UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNDERGRADUATE STUDY PROGRAMME

English Language and Literature (double major)

SPLIT, November 2023

GENERAL INFORMATION ON HIGHER EDUCATION INSTITUTION

Name of the higher education institution	Faculty of Humanities and Social Sciences in Split
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GENERAL INFORMATION ABOUT THE STUDY PROGRAMME

Name of the study programme	Undergraduate university study programme *English Language and Literature (double-major)*		
Provider of the study programme	Faculty of Humanities and Social Sciences, Department of English Language and Literature		
Other participants	N/A		
Type of study programme	Vocational study programme ☐	**University study programme x**	
Level of the study programme	**Undergraduate x**	Graduate ☐	Integrated ☐

	Postgraduate ☐	Postgraduate specialist ☐	Postgraduate ☐
Academic/vocational title earned at the completion of study	Bachelor (baccalaureus/baccalaurea) of Arts (BA) in English Language and Literature (univ. bacc. philol. angl.)		

1. INTRODUCTION

1.1. Rationale for the study programme

The undergraduate study programme *English Language and Literature* at the Faculty of Humanities and Social Sciences, University of Split, was created, on the one hand, to educate and train professionals in the field of English Studies up to a level necessary for the continuation of graduate study programme *English Studies*, and, on the other hand, to enable employment after the completion of the three-year programme. The study programme has, therefore, been created in such a way so as to combine fundamental knowledge in linguistics, literature in English, and English as a foreign language.

Taking into consideration the continuing educational needs of the local community, as well as the economic trends in Split and Split-Dalmatia County (with the emphasis on tourism, the development of cultural tourism, and the promotion of cultural heritage in particular), there has been a growing demand for experts in the field of English studies. The need for such experts has long been present in the labour market due to the internationalisation of the economy and all other areas of modern society. With Croatia's accession to the EU, such a need has become even more apparent.

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

The rapid development of cultural and creative industries in the local community – within the city of Split itself and in Split-Dalmatia County – also depends on the expertise of its university-educated professionals in linguistic mediation. Upon the completion of their undergraduate studies, a Bachelor of Arts in English Language and Literature will have a high level of language proficiency, good communication skills in English, and the ability to understand and interpret the content related to the study of English language, culture, and literature, i. e. the skills necessary for performing the job of a linguistic mediator employed at various economic, administrative and cultural institutions of the local community and for working in the media and publishing sector.

1.3. Compatibility with requirements of professional organisations

The undergraduate study programme is designed in such a way that students are able to consolidate their existing skills/competences and acquire new ones in the field of English studies. The study programme aligns with the Qualification Standard for Bachelor of Arts in English Language and Literature. It is based on modern concepts of syllabus design in English language and literature, offering a balanced approach to the study of English language and linguistics and the study of literature in English, thus meeting the requirements of professional organisations such as HUPE (Croatian Association of Teachers of English) and EALTA (European Association for Language Testing and Assessment). The general programme of each course unit or module is constructed out of contemporary sources and includes fundamental topics from specific academic disciplines as well as recent research insights. Teaching methods and techniques to be implemented within the study programme encourage critical thinking and creativity, and professional development of students.

The teaching staff at the Department of English Language and Literature are members of numerous Croatian and international professional organisations and bodies (e.g., Croatian Applied Linguistics Association Society (CALS), Croatian Association of University Lectors (CAUL), Croatian Philological Society, Croatian-Canadian Academic Society, Croatian Association for American Studies (HUAmS), The Croatian Association for the Study of English (CASE), European Society for Translation Studies (EST), Science Fiction Research Association, Central European Association for Canadian Studies, Modern Language Association of America, British Comparative Literature Association). They are also active members of editorial boards and peer reviewers for a number of professional and academic journals.

1.4. Partners outside the higher education system

Primary and secondary schools within the educational system; private language schools; Split - Dalmatia County; Croatian Chamber of Commerce; Split Tourist Board, and various cultural and other institutions with the status of a business teaching partner of the Faculty of Humanities and Social Sciences in Split.

1.5. Financing

Ministry of Science, Education and Sport (national budget).

1.6. Comparability of the study programme with other accredited programmes in higher education institutions in the Republic of Croatia and EU countries

The study programme was created in accordance with European educational structures (ECTS system, study cycles, etc.). Programmes designed on the basis of the above-mentioned principles are already in place at many other universities abroad as well as in Croatia (e.g., the University of Zagreb and the University of Rijeka).

The undergraduate study programme *English Language and Literature* is comparable to the undergraduate study programme in English/American Studies in Graz, Austria, or the double-major undergraduate study programme in English Language and Literature at the University of Ljubljana, Slovenia. They contain similar courses, with a significant overlap in content in a number of courses. Due to this, the knowledge, skills, and competences acquired at the end of undergraduate studies also greatly overlap. Compare: Department of English Studies, Department of American Studies, University of Graz: https://anglistik.uni-graz.at/en, https://amekanistik.uni-graz.at/en, Faculty of Arts, University of Ljubljana: https://www.anglistika.ff.uni-lj.si/en.

1.7. Openness of the study programme to student mobility (horizontal, vertical in the Republic of Croatia, and international)

The undergraduate study programme *English Language and Literature* welcomes intra-national and international student mobility. Namely, during their studies, students from Croatian or foreign universities are given a possibility to continue their studies in Split by transferring from the University of Zagreb, University of Zadar, and University of Mostar, BiH. Students from the Department of English Language and Literature of the Faculty of Humanities and Social Sciences in Split are also allowed to continue their studies by enrolling into comparable graduate studies at the above-mentioned universities, as well as the University of Rijeka, University of Osijek, University of Ljubljana, University of Maribor, etc.

Furthermore, while studying in Split, students can enjoy mobility on the basis of international cooperation agreements concluded primarily through Erasmus + programme.

1.8. Compatibility of the study programme with the mission and the strategy of the University and the proposer, as well as with the strategy statement of the network of higher education institutions

The study programme is in line with *the Development Strategy of the Faculty of Humanities and Social Sciences, University of Split 2021-2025.*

1.9. Current experiences in equivalent or similar study programmes

The Bologna-style double-major undergraduate programme *English Language and Literature* has successfully been implemented at the Department of English, Faculty of Humanities and Social Sciences in Split, since the academic year 2005/2006. A similar double-major undergraduate programme in English Language and Literature was successfully implemented at the Department of English within the Department of Humanities, the University of Split, between the academic years 2001/2002 and 2005/2006.

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

Scientific/artistic area of the study programme	Humanities
Duration of the study programme	6 semesters (3 years)
The minimum number of ECTS required for completion of the study	90 (180)
Enrolment requirements and admission procedure	Secondary school diploma ('matura') in Croatian Language, English (A), and Mathematics (B)

2.2. Learning outcomes of the study programme (name 15-30 learning outcomes)

Upon the completion of the undergraduate study programme *English Language and Literature,* the Bachelor of Arts will be able to:

1. follow and understand specialist lectures and presentations of complex content delivered in English
2. communicate ideas, in writing, on specialized and other topics in clear, fluent, and appropriate English using different text types
3. communicate ideas, in oral discourse, on specialized and other topics in clear, fluent, and appropriate English using presentation skills and different forms of verbal communication
4. apply the basic methods of analytical reading of specialized and scientific texts in English
5. search and use the appropriate specialized and scientific literature in English
6. identify and elaborate on their academic goals and plan, select, and apply the appropriate strategies for completing their studies in English
7. design and conduct small-scale research on a linguistic, literary, and/or cultural topic and present the results in English, either in oral or written form of discourse
8. analyse the socio-cultural characteristics of different English-speaking countries
9. describe and explain the concepts and theoretical principles of basic linguistic disciplines (phonology, morphology, syntax, semantics) in English
10. interpret the basic phonological and prosodic features of the English language
11. apply the basic principles of transcription of speech sounds in English using the International Phonetic Alphabet (IPA)
12. describe and analyse the basic morphosyntactic properties of the contemporary English
13. explain and apply word-formation processes specific to English and classify words into parts of speech

14. analyse the structure of sentences in English with respect to the function of their parts
15. describe and explain the basic lexical categories in English
16. analyse the meaning of different lexical units in English
17. discuss the basic concepts and methods in the study of meaning in language by using the appropriate terminology in English
18. compare and explain (in English) the cultural, sociolinguistic, and pragmatic aspects of language use
19. explain and elaborate on the influence of the socio-historical and cultural context on the development of literary genres and movements within Anglophone literature
20. recognize and apply different theoretical approaches to the study of a literary work in Anglophone literatures
21. apply basic methods of analytical reading in the analysis of literary texts in English
22. use the terms and methods specific to literary criticism when analysing, either in oral or written form, a literary work from the corpus of Anglophone literature
23. detail the genealogy of Anglophone literary stylistics and genres with reference to major movements, national traditions, and representative authors
24. describe the basic thematic, stylistic and formal features of literary works from early modern, romantic, Victorian and modernist, and contemporary Anglophone literature
25. communicate ideas concerning literary and other texts effectively in oral and written forms of discourse in English
26. critically discuss contemporary topics and events in the world within the framework of English studies.
27. apply the appropriate strategies of linguistic and intercultural mediation in different settings and understand the professional and ethical standards of the profession
28. use modern technologies and digital tools for different purposes (translating from English into Croatian and vice versa, writing seminar papers, preparing presentations
29. apply basic translation principles and strategies when translating simple general and specialized content from English into Croatian and vice versa.

2.3. Employment possibilities

The Bachelor of Arts in English Language and Literature will have a high level of knowledge of the English language, literature, and culture as well as good communication skills, which are necessary for performing the jobs related to linguistic mediation and cooperation at various cultural, economic and administrative institutions as well as in the media and tourism sector.

2.4. Possibilities of continuing studies at a higher level

The Bachelor of Arts in English Language and Literature can enrol in a two-year double-major graduate study programme *English Studies* offered by the Department of English Language and Literature at the Faculty of Humanities and Social Sciences in Split. The Bachelor of Arts can enrol in comparable graduate studies offered at other universities in Croatia and abroad.

2.5. Name lower-level studies of the proposer or other institutions that qualify for admission to the proposed study

N/A

2.6. Structure of the study

The undergraduate study programme *English Language and Literature* is structured as a double-major degree programme and can thus be combined with any other double-major study programme at the Faculty of Humanities and Social Sciences in Split. The programme lasts three years with two semesters a year (six semesters in total). One study year carries 30 ECTS points.

Student responsibilities are regulated by the syllabi of individual courses (see course descriptions). Students' obligations in terms of class attendance, study rhythm and exams are defined by the regulations of Faculty of Humanities and Social Sciences in Split. Students from other departments and faculties can enrol into some elective courses provided their level of English is equivalent to C1+ or C2.

Most of the courses are intended for work in small groups. Students are expected to consult course instructors regularly during office hours regarding the writing of their essays, presentations, and exams. During the winter semester of their third year, students choose their supervisor, who will then supervise their research and the writing of their final thesis during the summer semester.

2.7. Guiding and tutoring through the study system

The Student Counseling Center and the Center for Career Planning and Development of the Faculty of Humanities and Social Sciences offer students support through individual and group counseling activities, workshops, training, public lectures, and forums. Departmental student representatives and the student office staff are responsible for advising on student rights and duties. The Head of the Department is responsible for advice regarding the study programme. For all queries regarding the application for the Erasmus+ programme, students and staff can contact the departmental Erasmus coordinator.

2.8. List of courses that students can take in other study programmes

Students of *English Language and Literature* during their studies can take one elective course in different study programmes at the Faculty of Humanities and Social Sciences. The list of courses is available on the Faculty's website. At the beginning of the third year of their studies, students can enrol in the course *Professional Practice at a Teaching Base* which does not enter the ECTS credits for electives and is not compulsory. The course is performed in cooperation with the business teaching partners of the Faculty of Humanities and Social Sciences and thus, offers students a valuable on-the-job experience. Students can apply for a vocational internship and earn the additional 5 ECTS credits after completing the course.

2.9. List of courses taught in a foreign language

All coursework in English studies is conducted in English. The Croatian language is used only in the courses related to translation from or translation into the Croatian language.

Students from other departments and faculties can enrol into the elective courses offered by the Department if their level of English is equivalent to C1+ or C2, and if the number of enrolled Department students is lower than the prescribed quota.

2.10. Criteria and conditions for transferring the ECTS credits

Students who obtain more than 42 ECTS in an academic year can enrol into the next year of studies. If they did not pass all the courses, next year they have to enrol first into those courses they had failed. Students who obtain the minimum of 60 ECTS in the preceding year are allowed to enrol into courses that bring the maximum of 75 ECTS in the following year.

ECTS points gained outside the Faculty of Humanities and Social Sciences are recognized in accordance with the value of ECTS set by the Faculty of Humanities and Social Sciences. The transfer of points can be carried out between different study programmes in English Language and Literature. The criteria and transfer requirements are defined by the regulations of the Faculty of Humanities and Social Sciences.

2.11. Completion of study

The final requirement for completion of the study	**BA thesis** X MA thesis ☐	Final exam ☐ Diploma exam ☐
Requirements for final/diploma thesis or final/diploma/exam registration	Completed the fifth (winter) semester of the third year.	
The procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	Completed coursework in all enrolled courses. The final thesis was graded positively by the supervisor and successfully defended before an evaluation committee consisting of three members.	

2.12. List of mandatory and elective courses

List of courses						
Year of study: 1						
Semester: 1						
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE001	Introduction to Linguistics	15	30	0	/	4

	HZE002	Introduction to Literature: Poetry and Drama	15	30	0	/	4
	HZE003	English Language – Communication Skills 1 / Module 1	0	0	60	/	4
		Academic Skills	0	45	0	/	3
	Total		30	105	60	/	15
Elective		/	/	/	/	/	/
	Students do not choose any elective courses.						

List of courses							
Year of study: 1							
Semester: 2							

STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE101	Phonetics and Phonology	15	30	0	/	4
	HZE102	Introduction to Literature: The Novel	15	30	0	/	4
	HZE103	English Language – Communication Skills 1 / Module 2	0	0	60	/	4
		Practical Criticism	0	45	0	/	3
	Total		30	105	60	/	15
Elective		/	/	/	/	/	/
	Students do not choose any elective courses.						

List of courses							
Year of study: 2							
Semester: 3							

STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE201	Morphology and Morphosyntax	15	30	0	/	4
	HZE202	Early Modern English Literature	15	30	0	/	4

	HZE203	English language – Communication Skills 2 / Module 3	0	0	60	/	4
		Linguistic and Intercultural Mediation	0	45	0	/	3
	Total		30	105	60	/	15
Elective		/	/	/	/	/	/
	Students do not choose any elective courses.						

List of courses							
Year of study: 2							
Semester: 4							

STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE301	English Syntax	15	30	0	/	4
	HZE302	Romantic and Victorian Literature	15	30	0	/	4
	HZE303	English Language – Communication Skills 2 / Module 4	0	0	60	/	4
	Total		30	60	60	/	12
Elective		How Literature Changes the World	15	15	0	/	3
		Australian Literature	15	15	0	/	3
	HZE508	Aspects of British Culture	15	15	0	/	3
	Students choose one elective course.					Total:	15

List of courses							
Year of study: 3							
Semester: 5							

STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE401	Introduction to Semantics	15	30	0	/	4
	HZE402	Twentieth and Twenty-first Century Literature in English	15	30	0	/	4
	HZE404	English Language – Translation Skills / Module 1	0	0	60	/	4
	Total		30	60	60	/	12

Elective	HZE507	American Society and Culture	15	15	0	/	3
	HZE503	Business Communication	0	30	0	/	3
		Contemporary Literary Theory*	15	15	0	/	3
	HZX008	Professional Practice at a Teaching Base**	0	30	40	80	5
	Students choose one elective course.					Total:	15

* Students who decide to write the final thesis on a topic related to the field of literature are obliged to take the elective course *Contemporary Literary Theory*.
** Does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and obtain an additional 5 ECTS credits after completing the course.

List of courses							
Year of study: 3							
Semester: 6							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE504	American Literature	15	30	0	/	4
	HZE505	English Language – Translation Skills / Module 2	0	0	45	/	3
	HZE506	Final Thesis*	/	/	/	/	5
	Total		15	30	45	/	12
Elective		British and Irish Modernism	0	30	0	/	3
	HZE509	Introduction to Creative Writing	0	30	0	/	3
	HZX008	Professional Practice at a Teaching Base**	0	30	40	80	5
	Student chooses one elective course					Total:	15

* Final thesis in undergraduate double-major programme = 10 ECTS credits: 5 credits per study programme.
** Does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and obtain additional 5 ECTS credits after completing the course.

2.13. Course descriptions

NAME OF THE COURSE	ACADEMIC SKILLS		
Code		Year of study	1st
Course teacher	Ana Bakašun, Senior Language Instructor; Ivana Bojčić, Senior Language Instructor	Credits (ECTS)	3

Associate teachers	/		Type of instruction (number of hours)		L	S	E	F
					0	45	0	/
Status of the course	obligatory		Percentage of application of e-learning	/				

COURSE DESCRIPTION	
Course objectives	Development of knowledge, skills and strategies necessary for functioning in academic environments. Efficient management of students' own studies.
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students should be able to: - use appropriate strategies to participate efficiently in lectures and seminars during their studies; - identify and analyse characteristics of academic discourse; - plan, choose and apply relevant strategies to achieve their own academic goals; - critically evaluate and choose content required for their further independent studies.

	HOURS	CONTENT
Course content broken down in detail by weekly class schedule (syllabus)	0-3	Introduction to the course content: different educational environments – different expectations. Adaptation strategies.
	3-6	Individual learner styles: how to choose appropriate individual learning strategies and techniques.
	6-9	Reading and understanding academic texts: different reading purposes – different strategies.
	9-12	Reading and understanding academic texts: understanding arguments and recognising the author's stance.
	12-15	Reading and understanding academic texts: efficient note-taking.
	15-18	Attending lectures and academic presentations: efficient note-taking.
	18-21	Participating in academic discussions: preparing for seminars and working in groups.
	21-24	Writing for study purposes: essays, seminar papers and final theses. Different text types and relevant rules.
	24-27	Writing for study purposes: recognising and using academic discourse (specific grammar and vocabulary).
	27-30	Writing for study purposes: text structure.
	30-33	Writing for study purposes: citations, paraphrasing, summarising. Avoiding plagiarism.

	33-36	Speaking for study purposes (oral presentations of students' own and other written work): planning and preparation.
	36-39	Speaking for study purposes: transferring written content into efficient visuals.
	39-42	Speaking for study purposes: preparing for audience questions.
	42-45	Organising students' own studies: time management, stress management, preparing for various forms of evaluation and assessment.

Format of instruction	☐ lectures **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	**X independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework assignments. Completion of student portfolio. Compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.	

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		Homework assignments (student portfolio)	1.5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed based on the student portfolio. Continuous evaluation (diagnostic tests, homework tasks, achievement tests, testing of speaking skills) is also conducted throughout the course. Criteria for evaluating and grading individual elements are described in the course repository.

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Selected chapters from: de Chazal, Edward & Moore, Julie (2013). *Oxford EAP Advanced/C1*. OUP.	1	no
	Selected chapters from: Wallace, Michael J. (2004). *Study Skills in English*. CUP.	1	no
Optional literature	Chapters (selected according to student needs) from:		

	Paterson, Ken & Wedge, Roberta (2013). *Oxford Grammar for EAP*. OUP. McCarthy, Michael & O'Dell, Felicity (2016). *Academic Vocabulary in Use*. CUP. Butterworth, John & Thwaites, Geoff (2006). *Thinking Skills*. CUP.
Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process; students' success in completing syllabus-assigned tasks, individual consultations.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE	AMERICAN LITERATURE					
Code	HZE504	Year of study	3rd			
Course teacher	Dr Gordan Matas, Associate Professor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	obligatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
Course objectives	The course studies the development of American literature from its early days, i.e. from colonial and Puritan literature up to the present time. Special attention has been paid to the American Renaissance and the era of realism and naturalism since some of the most important American authors wrote during these periods. Although the primary goal of the course is to outline the most important periods and authors, the course also discusses ethnic/multicultural literature as well as women's writing.
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course students will be able to: 1. demonstrate the knowledge of main literary periods, works and authors in American literature; 2. explain basic facts, theories and principles of the mentioned area; 3. analyze and interpret selected literary works; 4. compare and evaluate the mentioned periods and works of American literature.

