



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Culture e società
ACADEMIC YEAR	2023/2024
MASTER'S DEGREE (MSC)	CLASSIC STUDIES
SUBJECT	LINGUISTIC ANALYSIS MODELS
TYPE OF EDUCATIONAL ACTIVITY	B
AMBIT	50330-Fonti, tecniche e strumenti della ricerca storica e filologica
CODE	20529
SCIENTIFIC SECTOR(S)	L-LIN/01
HEAD PROFESSOR(S)	BRUCALE LUISA Professore Associato Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	9
INDIVIDUAL STUDY (Hrs)	180
COURSE ACTIVITY (Hrs)	45
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	1
TERM (SEMESTER)	1° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	BRUCALE LUISA Wednesday 11:00 - 13:00 edificio 15 - stanza 601 (sesto piano)

PREREQUISITES	Skills normally acquired through a course in General Linguistics/Historical linguistics are required; excellent knowledge of the Italian language is also required (C1 level of the Common European Framework of Reference for Languages - CEFR)
LEARNING OUTCOMES	<p>Knowledge and understanding The aim of the course is to provide students with the knowledge of the basic mechanisms by which language changes over time</p> <p>Applying knowledge and understanding The course combines the focus on theoretical questions with a space reserved for practical exercises and for this reason it forms students who will be able to give practical application to the knowledge acquired in the field of theoretical linguistics.</p> <p>Making judgments Students will be able to judge and critically evaluate the linguistic phenomena analyzed during the course</p> <p>Communication skills At the end of the course, students will be able to communicate basic information, to expose issues and problems, both orally and in writing, to both specialists and non-specialists.</p> <p>Learning ability Students will be able to identify the relevant data for the solution of an analytical problem and to be responsible for their learning experience.</p>
ASSESSMENT METHODS	<p>Attending students will be assessed both by a mid-term exam, consisting of a presentation in class of one of the essays listed in the bibliography, and by a final, written exam. This exam consists in a short essay (between 10 and 15 pages, Times New Roman or equivalent, size 12, spacing 1.5, margins 3 cm each side) based on the contents of the course. The students will be asked to focus on one or more features in a language(s) of their choice which can be illustrative of the processes discussed during the course; they will be also asked to analyze them based on the relevant literature. The essay may be replaced by an oral exam on all the course content.</p> <p>The written test aims at assessing if the student knows and understands the topics, has acquired interpretive skills and autonomy of judgment of concrete cases. The threshold of sufficiency will be reached when the student shows knowledge and understanding of the topics at least in general outlines and has minimal applicative skills with regard to solving concrete cases; he/she must equally possess expository and argumentative skills such as to enable the transmission of his/her knowledge to the examiner. Below this threshold, the exam will be insufficient. The more, on the other hand, the examinee with his argumentative and expository skills manages to interact with the examiner, and the more his knowledge and application skills go into the details of the discipline being tested, the more positive the assessment will be. Grading is done in thirtieths. More specifically, for students attending the course, the final grade will come from the sum of the results achieved in the in-class presentation (1/3 of the overall grade) and the results achieved in the final paper or oral examination (2/3 of the overall grade).</p> <p>For the written text, pragmatic adequacy, content features, text organization, orthographic and morphosyntactic correctness, lexical and stylistic choices will be evaluated according to the following scheme:</p> <p>Pragmatic Adequacy: adherence to the assignment; presence of elements that show consistency with the conventions of the textual genre and of the discipline of reference (notes, paragraph, introduction, conclusion, quotations, bibliography, etc.) 6pt</p> <p>Content characteristics: presence of a thematic core clearly connected to the course topics (diachronic linguistics and linguistic change); correct understanding and use of bibliography in relation to the chosen topic; significance of personal knowledge elements used in addition to sources 8pt</p> <p>Organization of the text: balance between parts; coherence; cohesion 8 pt</p> <p>Spelling and morphosyntactic correctness: 6 pt</p> <p>Lexicon and style: use of specialized vocabulary from theoretical linguistics; overall effectiveness and appropriateness of register 2 pt</p> <p>Non-attending students will be assessed by an oral examination on all course content. They are required to study the core textbooks and at least 5 articles of their choice from those proposed as lab topics.</p> <p>The evaluation of oral exam (in-class presentation and/or oral examination) will be done according to the following indicators:</p> <p>(a) excellent content knowledge; advanced ability to apply knowledge; language always appropriate; excellent learning ability 30-28/30</p> <p>(b) good content knowledge; good ability to apply knowledge; language mostly appropriate; good learning ability points 27-25/30</p> <p>(c) adequate content knowledge; adequate ability to apply knowledge; sufficiently appropriate language; more than sufficient learning ability points</p>

