities

Regular class attendance and taking the exam or writing an essay on the topic agreed upon with the teacher and with individual research and critical examination of the literature.

1.8. Monitoring of student work (through appropriate proportion of ECTS credits)

Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							

1.9. Assessment of learning outcomes in class and at the final exam

Comments: when taking the exam, students can choose between an exam with objective type tasks or writing an essay on the topic agreed upon with the lecturer.

1.10. Mandatory literature (at the time of submission of study programme proposal)

B. Comrie: Language Universals and Linguistic Typology, Oxford: Blackwells 1995.
 R. Matasović: Uvod u poredbenu lingvistiku, Zagreb: Matica hrvatska 2001.
 J. Nichols: Linguistic Diversity in Space and Time, Chicago: The University of Chicago Press 1992.
 T. Shopen, ed. Linguistic Typology and Syntactic Description, Cambridge: CUP 1985

1.11. Optional/additional literature (at the time of submission of study programme proposal)

R. Matasović, Jezična raznolikost svijeta, Algoritam, Zagreb 2005./ 2011.
 R. M. W. Dixon, The Rise and Fall of Languages, CUP, Cambridge 1997.

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

anonymous questionnaire filled out by the students



3.2. Course Description

General Information		
Course instructor	Silvana Vranić, PhD Sanja Zubčić, PhD	
Name of the course	Croatian Dialects	
Study programme	Postgraduate doctoral study programme “History and Dialectology of the Croatian Language”	
Status of the course	compulsory	
Year of study	1st	
ECTS credits and manner of instruction	ECTS credit	12
	Number of class hours (L+E+S)	18+0+6

1. COURSE DESCRIPTION		
1.1. Course objectives		
<p>The objective of the course is to familiarise students with the linguistic structure of concrete and abstract organic idioms of the Croatian language according to isoglosses that are čakavian/kajkavian/štokavian, and are common to the Čakavian/Kajkavian/Štokavian dialects and other organic idiom(s), or speech areal features, which they are an integral part of on all language levels. Students will get to know the stratification of Croatian dialects in the past and today, the relation between manners and history of dialects, the development of genetic and structural isoglosses that resulted in a particular dialectal phenomenon, the classification criteria within a dialect. Along with the theoretical learning, the objective is also the development of creative thinking and critical attitude towards literature, as well as the problem approach to linguistic manifestations of Čakavian/Kajkavian/Štokavian dialects; and in the practical part: the development of the ability of phoneme and prosodeme writing, individual approach to dialectal text and dialectal analysis and interpretation. Another crucial objective is the development of awareness about the significance of each specific dialect as a component part of the Croatian language.</p>		
1.2. Course enrolment requirements and entry competences required for the course		
1.3. Expected course learning outcomes		
<p>General: critical thinking; teamwork skills; the ability of analysis and synthesis; presentation and discussion skills Specific: field collection (correlation with Fieldwork research course) and analysis of dialectal data; the ability of data classification and synthesis</p>		
1.4. Course content		
<p>The starting point in teaching is the development and establishment of dialect groups as Croatian dialects in the earlier periods and their linguistic characteristics with respect to other dialectal formations within the Croatian language system. Students will get to know the methodology of teaching Croatian dialects in the available literature and their stratification, both in the pre-migration period and today; the development in the zones of contact with other dialects or other language units; the foundations of linguistic geography and mapping on the existing maps of Croatian dialects and their lower hierarchical components; historical development of meticulously noted isoglosses at various language levels: phonology and phonetics with the focus on allophone-related issues and the principles of transcription (traditional Croatian IPA, and adapted OLA, ALE...), morphology, word formation, syntax, lexicography; the characteristics of the better (more) researched dialects and their subsystems based on the notes and records about certain vernaculars, idioms or dialects (for example, monographs of Ijekavian and Ijekavian-Ekavian-Čakavian dialects of the north-west Čakavian area, Kajkavian dialect from Međimurje, groups of speech; for example: monograph about the south-western vernaculars of Istria, speech groups of the west Štokavian dialect); analyse “vernacular grammar” on examples.</p>		
1.5. Manner of instruction	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> Individual assignments



	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> distance learning <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input checked="" type="checkbox"/> other: consultations	
1.6. Comments	Themed workshop and working field-trip planned		
1.7. Student responsibilities			
Regular and active participation in lectures and seminars, individual research and oral presentation on a given topic; team research on a project; passed oral exam			
1.8. Monitoring of student work (through appropriate proportion of ECTS credits)			
Class attendance	Class participation	Seminar paper	Experimental work
Written exam	Oral exam	Essay	Research
Project		Report	Practical work
Portfolio			
1.9. Assessment of learning outcomes in class and at the final exam			
1.10. Mandatory literature (at the time of submission of study programme proposal)			

- Brozović, D., Čakavsko narječje, u: Brozović, D. – Ivić, P., Jezik srpskohrvatski / hrvatskosrpski, hrvatski ili srpski, Jugoslavenski leksikografski zavod "Miroslav Krleža", Zagreb, 1988, pp. 80–90.
- Langston, K., Čakavska prozodija, Matica hrvatska, Zagreb, 2015.
- Lisac, J., Hrvatska dijalektologija 2, Čakavsko narječje, Golden marketing – Tehnička knjiga, Zagreb, 2003.
- Lukežić, I., Čakavski ikavsko-ekavski dijalekt, Rijeka, 1990.
- Lukežić, I., Zajednička povijest hrvatskih narječja, 1. Fonologija. Rijeka: Hrvatska sveučilišna naklada – Filozofski fakultet – Katedra Čakavskog sabora Grobnišćine, 2012.
- Lukežić, I., Zajednička povijest hrvatskih narječja, 2. Morfologija. Rijeka: Hrvatska sveučilišna naklada – Filozofski fakultet – Katedra Čakavskog sabora Grobnišćine, 2015.
- Moguš, M., Čakavsko narječje, Školska knjiga, Zagreb, 1977.
- Šimunović, P., Einführung, u: Hraste, M. – Šimunović, P., Čakavisches-deutsches Lexikon, I, 1979, pp. XII–XLVII.
- Šimunović, P., Dijalekatske značajke buzetske regije, Istarski mozaik, 8, 5, 1970, pp. 35–49.
- Vranić, S., Čakavski ekavski dijalekt: sustav i podsustavi, Biblioteka časopisa Fluminensia, Odsjek za kroatistiku Filozofskoga fakulteta u Rijeci, Rijeka, 2005.
- Vranić, S., Govori sjeverozapadnoga makrosustava na otoku Pagu, 2. Morfologija, Rijeka, 2011.
- Vulić, S., Tvorba imenica u gradišćanskohrvatskim čakavskim govorima, doktorska disertacija u rukopisu, Rijeka, 2005.
- Zubčić, S., Akcenatski tipovi imenica i glagola u sjeverozapadnim čakavskim govorima (sinkronijski i dijakronijski aspekt), doktorska disertacija u rukopisu, Rijeka, 2006.
- Barac-Grum, V., Kalinski, I., Lončarić, M., Zečević, V.: Zagrebački kaj, Institut za hrvatski jezik i jezikoslovlje, Zagreb, 1998.
- Blažeka, Đ., Međimurski dijalekt : hrvatski kajkavski govori Međimurja, Matica hrvatska – Ogranak u Čakovcu, Čakovec, 2008.
- Brozović, D.: Kajkavsko narječje, u: Brozović, D. – Ivić, P., Jezik srpskohrvatski / hrvatskosrpski / hrvatski ili srpski, Jugoslavenski leksikografski zavod "Miroslav Krleža", Zagreb, 1988, pp. 80–99.
- Finka, B.: O Rječniku hrvatskoga kajkavskoga književnog jezika, u: Rječnik hrvatskoga kajkavskoga književnog jezika, knj. 1., svezak I, Zagreb, 1984, pp. 7–10.
- Houtzagers, H. P. The Kajkavian Dialect of Hideség and Fertőhomok, Rodopi, Amsterdam – Atlanta, 1999.
- Ivšić, S., Jezik Hrvata kajkavaca, Ljetopis JAZU, 48, Zagreb 1936; reprint: Zeprešić 1996.
- Lisac, J., Kajkavsko narječje i njegova proučavanja, Marulić, 35, 2002, pp. 81–88.
- Lončarić, M., Kajkavsko narječje, Školska knjiga, Zagreb, 1996.
- Pronk, Tijmen. 2010. Rani razvoj goranskih govora. Rasprave 36/1: 97–133. Institut za hrvatski jezik i jezikoslovlje. Zagreb.
- Putanec, Valentin. 2000. Primjeri u hrvatskom jeziku za etimološki inicijalnu metatezu sonanata, Filologija, 35, pp. 95–98.
- Šojat, A., Zasade rječnika hrvatskih kajkavskih govora, Hrvatski dijalektološki zbornik, 7, 1985, pp. 337–361.
- Težak, S., Dokle je kaj prodro na čakavsko područje?, Hrvatski dijalektološki zbornik, 5, 1981, pp. 169–200.
- Vermeer, W. R., The rise and fall of the Kajkavian vowel system, Studies in Slavic and General Linguistics, 3, 1983, pp. 439–477.
- Brozović, D., O problemu ijekavskoščakavskog (istočnobosanskog) dijalekta, Hrvatski dijalektološki zbornik, 2, 1966, pp. 119–208.
- Brozović, D – P. Ivić, Jezik, srpskohrvatski/hrvatskosrpski, hrvatski ili srpski, Jugoslavenski leksikografski zavod "Miroslav Krleža", Zagreb, 1988.
- Ivšić, S., Današnji posavski govor, Rad JAZU, 196, pp. 125–254, 197, pp. 9–138, 1913.
- Halilović, S., Govorni tipovi u međuriječju Neretve i Rijeke Dubrovačke, Bosanskohercegovački dijalektološki zbornik, 7, 1996, pp. 1–286.
- Lisac, J., Hrvatska dijalektologija 1, Hrvatski dijalekti i govori štokavskog narječja i hrvatski govori torlačkog narječja, Golden marketing – Tehnička knjiga, Zagreb, 2003.
- Šimundić, M., Govor Imotske krajine i Bekije, Djela ANUBiH, 26, 1971.

1.11. Optional/additional literature (at the time of submission of study programme proposal)

- Barac-Grum, V., Čakavsko-kajkavski govorni kontakt u Gorskom kotaru, Izdavački centar Rijeka, Rijeka, 1993.
- Finka, B., Dugotočki čakavski govori, Hrvatski dijalektološki zbornik, 4, 1977, pp. 7–178.
- Hamm, J. i dr., Govor otoka Suska, Hrvatski dijalektološki zbornik, 1, 1956, pp. 7–213.
- Houtzagers, H. P., The Čakavian Dialect of Orlec on the island of Cres, Rodopi, Amsterdam, 1985.
- Hraste, M., Govori jugozapadne Istre, Hrvatski dijalektološki zbornik, 2, 1966, pp. 5–28.
- Hraste, M., Ikavski govori sjeverozapadne Istre, Filologija, 5, 1967, pp. 61–74.
- Kalsbeek, J., The Čakavian Dialect of Orbanici near Žminj in Istria, Rodopi, Amsterdam – Atlanta 1998.