Course content broken down in detail by weekly class schedule (syllabus)			
	1 Lecture	Introduction/Literature of colonial and revolutionary period	
	Seminar	Jonathan Edwards, "Sinners in the Hands of an Angry God "	

	2 Lecture		Early American fiction			
	Seminar		Benjamin Franklin, selection from "Autobiography"			
	3 Lecture		American Renaissance– theoretical framework			
	Seminar		Edgar Allan Poe, "The Raven"			
	4 Lecture		American Renaissance – important authors			
	Seminar		Nathaniel Hawthorne, "The Minister's Black Veil"			
	5 Lecture		Transcendentalism - R.W. Emerson & H.D. Thoreau			
	Seminar		Henry David Thoreau, "Walden, Chapter I "			
	6 Lecture		W. Whitman & E. Dickinson			
	Seminar		Selected poems from the Reader			
	7 Lecture		Mark Twain and American themes			
	Seminar		Mark Twain's novels			
	8 Lecture		American realism			
	Seminar		Carl Sandburg, "Chicago"			
	9 Lecture		American naturalism			
	Seminar		Stephen Crane, "The Bride Comes to Yellow Sky"			
	10 Lecture		American fiction between the two World Wars			
	Seminar		William Faulkner," Barn Burning"			
	11 Lecture		American literature after WW II			
	Seminar		Ernest Hemingway's fiction			
	12 Lecture		Ethnic/Multicultural literature			
	Seminar		Zora Neale Hurston, "How it Feels to be Colored Me"			
	13 Lecture		African-American literature			
	Seminar		Toni Morrison, "Beloved"			
	14 Lecture		Asian-American literature			
	Seminar		Amy Tan, "The Joy Luck Club"			
	15 Lecture		Revision			

	Seminar	Revision		
Format of instruction	**X lectures** **X seminars and workshops** □exercises □*on line* in entirety □partial e-learning □field work		**X independent assignments** □multimedia □laboratory **X work with mentor** □ (other)	
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; preparation of seminar, passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.			

Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the seminar paper and final written exam. Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Gray, Richard. (2005). *A History of American Literature*. Malden: Blackwell Publishing.	2	yes
	Baym, N. (Ed.). (2002). *The Norton Anthology of American Literature: Shorter Version, Sixth Edition*. New York: W. W. Norton & Company.	3	yes

Optional literature (at the time of submission of study programme proposal)	DeLillo, Don. (2003). *Cosmopolis.* New York: Scribner. Hurston, Zora Neale. (1937). *Their Eyes Were Watching God.* New York: Perennial, 1990. Morrison, Toni. (1987). *Beloved.* New York: Plume. Tan, Amy. (1989). *The Joy Luck Club.* New York: Ivy Books.
Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process; students' success in completing syllabus-assigned tasks, individual consultations.
Other (as the proposer wishes to	/

add)	

NAME OF THE COURSE	AMERICAN SOCIETY AND CULTURE					
Code	HZE507	Year of study	3rd			
Course teacher	Dr Gordan Matas, Associate Professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	15	0	/
Status of the course	elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The course discusses history, culture, politics and society in the United States of America from early colonial days and independence through the development of national government and conquest of the American west up to the present day. The aim of the course is to familiarize students with basic values and points of view within American society and their development and changes caused by various historical and political circumstances.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course students will be able to: 1. demonstrate the knowledge of main periods and events in history; 2. explain basic facts, occurrences and phenomena of the USA; 3. analyze and interpret the most important historical, social and cultural phenomena in the USA; 4. compare and evaluate the mentioned periods as well as social and cultural phenomena.					
Course content broken down in detail by weekly class schedule (syllabus)	(lecture + seminar)					

1. Early settlers
1. Early settlers
2. Colonial period
2. Colonial period
3. American independence
3. American independence
4. Expansions, differences and conflicts
4. Expansions, differences and conflicts
5. Civil war and reconstruction
5. Civil war and reconstruction

	6. World War I and depression
	6. World War I and depression
	7. World War II
	7. World War II
	8. America after war
	8. America after war
	9. Great social and cultural changes
	9. Great social and cultural changes
	10. New world order
	10. New world order
	11. Multicultural America
	11. Multicultural America
	12. Political institutions
	12. Political institutions
	13. Religion
	13. Religion
	14. Education
	14. Education
	15. Popular culture
	15. Popular culture

Format of instruction	**X lectures** **X seminars and workshops** ☐exercises ☐*on line in* entirety ☐partial e-learning ☐field work	**X independent assignments** ☐multimedia ☐laboratory **X work with mentor** ☐ (other)

Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; preparation of seminar; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					

Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research	0.5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	

	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of class attendance, research and the seminar paper. Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Brown Tindall, George & Shi, David Emory. America: A Narrative History. New York and London: W.W. Norton & Company, 2000.	1	yes
	Norton, Mary Beth, Katzman, David M. et al. A People & a Nation: A History of the United States. Boston: Houghton Mifflin Company, 2001.	1	yes
Optional literature (at the time of submission of study programme proposal)	Mauk, David & Oakland, John. American civilization: An Introduction. London and New York: Routledge 2009.		
Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process; students' success in completing syllabus-assigned tasks; individual consultations.		
Other (as the proposer wishes to add)	Open to students of other undergraduate study programs at the University of Split if the enrolment quota has not been filled by its own students, on condition that their English language competence is C1+ to C2 and they contact the course instructor by email beforehand.		

NAME OF THE COURSE	ASPECTS OF BRITISH CULTURE					
Code	HZE508	Year of study	2nd			
Course teacher	Danijela Šegedin Borovina, PhD, Assistant Professor	Credits (ECTS)	3			
Associate teachers	Ilonka Peršić, MPhil, Lecturer	Type of instruction (number of hours)	L	S	E	F
			15	15	0	/
Status of the course	elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						

Course objectives	- to develop students' awareness of the complexity of various aspects of British culture and their relation to historical and ideological changes; - to analyse and discuss various aspects of contemporary British culture; - to think through the relationship between tradition and modernity in contemporary Britain; - to develop skills in individual research work and work in pairs; - to develop oral presentation skills (preparation of individual presentation); - to develop writing skills (by preparing a seminar paper based on the oral presentation and research using recommended and optional literature)
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - show theoretical sensitivity towards the understanding of concepts concerning the relationship between tradition and modernity in contemporary British culture; - critically analyse topics related to British culture; - research (individually or in pairs) a selected topic related to British culture; - orally present the results of own research; - demonstrate theoretical knowledge and practical experience in the descriptive analysis of the elements of British culture (via seminar paper).
Course content broken down in detail by weekly class schedule	. Introduction: British culture today. Discussion about methodology and topics. Distribution of presentation assignments. . Introduction to the history of Britain. . Monarchy then and now: symbolic vs. cultural capital? . British media. . Education and educational institutions: history, cultural heritage and the question of class. . Literature and historical legacy of colonialism: the *Man Booker* literary prize. . Political system and political satire. . The relationship between tradition and modernity in contemporary British art on the example of the Turner Prize. Topic analysis and the reaction of the British media. . Sport and identity: Race, class, region. . North and South, from the Victorian age until today. . The United Kingdom? Regional identities and secession initiatives. . Britain and Europe: relationship analysis. . Multiculturalism in literature and pop-culture. . *Queer* identities, the Anglican Church, and British media. . Seminar papers analysis. Concluding remarks.

Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	**X independent assignments** **X multimedia** ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; preparation and writing of the seminar paper; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.	

Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar paper/presentation	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed based on class participation, seminar paper, and the final written exam (or two colloquia). Criteria for evaluating and grading individual elements are described in the course repository.

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Oakland, J. (2006). *British civilization: An introduction.* London, Routledge.	1	no
	O' Driscoll, J. (1995). *Britain: the Country and its People.* Oxford, Oxford University Press.	1	no
	Storry, M. & Childs, P. (eds.) (2012*). British Cultural Identities.* London/NY, Routledge.	1	no
	McDowall, D. (1989). *An illustrated history of Britain.* London, Longman.	/	no
	Addison, P. & Jones, H. (2005). *A Companion to Contemporary Britain.* Oxford, Blackwell.	/	no

Optional literature (at the time of submission of study programme proposal)	McDowall, D. (2008). *Britain in Close-up.* Harlow, Longman. Oakland, J. (1993). *A Dictionary of British Institutions: a Student Guide.* London: Routledge. Internet: BBC, http://www.bbc.co.uk/ The Guardian, http://www.guardian.co.uk/ National Trust, http://www.nationaltrust.org.uk/ British History Online, https://www.british-history.ac.uk/

Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process; students' success in completing syllabus-assigned tasks; individual consultations.

Other (as the proposer wishes to add)	Open to students of other undergraduate study programs at the University of Split if the enrolment quota has not been filled by its own students, on condition that their English language competence is C1+ to C2 and they contact the course instructor by email beforehand.

NAME OF THE COURSE	AUSTRALIAN LITERATURE					
Code		Year of study	2nd			
Course teacher	Dr Gordan Matas, Associate Professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	**L**	**S**	**E**	**F**
			15	15	0	/
Status of the course	elective	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
Course objectives	The course studies the development of Australian literature from its early days, i.e. from colonial literature up to the present time. Special attention has been paid to the era of realism and naturalism since some of the most important Australian authors wrote during these periods. Although the primary goal of the course is to outline the most important periods and authors, the course also discusses ethnic/multicultural literature as well as women's writing.
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course students will be able to: 1. demonstrate the knowledge of main literary periods, works and authors in Australian literature; 2. explain basic facts, theories and principles of the mentioned area; 3. analyze and interpret selected literary works; 4. compare and evaluate the mentioned periods and works of Australian literature.

Course content broken down in detail by weekly class schedule (syllabus)	**1 Lecture**	Introduction	
	Seminar	Positioning Australian literature	
	2 Lecture	Indigenous literature	
	Seminar	Aboriginal biography	
	3 Lecture	Indigenous literature	
	Seminar	Aboriginal autobiography	
	4 Lecture	Colonial writers	
	Seminar	Charles Harpur – selected poems	
	5 Lecture	Colonial writers	
	Seminar	Henry Lawson – short stories	
	6 Lecture	Poetry from the 1890s to 1970	
	Seminar	Christopher Brennan – selected poems	

7 Lecture	Fiction from 1900 to 1970	
Seminar	Patrick White "Happy Valley"	
8 Lecture	Fiction from 1900 to 1970	
Seminar	Ion Idriess and realism	
9 Lecture	Theatre from 1788 to the 1960s	
Seminar	Louis Esson and national drama	
10 Lecture	Contemporary poetry	
Seminar	Bruce Dawe – selected poems	
11 Lecture	Contemporary fiction	
Seminar	Peter Carey	
12 Lecture	Contemporary fiction	
Seminar	"Oscar and Lucinda" and Peter Carey	
13 Lecture	Contemporary theatre	
Seminar	Tim Winton "Cloudstreet"	
14 Lecture	From biography to autobiography	
Seminar	David Marr and Hazel Rowley	
15 Lecture	Australian literature and its criticism	
Seminar	Revision	

Format of instruction	**Xlectures** **Xseminars and workshops** ☐exercises ☐*on line* in entirety ☐partial e-learning ☐field work	**Xindependent assignments** ☐multimedia ☐laboratory **Xwork with mentor** ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; timely completion of seminar paper, passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.	

Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the seminar paper and final written

work in class and at the final exam	exam. Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Webby, E. (ur.). (2000). *The Cambridge Companion to Australian Literature.* New York: Cambridge UP.	1	yes
	Jose, N. (ur.). (2009). *Macquarie Pen Anthology of Australian Literature*. Sydney: Macquarie UP.	1	yes
Optional literature (at the time of submission of study programme proposal)	Carey, Peter. (1988). *Oscar and Lucinda.* Winton, Tim. (2003). *Dirt Music.*		
Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process; students' success in completing syllabus-assigned tasks; individual consultations.		
Other (as the proposer wishes to add)	/		

COURSE TITLE	BRITISH AND IRISH MODERNISM					
Code		Year of study	3rd			
Course teacher	Ilonka Peršić, MPhil	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	30	0	/
Status of the course	elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The course aims to make students acquainted with the main aesthetic, cultural and ideological features and implications of British and Irish Modernism by focusing on an analysis of the texts which belong to different literary genres and sub-genres. Students will learn how to critically approach important authors of British and Irish Modernism, as well as become aware of the aesthetic features of their texts (to mention but a few of them: formal innovation, Modernist interest in subjectivity, intertextual dialogue with the past). Through an analysis of selected writers, students will also acquire some important theoretical notions (the definition and characteristics of free indirect style and of intertextuality, the psychoanalytic concept of subjectivity, etc).					
Course enrolment	/					

requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the successful completion of the course students will: - be familiar with the main aesthetic features of British and Irish Modernism; - understand the main cultural and political events and their impact on British and Irish modernism; - become acquainted with some important theoretical notions (intertextuality, free indirect style, dissolved subjectivity); - improve the abilities of analytical and critical reading and - be able to discern the formal specificities of Modernist texts; - acquire writing skills; - develop research skills.
Course content broken down in detail by weekly class schedule (syllabus)	**1.** Introduction: Different "Modernisms": thematic, stylistic and narrative specificities of Modernist literature through an analysis of the most important British and Irish Modernist authors **2.** Modernist fiction: J. Joyce: *Ulysses* (selection of different passages to make students understand Modernist inclination towards inclination and its interest in subjectivity) **3.** V. Woolf: "A Room of One's Own", "On Being Ill", (Woolf and feminism, the theme of mental illness, manipulation of narrative temporality, Woolf and impressionism) **4.** V. Woolf, *Mrs Dalloway* **5.** V. Woolf, *To the Lighthouse* **6.** The notion of otherness; Modernism and Postcolonial criticism J. Conrad, *Heart of Darkness* (selection) **7.** E. M. Foster, A *Passage to India* (selection) **8.** The Modernist short story: the re-emergence and the importance of the short story as a fictional form at the beginning of the 20th century; the short story as a site of Modernist experimentation; its interest for the typically Modernist themes **9.** J. Joyce, *Dubliners* (selection) **10.** J. Joyce, *Dubliners* (selection) **11.** Katherine Mansfield, „Bliss", „The Garden Party" (the relationship between Woolf and Mansfield); **12.** D. H. Lawrence, "Why the Novel Matters", "The Horse Dealer's Daughter", ''Odour of Chrysanthemums" (Lawrence and Freud's psychoanalysis) **13**.Modernist poetry W. B. Yeats (selection): symbolism; Yeats and M. Gonne; Yeats and the Irish Literary Revival **14.** T. S. Eliot as a critic: "Tradition and the Individual Talent", ''The Metaphysical Poets" **15.** T.S. Eliot as a poet: *The Waste Land*

Format of instruction	□ lectures **x seminars and workshops** □ exercises □ *on line* in entirety □ partial e-learning □ field work	**x independent assignments** □ multimedia □ laboratory □ work with mentor □ (other)

Student responsibilities	Regular attendance and active participation in classes; timely completion of homework assignments and one seminar paper. Taking the final exam (or several semestral tests). Compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam (or several short exams/tests)	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed based on the student participation in class (discussions, writing tasks, critical evaluation of designated texts, etc.), one seminar paper and several semestral tests. Criteria for evaluating and grading individual elements are described in the course repository.					

	Title	Number of copies in the library	Availability via other dia
Required literature (available in the library and via other media)	Abrams, M.H. & Greenblatt, S. (ur.) (2000). *The Norton Anthology of English Literature*. 10th Edition, vol. II. New York i London: W. W. Norton. (selection)	2	yes
	McRae, J., & Carter, R. (2001), *The Routledge History of Literature in English: Britain and Ireland*, London and New York: Routledge. Childs, P. (2000). *Modernism*, London and New York: Routledge.	3	yes

Optional literature (at the time of submission of study programme proposal)	Begam, Richard & Valdez Moses, Michael (2007). *Modernism and Colonialism: British and Irish Literature, 1899-1939.* Durham, N.C.; London: Duke University Press. Levenson, Michael, *Modernism* (2011). New Heaven: Yale University Press, 2011. Wilson, Leigh, *Modernism* (2007), *London*: Continuum, 2007. Power, Mary and Schneider, Ulrich (1997). *New Perspectives on* Dubliners. Amsterdam and Atlanta: Rodopi) Lee, Hermione, *The Novels of Virginia Woolf* (2010). Abingdon: Routledge. Diepeveen, Leonard (2003). *The Difficulties of Modernism*. New York: Routledge.
Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process; students' success in completing syllabus-assigned tasks, individual consultations.
Other (as the	/

proposer wishes to add)	

NAME OF THE COURSE	BUSINESS COMMUNICATION					
Code	HZE503	Year of study	3rd			
Course teacher	Ana Bakašun, Senior Language Instructor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	30	0	/
Status of the course	elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Introduction to business communication. Effective messages: adapting the message to the target audience. Multicultural working environment. Teamwork and team building. Effective meetings. Business etiquette. Job hunting process: writing a CV, a letter of application, preparing for a job interview. Business presentation skills. Non-verbal communication (body language).					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students should be able: - to identify, understand and use basic tools for effective communication in the world of work; - to tailor their communication to the audience or situation at hand; - to identify individual and collective goals and responsibilities and act in an appropriate manner; - to identify and work towards targets for personal and professional development.					

	WEEK	CONTENT
Course content broken down in detail by weekly class schedule (syllabus)	1	Introduction to business communication.
	2	Communication in different working environments.
	3	Effective messages: adapting the message to the target audience.
	4	Working in teams and team building.
	5	Effective meetings.
	6	Interpersonal skills.
	7	Planning and organising.
	8	Business etiquette.

	9	Job-hunting process: writing a CV and a letter of application.
	10	Job-hunting process: preparing for a job interview.
	11	Presentation skills in the working environment.
	12	Presentation skills: effective visual aids.
	13	Presentation skills: non-verbal communication.
	14	Presentation skills: adapting to unexpected circumstances.
	15	Multicultural working environment.

Format of instruction	☐lectures **X seminars and workshops** ☐exercises ☐*on line* in entirety ☐ partial e-learning ☐ field work	X **independent assignments** ☐ multimedia ☐laboratory ☐work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework assignments; written report and project presentation; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.	

Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research	0.5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project	1.5	(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed based on class participation, a written report and an oral presentation of a set project. Continuous evaluation is also conducted throughout the course. Criteria for evaluating and grading individual elements are described in the course repository.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Selected chapters from: Locker, K. Mackiewicz, J. & Kienzler, D. (2018). *Business and Administrative Communication.* Boston: McGraw-Hill Higher Education.	1	no
	Selected chapters from: Downes, C. (2008). *Cambridge English for Job-hunting.* Cambridge: CUP.	1	no

Optional literature	Various authentic texts and teacher generated materials.
Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process; students' success in completing syllabus-assigned tasks; individual consultations.
Other (as the proposer wishes to add)	The course is open to students from other faculties within the University of Split, provided there are places available in the enrolment quota. The prerequisite for the enrolment is English language competence at C1+ to C2 level and prior email consultations with the course tutor.

NAME OF THE COURSE	CONTEMPORARY LITERARY THEORY				
Code		Year of Study	3rd		
Course teacher	Assoc. Prof. Brian Daniel Willems, PhD	Credits (ECTS)	3		
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	15	0	/
Status of the course	elective	Percentage of application of e-learning	0%		

COURSE DESCRIPTION	
Course objectives	The goal of this class is to provide students with a functional use of contemporary literary theory. The course is open to all students, but required for students writing their final papers in literature. Therefore the content of the course will be adapted to the current needs of the students of that year, although it will also enable students to be able to use a wide variety of theories to analyze both the work of their choice and that of others. Some examples of theorists included are Sara Ahmed, Achille Mbembe, T. Fleischmann, and Cathy Park Hong. Students not only gain an understanding of a number of contemporary literary theories but also gain the tools to use them in both oral and written discourse.
Course enrolment requirements and entry competences required for the course	There are no specific pre-requisites for this class and it is open to all students. However, all students who choose to write their final paper in literature are required to take this course.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will ● become familiar with some of the main trends in contemporary literary theory, such as race, gender, class, and ecological issues; ● critically evaluate and compare different contemporary literary theories; ● connect their own work to some of the most important trends in contemporary literary theory; ● further develop their own work in connection with readings in contemporary literary theory; ● use rhetorical skills of written expression; ● use electronic and printed scientific research tools.

