



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze Umanistiche		
<b>ACADEMIC YEAR</b>	2016/2017		
<b>BACHELOR'S DEGREE (BSC)</b>	HUMANITIES		
<b>SUBJECT</b>	GENERAL LINGUISTICS		
<b>TYPE OF EDUCATIONAL ACTIVITY</b>	C		
<b>AMBIT</b>	10659-Attività formative affini o integrative		
<b>CODE</b>	04770		
<b>SCIENTIFIC SECTOR(S)</b>	L-LIN/01		
<b>HEAD PROFESSOR(S)</b>	BARTOLOTTA ANNAMARIA	Professore Ordinario	Univ. di PALERMO
	BRUCALE LUISA	Professore Associato	Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>			
<b>CREDITS</b>	12		
<b>INDIVIDUAL STUDY (Hrs)</b>	240		
<b>COURSE ACTIVITY (Hrs)</b>	60		
<b>PROPAEDEUTICAL SUBJECTS</b>			
<b>MUTUALIZATION</b>			
<b>YEAR</b>	1		
<b>TERM (SEMESTER)</b>	1° semester		
<b>ATTENDANCE</b>	Not mandatory		
<b>EVALUATION</b>	Out of 30		
<b>TEACHER OFFICE HOURS</b>	<b>BARTOLOTTA ANNAMARIA</b> Tuesday 10:00 12:00 Dipartimento di Scienze Umanistiche, ex-istituto di Glottologia, edificio 12, II piano. Per gli ulteriori giorni e orari di ricevimento della settimana contattare il docente via e-mail		
	<b>BRUCALE LUISA</b> Wednesday 11:00 13:00 edificio 15 - stanza 601 (sesto piano)		

<b>PREREQUISITES</b>	Students are required to have a solid knowledge of Italian language and grammar, a basic knowledge of Latin language and grammar; they need English reading comprehension skills, which allow them to study bibliographic materials.
<b>LEARNING OUTCOMES</b>	<p>Knowledge and understanding: acquisition of contents and methods which aim to both describe and explain linguistic structures and phenomena; ability to understand mechanisms that regulate the linguistic system; knowledge and use of appropriate scientific terminology; knowledge of current linguistic theories.</p> <p>Ability to apply knowledge and understanding and problem solving abilities: ability to identify and properly explain every linguistic phenomenon at each grammar level (phonetics/phonology, morphology, syntax, semantics), using specific examples. Ability to apply theoretical models to case studies.</p> <p>Critical awareness of knowledge issues: ability to trace, understand and comment on the origin and development of linguistic structures; ability to understand the problems associated with the data; ability to use and refer to modern bibliographical references.</p> <p>Communication skills: Ability to communicate the results of their studies to specialist and nonspecialist audiences in a clear and unambiguous way, properly handling examples and case studies.</p> <p>Learning skills: first year students may require some help to develop practical study skills, and self-management techniques that will make their learning more efficient: the material taught in this course and the classroom's interactive practices will lead the students to acquire the ability to contextualise the topics or units of study, comprehend case studies, know and use proper vocabulary and bibliographic tools.</p>