- Lisac, J., Fonološke značajke buzetskog dijalekta, Čakavska rič, 2, 2001, pp. 13–22.
- Lukežić, I., Trsatsko-bakarska i crikvenička čakavština, Izdavački centar Rijeka, Rijeka 1996.
- Lukežić, I., Govori Klane i Studene, Libellus, Crikvenica, 1998.
- Lukežić, I. – Turk, M., Govori otoka Krka, Libellus, Crikvenica, 1998.
- Moguš, M., Današnji senjski govor, Senjski zbornik, 2, 1966, pp. 5–152.
- Neweklowsky, G., Hrvatska narječja u Gradišću i susjednim krajevima, u: Povijest i kultura gradišćanskih Hrvata, 1995, pp. 431–464.
- Pliško, L., Govor Barbanštine, Filozofski fakultet u Puli, Pula, 2000.
- Vranić, S., Govori sjeverozapadnoga makrosustava na otoku Pagu, 1. Fonologija, Matica hrvatska Ogranak Novalja, Rijeka 2002.
- Vulić S. – Petrović, B., Govor Hrvatskoga Groba u Slovačkoj, Korabljica, 5, Zagreb, 1999.
- Junković, Z., Jezik Antuna Vramca i podrijetlo kajkavskoga dijalekta. Rad JAZU, 363, 1972, pp. 1–229.
- Kapović, M., Čakavsko i kajkavsko u donjosutlanskoj akcentuaciji (na primjeru govora Drinja), Hrvatski dijalektološki zbornik, 15, 2009, pp. 195–209.
- Lisac, J., Prošlost i sadašnjost goranskoga dijalektnoga stanja, u: Hrvatski dijalekti i jezična povijest, Matica hrvatska, Zagreb, 1996. // Goransko dijalektno stanje u prošlosti i sadašnjosti. Hrvatski dijalektološki zbornik, 10, 1997, pp. 155–161.
- Lončarić, M., Kajkaviana & alia, Institut za hrvatski jezik i jezikoslovlje, Zagreb 2005. (i bibliografija navedena u knjizi)
- Pronk, T., Rani razvoj goranskih govora, Rasprave Instituta za hrvatski jezik i jezikoslovlje, 36/1, 2010, pp. 97–133.
- Šojat, A., Položaj turopoljskih govora u hrvatskoj kajkavštini, Zbornik za filologiju i lingvistiku, X, 1967, pp. 147–153.
- Šojat, A., Pregled rada na istraživanju i obrađivanju kajkavskog narječja u poslijeratnom razdoblju, Hrvatski dijalektološki zbornik, 6, 1982, pp. 9–16.
- Zečević, V., Fonološke neutralizacije u kajkavskom vokalizmu, Zavod za hrvatski jezik, Zagreb 1993.
- Brozović, D., Suvremeno štokavsko narječje kao plod konvergentnoga jezičnog razvoja, Hrvatski dijalektološki zbornik, 7-1, 1985, pp. 59–71.
- Brozović, D., Dva moguća fonološka tumačenja prozodijskoga sustava u Cavtatskome govoru, Croatica et Slavica Iadertina, 1, 2005, pp. 19–30.
- Finka, B. – Šojat, A., Hrvatski ekavski govori jugozapadno od Vinkovaca, Radovi Centra za znanstveni rad JAZU, Vinkovci, 3, 1975, pp. 5–131.
- Jozić, Ž., Najstariji naglasni tip posavskoga govora danas, Rasprave Instituta za hrvatski jezik i jezikoslovlje, 30, 2004, pp. 73–83.
- Lehiste, I. – Ivić, P., Fonetska analiza jedne slavonske akcentuacije, Naučni sastanak slavista u Vukove dane, 6/1, 1976, pp. 67–83.
- Lukežić, I. Štokavsko narječje (nacrtno sveučilišnih predavanja), Radovi Zavoda za slavensku filologiju, 32, 1998, pp. 117–135.
- Lukežić, I., Čakavsko u štokavskome govoru Imotske krajine, Čakavska rič, 1-2, 2003., pp. 5–25.
- Okuka, M., Govor Rame, Svjetlost, Sarajevo, 1983.
- Rešetar, M., Najstariji dubrovački govor, Glas SAN, 201, 1951, pp. 1–47.
- Šimunović, P., Toponimijsko-dijalekatski prinosi s Mljeta. Prilog rješavanju dijalekatskog supstrata Dubrovačkog otočja, Filologija, 6, 1970, pp. 237–245.
- Vukušić, S., Naglašavanje posavskoga govora prema zapadnom novoštokavskom naglašavanju (ikavaca), Filologija, 11, 1982-1983, pp. 361–380.
- Zima, L., Njekoje, većinom sintaktične razlike između čakavštine, kajkavštine i štokavštine, Zagreb 1887.

Monographs and dictionaries of organic idioms or speech groups
This list is updated with more recent works and publications

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student evaluation of the course and lectures, working methods; analysis of the themed-workshop, peer evaluation based on students' participation on seminars, project participation, assessment of oral presentation on the assigned topic, participation



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and familiarity with mandatory and optional literature, exam grade.



3.2. Course Description

General Information		
Course instructor	Dunja Brozović Rončević, PhD	
Name of the course	Onomastics	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	compulsory	
Year of study	2nd	
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	6+0+6

1. COURSE DESCRIPTION

1.1. Course objectives

The objective of the course is familiarising students with the foundation of onomastics in order to understand the importance of studying names as linguistic monuments of material and spiritual culture and linguistic history of the people that created those names, and the people that use those names as their culture and linguistic heritage. Particular focus is put on the linguistic contacts in Croatia and Europe that are "hiding" behind the onomastic information.

1.2. Course enrolment requirements and entry competences required for the course

1.3. Expected course learning outcomes

discovery of linguistic history and awareness of the people that created those names, as well as the people that use those names as their culture and linguistic heritage

1.4. Course content

Onomastics is the study that focuses on the examination and interpretation of names. Names, as the oldest linguistic monuments, preserve in their essence and content many non-linguistic features, as well. Both in subject matter and methodology, onomastics relies on non-linguistic reality: on geographical area and its identification, on historical, anthropological, demographic, economic and other circumstances in which a name has been created. Since the names are much more "resilient" than the appellatives in terms of safeguarding older linguistic features, they are commonly a reliable indicator in the analysis of older linguistic features and layers, for which often there are no other material records. The subject matter of onomastics are geographical names (toponyms) human names (anthroponyms), names of peoples and ethnical groups (ethnonyms); but also all other names that people use to name the world around them (animal names, ship names, company and product names, etc.)

1.5. Manner of instruction

<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> Individual assignments
<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
<input type="checkbox"/> exercises	<input type="checkbox"/> laboratories
<input type="checkbox"/> distance learning	<input checked="" type="checkbox"/> mentorship
<input checked="" type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> other: consultations

1.6. Comments



1.7. Student responsibilities

active class participation, individual research, seminar paper; project assignment, presentation, literature overview, oral exam

1.8. Monitoring of student work (through appropriate proportion of ECTS credits)

Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							

1.9. Assessment of learning outcomes in class and at the final exam

1.10. Mandatory literature (at the time of submission of study programme proposal)

Frančić, Anđela: Međimurska prezimena, Zagreb: Institut za hrvatski jezik i jezikoslovlje, 2002. (uvodna studija)
 Matasović, R. 1997: O metodologiji onomastičkih istraživanja (na primjeru keltske onomastike), Folia onomastica Croatica, 6, Zagreb, 89-98.
 Name Studies. An International Handbook of Onomastics, Berlin (de Gruyter): I, 1995; II, 1996 (odabrana poglavlja)
 Šimunović, P. 2005: Toponimija hrvatskoga jadranskog prostora, Zagreb : Golden marketing – Tehnička knjiga (odabrana poglavlja).
 Šimunović, P. 1995: Hrvatska prezimena, Zagreb : Golden Marketing (odabrana poglavlja)

1.11. Optional/additional literature (at the time of submission of study programme proposal)

Brozović Rončević, Dunja 1997: Važnost hidronimije za proučavanje slavenske etnogeneze. Filologija, 29, Zagreb, 1-24.
 Koß, Gerhard: 2002: Namenforschung: Eine Einführung in die Onomastik», Max Niemeyer Verlag.
 Peti, Mirko 1999. O tzv. sadržaju imena, Folia onomastica croatica 8, 97-122.
 Časopis: Folia onomastica Croatica, HAZU, Zagreb (odabrani članci)

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student evaluation of the course and lectures, participation in the process of choosing seminar papers and project assignments, evaluation of completed seminars and research assignments.



3.2. Course Description

General Information		
Course instructor	Amir Kapetanović, PhD	
Name of the course	Textology	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	compulsory	
Year of study	2nd	
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	4+0+8

1. COURSE DESCRIPTION

1.1. Course objectives

The course objective is to introduce students to the methodology in textology and show them how much it can help in the linguistic research of the Medieval and modern sources. Specific objectives of the course are the development of student competences in relation to the philological interpretation of the sources and the ability to prepare presentations of texts and documents.

1.2. Course enrolment requirements and entry competences required for the course

1.3. Expected course learning outcomes

General: using literature in research work; critical thinking; the ability to work independently and in teams; the ability of using modern e-tools and the media in research work; the ability to write seminar papers and completing project assignments

Specific: familiarity with primary and secondary course readings; the application of knowledge from related philological disciplines; the ability of reading and interpretation of heritage texts.

1.4. Course content

Course content can be described as follows: terminology and definition of textology, historical overview of the European textology with special focus on Croatia; the Lachmann Method. Jagić's textual criticism; current (modern) methods and tendencies in textology; language in text and time; text and society (censorship types), authorisation issues, localisation, date and text attribution; text transfer from source to publication (transliteration, transcription); three Croatian scripts, source choice and type, types of edition; establishing basic text and critical apparatus in a critical edition; philological interpretation of text; genesis and history of a specific text; specificity of textological analysis of the Croatian Medieval and modern sources; paralipmena; from source to corpora to dictionary; from manuscript to electronic text edition.