Course content broken down in detail by weekly class schedule (syllabus)	1. L: Introduction to Literary Theory
	   S: Terry Eagleton, "What is Literature?"
	2-3. 2L+2S: Sara Ahmed, *Living a Feminist Life* (excerpts)
	4-5. 2L+2S: Achille Mbembe, *Necropolitics*
	6-7. 2L+2S: Timothy Morton, *Hyperobjects: Philosophy and Ecology after the End*
	
	   of the World (excerpts)
	8-9. 2L+2S: T. Fleischmann, *Time is The Thing a Body Moves Through*
	10-11. 2L+2S: Nick Srnicek and Alex Williams, *Inventing the Future: Postcapitalism and a World Without Work* (excerpts)
	12-13. 2L+2S: Graham Harman, *Weird Realism: Lovecraft and Philosophy* (excerpts)
	14-15. 2L+2S: Cathy Park Hong: *Minor Feelings: An Asian American Reckoning* (excerpts)

Format of instruction	**x lectures** **x seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	**x independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)

Student responsibilities	Regular attendance and active participation in classes; timely homework; preparation of seminar paper; taking the final oral exam; adherence to ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1.5	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed on the basis of teaching activities, seminar paper and final oral exam. Criteria for evaluating and grading individual elements are described in the repository of subjects.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	1. Handouts	provided by the teacher	/

	2. Sara Ahmed, *Living a Feminist Life*. Duke University Press, 2017.	1	yes
	3. Achille Mbembe, *Necropolitics*. Duke University Press, 2019.	1	yes
	4. Timothy Morton, *Hyperobjects: Philosophy and Ecology after the End of the World*. University of Minnesota Press, 2013.	1	yes
	5. T. Fleischmann, *Time is The Thing a Body Moves Through*. Coffee House Press, 2019.	1	yes
	6. Nick Srnicek and Alex Williams, *Inventing the Future: Postcapitalism and a World Without Work*. Verso, 2016.	1	yes
	7. Graham Harman, *Weird Realism: Lovecraft and Philosophy*. Zero Books, 2012.	1	yes
	8. Cathy Park Hong: *Minor Feelings: An Asian American Reckoning*. Random House, 2021.	1	yes
Optional literature	Julie Rivkin and Michael Ryan (Eds.), *Literary Theory: An Anthology*. Wiley/Blackwell, 2017. Richard Lane (Ed.). *Global Literary Theory: An Anthology*. Routledge, 2013. Hans Bertens, *Literary Theory: The Basics*. Routledge, 2013. Terry Eagleton, *Literary Theory: An Introduction*. University of Minnesota Press, 1996. Brian Willems, *Speculative Realism and Science Fiction*. Edinburgh University Press, 2017.		
Ways of monitoring quality that ensure the acquisition of identified learning outcomes	Student survey on the quality of teaching and work of teachers at the university level; students' self-assessment of learning outcomes; collaborative assessment of teachers and students on the implementation and quality of the teaching process; student performance in performing syllabus-prescribed tasks; individual consultations.		
Other (according to the course teacher)	/		

NAME OF THE COURSE		EARLY MODERN ENGLISH LITERATURE				
Code	HZE202	Year of study	2nd			
Course teacher	Dr Simon Ryle, Associate Professor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	obligatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	To develop students' knowledge of early modern English literature, as well as its contextualization with regard to contemporary historical, aesthetic and philosophical					

	issues; to develop analytical skills with regard to the oral and written analysis of early modern literature (included seminar discussions, class presentations, mid-term essay, final essay and exam essay).
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, the students will be able to: - define and analyse knowledge of early modern English literature; - analyse the obtained knowledge of early modern historical, philosophical and aesthetic contexts; - analyse early modern English literature in oral discussions; - compose coherent and thoughtful written argument essays concerning early modern English literature.
Course content broken down in detail by weekly class schedule (syllabus)	Week 1. Introduction to the course: 1603 & 2020: Pandemic, race and plantation capitalism Week 2. Enclosure & servitude: Isabella Whitney (1545?-1577?), "Will and Testament" (1573); Ben Jonson (1572-1637), "To Penshurst" (1616). Week 3. Subjects & sonnets: Philip Sidney (1554-1586) (from Astrophil and Stella): "Sonnet 1" (1591); Edmund Spenser (1552-99) (from Amoretti): "Sonnet 67: Like as a Huntsman" (1595); William Shakespeare, (from Sonnets): "Sonnet 20," "Sonnet 129" (1609); John Donne (1575-1631), (from Holy Sonnets): "Batter my heart, three-personed God" (1633), Lady Mary Wroth (1587-1652), "Come darkest night" "If I were given to mirth" (1621). *Section A: Uncanny poetics* Week 4. Ghosts & networks: William Shakespeare, The Tragedy of Hamlet (1601). Week 5. Witches & terror: William Shakespeare, The Tragedy of Macbeth (1606); Jane Anger (?-?), Jane Anger Her Protection For Women (1589). Week 6. Bodies, kings & nothings (& Samurai): Throne of Blood, dir. Akira Kurosawa, Toho Studios (1957). *Section B: Revolution and Restoration* Week 7. Knowledge: Christopher Marlowe (1564-1593), Dr. Faustus, (1592) Week 8. Nature & Civil War: Andrew Marvell (1621-78), "An Horatian Ode", "Corinna's Going A-Maying", "The Garden", "The Definition of Love" (1681); John Donne "A Valediction: Forbidding Mourning", "The Ecstasy"; (Gerrard Winstanley (1609-1676) "A New Year's Gift Sent to the Parliament and Army" (1650). Week 9. Devotion: George Herbert (1593-1633) "Easter Wings", "Church Monuments", "The Windows", "Jordan (2)" (1633); Henry Vaughan (1621-1695), "The Night" (1650). Week 10. Satan & Eve: John Milton (1608-1674), Paradise Lost, Book 1 (1667); Aemilia Lanyer (1569-1645) "Eve's Apology" (1611). *Section C: Encounters with new worlds* Week 11. Utopias: Margaret Cavendish (1623-1673), The Blazing World (1666). Week 12. Slavery: Aphra Behn (1640-1689), Oroonoko (1688); M. NourbeSe Philip, Zong! 2008.

	Week 13. (Post)colony: William Shakespeare, The Tempest. *Section D: Conference weeks* Week 14. Group project presentations (part I) Week 15. Group project presentations (part II)
Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work **X independent research** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and preparation for seminar discussions; seminar preparation and presentation; taking final oral exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		Seminar preparation	0.5
	Essay		Seminar essay	1	Seminar presentation	0.5
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the preparation of the written seminar paper and its presentation, class attendance and the final oral exam. Criteria for evaluating and grading individual elements are described in the repository of subjects.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Selected chapters from: *The Norton Anthology of English Literature, 7th Edition (Vol 1).* Eds. M.H. Abrams and Stephen Greenblatt. New York: Routledge, 2000.	2	yes

Optional literature (at the time of submission of study programme proposal)	Selected chapters from: *The Norton Anthology of English Literature, 7th Edition (Vol 1).* Eds. M.H. Abrams and Stephen Greenblatt. New York: Routledge, 2001.
Quality assurance methods that ensure the acquisition of exit competences	Student survey on the quality of teaching and work of teachers at the university level; students' self-assessment of learning outcomes; collaborative assessment of teachers and students on the implementation and quality of the teaching process; student performance in performing syllabus-prescribed tasks; individual consultations.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE	ENGLISH LANGUAGE – COMMUNICATION SKILLS 1 / MODULE 1					
Code	HZE003	Year of study	1st			
Course teacher	Ana Bakašun, Senior Language Instructor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	0	60	/
Status of the course	obligatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
Course objectives	Development of language skills (reading, writing, speaking, listening). Work on fluency and accuracy at C1 level. Development of study skills and strategies for independent learning. Raising language awareness.
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completion of the module, the student is expected to be able to: - read with a large degree of independence, adapting the style and speed of reading to different reading purposes; - use a broad active vocabulary, but may experience some difficulty with low frequency items; - notice and self-correct most orthographic mistakes (at C1 level); - notice, name and describe grammar structures used in a text (at C1 level).

	HOURS	CONTENT
Course content broken down in detail by weekly class schedule (syllabus)	0-4	Introduction. Development of all language skills (reading, writing, speaking, listening). Work on fluency, accuracy and appropriate use of language at C1 level. Development of skills and strategies for independent study and critical self-assessment. Raising language awareness.
	4-8	Exam format, exam content and assessment criteria. Introduction to writing: how to develop orthographic competence
	8-12	Study skills and strategies. Dictionary skills. Use of self-study resources. Orthographic competence and self-correction skills.
	12-16	Reading techniques and strategies. Speaking skills: fluency and accuracy.
	16-20	Vocabulary development: collocations, synonyms, paraphrasing. Parts of speech. Word formation.
	20-24	Tenses. Sentence structure. Linking words: text cohesion.

	24-28	Question formation. Negative statements. Speaking skills: fluency and accuracy.
	28-32	Passive. Formal and informal register. Speaking skills: appropriate style.
	32-36	Modals. Writing skills: developing orthographic competence.
	36-40	Conditionals. Writing skills: developing orthographic competence.
	40-44	Nouns, pronouns, articles. Speaking skills: organisation and planning.
	44-48	Adjectives, adverbs, prepositions. Writing skills: developing orthographic competence.
	48-52	Prepositional and phrasal verbs. Revision and final exam preparation.
	52-56	Revision and final exam preparation.
	56-60	Revision and final exam preparation.

Format of instruction	☐ lectures ☐ seminars and workshops **X exercises** ☐ *on line* in entirety ☐ partial e-learning ☐ field work	**X independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework assignments; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.	

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	2	Research		Practical training	
	Experimental work		Report		Homework assignments	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed based on the final written exam. Continuous evaluation (diagnostic tests, homework tasks, achievement tests) is also conducted throughout the course. Criteria for evaluating and grading individual elements are described in the course repository.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Chapters (selected according to student needs) from:		
	Norris, R., French, A. (2014). *Ready for Advanced.* Oxford: Macmillan.	2	no
	Yule, G. (2019). *Oxford Practice Grammar (Advanced).* OUP.	2	no
	Dictionaries: English-Croatian, Croatian-English, English-English.	6	yes
Optional literature	Chapters (selected according to student needs) from: McCarthy, M. & O'Dell, F. (2017). *English Vocabulary in Use (Advanced).* Cambridge: CUP. Hewings, M. (2013). *Advanced Grammar in Use.* Cambridge: CUP. Various authentic texts (from books, newspapers, the Internet).		
Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process, students' success in completing syllabus-assigned tasks, individual consultations.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE	ENGLISH LANGUAGE – COMMUNICATION SKILLS 1 / MODULE 2					
Code	HZE103	Year of study	1st			
Course teacher	Ana Bakašun, Senior Language Instructor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	0	60	/
Status of the course	obligatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Module 2 builds on the content of Module 1 by further developing language skills (reading, writing, speaking, listening). Work on fluency and accuracy at C1 to C1+ level. Further development of study skills and strategies for independent learning. Identifying and teaching cultural aspects of language use. Raising language awareness.					
Course enrolment requirements and entry competences	/					

required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	In addition to and building on competences and skills acquired in Module 1, the student should be able to: - give clear, systematically developed oral descriptions and presentations of set topics; - write clear, well-structured texts on set topics (400 words minimum); - fluently use language structures at C1+ level, with occasional slips or non-systematic errors which do not impede understanding; - self-correct most mistakes.

	HOURS	**CONTENT**
Course content broken down in detail by weekly class schedule (syllabus)	0-4	Introduction. Further development of all language skills (reading, writing, speaking, listening). Work on fluency, accuracy and appropriate use of language at C1 to C1+ level. Further development of skills and strategies for independent study. Critical self-assessment. Cultural aspects of language use. Raising language awareness.
	4-8	Exam format, exam content and assessment criteria. Mother tongue interference.
	8-12	Complex sentences. Vocabulary and grammar in context. How to avoid mother tongue interference.
	12-16	Indirect speech. Tenses. Word order. Prepositions.
	16-20	Language and culture. Vocabulary and grammar in context. Words with multiple meanings.
	20-24	Speaking skills: fluency and accuracy. Interactive communication strategies.
	24-28	Text cohesion: vocabulary and grammar in context. Writing skills: avoiding inclarities, self-correction.
	28-32	Complex sentences. Vocabulary and grammar in context.
	32-36	Speaking skills: vocabulary and grammar in context, avoiding inclarities, self-correction.
	36-40	Error correction strategies in speech and writing.
	40-44	Error correction strategies in speech and writing.
	44-48	Practice test: final exam format.
	48-52	Test correction. Error analysis. Error correction strategies in writing.
	52-56	Revision and exam preparation.
	56-60	Revision and exam preparation.
Format of	□ lectures	**x independent assignments**

instruction	□ seminars and workshops **X exercises** □ *on line* in entirety □ partial e-learning □ field work	□ multimedia □ laboratory □ work with mentor □ (other)

Student responsibilities	Regular attendance and active participation in classes; timely completion of homework assignments; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	2	Research		Practical training	
	Experimental work		Report		Homework assignments	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed based on the final written exam. Continuous evaluation (diagnostic tests, homework tasks, achievement tests, evaluation of speaking skills) is also conducted throughout the course. Criteria for evaluating and grading individual elements are described in the course repository.

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Chapters (selected according to student needs) from:		
	Norris, R., French, A. (2014). *Ready for Advanced*. Oxford: Macmillan.	2	no
	Capel, A. & Sharp, W. (2013). *Objective Proficiency*. Oxford: OUP.	2	no
	Yule, G. (2019). *Oxford Practice Grammar (Advanced)*. OUP.	2	no
	Dictionaries: English-Croatian, Croatian-English, English-English.	6	yes

Optional literature	Chapters (selected according to student needs) from: McCarthy, M. & O'Dell, F. (2017). *English Vocabulary in Use (Advanced)*. Cambridge: CUP. Hewings, M. (2013). *Advanced Grammar in Use*. Cambridge: CUP. Various authentic texts (books, newspapers, the Internet).

Quality assurance methods that ensure the	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; collaborative

acquisition of exit competences	assessment of the implementation and quality of the teaching process; students' success in completing syllabus-assigned tasks, individual consultations.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE	ENGLISH LANGUAGE - COMMUNICATION SKILLS 2 / MODULE 3					
Code	HZE203	Year of study	2nd			
Course teacher	Ivana Bojčić, Senior Language Instructor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	0	60	/
Status of the course	obligatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
Course objectives	Module 3 builds on the content of Modules 1 and 2. Practice in fluency, accuracy and appropriateness of expressions at C1+ to C2 level of language proficiency. Further development of skills and strategies needed for independent learning and self-evaluation. Exploring cultural aspects of language use.
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Competences and skills acquired in Modules 1 and 2 are assumed. In addition, the student will be able to: - understand in detail lengthy, complex texts in various registers; - write a clear, well-organised and detailed formal text based on a given context (min. 500 words); - fluently use vocabulary and grammar structures at C1+ to C2 level; - self-correct most errors; - identify and understand various cultural aspects of language use.

Course content broken down in detail by weekly class schedule (syllabus)	HOURS	CONTENT
	0-4	Introduction: Module 3 builds on the contents of Modules 1 and 2 by further developing all language skills. Work on fluency, accuracy and appropriate use of language at C1+ to C2 level. Further development of skills and strategies for independent study. Critical self-assessment. Teaching cultural aspects of language use. Raising language awareness.
	4-8	Agreement of Tenses. Pre-writing. Writing as a process.
	8-12	Gerund vs infinitive forms. Reading skills: close reading.

	12-16	Speaking skills: fluency, accuracy; differentiating registers and context. Complex question formation.
	16-20	Conditionals. Writing skills: text structure.
	20-24	Modals. Writing skills: structure and sequencing.
	24-28	Perfect tenses. Reading skills: understanding context.
	28-32	Passive. Phrasal verbs. Planning in speech and writing.
	32-36	Sentence transformation. Vocabulary building in speech and writing.
	36-40	Essay writing. Forming complex sentence structures.
	40-44	Idioms. Linking words.
	44-48	Characteristics of various text formats. Report writing.
	48-52	Practice test: final examination format
	52-56	Revision and exam preparation.
	56-60	Revision and exam preparation.

Format of instruction	□ lectures □ seminars and workshops **X exercises** □ *on line* in entirety □ partial e-learning □ field work	**X independent assignments** □ multimedia □ laboratory □ work with mentor □ (other)
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework assignments; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.	

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	2	Research		Practical training	
	Experimental work		Report		Homework assignments	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and	In accordance with the learning outcomes of the course and the student's

evaluating student work in class and at the final exam	obligations, the final grade is formed based on the final written exam. Continuous evaluation (diagnostic tests, homework tasks, achievement tests) is also conducted throughout the course. Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Chapters (selected according to student needs) from:		
	Capel, A. & Sharp, W. (2013). *Objective Proficiency.* Oxford: OUP	2	no
	Gude, K, Duckworth, M. Rogers L. (2012) *Proficiency Masterclass: Student's Book.* Oxford: OUP.	2	no
	Hewings, M. (2013). *Advanced Grammar in Use.* Cambridge: CUP	3	no
	McCarthy, M. & O'Dell, F. (2017). *English Vocabulary in Use. Advanced.* Cambridge: CUP	3	no
	McCarthy, M. & O'Dell, F. (2017). *English Collocations in Use. Advanced.* Cambridge: CUP	2	no
	Stephens, M. (2002). *New Proficiency Writing.* Essex: Pearson Education Limited.	2	no
Optional literature (at the time of submission of study programme proposal)	Chapters (selected according to student needs) from: Swan, M. (2016). *Practical English Usage.* Oxford: OUP Carter, R. & McCarthy, M. (2006). *Cambridge Grammar of English.* Cambridge: CUP		
Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process; students' success in completing syllabus-assigned tasks, individual consultations.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE	ENGLISH LANGUAGE - COMMUNICATION SKILLS 2 / MODULE 4					
Code	HZE303	Year of study	2nd			
Course teacher	Ivana Bojčić, Senior Language Instructor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	0	60	/

Status of the course	obligatory	Percentage of application of e-learning	0%

COURSE DESCRIPTION	
Course objectives	Competences and skills acquired in Modules 1, 2 and 3 are assumed. Further practice of complex language structures and vocabulary in speech and writing at C2 level. Focus on fluency, accuracy and appropriateness. Further development of skills and strategies for independent learning and critical self-evaluation. Different cultural aspects of language use. Further development of language awareness.
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Competences and skills acquired in Modules 1, 2 and 3 are assumed. In addition, the students will be able to: - demonstrate communicative competence at an advanced level; - express themselves clearly, fluently and appropriately (C2); - write a clear, well-organised and detailed formal text based on a given context (min. 500 words); - demonstrate appropriate usage of complex language structures and vocabulary; - apply self-study skills appropriately; - critically self-evaluate their work and progress; - understand and analyse various cultural aspects of language use.

	HOURS	CONTENT
Course content broken down in detail by weekly class schedule (syllabus)	0-4	Introduction: Module 4 builds on the contents of Modules 1, 2 and 3 by further developing all language skills. Emphasis on fluency, accuracy appropriate use of language, and pragmatic competence at C2 level. Further development of skills and strategies for independent learning and critical self-assessment. Teaching cultural aspects of language use. Raising language awareness.
	4-8	Speaking skills: organisation, clarity, cohesion.
	8-12	Collocations. Providing and supporting evidence in speech.
	12-16	Linking words. Punctuation.
	16-20	Future tenses. Writing skills.
	20-24	Idioms. Determiners and articles.
	24-28	Participle clauses. Essay writing skills.
	28-32	Speaking skills: avoiding unclarities and misunderstanding.
	32-36	Comparing and differentiating various text types. Providing arguments in speech and writing.
	36-40	Conclusions and summaries. Cultural aspects of language use.

	40-44	Conversation strategies.
	44-48	Development of ideas in speech and writing. Error avoidance strategies.
	48-52	Practice test: final examination format.
	52-56	Revision and exam preparation.
	56-60	Revision and exam preparation.

Format of instruction	□ lectures □ seminars and workshops **X exercises** □ *on line* in entirety □ partial e-learning □ field work	**X independent assignments** □ multimedia □ laboratory □ work with mentor □ (other)			
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework assignments; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.				
Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	2	Research		Practical training	
	Experimental work		Report		Homework assignments	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed based on the final written exam. Continuous evaluation (diagnostic tests, homework tasks, achievement tests) is also conducted throughout the course. Criteria for evaluating and grading individual elements are described in the course repository.				