<b>ASSESSMENT METHODS</b>	<p>Students are evaluated with an end-of-term oral examination (75%) and with practice exercises in phonetics and phonology: multiple choice and open-ended test questions (midterm test) (25%). Students will be examined on each of the four levels of language description (phonetics, morphology, syntax, semantics), after having demonstrated how to use the IPA (International Phonetic Alphabet). Students are examined on their a) knowledge of the course contents; b) ability to analyze and exemplify linguistic phenomena; c) communication skills and appropriate use of scientific terminology; d) critical evaluation and problem solving abilities. The score range of the oral examination is 18/30. CRITERIA FOR MARKING ORAL EXAMINATIONS: 30-30 cum laude (excellent): excellent knowledge of the course contents; very good command of scientific terminology; very good analytical skills; excellent ability to apply theoretical models to the analysis of linguistic phenomena; 27-29 (very good): very good knowledge of the course contents; good command of scientific terminology; good analytical skills; good ability to apply theoretical models to the analysis of linguistic phenomena; 24-26 (good): good knowledge of the course contents; good command of scientific terminology, though usage may not be flawless; good analytical skills; good ability to apply theoretical models to the analysis of linguistic phenomena, though some hesitation may be present; 21-23 (fair): acceptable grasp of basics in the course programme; limited linguistic resources make it difficult for candidate to display autonomous analytical skills; questions are usually understood, but rephrasing is often required; questions are usually answered relevantly, but frequent repetition and hesitation; some questions are misunderstood; 18-20 (poor): very poor knowledge of the course contents; no ability to reformulate and expand; questions are often misunderstood; answers are irrelevant and incomplete; little or no evidence of analytical and communication skills; (fail): unable to deal with any but the most basic questions, information is insufficient, inaccurate, and/or irrelevant.</p>
<b>EDUCATIONAL OBJECTIVES</b>	<p>This course aims at introducing first year students to the discipline of linguistics. The student will become familiar with the basic issues of contemporary linguistics (properties of the human language, internal organization of the language system, descriptive and prescriptive linguistics). Specifically, this course deals with those levels of linguistic analysis that concern the form of language (phonetics and phonology, morphology, syntax, semantics). Both lectures and classroom practice exercises will lead the student to understand how the language system works from both synchronic and diachronic perspectives. Class discussion is strongly encouraged. The course aims at familiarizing students with the research process and methodologies, which will be used at MA courses level.</p>
<b>TEACHING METHODS</b>	<p>The course is conducted in the form of lectures and classroom practice exercises, used to monitor students' understanding of the topics discussed in class.</p>
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>- Simone R., <i>Fondamenti di Linguistica</i>. Laterza o McGraw-Hill (capp. 1 a 3; capp.8 a 10; 13).</p> <p>- Dispensa di Fonetica e Fonologia (disponibile in fotocopia al centro stampa).</p>