1.5. Manner of instruction	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> Individual assignments
	<input checked="" type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratories
	<input type="checkbox"/> distance learning	<input checked="" type="checkbox"/> mentorship
	<input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> other: consultations

1.6. Comments

1.7. Student responsibilities



Active participation in class, individual and team research, project assignment; seminar paper; presentation; written and oral exam

1.8. Monitoring of student work (through appropriate proportion of ECTS credits)

Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							

1.9. Assessment of learning outcomes in class and at the final exam

1.10. Mandatory literature (at the time of submission of study programme proposal)

- A. Kapetanović, Jagićeva kritika teksta u hrvatskom i europskom kontekstu, *Filologija* 48, Zagreb, 2007, 65–77.
 A. Kapetanović, Digitalizacija korpusa starohrvatskih tekstova i kritika teksta, *The Future of Information Sciences: INFUTURE2007 – Digital Information and Heritage* (ur. Seljan, Sanja – Stančić, Hrvoje), Odsjek za informacijske znanosti, Filozofski fakultet, Zagreb, 2007, 173–182.
 I. Lukežić, Razvoj i uspostava hrvatskoga jezika u starijim razdobljima, *Fluminensia*, 1-2, Rijeka, 1999, str. 101-142.
 D. Malić, Skrivene veze hrvatske srednjovjekovne glagoljičke, ćirilice i latiničke grafije, *Glagoljica i hrvatski glagolizam* (zbornik), Zagreb/Krk, 2004, 549-560.
 D. Malić, Novija zapažanja o srednjovjekovnoj hrvatskoj latinici, *Filologija*, 34, Zagreb, 2000, 97–128.
 V. Štefanić, *Glagoljski rukopisi JAZU* (samo uvod u 1. knjizi), Zagreb, 1969.
 J. Vončina, Transkripcija hrvatskih latiničkih tekstova 15. i 16. stoljeća, *Radovi Zavoda za slavensku filologiju* 15, Zagreb, 1977, 145-154.
 J. Vončina, *Tekstološka načela za pisanu baštinu hrvatskoga izraza*, Matica hrvatska, Zagreb, 1999.

1.11. Optional/additional literature (at the time of submission of study programme proposal)

- T. Bein, *Textkritik*, Peter Lang, Frankfurt a/m, 2011.
 J. Bratulić, Ediciona praksa hrvatskih istraživača i izdavača srednjovjekovnih tekstova u XIX i XX stoljeću, *Tekstologija srednjovjekovnih južnoslavenskih književnosti* (zbornik), Beograd, 1981, 137–147.
 S. Damjanović, *Slovo iskona*, Zagreb, 2002.
 J. Hamm, *Datiranje glagoljskih tekstova*, *Radovi Staroslavenskog instituta*, 1, Zagreb, 1952, 1–68.
 D. Ivanić, *Osnovi tekstologije*, Narodna knjiga–Alfa, Beograd, 2001.
 A. Kapetanović, Odras najstarije hrvatske pjesmarice (1380.) u petrogradskom Berčićevu zborniku br. 5 (XV. st.), *Colloquia Maruliana XIX*, Split, 2010, 19–29.
 A. Kapetanović, Versificirana biblijska pripovijest o Esteri (XVI. st.) u kontekstu hrvatske srednjovjekovne književne baštine i Marulićeva pjesničkoga kruga, *Colloquia Maruliana XX*, Split, 2011, 5–30.
 M. Moguš – J. Vončina, *Latinica u Hrvata*, *Radovi Zavoda za slavensku filologiju*, 11, Zagreb, 1969, 61-81.
 B. Plachta, *Editionswissenschaft*, Stuttgart, 1997.
 Stipišić, Jakov, *Povijesne pomoćne znanosti u teoriji i praksi*, Školska knjiga, Zagreb, 1972.
 J. Vončina, *Analize starih hrvatskih pisaca*, Split, 1977.
 Žagar, Mateo, *Uvod u glagoljsku paleografiju* 1, IHJJ, Zagreb, 2013.

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student evaluation of the course and lectures; peer evaluation, analysis of the themed workshop.



3.2. Course Description

General Information		
Course instructor	Diana Stolac, PhD / Silvana Vranić, PhD	
Name of the course	Fieldwork and Archival Research	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	compulsory	
Year of study	2nd	
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	4+0+8

1. COURSE DESCRIPTION

1.1. Course objectives

The objective of this course is to introduce students to the methods, principles and methodology of research of different linguistic levels applied in fieldwork research for the final thesis, dissertation and publications by renowned dialectologists, in order for them to be able to have a viable theoretical-methodological research model for their future works. The objective of this course is also to help students choose the appropriate methodology, transcription, questionnaire type, means and aids for fieldwork research necessary for their dissertation thesis, as well as the making of the accompanying dialectal maps. In the segment related to historical linguistic research, the objective is to familiarise them with the possibilities of archival research and textual and manuscript materials.

1.2. Course enrolment requirements and entry competences required for the course

1.3. Expected course learning outcomes

General: development of critical thinking, ability to conduct individual research, topic presentation and discussion.
Specific: ability of collection and classification of dialectological and historical linguistic data and using modern technology and tools in document analysis

1.4. Course content

The content of the course are the theoretical-methodological research and analysis models that the lecturers either have personally designed and applied in their research work, or they suggest them as viable, scientifically-based models. During lectures, theoretical aspects and methodology for finding concrete dialectical data are presented; and during seminars models for fieldwork research and the analysis of the collected material are created, and the collected data is examined. Models are variable and chosen among the following: questionnaire for the Ikavian-Ekavian dialect accentuation research, questionnaire for the Ekavian dialect research, questionnaire for ascertaining the accentuation of the north-west Čakavian vernaculars, regardless of their dialectal background, questionnaire for research of accentual types, other phonological differences, morphological particularities of a specific areal, word formation level and syntactical level, as well lexicological and lexicographical speech level of a specific areal, research models in onomastics, etc.

In a segment related to historical linguistic research, the emphasis is on different methods of approach to textual materials as opposed to written materials. Models are variable and chosen among the following: description of morphology of nouns in Croatian grammars in the period leading to the Croatian National Revival; comparative analysis of several grammars by the same author (for example: Šime Starčevića and Dragutina Antuna Parčića); syntactostylistic analysis of grammars leading up to the Croatian National Revival, or chosen text belonging to the written heritage; terminology analysis. Models will be assigned to this course as electives, and by choosing the course which will function as their PhD dissertation and by fulfilling the assignments, students will collect the number of credits allocated to this course.



1.5. Manner of instruction		<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> distance learning <input checked="" type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> Individual assignments <input type="checkbox"/> multimedia and network <input checked="" type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input checked="" type="checkbox"/> other: consultations
1.6. Comments			
1.7. Student responsibilities			
Regular attendance and active participation in class and seminars, passed oral exam for which the students have to create a model, which includes completed fieldwork research and analysis of the collected material, i.e. seminar paper based on fieldwork research (for the dialectological segment), and seminar paper based on the textological research (for the historical linguistic segment); as well as the oral exam that tests the familiarity with the read literature.			
1.8. Monitoring of student work (through appropriate proportion of ECTS credits)			
Class attendance		Class participation	
Written exam		Oral exam	
Project			
Portfolio			
		Seminar paper	
		Essay	
		Report	
			Experimental work
			Research
			Practical work
1.9. Assessment of learning outcomes in class and at the final exam			
1.10. Mandatory literature (at the time of submission of study programme proposal)			
Brozović, D., O fonetskoj transkripciji, u: Fonološki opisi, Sarajevo, 1981, str. 17-25. Finka, B., Naputak za istraživanje i obrađivanje čakavskih govora, Hrvatski dijalektološki zbornik, 3, 1973, 5-76. Ivšić, S., Nacrt za istraživanje hrvatskih i srpskih narječja, Zagreb, 1914. Lončarić, M., Sustavi u dijalektologiji, u: Kaj jučer i danas, 1990, 11-29. Lukežić, I., Teorijske i metodološke postavke za izradbu rječnika grobničkog govora, Grobnički zbornik, 3, 1994, 64-70. Moguš, M., O mogućnostima kompjutorske obrade dijalekatskih podataka, Hrvatski dijalektološki zbornik 5, 1981, 19-22. Moguš, M., Nacrt za rječnik čakavskoga narječja, Hrvatski dijalektološki zbornik, 7, 1, 1985, 319-336. Šojat, A., Zasade rječnika hrvatskih kajkavskih govora, Hrvatski dijalektološki zbornik, 7, 1, 1985, 337-361. Druge bibliografske jedinice donosi svaki nositelj teorijsko-metodološkoga istraživačkoga i obradbenoga modela za svoj kolegij (istraživački kolegij). Additional literature is decided by each lecturer for their specific course For the historical linguistic segment, the literature is agreed upon in relation to a specific assignment			
1.11. Optional/additional literature (at the time of submission of study programme proposal)			
Additional literature is agreed upon with students in relation to a specific assignment.			
1.12. Number of assigned reading copies in relation to the number of students currently attending the course			
Title		Number of copies	Number of students
1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences			
Student evaluation of the course and lectures, peer evaluation, exam grade, evaluation of the suggested and completed seminar and research assignments, analysis of the themed workshop, continuous feedback (teacher-student, student-teacher); defining standards of quality for the specific course..			



3.2. Course Description

General Information		
Course instructor	Georg Holzer, PhD	
Name of the course	Phonetic development from Proto-Slavic to Croatian	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	elective	
Year of study		
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	4+0+0

1. COURSE DESCRIPTION																					
1.1. Course objectives																					
The objective of the course is to introduce students to the reconstruction methods of the Proto-Slavic and the phonemic principles that had turned Proto-Slavic into Croatian, including the accentuation.																					
1.2. Course enrolment requirements and entry competences required for the course																					
1.3. Expected course learning outcomes																					
General: ability to conduct historical-linguistic research Specific: development of the specific abilities that enables language reconstruction and implementation of the phonological principles in lexical reconstruction																					
1.4. Course content																					
The course will systematically follow the development of Croatian from Proto-Slavic in relation to the development the phonological and accentuation system. Material which shows the reconstruction methods and phonological principles. also contains Croatian toponyms, primarily those of the Romance origin																					
1.5. Manner of instruction	<table border="0"> <tr> <td><input checked="" type="checkbox"/></td> <td>lectures</td> <td><input type="checkbox"/></td> <td>Individual assignments</td> </tr> <tr> <td><input type="checkbox"/></td> <td>seminars and workshops</td> <td><input type="checkbox"/></td> <td>multimedia and network</td> </tr> <tr> <td><input type="checkbox"/></td> <td>exercises</td> <td><input type="checkbox"/></td> <td>laboratories</td> </tr> <tr> <td><input type="checkbox"/></td> <td>distance leaning</td> <td><input type="checkbox"/></td> <td>mentorship</td> </tr> <tr> <td><input type="checkbox"/></td> <td>fieldwork</td> <td><input checked="" type="checkbox"/></td> <td>other: consultations</td> </tr> </table>	<input checked="" type="checkbox"/>	lectures	<input type="checkbox"/>	Individual assignments	<input type="checkbox"/>	seminars and workshops	<input type="checkbox"/>	multimedia and network	<input type="checkbox"/>	exercises	<input type="checkbox"/>	laboratories	<input type="checkbox"/>	distance leaning	<input type="checkbox"/>	mentorship	<input type="checkbox"/>	fieldwork	<input checked="" type="checkbox"/>	other: consultations
<input checked="" type="checkbox"/>	lectures	<input type="checkbox"/>	Individual assignments																		
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<input type="checkbox"/>	distance leaning	<input type="checkbox"/>	mentorship																		
<input type="checkbox"/>	fieldwork	<input checked="" type="checkbox"/>	other: consultations																		
1.6. Comments																					
1.7. Student responsabilités																					
Written exam																					
1.8. Monitoring of student work (through appropriate proportion of ECTS credits)																					
Class attendance		Class participation		Seminar paper		Experimental work															
Written exam		Oral exam		Essay		Research															
Project				Report		Practical work															
Portfolio																					