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Chapters (selected according to student needs) from:		
	Capel, A. & Sharp, W. (2013). *Objective Proficiency.* Oxford: OUP.	2	no
	Gude, K, Duckworth, M. Rogers L. (2012) *Proficiency Masterclass: Student's Book*. Oxford: OUP.	2	no
	O'Dell, F. & McCarthy, M. (2017). *English Collocations in Use. Advanced.* Cambridge: CUP	2	no

	Stephens, M. (2002). *New Proficiency Writing.* Essex: Pearson Education Limited.	2	no
Optional literature (at the time of submission of study programme proposal)	Chapters (selected according to student needs) from: Swan, M. (2016). *Practical English Usage.* Oxford: OUP. Carter, R. & McCarthy, M. (2006). *Cambridge Grammar of English.* Cambridge: CUP.		
Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process; students' success in completing syllabus-assigned tasks, individual consultations.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE	ENGLISH LANGUAGE – TRANSLATION SKILLS / MODULE 1					
Code	HZE404	Year of study	3rd			
Course teacher	Marija Bilić, PhD, Senior Language Instructor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	0	60	/
Status of the course	obligatory	Percentage of application of e-learning	10%			

COURSE DESCRIPTION	
Course objectives	The aim of the course is for students to acquire basic translation skills through the practice of translating general and specialized texts/ materials from English into Croatian. Through individual translation and analysis of translated texts/ materials (their own and others), the students will be introduced to basic translation strategies and to key problems in translation from English into Croatian. The most important translation tools will be explored and the practice of post-editing will be exercised. Students will be introduced to national and international associations of translators and interpreters and to professional and ethical standards.
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students will be able to: - understand the source text; tone, style, and register of a text; - apply basic translation principles and strategies; - translate general and specialized texts/ materials fluently and accurately from English into Croatian with the use of different language and translation resources (dictionaries, glossaries, parallel texts, etc.) and tools; - adapt production to various contexts;

	- understand the basic principles of machine translation and light and full post-editing; - evaluate the quality of the MT output and do the post-editing; - be familiar with the national and international associations of translators and interpreters and to professional and ethical standards.	
	HOURS	**CONTENT**
	0-2	Introduction to the course: Familiarisation with in-class analysis procedures and the content and form of the examination.
	2-4	Translation 1
	4-6	Translation 2
	6-8	Translation 3
	8-10	Translation 4
	10-12	Translation 5
	12-14	Translation 6
	14-16	Translation 7
	16-18	Translation 8
	18-20	Translation 9
	20-22	Translation 10
	22-24	Translation 11
Course content broken down in detail by weekly class schedule (syllabus)	24-26	Translation 12
	26-28	First continuous assessment test
	28-30	Correction of the continuous assessment test
	30-32	Translation 13
	32-34	Translation 14
	34-36	Translation 15
	36-38	Translation 16
	38-40	Translation 17
	40-42	Translation 18
	42-44	Translation 19
	44-46	Translation 20
	46-48	Translation 21
	48-50	Translation 22
	50-52	Translation 23
	52-54	Translation 24
	54-56	Second continuous assessment test
	56-58	Correction of the continuous assessment test

	58-60	Concluding remarks

Format of instruction	☐ lectures ☐ seminars and workshops **X exercises** ☐ *on line* in entirety ☐ partial e-learning ☐ field work	**X independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)

Student responsibilities	Regular attendance and active participation in classes; timely completion of homework assignments; passing two continuous assessment tests or final translation exam (if a student fails one or both continuous assessment tests); compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	2	Research		Practical training	
	Experimental work		Report		Homework assignments	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed based on two continuous assessment tests or a final translation exam (if a student fails one or both continuous assessment tests). Students' knowledge is continuously monitored and checked during classes (checking homework, translation from English into Croatian). Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Various texts (books, newspapers, magazines and audiovisual materials	/	yes
	English dictionary	2	yes
	English-Croatian dictionary	2	yes

Optional literature	English and Croatian grammar and spelling handbooks, specialised dictionaries.
Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process; students' success in completing syllabus-assigned tasks, individual consultations.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE	ENGLISH LANGUAGE – TRANSLATION SKILLS/ MODULE 2						
Code	HZE505	Year of study	3rd				
Course teacher	Marija Bilić, PhD, Senior Language Instructor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)		L	S	E	F
				0	0	45	/
Status of the course	obligatory	Percentage of application of e-learning	10%				

COURSE DESCRIPTION	
Course objectives	The aim of the course is for students to acquire basic translation skills through the practice of translating general and specialized texts/ materials from Croatian into English. Through individual translation and analysis of translated texts/ materials (their own and others), the students will be introduced to basic translation strategies and to key problems in translation from Croatian into English. The most important translation tools will be explored and the practice of post-editing will be exercised. Students will be introduced to national and international associations of translators and interpreters and to professional and ethical standards.
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students will be able to: - understand the source text; tone, style, and register of a text; - apply basic translation and intercultural principles and strategies; - translate general and specialized texts fluently and accurately from Croatian into English with the use of different language and translation resources (dictionaries, glossaries, parallel texts, etc.) and tools; - adapt production to various contexts; - understand the basic principles of machine translation and light and full post-editing - evaluate the quality of the MT output and do the post-editing; - be familiar with the national and international associations of translators and interpreters and to professional and ethical standards

Course content broken down in detail by weekly class schedule (syllabus)	HOURS	CONTENT
	0-3	Introduction: basic translation principles and strategies, resources, and tools. Familiarisation with in-class analysis procedures; familiarisation with the content and form of the examination.
	3-6	Translation 1
	6-9	Translation 2
	9-12	Translation 3
	12-15	Translation 4
	15-18	Translation 5

	18-21	Translation 6
	21-24	Translation 7
	24-27	Translation 8
	27-30	Translation 9
	30-33	Translation 10
	33-36	Translation 11
	36-39	Translation 12
	39-42	Translation 13
	42-45	Concluding remarks

Format of instruction	☐ lectures ☐ seminars and workshops **X exercises** ☐ *on line* in entirety ☐ partial e-learning ☐ field work	**X independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework assignments; passing the final translation exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.	

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		Homework assignments	0.5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed based on the final translation exam. Students' knowledge is continuously monitored and checked during classes (checking homework, translation from Croatian into English). Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Various texts (books, newspapers, magazines)	no	yes
	English dictionary	2	yes
	Croatian -English dictionary	2	yes
Optional literature	English and Croatian grammar and spelling handbooks, specialised dictionaries.		

Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfilment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE	ENGLISH SYNTAX					
Code	HZE301	Year of study	2nd			
Course teacher	Nataša Stojan, PhD, Assistant Professor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	obligatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Course objectives are: - understanding prescriptive and descriptive approaches to syntax, - understanding discourse functions of all sentence types, - understanding syntactic and semantic functions of subordinate clauses, - raising awareness about the interaction of syntax and communication processes.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, the student will be able to: -define sentence -explain concord in a sentence -describe negation -interpret discourse functions of all sentence types -distinguish between types of adverbials -explain coordination and subordination in complex sentences -analyse complex sentence - interpret syntactic and semantic functions of subordinate clauses					
	1. Introduction. Definition of sentence. Prescriptive and descriptive approaches to syntax.					

Course content broken down in detail by weekly class schedule (syllabus)	2. Sentence elements. Adverbial.
	3. Concord. Concord and coordination.
	4. Negation.
	5. Sentence types and discourse functions.
	6. The use of pro-forms and ellipsis.
	7. Coordination. Subordination.
	8. Midterm exam.
	9. Complex sentence. Classification of subordinate clauses.
	10. Syntactic and semantic function of subordinate clauses. Nominal clauses.
	11. Syntactic and semantic functions of adverbial clauses. Clauses of time, and place.
	12. Clauses of condition, concession and contrast. Clauses of reason, purpose, result, comparison.
	13. Relative clauses.
	14. Theme, focus and information processing.
	15. Final exam.

Format of instruction	**x lectures** **x seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work **x independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report	1	(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of reports, midterm exam/final written exam. Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Greenbaum, S., R. Quirk (1990). *A Student's Grammar of the English Language*. Longman	2	no
	Biber, D., S. Conrad, G. Leech (2002). *Student Grammar of Spoken and Written English*. Longman	1	no
	Miller, Jim, Keith Brown (2016). *A Critical Account of English Syntax: Grammar , Meaning, Text.* Edinburgh University Press.	/	no
Optional literature (at the time of submission of study programme proposal)	Chapters from: Quirk, R., S. Greenbaum, G. Leech, J. Svartvik (1985). *A Comprehensive Grammar of the English Language.* Harlow: Longman. Carter, R., M. McCarthy (2006). *Cambridge Grammar of English*. Cambridge : Cambridge University Press. Huddleston, R., G.K. Pullum et al. (2002). *The Cambridge Grammar of the English language.* Cambridge: Cambridge University Press. Freidin, Robert (2020). *Adventures in English Syntax.* Cambridge University Press Van Valin, R., Jr. (2005). *Exploring the syntax–semantics interface*. Cambridge: Cambridge University Press.		
Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self- assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process; students' success in completing syllabus-assigned tasks, individual consultations.		
Other (as the proposer wishes to add)	/		

COURSE TITLE	ROMANTIC AND VICTORIAN LITERATURE					
Code	HZE302	Year of study	2nd			
Course teacher	Assoc. Prof. Gordan Matas, PhD	Credits (ECTS)	4			
Associate teachers	Ilonka Peršić, MPhil, Lecturer	Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	obligatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
Course objectives	The aim of this course is to make students acquainted with the main aesthetic, cultural and historical characteristics of Romantic and Victorian literature. The Romantic Period is approached through a contrast and comparison with the Neoclassical age, with students becoming aware that Romantic texts reveal formal innovativeness if compared to the literary production of the Neoclassical period. Students will understand the importance of the *Preface to Lyrical Ballads* as one of the key theoretical texts of the period, as well as of the significance of poetry as a genre. Victorian literature is examined by emphasizing its preoccupation with the social context, sensitivity to social injustice, the importance of the woman question, and the difference between utilitarian and subversive texts. Students will also become aware that the novel is the most important genre of this period.
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the successful completion of the course students will: - be familiar with the main aesthetic features of Romantic and Victorian literature; - understand the main cultural and political events and their impact on the two literary movements; - improve their abilities of analytical and critical reading; - improve their writing skills; - develop research skills by using different tools.

Course content broken down in detail by weekly class schedule (syllabus)	**1.** L: Neoclassical literature: (the timelines and the formal characteristics of Neoclassical literature; Pope and Dryden; the development of literary criticism and of the novel as a popular literary genre of the 18th century)
	  S: D. Defoe, *Robinson Crusoe*
	
	2. L: The Romantic Period: (the timelines of Romantic literature; its social and historical context – Romanticism as an age of revolutions)
	   S: Pre-romantics: W. Blake, *Songs of Innocence and Experience* (selection)
	3. L: The formal characteristics of Romantic poetry (its innovativeness in relation to Neoclassical literature)
	S: The first generation of Romantics:
	Towards a literary theory: *Preface* to *Lyrical Ballads*; W. Wordsworth (selected poetry)
	
	4. L: Philosophical background to Romantic literature and its thematic specificities (secularization, individuality, the role of the poet, the relationship with nature)

	S: S. Coleridge: 'The Rime of the Ancient Mariner' **5**. L: Non-conformity and Romanticism (Byron) S: The second generation of Romantics: J. Keats, 'Ode on a Grecian Urn'; P. B. Shelley, 'Ode to the West Wind' **6.** L: The Romantic novel (gothic and sentimental novels) S: Selected passages from gothic novels and novels by Jane Austin **7.** Revision **8.** L: <u>Victorian literature</u> (the timelines of Victorian literature; the historical and social context of Victorian literature; the theory of evolution and the development of natural sciences and their impact on Victorian essaysts) S: Selected passages from *Hard Times* by Charles Dickens **9.** L: The formal characteristics of Victorian literature in relation to its social and historical context. The development of the Victorian novel and its importance as a genre S: T. Hardy, *Tess of the d'Urbervilles* **10.** L: Comparison: Dickens/Hardy/Thackeray S: T. Hardy, *Tess of the d'Urbervilles* **11.** L: Women writers: George Eliot and the Brontë sisters S: E. Brontë, *Wuthering Heights* **12.** L: Victorian essaysts S: Ruskin, Carlyle, Arnold (selection) **13.** L: Victorian poetry S: Mainstream Poetry: Tennyson, Browning, and E. B. Browning (selection) **14.** L: The subversion of the Pre-Raphaelite Brotherhood S: G. Rossetti: 'The Blessed Damozel' C. Rossetti (selection) **15.** Revision

Format of instruction	**x lectures and seminars** ☐exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work		**x independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)			
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework assignments and one seminar paper. Taking the final written exam (or several short semestral tests). Compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work*(name the proportion of ECTS credits for each activity so that the total number of*	Class attendance	1.5	Research	1.5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	

ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam		(Other)	
	Written exam (or several short tests)	0.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed based on the student participation in class (discussions, writing tasks, critical evaluation of designated texts, etc.), one seminar paper and several semestral tests / final written exam. Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Abrams, M.H. & Greenblatt, S. (ur.) (2000). *The Norton Anthology of English Literature.* 10th Edition, vol. II. New York i London: W. W. Norton. (Selection)	2	yes
	McRae, J., & Carter, R. (2001). *The Routledge History of Literature in English: Britain and Ireland.* London i New York: Routledge. (Selected passages)	3	yes

Optional literature (at the time of submission of study programme proposal)	Abrams, M.H. (ur.) (1999). *A Glossary of Literary Terms.* 7. izdanje. Fort Worth: Harcourt Brace College Publishers. Adams, James Eli. *A History of Victorian Literature.* Oxford: Wiley-Blackwell, 2012. Armstrong, Isobel. (1993). *Victorian Poetry: Poetry, Poetics and Politics.* London and New York: Routledge. Brantlinger, Patrick & William B. Thessing. *A Companion to the Victorian Novel.* Oxford: Blackwell, 2005. Tucker, Herbert F. (ur.). *A Companion to Victorian Literature and Culture.* Oxford: Blackwell, c. 1999.

Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process; students' success in completing syllabus-assigned tasks, individual consultations.

Other (as the proposer wishes to add)	/

NAME OF THE COURSE	HOW LITERATURE CHANGES THE WORLD				
Code		Year of Study	2nd		
Course teacher	Assoc. Prof. Brian Daniel Willems, PhD	Credits (ECTS)	3		
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	15	0	/
Status of the course	elective	Percentage of application of e-learning	0%		

COURSE DESCRIPTION	
Course objectives	The goal of this class is to provide students with a general reading of literature and theory which reads literature in a revolutionary framework, treating it as a model of both critique and change. Understanding the themes of protest, resistance, abolition, liberation, reconstruction, and revolution in literature takes texts out of the framework of art for art's sake and refocuses them as both a mirror of reality and a blueprint for constructing a better future. Students read authors such as Morgan Parker, Danez Smith, Rachel Kushner, Torrey Peters, and Natalie Díaz, along with theorists such as Juliana Spahr, Jared Sexton, Angela Davis, and Sandy Stone in order to develop their own oral and written critical thinking in relation to the ways that literature can change the world.
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students are able to: 1. understand various approaches to connecting literature and life; 2. recognize and critique the uses of themes such as protest, resistance, and liberation in literature, as well as their historical, social, and political contexts; 3. be able to critically discuss both orally and in written form key aspects of the relationship between literature and changing the future; 4. use rhetorical skills for written research; 5. use electronic and print tools for literary research.

Course content broken down in detail by weekly class schedule (syllabus)	1. L: Introduction: Literary Criticism (Joseph North)
	   S: Du Bois's Telegram: Literary Resistance and State Containment (Juliana Spahr)
	2-3. L: Occupy Time (JM Adams)
	   L: Extreme Fabulations (Steven Shaviro)
	   S x 2: Eugene Lim, *Dear Cyborgs* (2017)
	4. L: Black Masculinity and the Cinema of Policing (Jared Sexton)
	   S: Morgan Parker, *There Are More Beautiful Things Than Beyoncé* (2017), Danez Smith, *Don't Call Us Dead* (2017)
	5-6. L x 2 Are Prisons Obsolete? (Angela Davis)
	   S x 2: Rachel Kushner, *The Mars Room* (2018)
	7-8. L: Recognition or Disagreement (Jacques Rancière and Axel Honneth)
	   L: Race and the Politics of Solidarity (Juliet Hooker)
	   S x 2: Steph Cha, *Your House Will Pay* (2019)
	9. L: Exploring Symbolic Violence in the Everyday (Suruchi Thapar-Björkert, Lotta Samelius, Gurchathen S. Sangheral
	   S: Solmaz Sharif, *Look* (2016), Britteney Black Rose Kapri, *Black Queer Hoe* (2018)
	10-11. L: Black Sexual Politics (Patricia Hill Collins)
	   L: Sister Outsider (Audre Lorde)
	   S x 2: Raven Leilani, *Luster* (2020)
	12. L: God is Red (Vine Deloria Jr.)
	   S: Natalie Díaz, *When My Brother Was an Aztec* (2012)
	13-14. L: A Posttranssexual Manifesto (Sandy Stone)
	   L: Stone Butch Blues (Leslie Feinberg)
	   S x 2: Torrey Peters, *Detransition, Baby* (2021)
	   15. Student Presentations

Format of	**X lectures** **X independent assignments**

instruction	**X seminars and workshops** □ exercises □ *on line* in entirety □ partial e-learning □ field work	□ multimedia □ laboratory □ work with mentor □ (other)			
Student responsibilities	Regular attendance and active participation in classes; timely homework completion; preparation of seminar paper; taking the final oral exam; adherence to ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1.5	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed on the basis of teaching activities, seminar paper and final oral exam. Criteria for evaluating and grading individual elements are described in the repository of subjects.				

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Handouts	Provided by the teacher.	no
	2. Eugene Lim, *Dear Cyborgs*. FGS, 2017.	1	yes
	3. Rachel Kushner, *The Mars Room*. Jonathan Cape, 2018.	1	yes
	4. Steph Cha, *Your House Will Pay.* Faber and Faber, 2020.	1	yes
	5. Raven Leilani, *Luster.* Picador, 2021.	1	yes
	6. Torrey Peters, *Detransition, Baby*. One World, 2021.	1	yes

Optional literature	Morgan Parker, *There Are More Beautiful Things Than Beyoncé*. Tin House, 2017. Danez Smith, *Don't Call Us Dead.* Graywolf Press, 2017. Natalie Díaz, *When My Brother Was an Aztec.* Copper Canyon, 2012. Britteney Black Rose Kapri, *Black Queer Hoe.* Haymarket Books, 2018. Solmaz Sharif, *Look.* Graywolf Press, 2018. Joseph North: *Literary Criticism: A Concise Political History.* Harvard University Press, 2017. Juliana Spahr, *Du Bois' Telegram: Literary Resistance and State Containment.*

Harvard University Press, 2018.

JM Adams, *Occupy Time: Technoculture, Immediacy, and Resistance after Occupy Wall Street.* Palgrave, 2014.

Steven Shaviro, *Extreme Fabulations: Science Fictions of Life.* Goldsmiths Press, 2021.

Jared Sexton, *Black Masculinity and the Cinema of Policing.* Palgrave, 2019.

Juliet Hooker, *Race and the Politics of Solidarity.* Oxford University Press, 2009.

Jacques Rancière and Axel Honneth. *Recognition or Disagreement: A Critical Encounter on the Politics of Freedom, Equality, and Identity.* Columbia University Press, 2016.

Angela Davis, *Are Prisons Obsolete?* Seven Stories Press, 2003.

Suruchi Thapar-Björkert, Lotta Samelius, Gurchathen S. Sanghera, "Exploring Symbolic Violence in the Everyday: Misrecognition, Condescension, Consent and Complicity." *Feminist Review*, No. 112 (2016): 144-162.

Leslie Feinberg, *Stone Butch Blues.* Alyson Books, 2004.

Susan Stryker and Aren Aizura (Eds.). *The Transgender Studies Reader 1 and 2.* Routledge, 2013.

Patricia Hill Collins, *Black Sexual Politics: African Americans, Gender, and the New Racism.* Routledge, 2004.

Audre Lorde, *Sister Outsider: Essays and Speeches.* Crossing Press, 2007.

Vine Deloria Jr., *God is Red: A Native View of Religion.* Fulcrum, 2003.

David Graeber, *The Utopia of Rules: On Technology, Stupidity, and the Secret Joys of Bureaucracy.* Melville House, 2015.

Trisha Low, *Social Realism.* Coffee House Press, 2019.

