



LINGUISTIC GEOGRAPHY

1. GENERAL INFORMATION			
1.1. Study programme (undergraduate, graduate, integrated)	M.A. level	1.6.Type of instruction (number of hours L + S + E + e-learning)	30L + 15S
1.2.Year of the study programme	1st & 2nd	1.7.Expected enrolment in the course	15
1.3.Name of the course	Linguistic geography	1.8.Course teacher	Marco Angster, assistant professor
1.4. Credits (ECTS)	5	1.9.Associate teachers	
1.5.Status of the course	Elective	1.10.Language of instruction	English
2. COURSE DESCRIPTION			
2.1. Course objectives and short contents	The key objective of the course is to familiarize students with basic concepts of linguistic geography and fundamental procedures of dialectological fieldwork and cartographic presentation of the results of dialectological research. After having completed the course, students will be able to use relevant literature, to independently prepare a cartographic presentation and provide areal interpretation of dialectological data, as well as to discuss research hypothesis and results from a chosen theoretical perspective.		
2.2. Course enrolment requirements and entry competences required for the course	No prerequisites.		
2.3. Learning outcomes at the level of the programme to which the course contributes	After having completed the course, students will be able to: <ul style="list-style-type: none"> ✓ enumerate and evaluate the contemporary theoretical approaches; ✓ identify and exemplify research methods; ✓ evaluate validity of the results and conclusions of the research. 		
2.4. Learning outcomes expected at the level of the course	After having completed the course, students will be able to: <ul style="list-style-type: none"> ✓ Define core terms in linguistic geography and appraise milestones in its historical development, ✓ Discuss a broad range of linguistic geographic studies and compare different methodological approaches regarding their advantages and disadvantages, ✓ Acquire basic skills necessary for conducting an independent small-scale fieldwork, ✓ Present dialectological data in cartographic form, ✓ Provide areal interpretation of linguistic phenomena under study, 		

	✓ Demonstrate how a specific dialectometry software works.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to linguistic geography 2. Overview of theoretical foundations, innovation, methods, achievements and boundaries. Types of linguistic atlases. 3. The beginnings of linguistic geography. ALF 4. Linguistic and ethnographic atlases I: AIS 5. Linguistic and ethnographic atlases II: SDS 6. Linguistic and ethnographic atlases III: ALEPO, ALD 7. First test 8. Dialectology and Sociolinguistics. The geolinguistic crisis and the new multidimensional models 9. Dialectology and linguistic contact: migration, colonialism, minorities, linguistic islands. 10. The role of geography in linguistic-typological researches 11. Syntactic atlases I: ASIt 12. Syntactic atlases II: SADS 13. Language change: convergence (horizontal and vertical), divergence, formation of so-called new dialects. 14. Quantitative approaches to linguistic geography. 15. Second test					
2.6. Format of instruction:	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		X independent assignments X multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Accessibility of e-learning platform:	
					http://un.iversity.org	
2.8. Student responsibilities	Regular class attendance, preparing assigned readings, active participation in classes and class discussions, carrying out one's own small-scale research on a specific problem, writing up a small paper on the conducted research, and sustaining a written exam.					
2.9. Grading and evaluating student work in class and at the final exam ¹	The course grade is based on the quality of an independently conducted research and the written seminar paper (30%), active class participation (20%) and the success at the two tests (50%).					
2.10. Screening student work (the proportion of ECTS credits for each activity so that the total number of ECTS credits	Class attendance	1,5	Practical training		Tests	2
	Preparation for classes	0,5	Report		Written exam	
	Homework		Seminar essay	1	Oral exam	

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

is equal to the ECTS value of the course)	Research		Essay		(Other)	
	Experimental work		Project		(Other)	
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Auer, P. & J. E. Schmidt (ed.) 2010. <i>Language and Space. An International Handbook of Linguistic Variation. Theories and Methods.</i> Berlin / New York: Mouton de Gruyter [chosen chapters].				1	X
	Auer, P. & J. E. Schmidt (ed.) 2010. <i>Language and Space. An International Handbook of Linguistic Variation. Theories and Methods.</i> Berlin / New York: Mouton de Gruyter [chosen chapters].				0	X
	Auer, P., Hinskens, F. & P. Kerswill (ed.). 2005. <i>Dialect Change. The Convergence and Divergence of Dialects in Contemporary Societies.</i> Cambridge: Cambridge University Press.				1	X
	Atlases: <i>Atlante Linguistico del Ladino Dolomitico I-II (ALD)</i> , <i>Atlante Linguistico della Sicilia (ALS)</i> , <i>Atlas Linguistique de la France (ALF)</i> , <i>Sprach-und Sachatlas Italiens und der Südschweiz (AIS)</i> .				1 each	X
	Other Atlases: <i>Sprachatlas der deutschen Schweiz (SDS)</i> , <i>Atlante Linguistico Italiano (ALI)</i> , <i>Atlante Linguistico ed Etnografico del Piemonte Occidentale (ALEPO)</i> , <i>Atlante Sintattico d'Italia (ASIt)</i> , <i>Syntaktischer Atlas der deutschen Schweiz (SADS)</i>				0	X
2.12. Optional literature	<p>Cugno F., Massobrio L. 2011. <i>Gli atlanti linguistici della Romània. Corso di Geografia linguistica.</i> Alessandria: Edizioni Dell'Orso.</p> <p>Grassi, C., Sobrero, A. A. & T. Telmon. 1997. <i>Fondamenti di dialettologia italiana.</i> Bari: Laterza.</p> <p>Rohlf G. 1971. <i>Romanische Sprachgeographie. Geschichte und Grundlagen, Aspekte und Probleme mit dem Versuch eines Sprachatlas der romanischen Sprachen.</i> München: Beck.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Database on class attendance, completed students' tasks and activities, analysis of students' success on a written exam, in conducting research and preparing seminars; student evaluation of teacher's class performance.					

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

Example 1:

1.1. Question: Compare the first and second generation of linguistic atlases

1.2. Learning outcome: define the fundamental concepts of linguistic geography and define the milestones in the development of the discipline; talk about a wide spectrum of linguistic-geographic research and compare individual approaches in the perspective of their advantages and disadvantages.

Example 2:

2.1. Question: Explain the advantages and disadvantages of the dialectometric approach in linguistic geography in relation to traditional dialectology methods.

2.2. Learning outcome: talk about a wide spectrum of linguistic-geographic research and compare individual approaches in the perspective of their advantages and disadvantages.

Example 3:

3.1. Question: Analyse a linguistic map.

3.2. Learning outcome: give an areal interpretation of the explored linguistic phenomena; choose what dialectometric computer programs are to analyse the language material.