1.9. Assessment of learning outcomes in class and at the final exam

1.10. Mandatory literature (at the time of submission of study programme proposal)

S. Ivšić, Slavenska poredbena gramatika, Zagreb 1970

A. Leskien, Grammatik der serbo-kroatischen Sprache. Lautlehre – Stammbildung – Formenlehre, Zweite Auflage Heidelberg 1976

G. Holzer, Die Einheitlichkeit des Slavischen um 600 n. Chr. und ihr Zerfall, Wiener Slavistisches Jahrbuch 41 (1995) 55-89

G. Holzer, Zur Rekonstruktion urslavischer Lautungen, u: Prasłowiańszczyzna i jej rozpad, eds. J. Rusek i W. Boryś, Warszawa 1998, 57-72

G. Holzer, Zur Auswertung von Toponymen antiken Ursprungs für die kroatische Lautgeschichte, Folia onomastica Croatica 8 (1999) 81-96

G. Holzer, Glasovni razvoj hrvatskoga jezika, Zagreb 2011

1.11. Optional/additional literature (at the time of submission of study programme proposal)

G. Holzer, Zur Akzentuierung romanisch vermittelter Gräzismen im Kroatischen, in: E. Stadnik-Holzer (Hrsg.), Baltische und slavische Prosodie. International Workshop on Balto-Slavic Accentology IV (Scheibbs, 2.–4. Juli 2008). Scheibbs Internationaler Sprachhistorische Tage I (= Schriften über Sprachen und Texte 11), Frankfurt am Main 2011, 81-88

G. Holzer, Gli Slavi prima del loro arrivo in Occidente, u: Lo spazio letterario del Medioevo. 3. Le culture circostanti. Direttori: M. Capaldo et alii. Volume III: Le culture slave. A cura di M. Capaldo, Roma 2006, 13-49

G. Holzer, Die Geschichte des Slavischen der Stadt Saloniki bis zum Jahr 863, u: J. Reinhart (Hrsg.), Slavica mediaevalia in memoriam Francisci Venceslai Mareš (= Schriften über Sprachen und Texte 8), Frankfurt am Main 2006, 29-67

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student course evaluation



3.2. Course Description

General Information		
Course instructor	Marinka Šimić, PhD	
Name of the course	Croatian Glagolitic Script	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	elective	
Year of study		
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	4+0+0

1. COURSE DESCRIPTION

1.1. Course objectives

The objective of the course is to introduce students to the beginnings of Slavonic (Slavic) literacy and the oldest Slavonic texts (canonical texts), as well as the oldest orthography – Glagolitic and Cyrillic scripts. The principal objective of the course is to introduce students to the beginnings of Croatian literacy, i.e. the period of Cyril and Methodius, by analysing preserved monuments and records of the period, from epigraphs to manuscripts and printed Glagolitic editions.

1.2. Course enrolment requirements and entry competences required for the course

1.3. Expected course learning outcomes

General: development of critical thinking abilities needed for professional development and career in research
 Specific: notion of the importance of understanding linguistic history, i.e. the development of Croatian literacy and literature; raising awareness of Croatian Medieval culture as the most renowned Glagolitic Slavonic literature; familiarisation with primary and secondary course readings and adopting critical stance about it

1.4. Course content

The base of the programme is the examination and analysis of Croatian literacy beginnings that originated directly from the heritage and tradition of Cyril and Methodius; which can be observed on the preserved monuments: epigraphs (11th century); fragments 12th 13th century), manuscripts, liturgical and non (second half of 14th century – 16th century), printed Glagolitic editions (starting from 1483). Particular focus is put on the language of Croatian Glagolitic texts, liturgical and non-liturgical.

1.5. Manner of instruction	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> Individual assignments
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratories
	<input type="checkbox"/> distance learning	<input checked="" type="checkbox"/> mentorship
	<input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> other: consultations

1.6. Comments

1.7. Student responsibilities

Oral exam

1.8. Monitoring of student work (through appropriate proportion of ECTS credits)



Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							

1.9. Assessment of learning outcomes in class and at the final exam

1.10. Mandatory literature (at the time of submission of study programme proposal)

Damjanović, S. Tragom jezika hrvatskih glagoljaša, Zagreb 1984.
 Damjanović, S. Slovo iskona, Zagreb 2002.
 Fučić, B. Glagoljski natpisi, Zagreb 1982.
 Hercigonja, E. Tropismena i trojezična kultura hrvatskoga srednjovjekovlja, Zagreb 1994.
 Hercigonja, E. Srednjovjekovna književnost, Zagreb 1972.
 Hercigonja, E. Nad iskonom hrvatske knjige, Zagreb 1983.

1.11. Optional/additional literature (at the time of submission of study programme proposal)

Damjanović, S. Jedanaest stoljeća nezaborava, Osijek 1991.
 Mihaljević, M. Generativna fonologija hrvatske redakcije crkvenoslavenskoga jezika, Zagreb 1991.
 Tandarić, J. Hrvatskoglagojska liturgijska književnost, Zagreb 1993.
 Štefanić, V. Glagoljski rukopisi otoka Krka, Zagreb 1960.
 Petrović, I. Marijini mirakuli, Zagreb 1977.
 časopis Slovo i izdanja Staroslavenskoga instituta

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student evaluation of course and lectures, peer evaluation, exam grade



3.2. Course Description

General Information		
Course instructor	Mateo Žagar, PhD	
Name of the course	Grapholinguistics and Philology	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	elective	
Year of study		
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	2+0+2

1. COURSE DESCRIPTION

1.1. Course objectives

The objective of the course is to instruct students about the necessity of adequate distinction between primarily written manifestations and those that show linguistic information transparently; it is also necessary to emphasise the importance of the former.

1.2. Course enrolment requirements and entry competences required for the course

1.3. Expected course learning outcomes

General: development of critical thinking, skills necessary for professional advancement and research career development; presentation and discussion skills.

Specific: development of relation between the advanced theoretical linguistic literature and the possibilities of implementation on the chosen corpora; awareness development about the graphemic and graphitic changes through time and implementing caution in assessments; familiarisation with specialized terminology.

1.4. Course content

The principal intention of the course is to instruct students on the new approaches to studying and analysing the written dimension of literary documents in all three national historical scripts. The abandonment of the traditional way of looking at the script as secondary language dimension, a mere reflection of the oral one, insistence on the equality of both means of linguistic expression, with recognition of the writing process in its entirety, as well insistence on the linguistic foundation in written description, offers new possibilities regarding the periodization and placement of analysed texts, and the reconstruction of expansion of written influences. An integral description of a monument, aside from the description of the physical properties of letter shapes (graphetics), must also entail the description of the modality of writing systems, as well as the description of the "visual surplus", that does not have its direct reflection in the language structure, that is "purely written". Such complete and elaborate approach to writing also includes hereditary, rich, but insufficiently structured palaeographic knowledge. Special attention is given to "the ortho-dimension" of all mentioned levels: the choosing processes of graphemic solutions and their editing.

Using primarily Croatian Glagolitic texts from the 11th, 12th and 13th century as examples and by applying the aforementioned methods, it is attempted to show the directions of establishment and development of the so-called "angular form of Glagolitic script", "the squared Glagolitic script as the principal distinctive feature of this variety is analysed, the Glagolitic "two-side divide" in the 12th century is presented, the concrete written contacts are assessed (the level of preservation of the graphetic pattern of the Greek texts, the influence of Latin graphetics on Glagolitic), how it is possible to notice the different rate of development and standardisation of certain graphetic solutions (by looking at a dynamic 13th century and much "slower" 14th century). Special focus is put on the similar type of research already done on the Old Church Slavonic canonical texts, in Glagolitic and Cyrillic scripts.

Along with familiarising themselves with the basic theoretical literature on grapholinguistics, students will also have to



individually analyse a portion of a Croatian Medieval text on all graphological levels: graphomorphological, graphemic, graphetic.

1.5. Manner of instruction	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> Individual assignments
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratories
	<input type="checkbox"/> distance leaning	<input checked="" type="checkbox"/> mentorship
	<input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> other: consultations

1.6. Comments
Classes will held be in the form of interactive lectures.

1.7. Student responsibilities

Active participation in class; expected preparation for class

1.8. Monitoring of student work (through appropriate proportion of ECTS credits)

Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							

1.9. Assessment of learning outcomes in class and at the final exam

Students will be tested on the basis of lectures and read literature.

1.10. Mandatory literature (at the time of submission of study programme proposal)

Žagar, Mateo: Grafologijistika srednjovjekovnih tekstova, Zagreb 2007, odabrana poglavlja

1.11. Optional/additional literature (at the time of submission of study programme proposal)

Dürscheid, Christa: „Einführung in die Schriftlinguistik“, Wiesbaden 2002
 Eckhardt, Thorvi: “Azbuka. Versuch einer Einführung in das Studium der slavischen Paläographie”, Beč-Köln 1989.
 Gallmann, P.: “Graphische Elemente der geschriebenen Sprache”, Tübingen 1985
 Mareš, F. W.: “A Basic Reform of the Orthography at the Early Period of Croatian-Glagolitic Church Slavonic”, u: Stone, G. i dr.: “The formation of the Slavonic literary languages”, Ohio 1985, 177-181
 Miklas, H.: “Zur Struktur des kyrillisch-alkirchenslavischen (altbulgarischen) Schriftsystems”, u: Palaeobulgarica XII : 3-12, 1988
 Miklas, H.: “Griechisches Schriftdenken und slavische Schriftlichkeit / Glagolica und Kyrillica zwischen Verschriftung und Verschriftlichung”, u: Ehler, Ch. i Schaefer, U. (ur.) – “Verschriftung und Verschriftlichung; Aspekte des Medienwechsels in verschiedenen Kulturen und Epochen” Tübingen 1988, 132-155
 Velčeva, B.: “Glagolica, Kyrillica, Orthographie und Sprache”, u: Trost, K. – Völkl, E. – Wedel, E. (ur.): Symposium Methodianum /Beiträge der Internationalen Tagung in Regensburg, Regensburg - 17. bis 24. April 1985 zum Gedenken an den 1100. Todestag des hl. Method/, Neuried 1988, str. 703-708

This list is updated with recent works.