Brian Willems, "Bitterness and Recognition: Room for Others in the Novels of Steph Cha." *International Journal of Korean Humanities and Social Sciences* (2022)

Ways of monitoring quality that ensure the acquisition of identified learning outcomes	Student survey on the quality of teaching and work of teachers at the university level; students' self-assessment of learning outcomes; collaborative assessment of teachers and students on the implementation and quality of the teaching process; student performance in performing syllabus-prescribed tasks; individual consultations.
Other (according to the course teacher)	/

NAME OF THE COURSE	INTRODUCTION TO CREATIVE WRITING				
Code	HZE509	Year of study	3rd		
Course teacher	Dr Simon Ryle, Associate Professor	Credits (ECTS)	3		
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	30	0	/
Status of the course	elective	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	Students will improve their knowledge of poetic and prose fiction forms of English. By paying attention to the concentrated web of referential signs employed in poetic and fictive forms of English, students will improve their ability to use precisely and effectively these forms.				

	Students will develop subtle critical faculties with regard to the aesthetic and technical aspects of poetic and prose fiction forms of English, and acquire appropriate techniques of applying critical commentary to poetic and fictive forms of English produced by their peers.				
Course enrolment requirements and entry competences required for the course	/				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students are able to: ● understand and apply techniques of effective creative writing; ● share constructive critical ideas concerning the writing of others; ● employ peer critique to revise their own writing; ● respond creatively and effectively to specific writing tasks.				
Course content broken down in detail by weekly class schedule (syllabus)	This class is run as a seminar-workshop in which students submit their own writing as the primary texts under discussion, and participate in analysing and constructively criticizing this student writing. The precise weekly schedule is thus entirely dependent on the number of students who elect to take the class, and the writing needs of these students, as identified by the class instructor and the students in the first session.				
Format of instruction	□lectures x seminars and workshops		□independent assignments □work with mentor		
Student responsibilities	Regular attendance and active participation in classes; timely completion of course work; passing the final exam; adherence to ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class contributions	1	Research		Practical training	
	Experimental work	1	Report		(Other)	
	Writing		Class conference essay	1	Seminar presentation	
	Tests		Oral exam		Class conference contributions	
	Written exam		Project		Class preparation	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of continuous assessment of independent homework/project tasks (the production of creative work and the production of critical commentaries on other's work), and observation of the quality and frequency of the student's participation in critical discussions. Criteria for				

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	VanderMeer, Jeff. *Wonderbook: The Illustrated Guide to Creating Imaginative Fiction.* New York: Abrams Image, 2013. Smith, Zadie. *Feel Free: Essays.* London: Penguin, 2018. Morrison, Toni. *Mouth Full of Blood: Essays, Speeches, Meditations*. New York: Vintage, 2019. Dillon, Brian. *Essayism: On Form, Feeling and Nonfiction.* London: Penguin, 2018.		
Optional literature (at the time of submission of study programme proposal)	Modern and contemporary texts illustrative of poetic and fictive English forms will be supplied to students.		
Quality assurance methods that ensure the acquisition of exit competences	Student survey on the quality of teaching and work of teachers at the university level; students' self-assessment of learning outcomes; collaborative assessment of teachers and students on the implementation and quality of the teaching process; student performance in performing syllabus-prescribed tasks; individual consultations.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE	INTRODUCTION TO LINGUISTICS					
Code	HZE001	Year of study	1st			
Course teacher	Mirjana Semren, PhD, Assistant Professor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	obligatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						

Course objectives	Insight into the nature of human language. Knowledge of basic linguistic concepts and essential terminology. Ability to apply such knowledge and understanding to the solution of simple problems of familiar nature. Ability to follow other linguistic courses in undergraduate study programme in *English Language and Literature*.		
Course enrolment requirements and entry competences required for the course	/		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing this course, the students will be able to: - explain the basic concepts and theoretical principles of contemporary linguistics; - describe and explain basic features and origins of language; - define the basic tenets of different linguistic disciplines and directions in linguistics; - describe the structure of the English language at all levels of linguistic analysis; - describe the basic features of first and second language acquisition processes.		
Course content broken down in detail by weekly class schedule (syllabus)	Week 1	Definitions of language	
	Week 2	Design features of human language	
	Week 3	Origins of language	
	Week 4	Directions in linguistics: historical linguistics	
	Week 5	Directions in linguistics: descriptive linguistics Directions in linguistics: generative linguistics	
	Week 6	Sounds of English	
	Week 7	Phonology	
	Week 8	Morphology	
	Week 9	Word formation processes	
	Week 10	Syntax	
	Week 11	Semantics	
	Week 12	Pragmatics	
	Week 13	Discourse analysis	
	Week 14	Sociolinguistics	
	Week 15	Psycholinguistics	
Format of instruction	**x lectures** **x seminars** □ exercises □ *on line* in entirety □ partial e-learning		**x independent assignments** □ multimedia □ laboratory □ work with mentor □ tutorials

	□ field work					
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; passing the final written exam (or two colloquia); compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		Continuous knowledge assessment	0.5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam (or two colloquia)	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final written exam (or two colloquia) and class attendance. Students' knowledge is continuously monitored and checked during classes (participation in activities and discussions at seminars, checking homework). Criteria for evaluating and grading individual elements are described in the course repository.					

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Finch, G. (2005). *Key Concepts in Language and Linguistics.* (2nd edition), Basingstoke and New York: Palgrave Macmillan.	1	yes
	Yule, G. (2020). *The Study of Language.* (7th edition), Cambridge: Cambridge University Press.	1	yes
	Widdowson, H. G. (1996). *Linguistics.* Oxford: Oxford University Press.	2	yes

Optional literature (at the time of submission of study programme proposal)	Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics.* (6th edition), Oxford: Blackwell Publishers. Čurković Kalebić, S. (2003). *Jezik i društvena situacija-istraživanje govora u nastavi stranog jezika.* Zagreb: Školska knjiga. Fromkin, V., Rodman, R. (2018). *An Introduction to Language.* (11th edition), New York: Holt, Reinehart and Winston.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process; individual consultations.

Other (as the proposer wishes to add)	/

NAME OF THE COURSE	INTRODUCTION TO LITERATURE: POETRY AND DRAMA				
Code	HZE002	Year of study	1st		
Course teacher	Dr Simon Ryle, Associate Professor	Credits (ECTS)	4		
Associate teachers	Ilonka Peršić, MPhil, Lecturer; Victoria Vestić, Assistant	Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	obligatory	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	To develop students' knowledge of the wide range of genres and themes of English poetry and drama, as well as its contextualization with regard to contemporary historical, aesthetic and philosophical issues; to develop analytical skills with regard to the oral and written analysis of literary texts (included seminar discussions, class presentations, final essay and exam presentation).				
Course enrolment requirements and entry competences required for the course	/				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, the students will be able to: - recognize genres, themes and historical periods of English poetry and drama; - identify different historical, philosophical and aesthetic contexts; - analyse poetry and drama in oral discussions; - compose coherent and thoughtful written argument essays concerning English literature; - understand and analyse complex and multi-layered texts in English; - synthesize a variety of contextual sources (visual arts, media and technology historical, philosophical and aesthetic contexts) in understanding and analysing texts; - communicate complex ideas orally before a group of peers both in spontaneous discussion and in prepared presentations; - express and write precise analyses of texts in structured essay form, both under time pressure (in an exam situation) and independently (in out-of-class work).				
Course content broken down in detail by weekly class schedule (syllabus)	Section A: Poetry 1. English Romantics & the sublime: Wordsworth *The Prelude* "Book 1"/ Shelley, "Mount Blanc" / Coleridge, "Rhyme of the Ancient Mariner" / Keats "Ode on a Grecian Urn" / Edmund Burke "A Philosophic Inquiry into the Origin of the Sublime and Beautiful"; 2. Middle English: *Sir Gawain and the Green Knight* (dual language version, with W.S. Merwin's translation) / *The Green Knight,* dir. David Lowery (2021); 3. The Moderns & Thanatos: Whitman "Song of Myself"/ Yeats "The Second Coming" / Eliot "The Waste Land" / Wilfred Owen "Dulce et decorum Est" / Wallace Stevens "Thirteen Ways of Looking at a Blackbird" / Sigmund Freud, *Beyond the Pleasure Principle* (extracts); 4. Mid-century & freedom: Elizabeth Bishop "The Moose"/ Marianne Moore "Poetry" / Alan Ginsburg *Howl* / Frank O'Hara "Meditations in an Emergency" /				

	Audre Lorde "Power" / W.H. Auden "Funeral Blues" / Gwendolyn Brooks "We Real Cool" / Theodore Roethke "My Papa's Waltz" / Herbert Marcuse, *Essay on Liberation* (extracts); 5. Postcolony: Derek Walcott, "The Great House" / Seamus Heaney "Digging" / Sole Woyinka "Telephone Conversation" / Chinua Achebe "Non-commitment" / Frantz Fanon, *Black Skin, White Masks* (extracts); 6. **Contemporary UK & World Englishes:** Bernardine Evaristo, "Apapa Docks" / Keston Sutherland, "Hot White Andy" / Bhanu Kapil "Text to Complete a Text" / Les Murray "The Cows on Killing Day" / Tony Harrison "V"; 7. Contemporary Americans: John Ashbery "And *Ut Pictura Poesis* Is Her Name"/ Rita Dove "Parsley" / Ocean Vuong "Night Sky with Exit Wounds" / Patricia Lockwood "Rape Joke" / Natalie Diaz "Dome Riddle" / Ariana Reines *Cow* (extracts); Section B: Drama 8. Early modern: William Shakespeare, *King Lear* 9. Theatre of the absurd: Samuel Beckett, *Endgame* 10. Comedy of menace: Harold Pinter, *The Birthday Party* 11. Revenge tragedy: John Webster, *The Duchess of Malfi* 12. "In-yer-face" theatre: Sarah Kane, *4.48 Psychosis* 13. Feminist theatre: Caryl Churchill, *Top Girls* 14. Contemporary: Jez Butterworth, *Jerusalem*
Format of instruction	**X lectures** **X seminars and workshops** □ exercises □ *on line* in entirety □ partial e-learning □ field work **X independent research** □ multimedia □ laboratory □ work with mentor □ tutorials
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; preparation of seminar paper; passing the final oral exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1.5	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of seminar paper, class contributions and the final oral exam. Criteria for evaluating and grading individual elements are described in the repository of subjects.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	The class instructor will provide digital copies of all required reading.	/	yes

Optional literature (at the time of submission of study programme	Selected chapters from: *The Norton Anthology of English Literature, 7th Edition (Vol 1).* Eds. M.H. Abrams and Stephen Greenblatt. New York: Routledge, 2001.

proposal)	
Quality assurance methods that ensure the acquisition of exit competences	Student survey on the quality of teaching and work of teachers at the university level; students' self-assessment of learning outcomes; collaborative assessment of teachers and students on the implementation and quality of the teaching process; student performance in performing syllabus-prescribed tasks; individual consultations.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE	INTRODUCTION TO LITERATURE: THE NOVEL					
Code	HZE102	Year of Study	1st			
Course teacher	Assoc. Prof. Brian Daniel Willems, PhD	Credits (ECTS)	4			
Associate teachers	Victoria Vestić, Assistant	Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	obligatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to acquaint students with the fundamental aesthetic and ideological features and implications of the form of the novel across time. Starting with some of the earliest examples of the novel, the course then moves through the Victorian age, the novel in Africa, the US experimental novel, the novel in India, and the novel and new media. Students will also understand some of the most important theories of the novel, involving ideas of genre, gender, class, and race. This class will give students the ability to critically engage in a wide variety of forms of the novel, as well having the skills to express this engagement in both writing and speech.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students are able to: - become acquainted with the fundamental aesthetic and ideological features of the form of the novel across time; - use important theoretical terminology in relation to the theory of the novel (regarding narration and intertextuality, as well as ideas of genre, gender, class and race); - critically analyze texts from a number of important time periods and locations for the development of the novel; - use rhetorical skills for written research; - use electronic and print tools for literary research.					

Course content broken down in detail by weekly class schedule (syllabus)	1. L: Ian Watt, Georg Lukács, Nancy Armstrong
	      S: Franco Moretti, "Serious Century"
	2. L: The Reception of *A Journal of the Plague Year* and the Nexus of Fiction and History in the Novel (Robert Mayer)
	      S: Daniel Defoe, *Journal of the Plague Year* (excerpts, 1722)
	3-5. L: George Eliot and the Art of Realism (George Levine)
	      L: The Experiments of Time: Providence and Realism (Fredric Jameson)
	      L: The Prose of the World (Michal Peled Ginsburg and Lorri Nandrea)
	      S x 3: George Eliot, *Middlemarch* (1871)
	6. L: The Oral-Literature Interface (Olakunle George)
	      L: The Extroverted African Novel (Eileen Julien)
	      S x 2: Amos Tutuola, *The Palm-Wine Drinkard* (1952)
	7-8. L: Foucault Reads Acker and Rewrites the History of the Novel (Barrett Watten)
	      L: A Philosophy for Spiders (McKenzie Wark)
	      S x 2: Kathy Acker, *Blood and Guts in High School* (1984)
	9-11. L: The Language of Literature (Arundhati Roy)
	      L: Epic and Novel in India (Meenakshi Mukherjee)
	      L: Ecologies of Intimacy: Gender, Sexuality, and Environment in Indian Fiction (Kavita Daiya)
	      S x 3: Arundhati Roy, *The God of Small Things* (1997)
	12. L: Jonathan Alexander, *Writing and Desire: Queer Ways of Composing* (2023)
	      S: Dennis Cooper, *Zac's Haunted House* (2015)
	13-14. L: Innovation: Notes on Nihilism and the Aesthetics of the Novel (John Brenkman)
	      L: Narrative Literature in the Turing Universe (Espen Aarseth)
	      S x 2: Eugene Lim, *Search History* (2021)
	15. Presentations

Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work **X independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; timely homework; preparation of seminar paper; taking the final oral exam; adherence to ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1.5	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed on the basis of teaching activities, seminar paper and final oral exam. Criteria for evaluating and grading individual elements are described in the repository of subjects.		

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Handouts	Provided by the teacher.	yes
	2. Daniel Defoe, *A Journal of the Plague Year*, Norton Critical Editions, 1992.	1	yes
	3. George Eliot, *Middlemarch,* Norton Critical Editions, 2000.	1	yes
	3. Amos Tutuola, *The Palm-Wine Drinkard*. Faber and Faber, 2014.	1	yes
	4. Kathy Acker, *Blood and Guts in High School*. Grove Press, 2017.	1	yes
	5. Arundhati Roy, *The God of Small Things*. Fourth Estate, 2017.	1	yes
	6. Dennis Cooper, *Zac's Haunted House*. Kiddiepunk, 2015. http://www.kiddiepunk.com/zacshauntedhouse/	1	yes
	7. Eugine Lim, *Search History*. Coffee House Press, 2021.	1	yes
	8. Franco Moretti (Ed), *The Novel,* Vols. 1 and 2. Princeton University Press, 2006.	1	yes

| Optional literature | Jonathan Alexander, *Writing and Desire: Queer Ways of Composing.* University of Pittsburgh Press, 2023.

Judith Ryan, *The Novel After Theory*. Columbia University Press, 2011.

Robert Mayer, "The Reception of *A Journal of the Plague Year* and the Nexus of Fiction and History in the Novel." *ELH*, vol. 57, no. 3 (1990): 529-555.

Ian Watt, *The Rise of the Novel.* University of California Press, 2001.

Georg Lukács, *The Historical Novel.* University of Nebraska Press, 1983.

Nancy Armstrong, *Desire and Domestic Fiction: A Political History of the Novel.* Oxford University Press, 1990.

George Levine (Ed.). *The Cambridge Companion to George Eliot*. Cambridge University Press, 2001.

Abiola Irele, *The Cambridge Companion to the African Novel*. Cambridge University Press, 2009.

Amy Scholder, Carly Harryman, and Avital Ronell (Eds.), *Lust for Life: On the* |
|---|---|

	Writings of Kathy Acker. Verso, 2006.
	McKenzie Wark, *Philosophy for Spiders: On the Low Theory of Kathy Acker*. Duke University Press, 2021.
	Arundhati Roy, *Azadi: Freedom: Fascism. Fiction*. Haymarket Books, 2020.
	Guido Mazzoni, *Theory of the Novel*. Harvard University Press, 2017.
	Michael McKeon, *The Origins of the English Novel: 1600-1740*. Johns Hopkins University Press, 2013.
	Michael McKeon (Ed.), *Theory of the Novel: A Historical Approach*. Johns Hopkins University Press, 2000.
	Brian Willems, "Apart for Life: Kathy Acker and Her Friends." *artUS* 19 (2007): 52-53.
Ways of monitoring quality that ensure the acquisition of identified learning outcomes	Student survey on the quality of teaching and work of teachers at the university level; students' self-assessment of learning outcomes; collaborative assessment of teachers and students on the implementation and quality of the teaching process; student performance in performing syllabus-prescribed tasks; individual consultations.
Other (according to the course teacher)	/

NAME OF THE COURSE	INTRODUCTION TO SEMANTICS					
Code	HZE401	Year of study	3rd			
Course teacher	Ivana Petrović, PhD, Assistant Professor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	obligatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The course introduces students to the basic concepts and methods in the study of meaning in language. It focuses on both semantics (conventional meaning) and pragmatics (interactional meaning). Throughout the semester, students will be introduced to topics such as types of meaning, lexical semantics, sense relations, deixis, implicatures, politeness theory, speech acts, etc.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the	Upon completion of the course, students will be able to: - explain key theories and concepts related to the study of meaning;					

level of the course (4 to 10 learning outcomes)	- explain the distinction between semantics and pragmatics; - identify and explain meaning relations between linguistic expressions; - discuss the role of context in the interpretation of meaning.
Course content broken down in detail by weekly class schedule (syllabus)	1. Course overview. Introduction: What is meaning? How can meaning be expressed? What is semantics? 2. Key concepts in semantics. 3. Sense relations I. 4. Sense relations II. 5. Sentence. Utterance. Proposition. 6. Formal semantics. 7. Cognitive semantics. 8. Conceptual metaphor theory. 9. Pragmatics. 10. Deixis. 11. Grice – co-operative principle, maxims, implicatures. 12. Presupposition and entailment. 13. Politeness theory. 14. Speech acts – Austin. 15. Speech acts – Searle.
Format of instruction	X **lectures** X **seminars and workshops** ☐ exercises ☐ *online* in its entirety ☐ partial e-learning ☐ fieldwork X **independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; preparation and presentation of the seminar; passing the final written exam (or two colloquia); compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		Oral presentation	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed on the student participation in class, oral presentation and final written exam (or two colloquia). Criteria for evaluating and grading individual elements are described in the repository of subjects.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Cruse, A. (2011). *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford, Oxford University Press.	1	no

	Saeed, J.I. (2016). *Semantics*. Chichester: Wiley Blackwell.	2	no
Optional literature (at the time of submission of study programme proposal)	Birner, B. (2013). *Introduction to pragmatics*. Chichester: Wiley-Blackwell. Griffiths, P. (2017). *An introduction to semantics and pragmatics*. Edinburgh: Edinburgh University Press. Huang, Y. (2015). *Pragmatics.* Oxford: Oxford University Press. Riemer, N. (2010). *Introducing Semantics*. Cambridge: Cambridge University Press.		
Quality assurance methods that ensure the acquisition of exit competences	Student survey on the quality of teaching and work of teachers at the university level; students' self-assessment of learning outcomes; collaborative assessment of teachers and students on the implementation and quality of the teaching process; student performance in performing syllabus-prescribed tasks; individual consultations.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE	LINGUISTIC AND INTERCULTURAL MEDIATION				
Code		Year of study	2nd		
Course teacher	Marija Bilić, PhD, Senior Language Instructor	Credits (ECTS)	3		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	45	0	/
Status of the course	obligatory	Percentage of application of e-learning	10%		

COURSE DESCRIPTION	
Course objectives	- introduce students to all the components (forms, types) of the phenomena of linguistic and intercultural mediation - raise awareness of the cultural, political, and ethical implications - expand students' knowledge in competencies of the intercultural and linguistic mediator and strategies they need to employ - raise awareness of the national and international associations of translators and interpreters and professional and ethical standards.
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of the course the student should be able to: - classify the forms and types of linguistic and intercultural mediation; - elaborate on the cultural, political, and ethical implications of linguistic and intercultural mediation; - explain the competencies of the intercultural and linguistic mediator; - apply the appropriate strategies in different settings; - act in accordance with the professional and ethical standards.