	<p>24-22/30 (d) barely sufficient content knowledge; barely sufficient ability to apply knowledge; language not always appropriate; barely sufficient ability to learn points 21-18/30 (e) poor content knowledge; inadequate ability to apply knowledge; language never appropriate; poor learning ability. Exam failed.</p>
EDUCATIONAL OBJECTIVES	<p>The course aims at presenting the main theoretical frameworks of linguistic analysis by privileging the historical perspective on language change. Students will learn the crucial notions both to analyze and describe linguistic change at different levels - phonetic, phonological, morphological, syntactic, semantic - (with particular attention to the phenomena of analogy, grammaticalization and diachronic variation of the syntactic and lexical type) and to understand the causes and mechanisms of change.</p>
TEACHING METHODS	<p>Lectures and laboratories (Students are expected to give a presentation on one of the articles read during the course).</p>
SUGGESTED BIBLIOGRAPHY	<p>Manuali e altri testi generali/Textbooks: - Giorgio Francesco Arcodia, Caterina Mauri, <i>La diversita' linguistica</i>, Roma, Carocci. ISBN-10 : 8843081993 ISBN-13 : 978-8843081998 - Luraghi Silvia, <i>Introduzione alla linguistica storica</i>, Roma, Carocci. ISBN-10 : 8843036637 ISBN-13 : 978-8843036639 - Napoli Maria, 2019. <i>Linguistica diacronica. La prospettiva tipologica</i>. Roma, Carocci ISBN-10 : 8843096087 ISBN-13 : 978-8843096084 - Gaeta L. e Luraghi S., <i>Introduzione alla linguistica cognitiva</i>, Roma, Carocci (Introduzione e articoli contenuti nella prima parte) ISBN-10 : 8843026542 ISBN-13 : 978-8843026548</p> <p>Articoli/Articles: - Degand, Liesbeth, and Jacqueline Evers-Vermeul. 2015. "Grammaticalization or pragmaticalization of discourse markers?: More than a terminological issue." <i>Journal of Historical Pragmatics</i> 16 (1): 59–85. ISSN 1566-5852 E-ISSN 1569-9854 . DOI: https://doi.org/10.1075/jhp.16.1.03deg - Mauri, C. & Giacalone Ramat, A. (2012). The development of adversative connectives in Italian: Stages and factors at play. <i>Linguistics</i> , 50(2), pp. 191-239. DOI: https://doi.org/10.1515/ling-2012-0008; ISSN: 1613-396X - Giacalone Ramat A. & A. Sanso. 2007. 'The spread and decline of indefinite man-constructions in European languages: An areal perspective'. In P. Ramat & E. Roma (eds.), <i>Europe and the Mediterranean as linguistic areas: convergencies from a historical and typological perspective</i>. 95-131. Amsterdam / Philadelphia: John Benjamins. ISBN-10 : 9027230986 ISBN-13 : 978-9027230980 - Haspelmath, Martin 2003. The geometry of grammatical meaning: semantic maps and cross-linguistic comparison. In Tomasello, Michael (ed.) <i>The New Psychology of Language</i>, vol. 2. New York: Lawrence Erlbaum Associates Publishers, 211-43. ISBN 9781848725942. - Luraghi, S. (2011). The origin of the Proto-Indo-European gender system: Typological considerations. <i>Folia Linguistica</i>, 45(2), pp. 435-463. DOI: https://doi.org/10.1515/flin.2011.016. ISSN: 1614-7308. - Mocciano, Egle. 2014. Passive in motion: the Early Italian auxiliary andare ('to go'). In Devos, Maud and van der Wal, Jenneke (eds.), 'COME' and 'GO' off the Beaten Grammaticalization Path, 45-68. Berlin, Boston: De Gruyter. ISBN-10 : 9783110484731 ISBN-13 : 978-3110484731. - Iacobini Claudio e Corona Luisa, <i>Romanes eunt domus</i>": where you can go with Latin morphology. Variation in motion expression between system and usage. <i>ONLINE PROCEEDINGS OF THE MEDITERRANEAN MORPHOLOGY MEETINGS</i>. Pag.73-87. (https://pasithee.library.upatras.gr/mmm/article/view/2726). - Fedriani, C. (2021). Conditional clauses as polite modifiers in Latin: si placet between pragmaticalization and language contact. <i>Transactions of the Philological Society</i>, 119(3), 346-370. https://onlinelibrary.wiley.com/doi/pdf/10.1111/1467-968X.12223 - Napoli, M. (2019). Functions of the Definite Article from Classical Greek to New Testament Greek. In D. King (ed.), <i>The Article in Post Classical Greek</i>. Translation and Textlinguistics series 10. SIL International, Dallas: 15-55. ISBN: 9781556714139. https://www.academia.edu/42013651/Functions_of_the_Definite_Article_from_Classical_Greek_to_New_Testament_G Inglese, G. (2023) The rise of middle voice systems. A study in diachronic typology. <i>Diachronica</i>, Volume 40, Issue 2, p. 195 - 237. DOI: https://doi.org/10.1075/dia.20058.ing Inglese, G. e Zanchi, C. Reciprocal constructions in Homeric Greek: A typological and corpus-based approach <i>Folia Linguistica</i>, vol. 54, no. s41-s1,</p>