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences



3.2. Course Description

General Information		
Course instructor	Marija Turk, PhD	
Name of the course	Linguistic Borrowing in the Croatian Language	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	elective	
Year of study		
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	4+0+0

1. COURSE DESCRIPTION																					
1.1. Course objectives																					
The course objective is to introduce students to lexical innovations created as a result of calquing.																					
1.2. Course enrolment requirements and entry competences required for the course																					
1.3. Expected course learning outcomes																					
Understanding the notion of a particular lexical enrichment by semantic and word formation innovations, as well as the notion active stance towards foreign models, adopting a critical stance towards foreign language influences.																					
1.4. Course content																					
Calque as a form of linguistic borrowing. Linguistic purism in the history of Croatian language and activation of own potentials in finding solutions for new expressions. Classification of calques according to manner of transfer. Classification of calques based on the linguistic level they belong to. Foreign languages as models for calque patterns. Roles of intermediary languages. Calques formed in different periods. Calques and Croatian bilingual and multilingual lexicography.																					
1.5. Manner of instruction	<table border="0"> <tr> <td><input checked="" type="checkbox"/></td> <td>lectures</td> <td><input checked="" type="checkbox"/></td> <td>Individual assignments</td> </tr> <tr> <td><input type="checkbox"/></td> <td>seminars and workshops</td> <td><input type="checkbox"/></td> <td>multimedia and network</td> </tr> <tr> <td><input type="checkbox"/></td> <td>exercises</td> <td><input type="checkbox"/></td> <td>laboratories</td> </tr> <tr> <td><input type="checkbox"/></td> <td>distance learning</td> <td><input type="checkbox"/></td> <td>mentorship</td> </tr> <tr> <td><input type="checkbox"/></td> <td>fieldwork</td> <td><input type="checkbox"/></td> <td>other: consultations</td> </tr> </table>	<input checked="" type="checkbox"/>	lectures	<input checked="" type="checkbox"/>	Individual assignments	<input type="checkbox"/>	seminars and workshops	<input type="checkbox"/>	multimedia and network	<input type="checkbox"/>	exercises	<input type="checkbox"/>	laboratories	<input type="checkbox"/>	distance learning	<input type="checkbox"/>	mentorship	<input type="checkbox"/>	fieldwork	<input type="checkbox"/>	other: consultations
<input checked="" type="checkbox"/>	lectures	<input checked="" type="checkbox"/>	Individual assignments																		
<input type="checkbox"/>	seminars and workshops	<input type="checkbox"/>	multimedia and network																		
<input type="checkbox"/>	exercises	<input type="checkbox"/>	laboratories																		
<input type="checkbox"/>	distance learning	<input type="checkbox"/>	mentorship																		
<input type="checkbox"/>	fieldwork	<input type="checkbox"/>	other: consultations																		
1.6. Comments																					
1.7. Student responsibilities																					
Creation of individual assignments and oral exam																					
1.8. Monitoring of student work (through appropriate proportion of ECTS credits)																					
Class attendance	Class participation	Seminar paper	Experimental work																		
Written exam	Oral exam	Essay	Research																		
Project		Report	Practical work																		
Portfolio																					
1.9. Assessment of learning outcomes in class and at the final exam																					



1.10. Mandatory literature (at the time of submission of study programme proposal)

Muhvić-Dimanovski, V.: Prevedenice – jedan oblik neologizama. Rad HAZU, 446, Zagreb, 1992., 93 -205.

Sočanac i dr. Hrvatski jezik u dodiru s europskim jezicima. Nakladni zavod Globus, Zagreb, 2005.

Thomas, G.: Linguistic Purism. Longman, London-NewYork, 1991.

Turk, M. Jezično kalkiranje u teoriji i praksi. Prilog lingvistici jezičnih dodira. Hrvatska sveučilišna naklada i Filozofski fakultet Sveučilišta u Rijeci, Zagreb, 2013.

This list is updated with recent works.

1.11. Optional/additional literature (at the time of submission of study programme proposal)

Nyomárkay, I.: Ungarische Vorbilder der kroatischen Spracherneuerung, Akadémiai Kiadó, Budapest, 1989., 245 str.

Pranjeković, I.: Hrvatski i klasični jezici. Zbornik Zagrebačke slavističke škole, Zagreb, 2001., 156-163.

Rammelmeyer, M.: Die deutschen Lehnübersetzungen im Serbokroatischen. Franz Steiner Verlag GMBH, Wiesbaden, 1975., 319 str.

This list is updated with recent works.

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student evaluation of the course, peer evaluation, exam grade, evaluation of the suggested and completed research assignments, defining standards of quality for the specific course.



3.2. Course Description

General Information		
Course instructor	Amir Kapetanović, PhD	
Name of the course	Croatian Morphology from a Diachronic Perspective	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	elective	
Year of study		
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	2+2+0

1. COURSE DESCRIPTION		
1.1. Course objectives		
<p>The objective of the course is to offer a concise overview of the historical development of Croatian morphology, both typologically and within the Slavic (Slavonic) context; as well as to develop competencies for linguistic and philological interpretation of historical linguistic materials.</p>		
1.2. Course enrolment requirements and entry competences required for the course		
1.3. Expected course learning outcomes		
<p>General: critical thinking, ability to use literature and computer programmes in research, teamwork skills, individual interpretation of materials. Specific: familiarisation with primary and representative secondary literature, implementation of skills from other related philological disciplines, ability to interpret linguistic structure of historical texts.</p>		
1.4. Course content		
<p>On a few examples from the oldest and modern texts, morphological, morphological (derivational and inflectional) and morphosyntactic issues will be analysed and Croatian morphologic categories will be positioned in relation to the Slavonic context and the diachronic aspect. A distinction will be made between "promjenjivih vrsta riječi" (word forms that change), and "nepromjenjivih vrsta riječi" (invariable word forms), problems in linguistically and philological interpretation of historical linguistic materials. An overview of the verb and noun forms in the Croatian language through history (11th – 20th century), will serve as the foundation for observing and analysing important developmental tendencies and dialectal differentiations, as well as the relation between Croatian and Old Church Slavonic in language realization. Particular focus will be put on verbs as well as the specificities in word formation according to periods. Group exercises and individual assignments will enable practicing and repetition of the acquired skills and knowledge, as well as the interpretation of the Croatian written heritage.</p>		
1.5. Manner of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> distance learning <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> Individual assignments <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input type="checkbox"/> mentorship <input checked="" type="checkbox"/> other: consultations
1.6. Comments		



1.7. Student responsibilities

Active participation in class, assignment solving

1.8. Monitoring of student work (through appropriate proportion of ECTS credits)

Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							

1.9. Assessment of learning outcomes in class and at the final exam

1.10. Mandatory literature (at the time of submission of study programme proposal)

M. Haspelmath; A. D. Sims, Understanding Morphology, Hodder Education, 2010.

I. Lukežić, Zajednička povijest hrvatskih narječja 2: Morfologija, Zagreb, Hrvatska sveučilišna naklada – Filozofski fakultet Rijeka – Katedra Čakavskoga sabora Grobinštine, Zagreb, 2015.

I. Marković, Uvod u jezičnu morfologiju, Disput, Zagreb, 2012.

R. Matasović, Poredbeno povijesna gramatika hrvatskoga jezika, Matica hrvatska, Zagreb, 2008.

M. Mihaljević, Slavenska poredbena gramatika 2: Morfologija, Prozodija, Slavenska pradomovina, Školska knjiga, Zagreb, 2014.

1.11. Optional/additional literature (at the time of submission of study programme proposal)

B. Comrie, Aspect: An Introduction to the study of verbal aspect and related problems, London – New York – Melbourne: Cambridge University Press, 1976.

B. Comrie, Tense, Cambridge University Press, 1985.

B. Comrie, Aspect in Slavic and neighboring languages, in: Sprach- und Kulturkontakte im Polnischen (Specimina Philologiae Slavicae, Supplementband 23), Verlag Otto Sagner, München, 1987.

P. Ivić, Srpskohrvatski padežni sistem u dijahroniji i dijatopiji, u: O jeziku nekadašnjem i sadašnjem. – Beograd – Priština: BIGZ, Jedinstvo, 1990.

S. Ivšić, Morfologija, u: Slavenska poredbena gramatika, Školska knjiga, Zagreb, 1970.

A. Kapetanović, Morfosintaktička obilježja, gramatičko i obavijesno ustrojstvo najstarijih hrvatskih epigrafskih glagoljčnih tekstova (XI.–XV. st.), Zbornik radova s Međunarodnog znanstvenog skupa o životu i djelu akademika Branka Fučića (1920. – 1999.) "Az grišni diak Branko prdivkom Fučić", Zagreb, 2011, 391–400.

J. Vončina, Analize starih hrvatskih pisaca, Čakavski sabor, Split, 1977.

J. Vončina, Jezičnopovijesne rasprave, Sveučilišna naklada Liber, Zagreb, 1979.

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student evaluation of the course and lectures; peer evaluation, continuous feedback (teacher-student, student-teacher).



3.2. Course Description

General Information		
Course instructor	Anastazija Vlastelić, PhD	
Name of the course	Historical syntax	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	elective	
Year of study		
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	2+0+2

1. COURSE DESCRIPTION		
1.1. Course objectives		
The objective of the course is to familiarise students with basic principles and methodology of syntactic research as a part of the historical linguistic research.		
1.2. Course enrolment requirements and entry competences required for the course		
1.3. Expected course learning outcomes		
General: development of critical thinking, skills necessary for professional advancement and research career development (individual work, planning and time management skills); topic presentation and discussion skills. Specific: awareness about the importance of understanding of standardisation processes before the period of the Croatian National Revival; familiarity with and critical stance towards compulsory and elective course readings; the ability to approach syntactic research; the ability to read language policy sub-texts in linguistic descriptions of different methodological approaches.		
1.4. Course content		
The basis of the programme includes the analysis of syntactical processes in Croatian grammars, with emphasis on grammars leading up to the Croatian National Revival. Correlation is established between them and Latin grammatical descriptions. Development of approach to syntax from incidental remarks to complete books with syntactic subject matter. The point of origin of sorts is the analysis of Kašić's grammar, and in agreement with the students, other grammars are chosen for research		
1.5. Manner of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> distance learning <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> Individual assignments <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input checked="" type="checkbox"/> other: consultations
1.6. Comments	Themed workshop planned.	
1.7. Student responsibilities		
Active participation in class; expected preparation for class, individual research, seminar paper, project assignment, team research, presentation		



1.8. Monitoring of student work (through appropriate proportion of ECTS credits)

Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							

1.9. Assessment of learning outcomes in class and at the final exam

1.10. Mandatory literature (at the time of submission of study programme proposal)

Katičić, R., Gramatika Bartola Kašića, RAD JAZU 388, Zagreb 1981, str. 5-129.
 Stolac, D., Metodološki problemi u istraživanju sintakse u starim hrvatskim gramatikama, Fluminensia, br. 1-2, Rijeka 2004., str. 31-43.
 Stolac, D. Sintaksa u hrvatskim gramatikama u 20. st., Rasprave Instituta za hrvatski jezik i jezikoslovlje, god. 31, Zagreb 2005., str. 249-276.