Course content broken down in detail by weekly class schedule (syllabus)	1 Introduction - Policies of linguistic and cultural diversity	1+2
	2 Intercultural and language mediator – fields of activity and competencies	1+2
	3 A brief overview of the development of the profession of translators as intercultural and language mediators	1+2
	4 Localization	1+2
	5 Audiovisual translation as a form of linguistic and intercultural mediation	1+2
	6 A brief overview of the development of the profession of interpreters as intercultural and language mediators	1+2
	7 Mid-term exam 1	1+2
	8 The basics of consecutive interpreting	1+2
	9 The basics of simultaneous interpreting	1+2
	10 Linguistic and intercultural mediation in healthcare and administrative legal settings	1+2
	11 Sign language interpreting	1+2
	12 Relevant national and international associations and organizations	1+2
	13 Professional and ethical standards	1+2
	14 Mid-term exam 2	1+2
	15 Concluding remarks	1+2

Format of instruction	**X lectures** **X seminars and workshops** ☐exercises ☐*on line* in entirety ☐partial e-learning ☐field work	**X independent assignments** ☐multimedia ☐laboratory ☐work with mentor ☐ (other)

Student responsibilities	Regular attendance and active participation in classes; review and presentation of a topic in the field of linguistic and intercultural mediation; taking the final written exam (or two colloquia); compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		Presentation	0.5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam (or two colloquia)	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final written exam (or two colloquia) and oral presentation. Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	ERASMIS+: TIME- *Train Intercultural Mediators for a Multilingual Europe*		internet
	Jones, R. (2002) *Conference interpreting explained*. Manchester: St. Jerome Pub (selected chapters)	1	
	Munday, J. (2016). *Introducing Translation Studies, Theories and Applications.* London, New York: Routledge. (selected chapters)	1	
	Pavlović, N. (2005). Metafore s kojima živimo: prevođenje in: *Semantika prirodnog jezika i metajezik semantike*, Granić, J. (ed.), Zagreb, Split: Croatian Applied Linguistics Society, p 579-590	1	
	The Routledge Handbook of Audio Description (2022), C. Taylor, E. Perego (ed.), Routledge. (selected chapters)		GClassroom
	The Routledge Handbook of Sign Language Translation and Interpreting (2022), C. Stone, R. Adam, R.M. de Quadros, C. Rathmann (ed.), Routledge. (selected chapters)		GClassroom
Optional literature (at the time of submission of study programme proposal)	European Commission (2021) *Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030* *Routledge Encyclopedia of Interpreting Studies* (2015), Pöchhacker, F. (ed.), Routledge *Routledge Encyclopedia of Translation Studies* (2015), Baker, M., Saldanha, G. (ed.), Routledge UN General Assembly (2007) *Convention on the Rights of Persons with Disabilities*		
Quality assurance methods that ensure the acquisition of exit competences	Student survey on the quality of teaching and work of teachers at the university level; students' self-assessment of learning outcomes; collaborative assessment of teachers and students on the implementation and quality of the teaching process; student performance in performing syllabus-prescribed tasks; individual consultations.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE	MORPHOLOGY AND MORPHOSYNTAX		
Code	HZE201	Year of study	2nd
Course teacher	Nataša Stojan, PhD, Assistant Professor	Credits (ECTS)	4

Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	obligatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
Course objectives	Course objectives are: -mastering basic concepts in the field of morphology and morphosyntax -acquiring types of word formation processes -understanding morphosyntactic properties of the basic lexical categories in English
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, the student will be able to: -define basic morphological concepts; -explain word formation processes; -classify word classes; -distinguish verb types -analyse sentence with respect to the function of its elements; -identify types of phrases; -analyse complex phrases.
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction. Basic morphological terms. 2. Word formation processes. 3. The formation of nouns, verbs, adjectives and adverbs. 4. Open and closed word classes. 5. Verb complementation. 6. Function of copular verbs. 7. Clause elements. Simple sentence structure. 8. Midterm exam. 9. Multi-word verbs: structure and meaning. 10. Types of phrases. The structure of verb phrase. 11. The structure of adjective, adverb and prepositional phrase. 12. Complex noun phrase. Premodification. Genitive meanings.

	13. Noun postmodification.
	14. Semantic roles of clause elements.
	15. Final exam.

Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	**X independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)

Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; passing the final written exam (or two colloquia); compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report	1	(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of class attendance, reports and the final written exam (or two colloquia). Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Greenbaum, S., R. Quirk (1990). *A Student's Grammar of the English Language*. Longman	2	no
	Biber, D., S. Conrad, G. Leech (2002). *Student Grammar of Spoken and Written English*. Longman	1	no
	Carstairs-McCarthy, A.(2018). *An Introduction to English Morphology*. 2nd edition. Edinburgh: Edinburgh University Press	/	no

Optional literature (at the time of submission of study programme proposal)	Chapters from: Quirk, R., S. Greenbaum, G. Leech, J. Svartvik (1985). *A Comprehensive Grammar of the English Language*. Longman. Carter, R., M. McCarthy (2006). *Cambridge Grammar of English*. Cambridge

	University Press.
	Bauer, Laurie et al (2015). *The Oxford Reference Guide to English Morphology.* Oxford University Press
	Harley, Heidi. (2006). *English Words. A Linguistic Introduction*. Oxford: Blackwell.
Quality assurance methods that ensure the acquisition of exit competences	Student survey on the quality of teaching and work of teachers at the university level; students' self-assessment of learning outcomes; collaborative assessment of teachers and students on the implementation and quality of the teaching process; student performance in performing syllabus-prescribed tasks; individual consultations.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE	PHONETICS AND PHONOLOGY					
Code	HZE101	Year of study	1st			
Course teacher	Ivana Petrović, PhD, Assistant Professor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	obligatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The main goal of this course is to introduce students to the study of phonetics (how speech sounds are articulated, transmitted, and perceived) and phonology (how speech sounds pattern together).					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: - explain the basic concepts of phonetics and phonology using appropriate terminology; - describe the basic mechanisms of speech production; - describe and classify the speech sounds of English in terms of their articulation; - transcribe speech sounds of English using the International Phonetic Alphabet.					
Course content broken down in detail by weekly	1. Speech production. Speech organs. 2. International Phonetic Alphabet (IPA). 3. Phoneme and allophone. Allophonic variations.					

class schedule (syllabus)	4. English vowels – monophthongs, diphthongs, and triphthongs. 5. English consonant phonemes according to the place and manner of articulation I. 6. English consonant phonemes according to the place and manner of articulation II. 7. English consonant phonemes according to the place and manner of articulation III. 8. The structure of the English syllable. Consonant clusters. 9. Strong and weak syllables. Syllabic consonants. 10. Word stress (simple, complex, and compound words). 11. Weak forms. 12. Elision. 13. Assimilation. 14. Intonation. 15. Functions of intonation.
Format of instruction	X **lectures** X **seminars and workshops** ☐ exercises ☐ *online* in its entirety ☐ partial e-learning ☐ fieldwork X **independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; passing the final written exam (or two colloquia); compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		Continuous knowledge assessment	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final written exam (or two colloquia). Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Roach, P. (2008). *English Phonetics and Phonology*. Cambridge: Cambridge University Press.	3	/
	Collins, B. and Mees, I. (2013). *Practical Phonetics and Phonology*: A Resource Book for Students. New York: Routledge.	1	/

Optional literature	Carr, P. (2013). *English Phonetics and Phonology: An Introduction.* Malden, MA:

(at the time of submission of study programme proposal)	Wiley Blackwell. Skandera, P. and Burleigh, P. (2016). *A Manual of English Phonetics and Phonology.* Tübingen: Narr Francke Attempto.
Quality assurance methods that ensure the acquisition of exit competences	Student survey on the quality of teaching and work of teachers at the university level; students' self-assessment of learning outcomes; collaborative assessment of teachers and students on the implementation and quality of the teaching process; student performance in performing syllabus-prescribed tasks; individual consultations.
Other (as the proposer wishes to add)	/

COURSE TITLE	PRACTICAL CRITICISM					
Code		Year of study	1st			
Course teacher	Ilonka Peršić, MPhil	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	45	0	/
Status of the course	obligatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
Course objectives	The aim of this course is to make students understand how literary texts make sense, what kind of sense they make, and why they make sense in one way rather than another. Thus, in the introductory part of the course, students will become acquainted with the basic techniques of problem solving in studying texts (asking questions, analysing units of structure). Students will also come to understand questions of authorship and audience (positioning the reader or spectator, authorship and intention, judgement and value). The main purpose of the course is to analyse texts belonging to different periods, genres and sub-genres. The course will first focus on an analysis of poetic forms, with students becoming acquainted with the main problems of versification (rhyme and sound patterning, verse, metre and rhythm, parallelism, deviation, ways of making meaning by mapping, blending and inference: metaphor, metonymy, irony, juxtaposition, intertextuality and allusion). The course will then move on to an analysis of narrative texts so as to make students acquainted with the main problems of narratology (genre, narrative structure, writing, speech and thought presentation, narrative point of view).
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the successful completion of the course students will: - be familiar with the basic techniques of problem solving in studying literary texts; - be able to discern dimensions of language variation (according to time, place, context, gender, society) that provide the communicative background to a specific

	text; - be able to approach and analyse different aspects of poetic form (rhyme and sound patterning, verse, metre and rhythm, parallelism, deviation); - become aware of what makes a story and how stories are told; - come to understand questions of authorship and audience; - improve abilities of critical and analytical reading; - acquire advanced writing skills, as well as advanced research skills.
Course content broken down in detail by weekly class schedule (syllabus)	I. <u>Basic interpretive procedures and problem solving in studying literary texts</u> (Asking questions on the meaning of a literary text from different theoretical perspectives; using information sources; analysing units of textual structure; dimensions of language variation in literary texts with respect to time and place, context, gender, society) **1.** Texts selected by students. II. <u>Author-text-reader</u> (The concept of reader; textual positioning of the reader or spectator; the concept of author, authorship and authorial intention; questions of judgement and value. What is literature? Literature in language education) **2.** Texts selected by students. II. <u>Poetic form</u> (Rhyme and sound patterns; Verse, metre and rhythm; semantic and syntactic parallelism; deviation; ways of making meaning indirectly by mapping, blending and inference; metaphor and metonymy; irony; juxtaposition; intertextuality and allusion) **3.** W. Shakespeare, *Sonnets* (selection) **4.** The Metaphysical Poets (selection) **5.** W. Wordsworth, *The Lucy Poems* (selection) **6.** W. B. Yeats, love poetry (selection) **7.** T.S. Eliot, *Four Quartets* **8.** R. Frost (selection) **9.** E. Dickenson (selection) III. <u>Narrative</u> (Narrative structure; content and form; narrative discourse; writing, speech and narration; speech and thought presentation in literary discourse; narrator, narrative point of view and types of narration) **10.** G. Chaucer, *The Canterbury Tales* (selection) **11.** C. Dickens, Short Stories (selection) **12.** D.H. Lawrence, *Women in Love* **13.** K. Mansfield, Short Stories (selection) **14.** E. O'Brien, 'Sister Imelda' **15.** H. Hamilton, *The Last Shot*
Format of instruction	□ lectures **x seminars and workshops** □ exercises □ *on line* in entirety □ partial e-learning □ field work **x independent assignments** □ multimedia □ laboratory □ work with mentor □ (other)
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework assignments and one seminar paper. Taking the final written exam (or semestral tests). Compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work *(name the*	Class attendance	1.5	Research		Practical training	0.5

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam (or several short exams)	0.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed based on the student participation in class (discussions, writing tasks, critical evaluation of designated texts, etc.), one seminar paper and the final written exam (or several semestral tests). Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Handouts	Materials provided by the teacher.	no
Optional literature (at the time of submission of study programme proposal)	Attridge, D. (2004), *The Singularity of Literature*, London & New York: Routledge. Cook, G. (1994), *Discourse and Literature*, Oxford: Oxford University Press. Pope, R. (2005), *Creativity: Theory, History, Practice*, London & New York: Routledge. Scholes, R. (1985), *Textual Power: Literary Theory and the Teaching of English*, New Haven & London: Yale University Press. Toolan, M. (2001), *Narrative: A Critical Linguistic Introduction* (2nd edn.), London & New York: Routledge.		
Quality assurance methods that ensure the acquisition of exit competences	Student survey on the quality of teaching and work of teachers at the university level; students' self-assessment of learning outcomes; collaborative assessment of teachers and students on the implementation and quality of the teaching process; student performance in performing syllabus-prescribed tasks; individual consultations.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE	TWENTIETH AND TWENTY-FIRST CENTURY LITERATURE IN ENGLISH				
Code	HZE402	Year of Study	3rd		
Course teacher	Assoc. Prof. Brian Daniel Willems, PhD	Credits (ECTS)	4		
Associate teachers	Ilonka Peršić, MPhil,	Type of instruction	L	S	E	F

	Lecturer	(number of hours)	15	30	0	/
Status of the course	obligatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
Course objectives	The aim of the course is to acquaint students with the fundamental aesthetic and ideological features and implications of modernism, postmodernism, and postcolonialism and their specificities within literatures in English of the 20th and 21st centuries. Through the analysis of all literary genres and different subgenres, and focusing on the works of the most important representatives of British, Irish, African, and Indian literature, and the concepts of modernism, postmodernism, postcolonialism, and LGBTQ+ as well as develop a sensitivity to their aesthetic features. Through the analysis of selected texts, students adopt important theoretical concepts and learn how to apply them in critical thinking and writing.
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: • recognize the main aesthetic features of modernism, postmodernism, postcolonialism, and gender studies in the larger context of literature written in English; • group the fundamental cultural and political events that influenced British, Irish, African, and Indian literatures; • use important theoretical concepts (intertextuality, free indirect style, non-unique subjectivity, feminism, LGBTQ +, Marxism, eco-studies); • use rhetorical skills of written expression; • use electronic and printed scientific research tools.

Course content broken down in detail by weekly class schedule (syllabus)	1. L: Introduction to Modernism
	       S: T.S. Eliot, "The Love Song of J. Alfred Prufrock" (1915), W.B. Yeats, "The Second Coming" (1920)
	2-3. L: Reading Joyce (Derek Attridge)
	       L: *Stephen Hero* and *A Portrait of the Artist as a Young Man*: Transforming the Nightmare of History (John Paul Riquelme)
	       S x 2: James Joyce, *A Portrait of the Artist as a Young Man* (1916)
	4-5. L: The Cultural Logic of Late Capitalism (Frederic Jameson)
	       L: A Politicized Postmodernism: Feminist Reading Tactics (Nicola Pitchford)
	       S x 2: Angela Carter, *The Infernal Desire Machines of Doctor Hoffman* (1972)
	6-8. L: Orientalism (Edward Said)
	       L: Discourse on Colonialism (Aimé Césaire)
	       L: Disjuncture and Difference in the Global Cultural Economy (Arjun Appadurai)
	       S x 3: Salman Rushdie, *Midnight's Children* (1981)
	9. L: 'In Better Places': Space, Identity, and Alienation in Sarah Kane's *Blasted* (Christopher Wixson)
	       S: Sarah Kane, *Blasted* (1995)
	10. L: Situating Contemporary Poetry (Samuel Rogers)
	       S: Contemporary British Poets: Seni Seneviratne, Fiona Sampson, Shazea Quraishi, Avigayl Sharp

	11-12. L: Chimamanda Ngozi Adichie's *Half a Yellow Sun* (Charles Nnolim)
	    L: Sidestepping the Political 'Graveyard of Creativity': Polyphonic
	        Narratives and Reenvisioning the Nation-State in Chimamanda
	        Ngozi Adichie's *Half of a Yellow Sun* (Maya Ganapathy)
	    S x 2: Chimamanda Ngozi Adichie, *Half of a Yellow Sun* (2013)
	13-14. L: Eventually the Expression 'Female of the Species''ll Be a
	        Redundancy (Andrea Long Chu)
	    L: Countersexual Manifesto (Paul B. Preciado)
	    S x 2: Juliet Jacques, *Variations* (2021)
	15. Presentations

Format of instruction	**x lectures** **x seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work **x independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; timely homework; preparation of seminar paper; taking the final oral exam; adherence to ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1.5	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed on the basis of teaching activities, seminar paper and final oral exam. Criteria for evaluating and grading individual elements are described in the repository of subjects.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Handouts	Provided by the teacher.	/

	2. James Joyce, *A Portrait of the Artist as a Young Man*. Norton Critical Editions, 2007.	1	yes
	3. Angela Carter, *The Infernal Desire Machines of Doctor Hoffman.* Penguin, 1986.	1	yes
	4. Salman Rushdie, *Midnight's Children.* Random House, 2006.	1	yes
	5. Chimamanda Ngozi Adichie, *Half of a Yellow Sun*. Anchor, 2007.	1	yes
	6. Juliet Jacques, *Variations*. Influx Press, 2021.	1	yes
Optional literature	Derek Attridge (Ed.), *The Cambridge Companion to James Joyce.* Cambridge University Press, 2004. Julie Rivkin and Michael Ryan (Eds.), *Literary Theory: An Anthology*. Wiley/Blackwell, 2017. Nicola Pitchford, *Tactical Readings: Feminist Postmodernism in the Novels of Kathy Acker and Angela Carter*. Bucknell University Press, 2002. Fredric Jameson, *Postmodernism, or, The Cultural Logic of Late Capitalism*. Duke University Press, 1991. Aimé Césaire, *Discourse on Colonialism*. Monthly Review Press, 1972. Christopher Wixson, "'In Better Places': Space, Identity, and Alienation in Sarah Kane's *Blasted*." *Comparative Drama*, vol. 39, no. 1 (2005): 75-91. *NER*, vol. 41, no.2 (2020). Internet: https://www.nereview.com/vol-41-no-2-2020/. Samuel Rogers, "Situating Contemporary Poetry." *The Yearbook of English Studies*, vol. 51 (2021): 1-8. Charles Nnolim, "Chimamanda Ngozi Adichie's *Half a Yellow Sun*." *African Literature Today*, vol. 27 (2010): 145-151. Maya Ganapathy, "Sidestepping the Political 'Graveyard of Creativity': Polyphonic Narratives and Reenvisioning the Nation-State in Chimamanda Ngozi Adichie's *Half of a Yellow Sun*." *Research in African Literatures*, vol. 47, no. 3 (2016): 88-105. Andrea Long Chu, *Females*. Verso, 2019. Paul B. Preciado, *Countersexual Manifesto*. Columbia University Press, 2018. Brian Willems, "Galactic Modernism: Distributed Individuality in Olaf Stapledon's *Last and First Men* and *Star Maker*." In *New Perspectives on Community and the Modernist Subject: Finite, Singular, Exposed,* eds. Paula Martin Salvan and Gerardo Rodríguez Salas. London; New York: Routledge, 2017: 146-163. Brian Willems, "Groping Together, Avoiding Speech: Eliot, Greene, Lacan." *Belgrade Bells 2* (2010): 235-250.
Ways of monitoring quality that ensure the acquisition of identified learning outcomes	Student survey on the quality of teaching and work of teachers at the university level; students' self-assessment of learning outcomes; collaborative assessment of teachers and students on the implementation and quality of the teaching process; student performance in performing syllabus-prescribed tasks; individual consultations.
Other (according to the course teacher)	/

NAME OF THE COURSE	PROFESSIONAL PRACTICE AT A TEACHING BASE		
Code	HZX008	Year of study	3rd