	<ul style="list-style-type: none"> <li>- Scalise S., Le strutture del linguaggio. Morfologia. Bologna, Il Mulino 1994 (capp. 1 a 4).</li> <li>- Mereu L., La sintassi delle lingue del mondo. Roma-Bari, Laterza 2004 (pp. 16-105)</li> <li>- Luraghi S., Introduzione alla Linguistica storica, Carocci 2006 (cap.1; 3 (fino a p. 161); 4 (fino a p. 207); 5 (fino a p. 243)).</li> <li>- Filip, H., Lexical Aspect, in Binnick, R. I., The Oxford Handbook of Tense and Aspect, Oxford, Oxford University Press 2012, pp. 721-751 (disponibile in dipartimento, II piano).</li> </ul>
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## SYLLABUS

Hrs	Frontal teaching
4	Presentation of the course programme and introduction to the methodology. Linguistics: definition of the field: the scientific study of language (I-language vs E-language; language properties, the Saussurean dichotomies).
2	Articulatory Phonetics (IPA): the sounds of the world's languages; the phonatory system; vowels classification parameters; consonants classification parameters.
1	Auditory Phonetics: the hearing of speech sounds and physiological processes of speech perception.
2	Synchronic Phonology: phonemes, minimal pair theory, distinctive-feature analysis of sounds and the Prague school; the sonority scale and the ranking of speech sounds; the sonority cycle and syllable organization; prosodic features of speech.
2	Diachronic (historical) Phonology: phonological change and development; phonologization, dephonologization, rephonologization processes; the theory of neutralization and the archiphoneme (case studies from main European languages).
1	Generative morphology vs traditional morphological descriptions; introduction to word structure in generative grammar; words stored in the mental lexicon vs word-formation rules; the interface between morphology and phonology; the interface between morphology and syntax; the interface between morphology and semantics.
2	Morphs and morphemes; allomorphy; morpheme-based morphology vs word-based morphology; cumulative morphemes; apophony (Ablaut) and metaphony (Umlaut); discontinuous morphemes; words and stems; the word-formation process.
3	Derivational processes: prefixation vs suffixation; lexical entries and output categories; the morphological compounding process; the head of a compound; endocentric vs exocentric compounds; comparative analysis of compounding processes in Italian and English; compounding in a diachronic perspective; semantics of word-formation rules.
2	Definition of grammar; from grammar to lexicon; lexicalization process (case-studies from Indo-European and non Indo-European languages); grammaticalization process (case-studies from Indo-European and non Indo-European languages); grammatical categories; criteria for defining categories (Benveniste); universal linguistic categories; lexical categories.
4	Overt and covert grammatical categories; definition and properties of grammatical categories; grammatical person; grammatical gender; grammatical number; grammatical case; tense and aspect; moods and modalities; grammatical voice.
3	Historical Linguistics: a brief introduction on the origins and development of basic grammatical categories from Proto-Indo-European language to modern languages.
3	Vendler verb aspectual classification; verbal semantic features; grammatical functions; subject, predicate, object.
3	Generative Syntax: aims and scope; basic syntactic units; phrase structural analysis; immediate constituent analysis (ICA); N. Chomsky and the transformational-generative grammar.
3	Lexical projection; lexical phrases vs functional phrases; Chomsky's deep structure and surface structure; the verbal phrase; the nominal phrase; the adjectival phrase; the prepositional phrase.
3	Functional projections: Complementizer phrase (COMP), Inflectional phrase (I), Determiner Phrase (DET); sentence left periphery; recursive structure of COMP.
2	Syntactic Movement in linguistic theory; co-indexing; the role of the traces; wh- movement; the passive sentence and NP-movement; VP movement.
2	Syntax-Semantics interface; Government and Binding theory; Constituent-Command (C-Command) relationship; Binding principles; referential expressions; anaphoric elements; pronouns.
2	Semantics: definition, aims and scope; the Referential theory of meaning; aspects of meaning construction; language as a structured system of signs; intension and extension; meaning and sense; denotation and connotation.
2	Componential Analysis of meaning; sets of semantic features (absolute, relational, pragmatic); semantics-syntax interface; collocations; idioms.
3	Semantic principles of word classification: hyponymy; synonymy; antonymy; complementarity; simmetry; paradigmatic and syntagmatic relations.
Hrs	Practice
2	Articulatory Phonetics (IPA): phonetic transcriptions of Italian language.
2	Phonetics and Phonology: classroom practice exercises (multiple choice and open-ended test questions); error correction exercises with answers.
2	Mid-term test in Phonetics and Phonology.

Hrs	Practice
1	Lexical entry; categorization features; subcategorization inherent features; strict subcategorization contextual features; selective restrictions; argument structure; valency theory; theta-roles in generative grammar and lexical assignment of grammatical functions.
1	Derivation, compounding, inflection; epresentation of word-formation rules; the generative tree diagram and the binary hypothesis.
1	Principles and Parameters framework; Projection Principle; Pro-Drop Parameter; Principle of Structural Dependency; problems with traditional syntactic representations; the X-bar theory of phrase structure.
1	Lexical projection: the generative tree diagram and x-bar theory (classroom practice exercises).
1	Functional projections: the generative tree diagram and x-bar theory (classroom practice exercises).