1.11. Optional/additional literature (at the time of submission of study programme proposal)

Kašić, B. Institutionum linguae illyricae libri duo / Osnove ilirskoga jezika u dvije knjige, pretpisak, Zagreb 2002.
 Lukšić, I. – Pranjčić, M. – Vlastelić, A., Sintaktičke značajke franjevačke koine u djelima fra Emerika (Mirka) Pavića, Radovi Zavoda za znanstveni i umjetnički rad u Požegi; Zagreb – Požega, 2015., str. 105 – 123.
 Stolac, D., Sintaksa Bartola Kašića, Fluminensia, god. 3, br. 1-2, Rijeka, 1991, str. 77-81.
 Stolac, D. – Holjevac, S., Kašićeva sintaksa, Drugi hrvatski slavistički kongres, knj. 1 (Zbornik radova), Zagreb, 2001, str. 157-162.
 Tafra, B., Gramatika u Hrvata i Vjekoslav Babukić, Zagreb 1993.
 Vlastelić, A., Opis atributa u hrvatskim gramatikama od početaka do kraja 19. stoljeća, doktorska disertacija u rukopisu, Zagreb, 2012.
 Grammars
 This list is updated with recent works.

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student evaluation of the course; evaluation of suggested and completed seminar and research assignments, analysis of the themed workshop.



3.2. Course Description

General Information		
Course instructor	Amir Kapetanović, PhD	
Name of the course	Čakavian literary language	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	elective	
Year of study		
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	2+2+0

1. COURSE DESCRIPTION		
1.1. Course objectives		
The objective of the course is the acquisition of knowledge about the main features of the Čakavian literary language in the Renaissance century. Specific objective of the course is the development of the abilities of students for individual philological interpretation of the language of the Čakavian Renaissance texts.		
1.2. Course enrolment requirements and entry competences required for the course		
1.3. Expected course learning outcomes		
General: ability to use literature in research, development of critical thinking, individual and teamwork skills, development of scientific reasoning by doing written assignments (practical work) Specific: familiarisation with primary and secondary literature related to the course, implementation of skills from other related philological disciplines, ability to read and philologically interpret the Croatian Čakavian Renaissance texts.		
1.4. Course content		
The concise way to describe content of the course could be as follows: sociolinguistic features of the Čakavian literary idiom in the Renaissance century, Renaissance productivity in the Čakavian dialect, Čakavian authors and expression, Čakavian written sources (printed books, manuscript collections, inscriptions and graffiti), the principal structural linguistic characteristics of the literary Čakavian dialect in 16th century (phonology, morphology, syntactic use and meaning of forms, constructions and sentences) lexicon and phraseology, linguostylistic stratification of the Čakavian dialect in 16th century.		
1.5. Manner of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> distance learning <input type="checkbox"/> fieldwork	<input type="checkbox"/> Individual assignments <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input type="checkbox"/> mentorship <input type="checkbox"/> other: consultations
1.6. Comments		
1.7. Student responsibilities		
active participation in class; small individual research in the form of practical assignment, oral exam		
1.8. Monitoring of student work (through appropriate proportion of ECTS credits)		



Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							

1.9. Assessment of learning outcomes in class and at the final exam

1.10. Mandatory literature (at the time of submission of study programme proposal)

Kapetanović, Amir, Najstarije hrvatsko pjesništvo, uvod u knjizi: Kapetanović, Amir, Malić, Dragica i Štrkalj Despot, Kristina, Hrvatsko srednjovjekovno pjesništvo: pjesme, plačevi i prikazanja na starohrvatskom jeziku, Biblioteka Hrvatska jezična riznica, Niz Starohrvatska vrela, Institut za hrvatski jezik i jezikoslovlje, Zagreb, XV–LX.

Kapetanović, Amir, Die štokavische Schriftsprache der Čakaver im 17. und 18. Jahrhundert, Dalmatien als europäischer Kulturraum, Ur. W. Potthoff, A. Jakir, M. Trogrlić, N. Trunte, Filozofski fakultet u Splitu - Odsjek za povijest, Split, 2010, 211–217.

Kapetanović, Amir, Čakavski hrvatski književni jezik, Povijest hrvatskoga jezika 2: 16. stoljeće, ur. A. Bičanić, R. Katičić, J. Lisac, Croatica, Zagreb, 2011, 77–123.

Kapetanović, Amir, Dijatopijske varijacije starohrvatske književne čakavštine, Hrvatski dijalektološki zbornik 18, Zagreb, 2013, 163–174.

Milan Moguš, Povijest hrvatskoga jezika, Nakladni zavod Globus, Zagreb, 1995, str. 53–79.

Vončina, Josip, Jezična baština: lingvistička hrestomatija hrvatske književnosti od kraja 15. do početka 19. stoljeća, Književni krug, Split, 1988. [uvod o čakavskom književnom tipu i analize renesansnih čakavskih tekstova]

1.11. Optional/additional literature (at the time of submission of study programme proposal)

Glavan, Vjenceslav, Kongruencija u jeziku starih čakavskih pisaca, Južnoslovenski filolog 7, Beograd, 1928–1929, str. 111–159.

Kapetanović, Amir, Govorni činovi i formalna/neformalna komunikacija u hrvatskim renesansnim poslanicama, Colloquia Maruliana 18, Split, 2009, str. 121–133.

Kapetanović, Amir, Reflections of Church Slavonic-Croatian diglossia on the Baška tablet: a new contribution concerning its language and linguistic layers, Zeitschrift für Slawistik 60 (3), 2015, 335–365.

Lisac, Josip, Refleksi jata u jeziku J. Barakovića u usporedbi s jezikom P. Zoranića, Zadarska revija (posebno izdanje: Jurju Barakoviću o tristopedesetoj obljetnici smrti), Zadar, 1979, str. 39–59.

Malić, Dragica, Jezik najstarije hrvatske pjesmarice, Znanstvena biblioteka HFD-a 1, 1972, Zagreb.

Malić, Dragica, Povaljska listina kao jezični spomenik, Znanstvena biblioteka, HFD-a 17, Zagreb, 1988.

Malić, Dragica, Na izvorima hrvatskoga jezika, Hrvatska jezična baština, 2, Matica hrvatska, Zagreb, 2002.

Mladenović, Aleksandar, Jezik Petra Hektorovića, Matica srpska, Novi Sad, 1968.

Moguš, Milan, O Marulićevoj frazeologiji, Colloquia Maruliana 3, Split, 1994, str. 133–138.

Vončina, Josip, O izvorima i jezičnim slojevima Lucičeve Robinje, Dani hvarskog kazališta III: Renesansa, Književni krug, Split, 1976, str. 135–184.

Vončina, Josip, Analize starih hrvatskih pisaca, Čakavski sabor, Split, 1977.

Vončina, Josip, Jezičnopovijesne rasprave, Sveučilišna naklada Liber, Zagreb, 1979.

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

student evaluation of the course and classes, peer evaluation, analysis of the themed-workshop; continuous feedback (teacher-student, student-teacher).



3.2. Course Description

General Information		
Course instructor	Ivo Pranjković, PhD	
Name of the course	Language of the Franciscans from Bosnia and Herzegovina	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	elective	
Year of study		
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	2+0+2

1. COURSE DESCRIPTION

1.1. Course objectives

To learn the principle features of the language of the Bosnian Franciscans, from Matije Divković to the end of 19th century (to Friar Grga Martić). To emphasise the particularity in the use of "Bosančica" and Latin script. To mention the works of the Bosnian Franciscans (paricualry Latin grammars and activity of Frair Marijan Šunjić).

1.2. Course enrolment requirements and entry competences required for the course

1.3. Expected course learning outcomes

1.4. Course content

The historical framework of the Franciscans from Bosnia and Herzegovina lasts from 1291, to the end of 19th century Frair Matija Divković. The Franciscans that published their work in Bosančica, The Franciscans that published their work in Latin script (stating with Friar Ivan Bandulavić). Works with religious content. Annals of Bosnian Franciscans. Poetry. Memoirs. Itineraries.

1.5. Manner of instruction	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> Individual assignments
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratories
	<input type="checkbox"/> distance leaning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> other: consultations

1.6. Comments

1.7. Student responsabilities

Oral exam

1.8. Monitoring of student work (through appropriate proportion of ECTS credits)

Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							



1.9. Assessment of learning outcomes in class and at the final exam

1.10. Mandatory literature (at the time of submission of study programme proposal)

J. Jelenić: Kultura i bosanski franjevci, I-II, Sarajevo, 1912-1913.
A. S. Kovačić: Biobibliografija franjevaca Bosne Srebrene, Sarajevo, 1991.
H. Kuna: Hrestomatija starije bosanske književnosti, Sarajevo, 1974.
I. Pranjković: Hrvatski jezik i franjevci Bosne Srebrene, Zagreb, 2000.

1.11. Optional/additional literature (at the time of submission of study programme proposal)

Recent works and older sources (relative to student interest).

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student survey



3.2. Course Description

General Information		
Course instructor	Diana Stolac, PhD	
Name of the course	Croatian Literary Language in the 19 th century	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	elective	
Year of study		
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	2+0+2

1. COURSE DESCRIPTION

1.1. Course objectives

The objective of the course is to introduce students to the methods, principles and methodology of historical linguistic research focusing on the processes of standardisation in the 19th century. This will enable students to understand the choice of the national literary language during the beginning and the middle of 19 the century, as well as the philological doubts throughout the century.

1.2. Course enrolment requirements and entry competences required for the course

1.3. Expected course learning outcomes

General: development of critical thinking, ability to develop skills necessary for a professional growth and a career in research (individual work, planning and time management skills); topic presentation and discussion skills.

Specific: awareness about the importance of understanding of standardisation processes before, during and after the period of the Croatian National Revival: familiarity with and critical stance towards compulsory and elective course readings; the ability to conduct textual research; the ability to read language policy sub-texts.

1.4. Course content

The foundation of the programme is the study of development of the Croatian literary language from of the beginning of 19th century to 1918, (i.e. for certain topics even till the end of 20th century). In studying the 19th century, the focus is on the analysis of solving the philological doubts in relation to the postulates of the philological circles, traditionally known as philological schools, grammatology in 19th century, and creation of the Croatian terminology as an identifying feature. Themed workshops are organized in agreement with the students (suggestions: Rijeka Philological School; Šime Starčević, a grammarian; creation of the Croatian maritime terminology in 19th century).