Course teacher	teachers appointed by their respective Departments	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	P	S	V	T
			0	30	40	80
Status of the course	elective	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
Course objectives	To introduce students to specific practical conditions at the teaching base and enable them to independently identify and solve more complex practical problems in a real work environment.
Course enrolment requirements and entry competences required for the course	Students are eligible to apply to the competition for professional practice before the start of the second year of graduate study programme. Should more students apply for the professional practice than there are places available, the selection procedure will be conducted according to the Ordinance on Professional Practice of the Faculty of Humanities and Social Sciences.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Learning outcomes: 1. applying the knowledge and skills acquired during undergraduate and graduate study programme which are required to independently identify and solve more complex concrete problems in a real work environment; 2. preparing a professional practice report to explain and critically evaluate the tasks performed; relevant documents should be attached to the report. Individual learning outcomes - upon the completion of professional practice, students will be able to: 1. explain the structure of the selected teaching base; 2. recognize and explain the challenges posed by the work environment and create the processes for dealing with specific challenges; 3. analyze and evaluate concrete practical situations based on recent scientific sources; 4. (co-)organize, monitor, document, and evaluate processes in the teaching base; 5. analyze problems arising from specific work assignments in the teaching base and suggest the procedures for solving them; 6. document personal practice and evaluate it reflexively.
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work assignments overseen by a mentor from the teaching base. Professional practice lasts 80 working hours. The mentor from the teaching base plans work assignments with the consent of the mentor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the mentor/teacher from the Faculty, 20 hours with the mentor from the teaching base), literature research (10 working hours), preparation of the report on professional practice (20 working hours), preparation and defense of the report before the mentor from the Faculty of Humanities and Social Sciences in Split (10 working hours).
Format of	☐ lectures **X independent assignments**

instruction	**X seminars and workshops** **X exercises** ☐ *on line* in entirety ☐ partial e-learning **X field work**			**X multimedia** ☐ laboratory **X work with mentors** ☐ other	
Student responsibilities	The student who enrols in this course is obliged to follow the schedule as defined by the mentor from the teaching base. He/she is obliged to follow the mentor's instructions and diligently perform the assigned work tasks. Upon the completion of professional practice, the student must prepare a report on professional practice and publicly present the experiences gained.				
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Literature research	0.25	Practical training	3
	Experimental work		Report		Consultations with mentors	0.75
	Essay		Seminar essay		Data gathering	
	Tests		Oral exam		Report on professional practice	0.7
	Written exam		Project		Report defense	0.3
Grading and evaluating student work in class and at the final exam	Professional practice is assessed descriptively by the mentors from the teaching base and the Faculty of Humanities and Social Sciences in Split. The mentor from the teaching base continually monitors whether the student attends the practice regularly and whether he/she is diligent and successful in solving the assigned tasks. At the end of the practice, the mentor assigns one of the following two descriptive grades: • The student has successfully completed the professional practice • The student has not successfully completed the professional practice. In case the student did not successfully complete the professional practice, the mentor from the teaching base must provide the written explanation for the grade, and the mentor from the Faculty of Humanities and Social Sciences in Split enters the failing grade for the course. If the grade given by the mentor from the teaching base is "The student has successfully completed professional practice", the mentor from the Faculty of Humanities and Social Sciences in Split analyses the report on professional practice, discusses the work assignments with the student and assigns one of the following two descriptive grades: • The student has successfully written and defended the professional practice report. • The student has not successfully written and defended the professional practice report. If the grade given by the mentor from the Faculty of Humanities and Social Sciences is "The student has not successfully written and defended the professional practice report", the grade must be explained in writing. Professional practice is considered to have been passed if the descriptive grades				

	given by both mentors have confirmed the successful completion of the professional practice/professional practice report. If the descriptive grades by both mentors are positive, the mentor from the Faculty of Humanities and Social Sciences in Split enters the descriptive grade "Passed" in the student transcript book.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Specialist literature is defined by the mentor from the teaching base.		
Optional literature	Specialist literature is defined by the mentor from the teaching base.		
Quality assurance methods that ensure the acquisition of exit competences	Prior to professional practice at the teaching base, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split provides the instructions for conducting the practice, documenting the process and writing the professional practice report. During professional practice, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split, the mentor from the teaching base and the student regularly discuss the process; the record is kept of the student's attendance and activity. Through discussions, (self) analysis and (self) evaluation, the practice is continuously monitored. After completing the professional practice, the student completes the survey on the quality of the professional practice in accordance with the Ordinance.		
Other (as the proposer wishes to add)	/		

3.   STUDY PERFORMANCE CONDITIONS

3.1.   Places of the study performance

Buildings of the constituent part (name the existing, under-construction, and planned buildings)	
Identification of building	Poljičanka
Location of building	Poljička cesta 35, 21000 Split
Year of completion	1991
Total square area in m²	7967,10 m²

3.2.   List of teachers and associate teachers

Course	Teachers and associate teachers
Academic Skills	Ana Bakašun, Senior Language Instructor Ivana Bojčić, Senior Language Instructor
American Literature	Gordan Matas, PhD, Associate Professor
American Society and Culture	Gordan Matas, PhD, Associate Professor
Aspects of British Culture	Danijela Šegedin Borovina, PhD, Assistant Professor, Ilonka Peršić, MPhil, Lecturer
Australian Literature	Gordan Matas, PhD, Associate Professor
British and Irish Modernism	Ilonka Peršić, MPhil, Lecturer
Business Communication	Ana Bakašun, Senior Language Instructor
Contemporary Literary Theory	Brian Willems, PhD, Associate Professor
Early Modern English Literature	Simon Ryle, PhD, Associate Professor
English Language – Communication Skills 1 / Module 1	Ana Bakašun, Senior Language Instructor
English Language – Communication Skills 1 / Module 2	Ana Bakašun, Senior Language Instructor
English Language – Communication Skills 2 / Module 3	Ivana Bojčić, Senior Language Instructor
English Language – Communication Skills 2 / Module 4	Ivana Bojčić, Senior Language Instructor
English Language – Translation Skills / Module 1	Marija Bilić, PhD, Senior Language Instructor
English Language – Translation Skills / Module 2	Marija Bilić, PhD, Senior Language Instructor
Romantic and Victorian Literature	Gordan Matas, PhD, Associate Professor Ilonka Peršić, MPhil, Lecturer
English Syntax	Nataša Stojan, PhD, Assistant Professor
Final Thesis	
How Literature Changes the World	Brian Willems, PhD, Associate Professor
Introduction to Creative Writing	Simon Ryle, PhD, Associate Professor
Introduction to Linguistics	Mirjana Semren, PhD, Assistant Professor
Introduction to Literature: Poetry and Drama	Simon Ryle, PhD, Associate Professor, Ilonka Peršić, MPhil, Lecturer Victoria Vestić, Assistant

Introduction to Literature: The Novel	Brian Willems, PhD, Associate Professor Victoria Vestić, Assistant
Introduction to Semantics	Ivana Petrović, PhD, Assistant Professor
Linguistic and Intercultural Mediation	Marija Bilić, PhD, Senior Language Instructor
Morphology and Morphosyntax	Nataša Stojan, PhD, Assistant Professor
Phonetics and Phonology	Ivana Petrović, PhD, Assistant Professor
Practical Criticism	Ilonka Peršić, MPhil, Lecturer
Twentieth and Twenty-first Century Literature in English	Brian Willems, PhD, Associate Professor Ilonka Peršić, MPhil, Lecturer
Professional Practice at a Teaching Base	teachers appointed by their respective Departments

3.3. Curriculum vitae of the course teachers

First and last name and title of teacher	Ana Bakašun, Senior Language Instructor
The course he/she teaches in the proposed study programme	*English language: Communication Skills – Module 1,* *English language: Communication Skills – Module 2,* *Academic Skills,* *Business Communication*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, Split
Telephone number	+385 21 545 587
E-mail address	abakasun@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Senior Language Instructor, 2020
Area and field of election into research or art rank	Philology; English language
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences in Split, Department of English
Date of employment	From 2001 part time; from 2006 full time employment

Name of position (professor, researcher, associate teacher, etc.)	Senior Language Instructor
Field of research	Methodology of English language teaching
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	History of Art and English Language Teacher
Institution	University in Zagreb, Faculty of Philosophy
Place	Zagreb
Date	1984
INFORMATION ON ADDITIONAL TRAINING	
Year	1991 and 1999
Place	Cambridge
Institution	The Bell School; The British Council
Field of training	English language; Methodology of Business English Teaching
Year	2002-2005
Place	Zagreb
Institution	Faculty of Philosophy
Field of training	Methodology of English language teaching
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English: 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian: 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	*English language – Communication Skills / Modules 1 & 2*, undergraduate study programme English Language and Literature, Faculty of Humanities and Social Sciences in Split; *Business Communication,* undergraduate study programme English Language and Literature, Faculty of Humanities and Social Sciences in Split; Language Instructor-Lecturer at the Faculty of Economics in Split, undergraduate level courses: *Business English 1 and 2* (from 1997 to 2006)
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic	/

articles published in the last five years in the field of the course (5 works at most)	
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Bakašun, A., Bojčić, I., Marušić, M. (2018). When mess is the norm: engaging with classroom complexities. *Strani jezici 47*, No. 1-2, pp 59-78. Bakašun, A., Bojčić, I., Marušić, M. (2017). ESP refresher courses: reflecting on our teaching practices. *Strani jezici 46*, No. 1-2, pp 119-140.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2018-2019: Within the project *Internationalization of the Maritime Faculty study programmes* (University in Split), participated in designing course materials and teaching English to the Faculty staff.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Postgraduate specialist study programme in Teaching Methodology, Faculty of Philosophy, Zagreb. Graduate teaching diploma acquired at the Faculty of Philosophy, Zagreb (study programme History of Art and English Language and Literature).
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Marija Bilić, PhD, Senior Language Instructor
The course he/she teaches in the proposed study programme	*Linguistic and Intercultural Mediation,* *English Language – Translation Skills/ Module 1,* *English Language – Translation Skills/ Module 2*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, Split
Telephone number	+385 21 545 587
E-mail address	marija@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	334560
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Senior Language Instructor, October 28, 2020
Area and field of election into research or art rank	Humanities, Philology

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	November 16, 2020
Name of position (professor, researcher, associate teacher, etc.)	Senior Language Instructor
Field of research	translation process and product, new technologies in translation and translation research, translator education, translation as a profession
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD in Linguistics
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	May 9, 2018
INFORMATION ON ADDITIONAL TRAINING	
Year	2019
Place	Prague
Institution	Institute of Formal and Applied Linguistics, Faculty of Mathematics and Physics, Charles University
Field of training	*DigiLing Summer School* – Summer School in Digital Linguistics
Year	2013
Place	Rijeka
Institution	Department of Informatics and Faculty of Humanities and Social Sciences, University of Rijeka
Field of training	T*ransTech*13 – Translation Technologies Summer School
Year	2007
Place	Zagreb
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Field of training	postgraduate European Masters of Arts in Conference Interpreting, (working languages: Croatian, English, Italian)
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
Foreign language and command of foreign language on a scale from 2	Italian - 5

(sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish - 3

COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	2020-…senior language instructor of: - undergraduate courses of the study programme *English Language and Literature*: English language – Communication Skills/ Module 5a English language – Communication Skills/ Module 5b (translation: en-hr) English language – Communication Skills/ Module 6 (translation: hr – en) - graduate courses of the study programme *English Studies*: Rhetoric of Speech and Writing Formal Aspects of Translation: Theory and Computer Methodology 2020-… co-author of the syllabi for (1-5) and senior language instructor of undergraduate courses of the study programme *Hospitality and Gastronomy* in Makarska: English for the Hotel and Food Service Industry 1 English for the Hotel and Food Service Industry 2 2012-2018 – teaching assistant in the graduate courses of the study programme *English Studies (translator education)*: Translation Studies with Elements of Contrastive Analysis Translation Methodology -Theory and Practice Interpreting – Module 1 Interpreting – Module 2 2007 – 2012 – lecturer of the undergraduate courses at Zagreb School of Economics and Management (ZSEM) English for Economists Business English Italian Language 1-4
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	*Studi filologici croato-italiani in onore della professoressa emerita Ljerka Šimunković* (Croatian-Italian Philological Studies in Honour of Professor Emerita Ljerka Šimunković), Bezić, M., Bralić, S. (ed.). Split: Faculty of Humanities and Social Sciences, University of Split, 2021– proofreading of English abstracts Mateša, Z. *Introduction to Strategic Management*. MATE d.o.o. Zagreb, 2019 – proofreading of the English edition of the book Bilić M., Gašpar A. (2018). Extraction of Phrasal Verbs from the Comparable English Corpus of Legal Texts. *International Journal of English Language and Translation Studies*. 6 (2). 184-194 Bilić M. Korpusna analiza engleskih fraznih glagola u jeziku

	prava (Corpus-based Analysis of English Phrasal Verbs in Legal Domain), 2018, doctoral dissertation, Faculty of Humanities and Social Sciences, University of Zagreb
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Bilić, M. *L` industria della traduzione in teoria e pratica* –invited guest lecturer at the graduate course *Teoria della traduzione at* of the Department of Italian Language and Literature, Faculty of Humanities and Social Sciences, University of Zagreb, 2021 Bilić, M. *Trendovi u prevoditeljskoj industriji- tehnologije i očekivanja* – invited guest lecturer at the open scientific forum *Lingvistička srida,* University of Zadar, 2019 Bilić, M. *Use of Translation Technologies in Croatia* – invited guest lecturer at the conference *Translating Europe Workshop: Translator in the Digital Age – What Skills to Make it in Today`s Market*", EU representation in Croatia, Local office of DG Translation, Zagreb, 2018
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Collaborator at the N00014-20-1-2066 project: *Enhancing Adaptive Courseware based on Natural Language Processing,* Faculty of Science, in terms of evaluating the quality of WikiSplit I HSplit corpora
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	(under)graduate studies of Italian Language and Literature and English Language and Literature, Faculty of Humanities and Social Sciences, University of Zagreb
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Ivana Bojčić, Senior Language Instructor
The course he/she teaches in the proposed study programme	*English language: Communication Skills – Module 3,* *English language: Communication Skills – Module 4,* *Academic Skills*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, Split
Telephone number	+385 21 545 587
E-mail address	ibojcic@ffst.hr
Personal web page	/
Year of birth	/

Scientist ID	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Senior Language Instructor, 2019
Area and field of election into research or art rank	Philology; English language
Function	/
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences in Split, Department of English
Date of employment	5.10.2009.
Name of position (professor, researcher, associate teacher, etc.)	Senior Language Instructor
Field of research	Methodology of English language teaching
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	English and Italian language teacher
Institution	University in Zadar, Faculty of Philosophy
Place	Zadar
Date	1994
INFORMATION ON ADDITIONAL TRAINING	
Year	1998-2009
Place	Croatia / Montenegro
Institution	HUPE, Faculty of Montenegro
Field of training	Conference of Croatian association for English and Italian teachers
INFORMATION ON ADDITIONAL TRAINING	
Year	2005-2006
Place	Croatia
Institution	School for Foreign Languages
Field of training	U.S. Department of State English Language Specialist Program/ Mentor Training Course for English Teachers (seminar) / Seminar for Communicative Skills
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2	English: 5 (field of training and work)

(sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian: 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish: 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	*English language – Communication Skills / Modules 3 & 4,* undergraduate study programme English Language and Literature, Faculty of Humanities and Social Sciences in Split
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	2018-2019: Within the project *Internationalization of the Maritime Faculty study programmes* (University in Split), participated in designing course materials and teaching English to the Faculty staff.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Bakašun, A., Bojčić, I., Marušić, M. (2018). When mess is the norm: engaging with classroom complexities. *Strani jezici 47*, No. 1-2, pp 59-78. 2. Bakašun, A., Bojčić, I., Marušić, M. (2017). ESP refresher courses: reflecting on our teaching practices. *Strani jezici 46*, No. 1-2, pp 119-140. 3. Braović Plavša, M., Bojčić, I. (2012). ''Language borrowing''. *Zbornik radova međimurskog veleučilišta u Čakovcu:* 7-15. 4. Braović Plavša M., Bojčić, I. (2009). ''Teach-Teacher The Teachest''. *Zbornik radova Međunarodnog znanstvenog skupa On the Borders of Convention,* Nikšić, Crna Gora: 135 – 141. 5. Braović Plavša M., Bojčić, I. (2009). ''Analiza najčešćih pogrješaka u učenju engleskog I talijanskog jezika''. *Strani jezici 37*, pp 203-214.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Postgraduate specialist study programme in Teaching Methodology, Faculty of Philosophy, Zadar Graduate teaching diploma acquired at the Faculty of Philosophy, Zadar (study programme English and Italian Language and Literature)
PRIZES AND AWARDS	

Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Associate Professor, Gordan Matas, PhD
The course he/she teaches in the proposed study programme	*American literature,* *American Society and Culture,* *Australian Literature,* *Romantic and Victorian Literature*

GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, Split
Telephone number	021 545554
E-mail address	gmatas@ffst.hr
Personal web page	https://www.ffst.unist.hr/gordan.matas
Year of birth	/
Scientist ID	276835
Research or art rank, and date of last rank appointment	Associate Professor, since September 15, 2021
Area and field of election into research or art rank	humanities, philology

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of humanities and social sciences in Split
Date of employment	October 1, 2003
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	English studies, American studies, Canadian studies, Multiculturalism, Media
Function	

INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of humanities and social sciences
Place	Zagreb
Date	December 21, 2010

INFORMATION ON ADDITIONAL TRAINING	

Year	2006/2007
Place	Chicago, USA
Institution	Northwestern University
Field of training	American literature, American Society
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English: 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German: 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Swedish: 4
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Previously taught courses: *Early American literature, American literature of the 20th and 21st century, American literature* since 2003 Other taught courses: *African American novel* since 2011 and *Multiculturalism, Identity, Literature: Canada and the US,* since 2006.
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Car, Viktorija; Matas, Gordan; Utjecaj popularne kulture i medija na politička zbivanja - lažne vijesti i lažne informacije kao fenomen 21. stoljeća // Popularna geopolitika / Zorko, Marta ; Turčalo, Sead (ed.). Zagreb: Fakultet političkih znanosti, 2021. p. 125-147. (article) 2. Matas, Gordan Toni Morrison: Književnost na razmeđu američke politike i povijesti. Split: Filozofski fakultet u Splitu, 2021 (book) 3. Matas, Gordan; Donelli, Iva Ecological Systems Theory: (Re)constructing Identity in Toni Morrison's Beloved // *Zbornik radova Filozofskog fakulteta u Splitu,* **13** (2020), p. 111-130 doi:10.38003/zrffs.13.5 (article) 4. Matas, Gordan; Škara, Danica The Language of Politics: Toward a Metaphorical Reconceptualization of the European Union in Public Media // Credibility, Honesty, Ethics & Politeness in Academic and Journalistic Writing / Schmied, Josef ; Dheskali, Jessica (ed.). Goettingen: Cuvillier Verlag Goettingen, 2019. p. 99-108. (article). 5. Car, Viktorija; Matas, Gordan Istraživački pristupi lažnim vijestima – kako uz pomoć big data razotkriti trolove? // Vjerodostojnost medija: Doba lažnih

	informacija / Hrnjić Kuduzović, Zarfa ; Kulić, Milica ; Jurišić, Jelena (ur.). Tuzla, Bosna i Hercegovina: Filozofski fakultet Sveučilišta u Tuzli, 2019. p. 101-116. (article).
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. 2018.-2020. *Establishment of Korean Studies and Training Plans for Experts in Koreanology at University of Split*, KLASA 605-01/18-01/0005; URBROJ: 2181-190-03-1/9-18-0004. 2. 2016.-2022. Internacionalizacija studijskih programa Morskog ribarstva i Vojnog pomorstva na Sveučilištu u Splitu IntrRiV (UP.03.1.1.02.0046). 3. Joker Project, University of Brest, Francuska (SEA-EU Alliance) 4. DAAD Project Academic Writimg, University of Chemnitz, Njemačka
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Undergraduate, graduate and post-graduate (doctoral) programs at Faculty of humanities and social sciences in Zagreb
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	Scholarship *A Foreign Language That Unites* (2004. /2005.) for research at University of Bergen in Norway, American scholarship *Fulbright* for pre-doctoral research at *Northwestern University* in Chicago (2006. /2007.) and Canadian scholarship *Faculty Enrichment Program* (2008.) for research at Universities of Toronto and Montreal (McGill University).