2020, pp. 117-170. <https://doi.org/10.1515/flih-2020-0005>
 Magni E. 2017, Suffix borrowing and conflict through Latin-Greek hybrid formations. Pallas, No. 103, Études de linguistique latine II, pp. 283-291 <https://www.jstor.org/stable/26576297>

SYLLABUS

Hrs	Frontal teaching
2	Introduction
4	Phonological change
3	Morphological change
2	Analogy
2	Grammaticalization
4	Semantic change and polysemy
2	Cognitive linguistics and language change
2	Diachronic typology of motion events
Hrs	Workshops
2	Degand, Liesbeth, and Jacqueline Evers-Vermeul. 2015. "Grammaticalization or pragmaticalization of discourse markers?: More than a terminological issue."
2	Mauri, C. & Giacalone Ramat, A. (2012). The development of adversative connectives in Italian: Stages and factors at play. ,
2	Giacalone Ramat A. & A. Sanso. 2007. 'The spread and decline of indefinite man-constructions in European languages: An areal perspective'
2	Haspelmath, Martin 2003. The geometry of grammatical meaning: semantic maps and cross-linguistic comparison.
2	Luraghi, S. (2011). The origin of the Proto-Indo-European gender system: Typological considerations.
2	Mocciaro, Egle. 2014. Passive in motion: the Early Italian auxiliary andare ('to go').
2	Iacobini Claudio e Corona Luisa, "Romanes eunt domus": where you can go with Latin morphology. Variation in motion expression between system and usage
2	Fedriani C. 2021, CONDITIONAL CLAUSES AS POLITE MODIFIERS IN LATIN: SI PLACET BETWEEN PRAGMATICALIZATION AND LANGUAGE CONTACT
2	Napoli M. 2019, Functions of the Definite Article from Classical Greek to New Testament Greek.
2	Guglielmo Inglese, The rise of middle voice systems. A study in diachronic typology
2	Elisabetta Magni, Suffix borrowing and conflict through Latin-Greek hybrid formations
2	Guglielmo Inglese e Chiara Zanchi, Reciprocal constructions in Homeric Greek: A typological and corpus-based approach