A working field trip is a visit to Villa Ružić (a visit to the memorial house)

1.5. Manner of instruction	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> Individual assignments
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratories
	<input type="checkbox"/> distance leaning	<input checked="" type="checkbox"/> mentorship
	<input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> other: consultations



1.6. Comments		Themed workshop and working field-trip planned					
1.7. Student responsibilities							
Active participation in class, individual research, seminar, project assignment, team research, presentation							
1.8. Monitoring of student work (through appropriate proportion of ECTS credits)							
Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							
1.9. Assessment of learning outcomes in class and at the final exam							
1.10. Mandatory literature (at the time of submission of study programme proposal)							
Iveković, F. – Broz, I. – Maretić, T. – Rožić, V. – Rešetar, M. – Radić, A. – Andrić, N. – Boranić, D., Jezikoslovne rasprave i članci, Stoljeća hrvatske književnosti, Zagreb 2001. Kurelac, F. – Šulek, B. – Pacel, V. – Veber Tkalčević, A., Jezikoslovne rasprave i članci, Stoljeća hrvatske književnosti, Zagreb 1999. Povijest hrvatskoga jezika, knj. 4 (19. stoljeće), gl. urednik A. Bičanić, Zagreb 2015. Stolac, D. Riječki filološki portreti, Rijeka 2006. Vince, Z., Putovima hrvatskoga književnog jezika, Zagreb 3 2002. Vončina, J., Preporodni jezični temelji, Zagreb 1993.							
1.11. Optional/additional literature (at the time of submission of study programme proposal)							
Brozović, D., Standardni jezik, Zagreb 1970. Ham, S., Jezik zagrebačke filološke škole, Osijek 1998. Jonke, Lj, Hrvatski književni jezik 19. i 20. stoljeća, Zagreb 1971. Moguš, M., Povijest hrvatskoga književnoga jezika, Zagreb 1993. Stolac, D., Hrvatsko pomorsko nazivlje, Rijeka 1998. Stolac, D. – Grahovac-Pražić, V., Šime Starčević - od riči do Ričoslovja, Gospić 2015. Tafra, B., Gramatika u Hrvata i Vjekoslav Babukić, Zagreb 1993. Vončina, J., Temelji i putovi Gajeve grafijske reforme, Filologija, 13, 1985, 7-88. This list is updated with recent works and publications.							
1.12. Number of assigned reading copies in relation to the number of students currently attending the course							
		<i>Title</i>		<i>Number of copies</i>		<i>Number of students</i>	
1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences							
Student evaluation of the course; evaluation of suggested and completed seminar and research assignments, analysis of the themed workshop and working field trip							



3.2. Course Description

General Information		
Course instructor	Željko Jozić, PhD	
Name of the course	Digitalization Methods of Dialectal Material	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	elective	
Year of study		
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	2+2+0

1. COURSE DESCRIPTION		
1.1. Course objectives		
<p>The course is structured as a series of lectures and practical exercises during which students will get to know the basic methods of digitalization of dialectal material. That means that students will be instructed how to collect, categorise and digitally analyse the dialectal collected on the field. Students will also gain insight into the functioning of the digital dialectological databases and the ways of their implementation and use in practice.</p>		
1.2. Course enrolment requirements and entry competences required for the course		
1.3. Expected course learning outcomes		
<p>This course offers the possibility of learning about basic methodology of digitalisation of collected dialectological material and its analysis at digital databases; with the acquired knowledge being beneficial in subsequent work on gathering, cataloguing and analysing material from the field,</p>		
1.4. Course content		
<ul style="list-style-type: none"> - basic principles of gathering dialectal materials - digital analysis of sound records - selection of gathered materials and its categorisation and digitalisation - working with computer databases - basics principles of working with digital databases 		
1.5. Manner of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> distance learning <input checked="" type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> Individual assignments <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input type="checkbox"/> mentorship <input checked="" type="checkbox"/> other: consultations
1.6. Comments		
1.7. Student responsibilities		
<p>Regular attendance and active participation in class. Individual work on gathering of dialectical materials and its systematisation and digitalisation</p>		



1.8. Monitoring of student work (through appropriate proportion of ECTS credits)

Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							

1.9. Assessment of learning outcomes in class and at the final exam

1.10. Mandatory literature (at the time of submission of study programme proposal)

Belić, A. 1926-27: Misli o prikupljanju dijalekatskog materijala, Južnoslovenski filolog VI, str. 1-10, Beograd
 Hraste, M. 1959-60: Metodologija ispitivanja naših dijalekata, Jezik 3-4, str. 71-81, Zagreb.
 Kalsbeek, J. 1998: The Čakavian Dialect of Orbančić Near Žminj in Istria, Amsterdam - Atlanta.
 Jozić, Ž. 2007: O metodologiji terenskoga istraživanja, Šokačka rič 4, Vinkovci
 Lisac, J. 2003: Hrvatska dijalektologija 1, Zagreb.

1.11. Optional/additional literature (at the time of submission of study programme proposal)

Feagin, Crawford. 2004: Language Variation and Change (ur. Chambers, J. K. – Trudgill, P. – Schilling-Estes, N.), Malden-Oxford-Carlton.
 Chambers, J. K. - Trudgill, P. 2003: Dialectology, Oxford.

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student evaluation, peer evaluation, course instructor assesses the performance of students at the of the cycle and makes changes based on the received feedback



3.2. Course Description

General Information		
Course instructor	Sanja Zubčić, PhD	
Name of the course	Čakavian Accentuation	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	elective	
Year of study		
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	2+0+2

1. COURSE DESCRIPTION

1.1. Course objectives

The main objective of this course is to emphasise the importance of the accentuation system of the Čakavian idioms due to the preservation of very archaic accentuation features, as well as the significance of accentuation as an important structural criterion of dialectological classification.

The specific learning outcome is to familiarise students with principles and research methodology of accentuation systems, reconstruction methods of recorded linguistic facts.

1.2. Course enrolment requirements and entry competences required for the course

1.3. Expected course learning outcomes

General: development of critical thinking, individual research, topic presentation and discussion.

Specific: ability to record transcription and oral interpretation of chosen texts in accordance to accentuation features of the speech the texts are written in, as well as knowledge of the established versification patterns in poetry. Indirectly, due to the understanding of the Old-Croatian accentuation, development of the ability of oral interpretation, as well as stylistic and versification analysis of chosen texts of older Croatian literature.

1.4. Course content

During lectures the methodology of accentuation research is elaborated: description models of accentuation systems of non-standard idioms recorded in literature; gathering of accentual data from literature, collecting accentuation records from "Studio" record library. Methodological instruments for fieldwork: various types of questionnaire (specific, general) recorded speech sample, observations by a dialectologist reordered during a long stay among native speakers. Methods of processing the collected material. Methods of data analysis and interpretation. The analysis entails determining the accentuation inventory and distribution. Determining eventual stress shift(s), as well as accentual types of a particular word form in the records.

1.5. Manner of instruction

- lectures
- seminars and workshops
- exercises
- distance leaning
- fieldwork

- Individual assignments
- multimedia and network
- laboratories
- mentorship
- other: consultations

1.6. Comments



1.7. Student responsibilities

1.8. Monitoring of student work (through appropriate proportion of ECTS credits)

Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							

1.9. Assessment of learning outcomes in class and at the final exam

1.10. Mandatory literature (at the time of submission of study programme proposal)

Brozović, D. – Ivić, P., Ishodišni srpskohrvatski / hrvatskosrpski fonološki sistem, u: Fonološki opisi, 9, 1981, 221-226.
Ivšić, S., Prilog za slavenski akcentat, u: Rad JAZU, 187, 1911, 33-207.
Kapović, M., Razvoj hrvatske akcentuacije, u: Filologija, 51, 1-39.
Langston, K., Čakavian Prosody, Slavica, Bloomington, 2006.
Lukežić, I., Zajednička povijest hrvatskih narječja. 1. Fonologija, Hrvatska sveučilišna naklada – Filozofski fakultet u Rijeci – Katedra Čakavskoga sabora Grobnišćine, Zagreb –Rijeka, 2012.
Vermeer, W., On the Principal Sources for the Study of Čakavian Dialects with Neocircumflex in Adjectives and e-Presents, u: SSSL, 2, 1982, 279-341.

1.11. Optional/additional literature (at the time of submission of study programme proposal)

Houtzagers, H. P. – Budovskaja, E., Nominal and Verbal Inflexion in the Čakavian Dialect of Kali on the Island of Ugljan, u: SSBL, 1996, 143-166.
Kalsbeek, J. The Čakavian Dialect of Orbanici near Žminj in Istria, Amsterdam – Atlanta, 1998.
Lukežić, I., Čakavski ikavsko-ekavski dijalekt, Rijeka, 1990.
Lukežić, I., Zajednička povijest hrvatskih narječja. 2. Morfologija, Hrvatska sveučilišna naklada – Filozofski fakultet u Rijeci – Katedra Čakavskoga sabora Grobnišćine, Zagreb –Rijeka, 2015.
Stang, C. S., Slavonic accentuation, Oslo, 1965.
Stankiewicz, E., The Accentual Patterns of the Slavic Languages, Stanford, California, 1993.
Šimunović, P.; Olesch, R., Čakavisch-Deutsches Lexikon, Köln-Wien, 1983. (I. i III. knjiga).
Vranić, S., Govori sveverozapadnoga makrosustava na otoku Pagu, 2, Morfologija, Matica hrvatska – Ogranak Novanja, 2011.
Zubčić, S., O jednoj akcentatskoj izoglosi prezenta glagola u sjeverozapadnim čakavskim govorima, u: Riječki filološki dani 7, 2007, 723-738.
U popis literature ulaze dijalektološki rječnici i monografije pojedinih mjesnih idioma ili skupina govora ponuđene u popisu literature za kolegij Čakavsko narječje ovisno o pripadnosti obrađivanoga punkta.

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student evaluation of the course and lectures, working methods; evaluation based on student participation in class, on project, evaluation of oral presentation on the assigned topic, participation and familiarity with mandatory and optional literature, exam grade



3.2. Course Description

General Information		
Course instructor	dr. sc. Silvana Vranić	
Name of the course	Čakavian Morphology	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	elective	
Year of study		
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	2+0+2

1. COURSE DESCRIPTION

1.1. Course objectives

The objective of the course is to encourage student interest and awareness about the necessity of collecting and interpreting morphological characteristics in the Čakavian idioms, to familiarise students with the principles and research methodology of morphological facts within "the čakavology", instruct them so they are able to conduct individual research of morphological facts of published data, or the ones transcribed from the record library, as well as to analyse and synthesise linguistic facts noted in the existing literature.

1.2. Course enrolment requirements and entry competences required for the course

1.3. Expected course learning outcomes

General: critical thinking, individual research, topic presentation and discussion;
Specific: morphological analysis and interpretation of chosen texts.

1.4. Course content

During lectures, linguistic problems in the Čakavian dialect are theoretically analysed on the morphological level: existing morphological categories and methods of expression, for example the issue of duality the Croatian organic idioms, declination types, unification of certain cases in nominal words, specificities of noun-adjective declension, specificities in comparison, divergent pronoun forms, invariant word forms typical of individual idioms. Description models of the morphological systems of the Čakavian idioms are found in literature, drafts of the materials overview are made, as well as research questionnaires regarding morphological facts based on the description principles in literature. After conducted research, data analysis of the materials is made based on the existing speech samples or dialectal dictionaries.