First and last name and title of teacher	Ilonka Peršić, MPhil, Lecturer
The course he/she teaches in the proposed study programme	*Aspects of British Culture,* *British and Irish Modernism,* *Romantic and Victorian Literature* *Introduction to Literature: Poetry and Drama,* *Practical Criticism,* *Twentieth and Twenty-first Century Literature in English*
GENERAL INFORMATION ON COURSE TEACHER	

Address	Faculty of Humanities and Social Sciences, Poljička cesta 35
Telephone number	021/545559
E-mail address	ipersic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	276161
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Lecturer in English literature (19 October 2022)
Area and field of election into research or art rank	Humanities, English Language and Literature
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	28 May 2002
Name of position (professor, researcher, associate teacher, etc.)	Assistant; Lecturer in English literature since 2011
Field of research	Twentieth-Century British and Irish literature, especially Joyce, Comparative literature
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	MPhil
Institution	Faculty of Philosophy
Place	Zagreb
Date	10 April 2008
INFORMATION ON ADDITIONAL TRAINING	
Year	2002
Place	Trieste
Institution	Scuola Superiore per Interpreti e Traduttori
Field of training	Research at the local libraries in the field of twentieth-century Irish and Italian Literature
Year	2003
Place	Zurich
Institution	James Joyce Foundation
Field of training	Research on Joyce at the Foundation's Library

Year	2003-2007
Place	Oxford, UK
Institution	The Queen's College
Field of training	Twentieth-century British and Irish literature, especially on James Joyce and Italo Svevo, literary theory
Year	2009
Place	Boston, USA
Institution	The Queen's College
Field of training	Twentieth-century British and Irish literature, especially on James Joyce and Italo Svevo, literary theory

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French (3)

COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	● University of Split, Faculty of Humanities and Social Sciences: Undergraduate Study Programme: *Twentieth-Century British and Irish Literature*, undergraduate study programme *English Language and Literature*; *English Romantic and Victorian Literature* ● University of Split, Faculty of Humanities and Social Sciences: Graduate Study Programme: *James Joyce, Virginia Woolf* and *Literary Text and Discourse* ● taught Modernist literature to American visiting students (tutorials, undergraduate level) at Oxford University, Wycliffe Hall College (2005-2007)
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/

Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Study programme of English language and literature and Italian language and literature at the Faculty of Philosophy in Zagreb
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Ivana Petrović, Assistant Professor
The course he/she teaches in the proposed study programme	*Phonetics and Phonology,* *Introduction to Semantics*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35
Telephone number	+385 21 545 559
E-mail address	ipetrovic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	276194
Research or art rank, and date of last rank appointment	Research Associate, November 8, 2018
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, June 27, 2019
Area and field of election into research or art rank	Area of Humanities, Field of Philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	October 1, 2004
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Linguistics

INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD in Linguistics
Institution	University of Zagreb
Place	Zagreb
Date	2014
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – 5 excellent
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian – 4 excellent
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	•　　*Phonetics and Phonology* – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split. •　　*Introduction to Semantics* – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split. •　　*English language - Communication Skills 3, Module 6* – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split. •　　*Morphology and Morphosyntax* – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split. •　　*Syntax (seminar)* – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split. •　　*Methodology of Translation: Theory and Practice* – English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split. •　　*Translation Studies with Elements of Contrastive Analysis* – English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split. •　　*Languages in Contact* – English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split.
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	•　　Petrović, Ivana (2021). Features in the speech of Croatian-speakers in the greater Toronto area. *Diaspora Language Contact The Speech of Croatian Speakers Abroadi.* Hlavac, Jim; Stolac, Diana (ur.). Berlin: De Gruyter, 2021. str. 447-487 •　　Petrović, Ivana; Bezić, Maja (2020). Metafora u medijskom diskursu o migracijama. *Značenje u jeziku: od*

	individualnog do kolektivnog. Matešić, Mihaela; Martinović, Blaženka (ur.). Zagreb: HDPL. 75-87. • Bezić, Maja; Petrović, Ivana (2019). Diskursne strategije u medijskom prikazu migranata. *Zbornik radova Filozofskog fakulteta u Splitu.* 12. 81-97. • Petrović, Ivana (2018). Croatian as a heritage language in Canada. *Zbornik radova Filozofskog fakulteta u Splitu.* 1, 11. 59-72. • Petrović, Ivana (2017). Očuvanje hrvatskog jezika u Kanadi. *Migracijske i etničke teme.* 33, 1. 7-36..
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Study programme of English language and literature and Italian language and literature at the Faculty of Philosophy in Zadar (University of Zadar)
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Simon Ryle, Associate Professor
The course he/she teaches in the proposed study programme	*Introduction to Literature: Poetry and Drama,* *Early Modern English literature,* *Introduction to Creative Writing*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, Poljička 35, 21000, Split
Telephone number	+385 21 545 559
E-mail address	sryle@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	331654
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, September 2019
Area and field of election into research or art rank	English literature
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Filozofski fakultet, University of Split

Date of employment	October, 2004
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	English literature
Function	Head of the English department
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Cambridge
Place	Cambridge, UK
Date	March 2012
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	English
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Croatian (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	● **English Literature from Renaissance to NeoClassicism-** undergraduate study programme at the Faculty of Humanities and Social Sciences in Split ● **Introduction to Creative Writing** - English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split ● **Ecocriticism and Literature** – English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split ● **Language and Literature** – English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split ● **Creative Writing -** English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split
Authorship of university/faculty textbooks in the field of the course	Ryle, Simon. *Shakespeare, Cinema and Desire: Adaptation and Other Futures of Shakespeare's Language.* London: Palgrave Macmillan, 2014.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Ryle, Simon. 'Xerodrome Lube: Cyclonic Geopoetics and Petropolytical War Machines.' *Oil Fictions: World Literature and Our Contemporary Petrosphere.* Stacey Balkan & Swaralipi Nandi, eds. State College: Pennsylvania State University Press, 2021. 170-189. Ryle, Simon. 'Xenoflesh: A Zoēpoetics of Meat.' *boundary2* 47.4 (2020). 63-99. Ryle, Simon. 'Shakespeare's e-a-r.' *Cahiers Élisabéthains* 100 (2019). 24-43.

	Ryle, Simon. 'Minor Shakespeares.' *Minor Shakespeares.* Ur. Simon Ryle. *The Journal for Cultural Research* 23.1 (2019). 1-14. Ryle, Simon. 'Desire and Representation.' *A Handbook of Renaissance Literature*. John Lee, ed. London: Wiley Blackwell, 2017. 86-100.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	*Conferences convened:* *Wavescapes in the Anthropocene*, University of Split and Island of Vis, 4th-7th Dec. 2018. *Constitutions of Hamlet: Afterlives and Political Theologies of Trauerspiel*, University of Split, 16th December 2016. *Minor Shakespeares: The Politics and Aesthetics of the Margins,* University of Split, Croatia, 23rd-24th September 2016.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	/
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	*Short-Term Fellowship*, Folger Shakespeare Library, Washington DC, 2018. *RSC 'Other' Prize* (for best original play script), Royal Shakespeare Company and University of Cambridge. *The Charles Oldham Shakespeare Scholarship*, English Faculty, University of Cambridge.

First and last name and title of teacher	Mirjana Semren, Assistant Professor
The course he/she teaches in the proposed study programme	*Introduction to Linguistics*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, 21 000 Split
Telephone number	+385 21545557
E-mail address	mdukic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	288434
Research or art rank, and date of last rank appointment	Research associate, 18th January 2019

Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 27th June 2019
Area and field of election into research or art rank	Humanities, philology

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1st July 2006
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Linguistics, ELT methodology
Function	Head of the Linguistics section

INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD. in linguistics
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	11th June 2015

INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English: 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian: 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German: 2

COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	● **Introduction to Linguistics** (lectures and seminars) – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split ● **Morphology and Morphosyntax** (lectures and

	seminars) – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split ● **Methodology of English Language Teaching** (lectures and seminars) – English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split ● **Practicum and Teaching Practice** (seminars and exercises) – English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split ● **Psycholinguistics and Cognitive Aspects of Language** (lectures and seminars) – English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split ● **Glottodidactics** (lectures and seminars) – English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	• Semren, Mirjana; Šegedin Borovina, Danijela (2020). Developmental Sequences of L2 Grammar Acquisition in the Interlanguage of Croatian EFL Learners. *BELLS90 Proceedings.* Čubrović, Biljana (ur.). Beograd: Filozofski fakultet. 241-264. ▪ Šegedin Borovina, Danijela; Semren, Mirjana (2022). "This other stuff": What do Croatian EFL teacher trainees know about L2 pragmatics?. *Pragmatic Aspects of L2 Communication: From Awareness through Description to Assessment.* Gesuato, Sara; Salvato Giuliana and Erik Castello (urs.). Cambridge: Cambridge Scholars Publishing. 13-38. • Semren, Mirjana (2018). The Order of Emergence of the Morphological Markers of Temporal Expression in the Croatian EFL Learners' Longitudinal Speech Production Data. *Applied Linguistics Papers*, 25, 2. 89-106. • Semren, Mirjana. (2018). Insight into the acquisition of verbal morphology: a longitudinal study of Croatian EFL learners' interlanguage development. *Folia linguistica et litteraria*: Časopis za nauku o jeziku i književnosti. 20, 65-85.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Graduate teaching diploma acquired at the Faculty of Philosophy in Zadar, University of Zadar (study programme English Language and Literature and Italian Language and Literature)

PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Nataša Stojan, PhD, Assistant Professor
The course he/she teaches in the proposed study programme	*Morphology and morphosyntax,* *English syntax*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, 21000 Split
Telephone number	+385 21 329 284
E-mail address	nstojan@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	276183
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor; 13/2/2019
Area and field of election into research or art rank	Humanities, philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences in Split
Date of employment	01/10/2004
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	English Studies
Function	Assistant Professor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences in Zagreb
Place	Zagreb

Date	18/07/2011
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English- 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian- 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Phonetics and phonology- undergraduate study programme English Language and Literature, Faculty of Humanities and Social Sciences in Split Morphology and morphosyntax- undergraduate study programme English Language and Literature, Faculty of Humanities and Social Sciences in Split English Syntax- undergraduate study programme English Language and Literature, Faculty of Humanities and Social Sciences in Split Communicative skills 3- undergraduate study programme English Language and Literature, Faculty of Humanities and Social Sciences in Split Language and society- graduate study programme English Studies, Faculty of Humanities and Social Sciences in Split Syntax- postgraduate doctoral study in Humanities, Faculty of Humanities and Social Sciences in Split
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1.Stojan, N., Novak Mijić, S. Gender Differences in the Use of Tag Questions in English. *World Journal of Education and Humanities,* **4** (2022), 2; 24-32. 2. Stojan, N., Novak Mijić, S. Conceptual Metaphors in Political Discourse in Croatian, American and Italian Newspapers. *Academic Journal of Interdisciplinary Studies,* **8** (2019), 1; 69-76. 3. Stojan, N., Novak Mijić, S. Passive Voice in Political Newspaper Articles. *People: International Journal of Social ScienceS,* **3** (2017), 2; 105-123. 4. Stojan, N., Miletić, I. Multilingualism in Luxembourg. *International journal of current research,* **9** (2017), 03; 48198-48208.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Graduate study programmes in English and Italian Language and Literature at the Faculty of Humanities and social Studies in Zagreb.
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Danijela Šegedin Borovina, PhD
The course he/she teaches in the proposed study programme	*Aspects of British Culture*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, 21 000 Split
Telephone number	+385 21 545 559
E-mail address	dsegedin@ffst.hr
Personal web page	/
Year of birth	

Scientist ID	309865
Research or art rank, and date of last rank appointment	research associate, 8 November 2018
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	assistant professor, 27 June 2019
Area and field of election into research or art rank	humanities, philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 November 2008 (research assistant)
Name of position (professor, researcher, associate teacher, etc.)	assistant professor
Field of research	SLA, methodology of teaching English as a foreign language
Function	departmental ECTS coordinator
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	7 July 2015
INFORMATION ON ADDITIONAL TRAINING	
Degree	/
Institution	/
Place	/
Date	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German - 2 Italian - 2
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	

Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Syntax (lectures and seminars), undergraduate study programme *English Language and Literature* Second Language Acquisition (lectures and seminars), graduate study programme *English Studies* Glottodidactics (lectures and seminars), graduate study programme *English Studies*
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Semren, Mirjana, Šegedin Borovina Danijela (2020). Developmental Sequences of L2 Grammar Acquisition in the Interlanguage of Croatian EFL Learners, *Belgrade English Language and Literature Studies*, Vol. 1, 241-264. 2. Šegedin Borovina Danijela, Semren Mirjana (2022). "This Other Stuff": What do Croatian EFL Teacher Trainees Know about L2 Pragmatics? In Sara Gesuato, Giuliana Salvato and Eric Castello (eds.), *Pragmatic Aspects of L2 Communication: From Awareness through Description to Assessment,* 13-37. Newcastle upon Tyne: Cambridge Scholars Publishing.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	courses in the methodology of teaching English as a foreign language at the graduate level, courses in psychology of education and pedagogy at the postgraduate level
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Victoria Vestić, Assistant
The course he/she teaches in the proposed study programme	*Introduction to Literature: Poetry and Drama* *Introduction to Literature: The Novel*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35

Telephone number	+385 21 545 587
E-mail address	vvestic1@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	405671
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant, 3 March 2023
Area and field of election into research or art rank	Humanities, Philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	3 March 2023
Name of position (professor, researcher, associate teacher, etc.)	Assistant
Field of research	English literature, literary theory
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	MA in Croatian Language and Literature and Anglistics (Translation Studies)
Institution	University of Split, Faculty of Humanities and Social Sciences
Place	Split, Croatia
Date	24 April 2018
INFORMATION ON ADDITIONAL TRAINING	
Year	enrolled in 2020 (ongoing)

Place	Croatia
Institution	University of Split, Faculty of Humanities and Social Sciences
Field of training	PhD programme in the Humanities (enrolled in the final year of a doctoral programme, Literature and Culture module)
Year	2023
Place	Lithuania
Institution	Vilnius Gediminas Technical University
Field of training	Interdisciplinary research (Summer School for PhD students)
Year	2022
Place	Slovenia
Institution	University of Maribor
Field of training	Interdisciplinary research (Summer School for PhD students and young researchers)
Year	2021
Place	Germany
Institution	European Central Bank (ECB)
Field of training	Translation Traineeship (English-Croatian language pair)
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English: 5

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian: 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German: 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French: 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	- Palameta, Miroslav i Victoria Vestić (2022). How Vitezovic Read Mrnavic. Hercegovina VIII. Mostar-Zagreb: Sveučilište u Mostaru, 83-105. - Ryle, Simon i Victoria Vestić (2019). Fractals in Assassin's Creed. Zbornik radova Filozofskog fakulteta u Splitu. Split: Filozofski fakultet u Splitu, 3-22. - Vestić, Victoria (2018). Harry Potter, Heteronormativity and Pronatalism – the Villain as the Antinatalist. Zbornik radova međunarodnog simpozija mladih anglista, kroatista i talijanista. Split: Filozofski fakultet u Splitu, 168-184.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/

The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/

PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Associate professor Brian Daniel Willems
The course he/she teaches in the proposed study programme	*Introduction to Literature: The Novel,* *20th and 21st Century Literature in English,* *How Literature Changes the World,* *Contemporary Literary Theory*

GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35
Telephone number	21545554
E-mail address	bwillems@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	331676
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, December 2019
Area and field of election into research or art rank	Humanities, Philology

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	2003
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Literature, Film
Function	Head of Literature Section

INFORMATION ON EDUCATION – Highest degree earned	

Degree	PhD
Institution	University of Split
Place	Split, Croatia
Date	2013
INFORMATION ON ADDITIONAL TRAINING	
Year	2009
Place	Saas-Fee, Switzerland
Institution	European Graduate School
Field of training	PhD in media studies
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	English
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Croatian: 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	*Introduction to Literature: Key Concepts, Introduction to Literature: Textual Analysis*
Authorship of university/faculty textbooks in the field of the course	Brian Willems, *Zugov učinak: spekulativini realizam i znanstvena fantastika.* Zagreb: Multimedia Center, 2022. Brian Willems, *Sham Ruins: A User's Guide.* London: Routledge, 2022. Brian Willems, *Speculative Realism and Science Fiction.* Edinburgh: Edinburgh University Press, 2017. Brian Willems, *Shooting the Moon.* Hants, UK: Zero Books, 2015. Brian Willems, *Facticity, Poverty and Clones: On Kazuo Ishiguro's* Never Let Me Go. New York: Atropos Press, 2011. Brian Willems, *Hopkins and Heidegger.* London: Continuum, 2010.

Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Brian Willems. "Nathan Englander." *Encyclopedia of Contemporary American Fiction, 1980-2020*. Eds. Patrick O'Donnell, Stephen Burn, and Lesley Larkin. Malden: Wiley/Blackwell, 2022, 1-5. Brian Willems. "Speculative Realism: The Human Non-Human Divide." U: *After the Human: Reading Now*. Ur. Sherryl Vint. Cambridge: Cambridge University Press, 2020, str. 192- 205. Brian Willems. "Automating Economic Revolution: Robert Heinlein's *The Moon is a Harsh Mistress*." U: *Economic Science Fictions*. Ed. Will Davies. London: Goldsmiths Press; Cambridge: MIT Press, 2018: 73-92. Brian Willems. "Scale and Change: Assaf Gavron's *CrocAttack!*, Nathan Englander's 'Sister Hills' and Elia Suleiman's *Divine Intervention*," *Textual Practice* 32:1 (2018): 163-84. Brian Willems. "Financijski algoritmi u književnosti poslije 2008.: Kim Stanley Robinson i Hari Kunzru." *Književna smotra* 50:189(3) (2018): 3-13.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Establishment of Korean Studies and Training Plans for Experts in Koreanology at University of Split (2018-2020). Further Development of the Centre for Cross-Cultural and Korean Studies at the University of Split (2021-2024).
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	Best Academic Award FFST 2019 Best Professor Award, student choice, 2011 The book *From A to <A>: Keywords in Markup*, with the essay, An Accidental Imperative: The Menacing Nothing of ," won the Computers and Composition Distinguished Book Award.

3.4. Optimal number of students

Enrolment quota for the first year of the undergraduate study programme is 50 students, which is at the same time the ideal number for work in small groups in seminars (two groups of approximately twenty-five students) and practice session groups (approximately 15 students per group). The Department sets the enrolment quota for its elective courses in order to guarantee a more efficient and more personalized teaching approach to students.

3.5. Estimate of costs per student

The cost per student has been calculated based on the same criteria (total study expenses in relation to the number of students per year) for all double-major and single-major study programmes at the Faculty of Humanities and Social Sciences. According to all the above criteria, the annual cost per student of the undergraduate study programme *English Language and Literature* is 929.06 euro.

3.6. Plan of procedures of study programme quality assurance

In keeping with the European standards and guidelines for internal quality assurance in higher education institutions (according to "Standards and Guidelines of Quality Assurance in the European Higher Education Area") on the basis of which the University of Zagreb defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.
Documentation on which the quality assurance system of the constituent part of the University is based:
● *Regulations on the Quality Assurance System of the Faculty of Humanities and Social Sciences, University of Split* https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete-procisceni%20tekst.pdf
● *Handbook on the Quality Assurance System of the Faculty of Humanities and Social Sciences, University of Split* https://www.ffst.unist.hr/images/50023323/Prijedlog%20Prirucnika%20kvalitete%20FFST%202021.pdf
Description of procedures for evaluation of the quality of study programme implementation: ● For each procedure, describe the method (most often questionnaires for students or teachers, and self-evaluation questionnaire), state the name of the body conducting the evaluation (constituent part, university office), describe the method of processing results and making information available, and define the timeframe for carrying out evaluation ● If the procedure is described in an attached document, name the document and the article.

Evaluation of the work of teachers and part-time teachers	Student survey at the end of the semester – conducted by the Quality Office of the University of Split (*Regulations on Student Evaluation of the Teaching Process at the University of Split*)

Monitoring of grading and harmonization of grading with anticipated learning outcomes	Student survey at the end of the semester – conducted by the Quality Office of the University of Split (*Regulations on Student Evaluation of the Teaching Process at the University of Split*)
Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction	Student survey at the end of the semester – conducted by the Quality Office of the University of Split (*Regulations on Student Evaluation of the Teaching Process at the University of Split*)
Availability and evaluation of student support (mentorship, tutorship, advising)	Student survey at the end of the semester – conducted by the Quality Office of the University of Split (*Regulations on Student Evaluation of the Teaching Process at the University of Split*)
Monitoring of student pass/fail rate by course and study programme as a whole	The Higher Institutions Information System (hr-ISVU) – carried out by the Office of Student Affairs
Student satisfaction with the programme as a whole	Student survey at the end of the semester – conducted by the Quality Office of the University of Split (*Regulations on Student Evaluation of the Teaching Process at the University of Split*)
Procedures for obtaining feedback from external parties (alums, employers, labour market and other relevant organizations)	E-mail communication with members of the Department
Evaluation of student practical education, where this applies (a short description of the method of its execution and evaluation as well as its quality assurance)	Student survey
Other evaluation procedures carried out by the proposer	Formal and informal advice sharing with the fellow experts in the field, both within and outside the Department Class-shadowing with feedback by colleagues from the field Advice sharing with colleagues within and outside the Department during the semester (i.e. fellow experts teaching similar courses cooperate and jointly contribute to the quality of the teaching process)
Description of procedures for informing external parties on the study programme (students, employers, alums)	Faculty web-pages Faculty brochure (updated every year) University of Split Fair Open Day of the Faculty of Humanities and Social Sciences *Universitas* –University of Split supplement in *Slobodna Dalmacija* daily newspaper Participation of Faculty teachers and students at the Science Festival and other similar events