<b>PREREQUISITES</b>	Cultural skills usually acquired at the pre-university level are required; excellent knowledge of the Italian language is also required (C1 level of the Common European Framework of Reference for Languages - CEFR)
<b>LEARNING OUTCOMES</b>	<p>Knowledge and understanding The course's aim is the acquisition of appropriate knowledge, skills and abilities related to technical metalanguage of Linguistics.</p> <p>Applying knowledge and understanding The course combines theoretical questions with a practical application of the knowledge acquired.</p> <p>Making judgments At the end of the course students will be able to critically evaluate the implications and results of the main linguistic theories of the '900</p> <p>Communication skills The student, at the end of the course, 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 At the end of the course students will have acquired a solid basic knowledge, the ability to critically analyze the skills and contents acquired during the course, as well as the ability to identify and develop personal insights both in a professional environment and in an academic context (MA).</p>
<b>ASSESSMENT METHODS</b>	<p>Students attending the course will have the opportunity to verify their learning progress by means of an intermediate written test (topics: general principles of linguistics, phonetics and phonology). If passed, this will also constitute a 25% exemption on the final exam. The remaining 75% will be evaluated by means of another written test which will take place at the end of the course. Both tests will consist of 10 open-ended questions, each of which can be evaluated with a score from 0 to 3. The final grade is constituted by the weighted average of both written tests.</p> <p>In case of failure, the student has the opportunity to take an oral exam on one or both parts .</p> <p>Students who do not attend the course will be assessed through an oral exam covering all the contents of the program</p> <p>The score range of the examination is 18/30. More specifically: 30-30 cum laude (excellent): excellent knowledge of the course contents; very good command of scientific terminology; very good analytical skills; excellent ability to apply theoretical models to the analysis of linguistic phenomena; 27-29 (very good): very good knowledge of the course contents; good command of scientific terminology; good analytical skills; good ability to apply theoretical models to the analysis of linguistic phenomena; 24-26 (good): good knowledge of the course contents; good command of scientific terminology, though usage may not be flawless; good analytical skills; good ability to apply theoretical models to the analysis of linguistic phenomena, though some hesitation may be present; 21-23 (fair): acceptable grasp of basics in the course programme; limited linguistic resources make it difficult for candidate to display autonomous analytical skills; questions are usually understood, but rephrasing is often required; questions are usually answered relevantly, but frequent repetition and hesitation; some questions are misunderstood; 18-20 (poor): very poor knowledge of the course contents; no ability to reformulate and expand; questions are often misunderstood; answers are irrelevant and incomplete; little or no evidence of analytical and communication skills; (fail): unable to deal with any but the most basic questions, information is insufficient, inaccurate, and/or irrelevant. (For more details on assessment criteria refer to the Italian text).</p>
<b>EDUCATIONAL OBJECTIVES</b>	<p>The course aims to provide students with the theoretical foundations and the basic methodological tools for the study of language.</p> <p>For the exam, understanding of the various levels of linguistic analysis and ability to apply the principles of analysis to linguistic materials are required.</p>
<b>TEACHING METHODS</b>	lectures and practice
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>Testi consigliati. 2 opzioni. Le due opzioni sono equivalenti. Gli studenti potranno scegliere liberamente l'una o l'altra.</p> <p>Opzione 1: - Simone, Raffaele, <i>Fondamenti di Linguistica</i>, McGraw-Hill. Esclusi i capp. 4 e 5. - Basile, Grazia et alii, <i>Linguistica generale</i>, Carocci (capp. 3 - Fonetica - e 4 - Fonologia). - Scalise, Sergio e Bisetto, Antonietta (2008), <i>La struttura delle parole</i>, Bologna, Il Mulino. - <i>Appunti sulla teoria della grammaticalizzazione</i>, dispensa curata dalla Dott.ssa Egle Mocciaro (fornita dal docente).</p> <p>Opzione 2:</p> <p>- Basile, Grazia et alii, <i>Linguistica generale</i>, Carocci (escluso il capitolo 10) - Scalise, Sergio e Bisetto, Antonietta (2008), <i>La struttura delle parole</i>, Bologna, Il Mulino. - <i>Appunti sulla teoria della grammaticalizzazione</i>, dispensa curata dalla Dott.ssa Egle Mocciaro (fornita dal docente).</p> <p>Approfondimento valido per entrambe le opzioni: Edward Sapir 1933 "Language". <i>Encyclopaedia of the Social Sciences</i> 9. 155–169. New York:</p>

## SYLLABUS

Hrs	Frontal teaching
3	Introduction
3	Basic categories for the study of language
3	Theoretical approaches to the study of language
6	Phonetics
6	Phonology
6	Morphology
3	Grammar and grammatical categories
3	Grammatical functions
3	Syntax
3	Lexical semantics
4	Semantics
3	Pragmatics
3	Grammaticalization
Hrs	Practice
3	Phonetics
2	Phonology
3	Morphology
3	Syntax /Lexical semantics