1.5. Manner of instruction	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> Individual assignments
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input checked="" type="checkbox"/> laboratories
	<input type="checkbox"/> distance learning	<input checked="" type="checkbox"/> mentorship
	<input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> other: consultations

1.6. Comments

1.7. Student responsibilities

Regular and active participation in classes and seminars, passed written exam, for which the student has to create a model that includes data analysis; passed oral exam (tested on literature)



1.8. Monitoring of student work (through appropriate proportion of ECTS credits)

Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							

1.9. Assessment of learning outcomes in class and at the final exam

1.10. Mandatory literature (at the time of submission of study programme proposal)

- Hamm, J., Čakavski imperfekt, u: Ivšičev zbornik, 1963, 113-122.
Hraste, M., Čakavski aorist, u: Orbis scriptus Dmitrij Tschizewskij zum 70. Geburtstag, 1966, 359-365.
Kalsbeek, J., Izvedeni nesvršeni glagoli u nekim čakavskim govorima, u: Naučni sastanak slavista u Vukove dane. Referati i saopštenja, 14, 1984, 169-176.
Langston, K., On the Boundary of Morphology and Phonology: Accentual Alternations in the Čakavian Nominal Inflection, Balkanistica, 11, Wilkes-Barre, Pennsylvania, 1998, 31-54.
Langston, K. Čakavian Prosody, The accentual Patterns of the Čakavian Dialects of Croatian, Bloomington: Slavica, 2006.
Lukežić, I., Razvoj prezenta i imperativa u čakavskome narječju, RIHJJ, 25, 1999, 195-222.
Lukežić, I., Lične zamjenice u čakavskome narječju (sinkronijski i dijakronijski uvid), u: RIHJJ, 26, 2000, 99-128.
Lukežić, I., Odnosno-upitne i neodređene zamjenice za značenja 'neživo' i 'živo' u čakavskom narječju, u: Čakavska rič, 29,1, 2001, 1-178.
Lukežić, I., Zajednička povijest hrvatskih narječja, 2. Morfologija, Rijeka: Hrvatska sveučilišna naklada – Filozofski fakultet – Katedra Čakavskog sabora Grobnišćine, 2015.
Menac-Mihalić, M., Glagolski oblici u čakavskom narječju i u hrvatskom književnom jeziku, u: Filologija 17, 1989, 81-109.
Mihalić, M., Naglasak imperativa u čakavskom narječju, Fluminensia, 5, 1-2, 1993, 125-137.
Menac-Mihalić, M., Naglasni odnosi infinitiva i prezenta u čakavskom narječju, u: Radovi Zavoda za slavensku filologiju, 30/31, 1995/1996, 9-41

1.11. Optional/additional literature (at the time of submission of study programme proposal)

- Moguš, M., Današnji senjski govor, u: Senjski zbornik II, 1966, 5-152.
Finka, B., Dugootočki čakavski govori, u: Hrvatski dijalektološki zbornik, 4, 1977, 7-178.
Houtzagers, H. P., Imperfekt v čakavskih govorah ostrova Pag, u: Sovetskoe slavjanovedenie, 5, 1991, 77-82.
Houtzagers, H. P. – Budovskaja, E., Nominal and Verbal Inflexion in the Čakavian Dialect of Kali on the Island of Ugljan, u: SSSBL, 1996, 143-166.
Hozjan, S., Govor otoka Krasa na otoku Krku (Deklinacija), Rasprave ZHJ, 18, 1992, 47-58.
Hozjan, S., Govor Krasa na otoku Krku (Glagolski oblici), Rasprave ZHJ, 19, 1993, 113-125.
Kalsbeek, J., The Čakavian Dialect of Orbanici near Žminj in Istria, Amsterdam–Atlanta 1998.
Lukežić, I., Morfološki sustav, mikrosustavi i modeli u krčkim govorima, u: Lukežić, I. – Turk, M., Govori otoka Krka, 1998, 121-261.
Lukežić, I.; Zubčić S., Grobnički govor XX. stoljeća, Rijeka: Katedra Čakavskog sabora Grobnišćine, 2007.
Vermeer, W. R., Die Konjugation in der nordwestčakavischen Mundart Omišalj, u: SSGL, 1, 1980, 439-472.
Vermeer, W. R., Opozicija 'živo/ neživo' u množini u jednom čakavskom sistemu (Omišalj), u: Naučni sastanak slavista u Vukove dane. Referati i saopštenja, 14, 1984, 169-176.
Vranić, S., Glagolski oblici u govoru Metajne na otoku Pagu, RIHJJ, 2004., 30., 203.-241.
Vranić, S., Govori sjeverozapadnoga makrosustava na otoku Pagu., 2. Morfologija, Rijeka: Filozofski fakultet – Matica hrvatska Ogranak Novalja, 2011.
Zubčić, S. Akcenatski tipovi imenica i glagola u sjeverozapadnim čakavskim govorima (sinkronijski i dijakronijski aspekt), doktorska disertacija u rukopisu, Rijeka 2006.



1.12. Number of assigned reading copies in relation to the number of students currently attending the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student evaluation of the course and lectures, working methods; evaluation based on student participation in class, on project, evaluation of oral presentation on the assigned topic, participation and familiarity with mandatory and optional literature, exam grade



3.2. Course Description

General Information		
Course instructor	Marija Turk, PhD	
Name of the course	Dialectal Phraseology	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	elective	
Year of study		
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	2+0+2

1. COURSE DESCRIPTION			
1.1. Course objectives			
The object of the course is to familiarise students with the methodology of examining phraseology in dialectology.			
1.2. Course enrolment requirements and entry competences required for the course			
1.3. Expected course learning outcomes			
1.4. Course content			
Definition and basic features of phraseme. Phraseme as a cultural-anthropological phenomenon. Structural aspect and variability of phrasemes. Paradigmatic, syntactic and semantic aspect. Conceptual analysis of phraseme. Intralinguistic and interlinguistic phraseme convergence			
1.5. Manner of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> distance learning <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> Individual assignments <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input type="checkbox"/> other: consultations	
1.6. Comments	Classes are held in the form of introductory lessons followed by doing seminar assignments under the mentorship of course instructor		
1.7. Student responsibilities			
1.8. Monitoring of student work (through appropriate proportion of ECTS credits)			
Class attendance	Class participation	Seminar paper	Experimental work
Written exam	Oral exam	Essay	Research
Project		Report	Practical work
Portfolio			



1.9. Assessment of learning outcomes in class and at the final exam

Written paper is based on gathered, systematised and analysed phrasemes from a chosen vernacular.

1.10. Mandatory literature (at the time of submission of study programme proposal)

Fink Arsovski, Ž., Kovačević, B., Hrnjak A.: Bibliografija hrvatske frazeologije, Zagreb, 2010. (izbor bibliografskih jedinica)

Fink – Menac – Venturin: Hrvatski frazeološki rječnik, Zagreb, 2014.

Menac, A.: Hrvatska frazeologija, Zagreb, 2007.

Menac Mihalić, M. Celinić, A. Ozvučena čitanka iz hrvatske dijelektologije, Zagreb, 2012.

This list is updated with recent works.

1.11. Optional/additional literature (at the time of submission of study programme proposal)

Menac-Mihalić, M.: Problemi izrade višedijalektnog frazeološkog rječnika, Filologija, 2002., 38/39, 49-55.

Izbor literature prema Fink Arsovski, Ž., Kovačević, B., Hrnjak A.: Bibliografija hrvatske frazeologije, Zagreb, 2010.

P This list is updated with recent works.

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

Student evaluation of the course, peer evaluation, evaluation of suggested and completed seminar and research assignments.



3.2. Course Description

General Information		
Course instructor	Irena Miloš, PhD	
Name of the course	Dialectal syntax	
Study programme	Postgraduate doctoral study programme "History and Dialectology of the Croatian Language"	
Status of the course	elective	
Year of study		
ECTS credits and manner of instruction	ECTS credit	4
	Number of class hours (L+E+S)	2+0+2

1. COURSE DESCRIPTION		
1.1. Course objectives		
familiarisation with the research methodology of the dialectic syntax; noticing the syntactic specificities, acquisition of the new dialectal (syntactic) content.		
1.2. Course enrolment requirements and entry competences required for the course		
1.3. Expected course learning outcomes		
connecting phonological and morphological dialectal level with syntactic and semantic; complete insight in the dialectal exploration of idiom.		
1.4. Course content		
Dialectal syntax is an interesting and challenging field because its studying and exploration assume awareness and expansion of other already acquired methodological and theoretical principles, and consequently also the acquisition of new linguistic data. Furthermore, dialectal syntax assumes good insight and knowledge of the phonological and morphological level of the targeted idioms. Lectures include:		
<ul style="list-style-type: none"> a) theoretical segment: methodology and principles in the exploration of dialectal syntax (older and newer perspective); system abstraction – from vernacular idioms to dialects and groups of dialects; exploration of grammatical categories; function words with a particular focus on prepositions as "carriers of meaning" (the application of modern methodological approached from the formation of basic inventory to the formation of meaning; prepositional and non-prepositional syntactic use; word order and other features of syntactic dialectal organization) b) practical segment: work on the Čakavian, Štokavian and Kajkavian texts 		
1.5. Manner of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> distance leaning <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> Individual assignments <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input type="checkbox"/> other: consultations
1.6. Comments		
1.7. Student responsibilities		



1.8. Monitoring of student work (through appropriate proportion of ECTS credits)

Class attendance		Class participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project				Report		Practical work	
Portfolio							

1.9. Assessment of learning outcomes in class and at the final exam

1.10. Mandatory literature (at the time of submission of study programme proposal)

Inojezični utjecaji u hrvatskim dijalektima; Dijalekatska sintaksa // Hrvatski dijalektološki zbornik, ur. M. Moguš, knj. 12., 2003. (radovi: Vranić, Silvana, Iz sintakse paških čakavskih govora, i drugi)

Finka, Božidar, Upotreba nepromjenjivih riječi u čakavskim govorima na Dugom otoku, Čakavska rič, 2, Split, 1971., str. 29–40.

Stolac, Diana, Holjevac, Sanja, Metodološka načela za proučavanje dijalekatske sintakse, Hrvatski dijalektološki zbornik, HAZU/Razred za filološke znanosti, knjiga 12, Zagreb, 2003., str. 137–149.

Miloš, Irena. 2013. Prijedložna i besprijedložna upotreba akuzativa, genitiva i instrumentala u ekavskim čakavskim govorima // Fluminensia, 25/2, 143-151.

Miloš, Irena. 2013. Prijedlozi u ekavskome dijalektu čakavskoga narječja // Hrvatski dijalektološki zbornik, 18, 239-253.

Miloš, Irena. 2012. Prijedlozi u ekavskome dijalektu čakavskoga narječja u odnosu na prijedloge u drugim sustavima hrvatskoga jezika: teorijske postavke i metodologija opisa // Rasprave Instituta za hrvatski jezik i jezikoslovlje, 38/1, 145-156.

1.11. Optional/additional literature (at the time of submission of study programme proposal)

Matešić, Mihaela: Nepromjenjive riječi u Kastavštini Ive Jarda (magistarski rad, rkp., Sveučilište u Rijeci, 2002.)

Menac, Antica, Upotreba i značenje padeža bez prijedloga u suvremenom ruskom i hrvatskom književnom jeziku, Rad JAZU, JAZU/Razred za filološke znanosti, knjiga 427, Zagreb, 1989., str. 71–126.

Pranjeković, Ivo, Gramatička značenja, Mala knjižnica Matice hrvatske, Novi niz: kolo I., knjiga 5, Zagreb, 2013.

1.12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences