



**UNIVERSITY OF SPLIT**

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**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**UNDERGRADUATE STUDY PROGRAMME**

*German Language and Literature*

Class: 602-04/17-02/0017

Reg. No: 2181-190-03-1/1-17-0001

Split, 22 November 2017

## GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

|                                      |  |
|--------------------------------------|--|
| Name of higher education institution | <b>Faculty of Humanities and Social Sciences in Split</b>  |
| Address                              | Poljička cesta 35, 21000 Split, Croatia                    |
| Phone                                | (021) 386 122, (021) 490 280; Dean's Office: (021) 384 144 |
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| Internet address                     | www.ffst.unist.hr  |

## GENERAL INFORMATION OF THE STUDY PROGRAMME

|   |   |  |  |
|---|---|--|--|
| Name of the study programme                             | Undergraduate university study programme <i>German Language and Literature</i>                              |  |  |
| Provider of the study programme                         | Faculty of Humanities and Social Sciences   |  |  |
| Other participants                                      | N A   |  |  |
| Type of study programme                                 | Vocational study programme<br><input type="checkbox"/>  |  | University study programme <input checked="" type="checkbox"/> |
| Level of study programme                                | Undergraduate<br><input checked="" type="checkbox"/>  | Graduate <input type="checkbox"/>                | Integrated <input type="checkbox"/>                            |
|   | Postgraduate <input type="checkbox"/>   | Postgraduate specialist <input type="checkbox"/> | Graduate specialist<br><input type="checkbox"/>                |
| Academic/vocational title earned at completion of study | Bachelor (baccalaureus/baccalaurea) of Arts (BA) in German Language and Literature (univ.bacc.philol.germ.) |  |  |

# 1. INTRODUCTION

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## 1.1. Reasons for starting the study programme

The new undergraduate degree programme German Language and Literature at the Faculty of Humanities and Social Sciences, University of Split, has been created to educate and train professionals in the field of German studies. The need for such experts has long been present in today's labour market due to the internationalisation of the economy and all other areas of modern society. German is one of the major languages of the world: The first language of about 87 million people in the EU and 95 million people worldwide. The importance of German language across Europe, but also the world, opens up many opportunities for bachelors in educational, cultural and administrative institutions, in publishing, in the media and especially in tourism.

The study programme *German Language and Literature* has been created in such a way to combine fundamental knowledge in linguistics, literature in German and German 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 its stress on tourism), there has been a growing demand for experts in the field of German studies. After the completion of undergraduate studies, an advanced level of language and the ability to comprehend and interpret topics in German language and literature will be acquired.

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

The educational needs of the local community, the geopolitical position in the region, and the economic trends of the city and county, with emphasis on tourism, point to the need for experts in German studies. The emphasis is on the continuous cooperation of teachers and students with the City of Split, the Split-Dalmatia County, the Tourist Board of Split, the Honorary Consulate of the Federal Republic of Germany in Split, the Consulate of Switzerland in Split, the Consulate of the Republic of Austria, the Croatian-German Society as well as the institutions in Zagreb such as the Agency for Education, the Agency for Mobility and EU Programmes and the Ministry of Science and Education of the Republic of Croatia. The collaboration with the Goethe-Institut in Zagreb as well as the Austrian Cultural Forum should be added. Many institutions, tourist and business entities relevant to the life of the local community, have the need for experts in German studies who have a high level of language knowledge and advanced communication skills. Upon the completion of their undergraduate study programme in German studies, graduates will be able to take on jobs requiring a high command of German and work in various institutions in the area of culture, economy and administration, such as tourist and other business agencies, publishing companies, and other cultural institutions. The presence of German studies in the local community is also measurable through scientific and educational activities for which the undergraduate studies of German Language and Literature is a necessary foundation.

## 1.3. Compatibility with requirements of professional organizations

The undergraduate study programme is designed in such a way that students are able to consolidate their existing skills and competencies and acquire new ones in the field of German studies. The study programme is based on modern concepts of syllabus design in German language and literature, offering a balanced approach to the study of German language and linguistics and the study of literature in German. This approach is in line with the requirements of professional organizations such as KDV (Der

Kroatische Deutschlehrerverband). The general programme of each course-unit 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 which are essential to students' professional development. The teaching staff are members of numerous international professional organizations as SOEGV (Südosteuropäischer Germanistenverband) MGV (Mitteleuropäischer Germanistenverband), KDV (Der Kroatische Deutschlehrerverband), HDPL (Hrvatsko društvo za primijenjenu lingvistiku) etc.

#### **1.4. Name possible partners outside the higher education system that expressed interest in the study programme**

Primary and secondary schools within the educational system, private language schools, Split-Dalmatia County, Croatian Chamber of Economy, the Tourist Board of Split, Tourist entities and various cultural institutions and associations.

#### **1.5. Financing**

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

#### **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.

The undergraduate study programme *German Language and Literature* is comparable to related studies at universities in the Republic of Croatia and in the European Union, which allows mobility, outgoing and incoming students.

The undergraduate study programme *German Language and Literature* is comparable to the undergraduate study programme of the Department of German Studies in Zadar ([www.unizd.hr/njemacki](http://www.unizd.hr/njemacki)) and study programme of the Department of German Studies of the University of Maribor, Slovenia ([www.ff.um.si/oddelki/germanistika/](http://www.ff.um.si/oddelki/germanistika/)).

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

The undergraduate study programme in German Language and Literature is open to student mobility with equivalent study programmes in Croatia and the EU via transfers within a given study year, or by continuing education through enrollment into MA programmes elsewhere. Within Croatia, such student mobility has been established with the University of Zagreb, University of Zadar, University of Rijeka and University of Osijek. Furthermore, students can achieve mobility with a number of universities abroad with which the Faculty has established mobility agreements.

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

The programme is compatible with the Development Strategy of the Faculty of Humanities and Social Sciences, University of Split, as well as the Strategic document of the network of higher education institutions.

### 1.9. Current experiences in equivalent or similar study programmes

A similar double-major undergraduate course, Italian Language and Literature, as well as English Language and Literature, was successfully implemented at the Faculty of Humanities and Social Sciences in Split.

## 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 study | 90 (180 ECTS) NB: One study year carries 60 ECTS points.   |
| Enrolment requirements and admission procedure              | Secondary school diploma ('matura') in Croatian Language (A), Foreign language (A) and Mathematics (B) |

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

Upon finishing the Undergraduate study programme German Language and Literature the Bachelor of Arts will be able to:

1. define the most important terms in the field of German language and literature and apply them effectively in further education and / or profession
2. master the syntactic legalities and lexical foundation of the German standard language
3. identify and analyze texts of all functional styles
4. translate contemporary texts from German into Croatian and vice versa
5. compose texts of all functional styles in German
6. master the phraseological fund of the German language
7. properly use monolingual and bilingual dictionaries

8. use relevant professional and scientific literature
9. master the spelling, prosodic, phonological, morphological, formational, syntactic, lexical-semantic and stylistic norms of the German standard language
10. define basic linguistic concepts and terminology of fundamental linguistic disciplines: phonology, morphology, syntax and semantics
11. define the basic features of contemporary linguistic disciplines: psycholinguistics, pragmalinguistics, cognitive linguistics, computer linguistics and other
12. distinguish and compare linguistic theories through history
13. effectively apply certain forms of public speaking and convincingly formulate their views in German
14. prepare and organize a speech and hold a presentation on a default theme
15. explain the lexicological and lexicographic terminology
16. define linguistic units at the superordinate level such as conversation, discourse, and text
17. define the most important literary epochs, periods and directions in the history of German literature
18. discuss about the most important German authors and their literary creativity in the socio-historical context
19. interpret literary texts in German
20. analyze socio-cultural circumstances of German speaking countries in different time periods
21. discuss reflective and critical methods in forming their personal assumptions about literary concepts, styles, poetics, literary value and influence of ideology on literature
22. competently discuss research approaches used in the field of literary theory in German
23. present and express, in spoken and written German, their personal opinion in the interpretation of works of German literature
24. explain and interpret the structure of the German language in synchrony / diachrony

### **2.3. Employment possibilities**

Graduates of *German Language and Literature* will be able to take on jobs requiring a high command of German and work in various institutions in the areas of culture, economy and administration, such as tourist and other business agencies, publishing companies and other cultural institutions in Croatia, but also in other EU countries.

### **2.4. Possibilities of continuing studies at a higher level**

The Bachelor of Arts can enrol in comparable graduate studies offered at other universities in Croatia and abroad. The opening of an appropriate graduate study at the Faculty of Humanities and Social Sciences in Split is planned.

### **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 *German 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. All students can enroll into elective courses from another study programmes of the Faculty of Humanities and Social Sciences in Split.

Student responsibilities are regulated by the syllabi of individual courses (see course descriptions). Students' responsibilities in terms of class attendance, study rhythm and exams, as well as the number of students in teaching groups, are regulated by the Ordinance on Study Programmes and Study System of the Faculty of Humanities and Social Sciences in Split and the University of Split.

## **2.7. Guiding and tutoring through the study system**

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. There is one student representative for each academic year, and two students are representatives of the Department Council.

The Centre for Student Counselling has been opened at the Faculty of Humanities and Social Sciences since 2013. Departmental student representatives and the student office staff are responsible for giving advice on student rights and duties. For all queries regarding the applications for Erasmus+ programme students and staff can contact the departmental Erasmus coordinator. The Head of Department is responsible for advice regarding the study programme.

## **2.8. List of courses that the student can take in other study programmes**

All students may enroll in one course during their studies through elective courses offered at other study programs of the appropriate level at the Faculty of Humanities and Social Sciences in Split. A list of courses offered to all students is available on the Faculty's website.

## **2.9. List of courses offered in a foreign language as well (name which language)**

All coursework in German studies is conducted in German. The Croatian language is used only in those courses which deal with translation from, or translation into the Croatian language. If upon the end of the enrolment period there remains room within an elective course, students from other departments and faculties can enrol into the elective course provided their level of German is equivalent to C1+ or C2.

## **2.10. Criteria and conditions for transferring the ECTS credits**

Students who have achieved more than 42 ECTS in a preceding academic year are considered students of the following year. Students who did not pass all the courses in a given year in the next year have to enrol first into those courses they had failed. Students who accomplish the minimum of





| List of courses   |                                     |   |                   |    |    |   |      |
|-------------------|-------------------------------------|---|-------------------|----|----|---|------|
| Year of study: 1. |                                     |   |                   |    |    |   |      |
| Semester: II.     |                                     |   |                   |    |    |   |      |
| STATUS            | CODE                                | COURSE  | HOURS IN SEMESTER |    |    |   | ECTS |
|                   |                                     |   | L                 | S  | E  | F |      |
| Mandatory         | GER106                              | Introduction to German Literary Studies                       | 15                | 15 |    |   | 4    |
|                   | GER107                              | Morphology of the German Language                             | 15                | 15 |    |   | 4    |
|                   | GER108                              | Language Exercises II   |                   |    | 90 |   | 4    |
|                   |                                     |   |                   |    |    |   |      |
|                   |                                     |   |                   |    |    |   |      |
|                   | Total                               |   | 30                | 30 | 90 |   | 12   |
| Elective          | GER109                              | Introduction to Literary Interpretation                       | 15                | 15 |    |   | 3    |
|                   | GER110                              | The Culture and Civilization of the German-speaking Countries | 15                | 15 |    |   | 3    |
|                   |                                     |   |                   |    |    |   |      |
|                   |                                     |   |                   |    |    |   |      |
|                   | Students choose one elective course |   |                   |    |    |   |      |

| List of courses   |                                     |   |                   |    |    |   |      |
|-------------------|-------------------------------------|---|-------------------|----|----|---|------|
| Year of study: 2. |                                     |   |                   |    |    |   |      |
| Semester: I.      |                                     |   |                   |    |    |   |      |
| STATUS            | CODE                                | COURSE  | HOURS IN SEMESTER |    |    |   | ECTS |
|                   |                                     |   | L                 | S  | E  | F |      |
| Mandatory         | GER201                              | German Literature of the 18th Century           | 15                | 15 |    |   | 4    |
|                   | GER202                              | German Syntax                                   | 15                | 15 |    |   | 4    |
|                   | GER203                              | Language Exercises III                          |                   |    | 90 |   | 4    |
|                   |                                     |   |                   |    |    |   |      |
|                   |                                     |   |                   |    |    |   |      |
|                   | Total                               |   | 30                | 30 | 90 |   | 12   |
| Elective          | GER209                              | The Literary Opus of Marie von Ebner-Eschenbach | 15                | 15 |    |   | 3    |
|                   | GER210                              | The Fairy Tales of the Brothers Grimm           | 15                | 15 |    |   | 3    |
|                   |                                     |   |                   |    |    |   |      |
|                   |                                     |   |                   |    |    |   |      |
|                   | Students choose one elective course |   |                   |    |    |   |      |

| List of courses   |                                     |  |                   |    |    |   |      |
|-------------------|-------------------------------------|--|-------------------|----|----|---|------|
| Year of study: 2. |                                     |  |                   |    |    |   |      |
| Semester: II.     |                                     |  |                   |    |    |   |      |
| STATUS            | CODE                                | COURSE   | HOURS IN SEMESTER |    |    |   | ECTS |
|                   |                                     |  | L                 | S  | E  | F |      |
| Mandatory         | GER206                              | German Literature of the 19th Century                              | 15                | 15 |    |   | 4    |
|                   | GER207                              | Semantics  | 15                | 15 |    |   | 4    |
|                   | GER208                              | Language Exercises IV  |                   |    | 90 |   | 4    |
|                   |                                     |  |                   |    |    |   |      |
|                   |                                     |  |                   |    |    |   |      |
|                   | Total                               |  | 30                | 30 | 90 |   | 12   |
| Elective          | GER204                              | German Phraseology The Literary Opus of Marie von Ebner-Eschenbach | 15                | 15 |    |   | 3    |
|                   | GER205                              | Stylistics of Language and Speech                                  | 15                | 15 |    |   | 3    |
|                   |                                     |  |                   |    |    |   |      |
|                   |                                     |  |                   |    |    |   |      |
|                   | Students choose one elective course |  |                   |    |    |   |      |

| List of courses   |                                     |  |                   |    |    |    |      |
|-------------------|-------------------------------------|--|-------------------|----|----|----|------|
| Year of study: 3. |                                     |  |                   |    |    |    |      |
| Semester: I.      |                                     |  |                   |    |    |    |      |
| STATUS            | CODE                                | COURSE   | HOURS IN SEMESTER |    |    |    | ECTS |
|                   |                                     |  | L                 | S  | E  | F  |      |
| Mandatory         | GER301                              | German Literature of the 20th Century I                            | 15                | 15 |    |    | 4    |
|                   | GER302                              | Introduction to Phonetics and Phonology                            | 15                |    | 30 |    | 4    |
|                   | GER303                              | Language Exercises V   |                   |    | 90 |    | 4    |
|                   |                                     |  |                   |    |    |    |      |
|                   |                                     |  |                   |    |    |    |      |
|                   | Total                               |  | 30                | 30 | 90 |    | 12   |
| Elective          | GER304                              | Effi Briest by Theodor Fontane: the Novel and the Film Adaptations | 15                | 15 |    |    | 3    |
|                   | GER305                              | Pragmalinguistics  | 15                | 15 |    |    | 3    |
|                   | HZX008                              | <i>Professional practice at a teaching base*</i>                   | 0                 | 30 | 40 | 80 | 5    |
|                   |                                     |  |                   |    |    |    |      |
|                   | Students choose one elective course |  |                   |    |    |    |      |

\* *Professional practice at a teaching base*-the elective subject can be enrolled in winter or summer semester. The course is not included in the ECTS credits for electives and is optional. Students can apply for a vocational internship contest and earn additional 5 ECTS upon completion of the course.



|   |   |   |               |   |                    |  |
|---|---|---|---------------|---|--------------------|--|
| required for the course   | Enrolment into the first year of the undergraduate programme of German Language and Literature.   |   |               |   |                    |  |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes)   | <ul style="list-style-type: none"><li>- to evaluate the entire history of German literature from the beginning to the present</li><li>- to distinguish and define the characteristics of literary works created in certain literary periods and movements</li><li>- identify problems of the periodization of literature</li><li>- discuss the literary work of the most significant authors of the German literature</li><li>- to judge the artistic and literary value of certain literary works</li><li>- discuss the literary periods and and movements of German literature in the European context</li></ul>  |   |               |   |                    |  |
| Course content broken down in detail by weekly class schedule (syllabus)  | 1. Medieval literature/ renaissance literature/ literature of baroque / literature of the enlightenment (2 L) 2. G.E. Lessing (1 L) 3. Sturm und Drang / JW Goethe / F. Schiller (3 L) 4. Weimar Classicism / JW Goethe / F. Schiller (3 L) 5. Between classicism and romanticism / Romanticism (1 L) 6. Biedermeier / Young Germany (1 L) 7. Pre-March literature (Vormärz) (1 L) 8. Realism / T. Fontane (2 L) 9. Realism / M. von Ebner-Eschenbach (1 L) 10. Naturalism / G. Hauptmann (2 L) 11. Impressionism and symbolism (1 L) 12. Expressionism: F. Kafka (2 L) 13. Literature in the Weimar Republic (1 L) 14. Weimar Republic / T. Mann (2 L) 15. Literature of the Third Reich (1 L) 16. Literature after 1945 (2 L) 17. Literature after 1945 / G. Grass / H. Böll (1 L) 18. Literature of the DDR (1 L) 19. Literature after German reunification to date (1 L) 20. Contemporary authors (1 L) |   |               |   |                    |  |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work   |   |               | <input type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |                    |  |
| Student responsibilities  | Regular class attendance, active participation in lectures (discussion, text analysis), preparation for two continous assessment written exams/written exam and oral exam.  |   |               |   |                    |  |
| Screening student work ( <i>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</i> ) | Class attendance  | 1 | Research      |   | Practical training |  |
|   | Experimental work   |   | Report        |   | (Other)            |  |
|   | Essay   |   | Seminar essay |   | (Other)            |  |
|   | Tests   |   | Oral exam     | 1   | (Other)            |  |
|   | Written exam  | 2 | Project       |   | (Other)            |  |
| Grading and evaluating student work in class and at the final exam  | Students are obligated to attend class regularly and they are constantly being assessed on their knowledge through discussions on planned topics at the seminars. The final grade is based on the following elements: active participation in seminars (25%); two continous assessment written exams/ or a written exam (50%); an oral exam (25%).  |   |               |   |                    |  |

|   | Title  | Number of copies in the library | Availability via other media |
|---|--|---------------------------------|------------------------------|
| Required literature (available in the library and via other media)          | Beutin, Wolfgang: Deutsche Literaturgeschichte. Von den Anfängen bis zur Gegenwart. Metzler, Stuttgart 2013.   |                                 |                              |
|   | Rothmann, Kurt: Kleine Geschichte der deutschen Literatur. Reclam Universal-Bibliothek, Stuttgart 2014.  |                                 |                              |
|   | Allkemper, Alo/Norbert O. Eke: Literaturwissenschaft. Wilhelm Fink, Paderborn 2016.  |                                 |                              |
| Optional literature (at the time of submission of study programme proposal) | Brenner, Peter J.: Neue deutsche Literaturgeschichte. Vom „Ackermann“ zu Günter Grass. Walter de Gruyter Verlag, Berlin/New York 2011.   |                                 |                              |
|   | Reich-Ranicki, Marcel: Meine Geschichte der deutschen Literatur: vom Mittelalter bis zur Gegenwart. Anz, Thomas (Hrsg). Pantheon Verlag, München 2016.   |                                 |                              |
|   | Benedikt Jeßing/Ralph Köhnen: Einführung in die Neuere deutsche Literaturwissenschaft. Verlag J. B. Metzler, Stuttgart 2012.   |                                 |                              |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"> <li>• Evaluation of results in accordance with the above learning outcomes</li> <li>• Feedback from students via surveys</li> <li>• Self-evaluation of teachers</li> <li>• Institutional and non-institutional evaluations</li> </ul> |                                 |                              |
| Other (as the proposer wishes to add)                                       | No.  |                                 |                              |

| NAME OF THE COURSE  |  | INTRODUCTION TO LINGUISTICS             |    |   |  |
|---|--|---|----|---|--|
| Code  | GER102   | Year of study                           | 1  |   |  |
| Course teacher  | Mirjana M. Kovač, PhD<br>(Associate Professor)   | Credits (ECTS)                          | 4  |   |  |
| Associate teachers  |  | Type of instruction (number of hours)   | L  | S |  |
|   |  |   | 30 |   |  |
| Status of the course  | Mandatory  | Percentage of application of e-learning | 0  |   |  |
| COURSE DESCRIPTION  |  |   |    |   |  |
| Course objectives   | <ul style="list-style-type: none"><li>▪ Obtaining a comprehensive view of the basic linguistic concepts of respective linguistic disciplines;</li><li>▪ mastering the most important concepts of particular linguistic disciplines, as well as the authors (schools) that made a significant contribution to the development of linguistics as a modern science;</li><li>▪ using relevant and current linguistic literature.</li></ul> |   |    |   |  |
| Course enrolment requirements and entry competences required for the course | Enrolment into the first year of the undergraduate programme of German Language and Literature.  |   |    |   |  |

|   |   |   |               |  |                              |   |
|---|---|---|---------------|--|------------------------------|---|
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes)   | Students will be able to:<br>- explain the programs of the most important schools and directions in linguistics;<br>- explain the basic concepts and terminology of particular linguistic disciplines;<br>- explain and evaluate contemporary theoretical approaches;<br>- compare different theories and approaches.   |   |               |  |                              |   |
| Course content broken down in detail by weekly class schedule (syllabus)  | 1. Linguistics and related disciplines: phonetics and phonology, morphology, syntax, lexicology, semantics, etc. Approaches to language analysis: psycholinguistics, sociolinguistics, pragmalinguistics, text linguistics and others (3L) 2. Historical overview of linguistics I (Greece, Rome, India, Middle Ages) (3L) 3. Historical development of linguistics II (Humanism, Renaissance, Enlightenment, Linguistics as an independent scientific discipline) (2L) 4. Ferdinand de Saussure and his influence on the development of linguistics (3L) 5. From Structuralism to American linguistics (3L) 6. American linguistics: L. Bloomfield, N. Chomsky and the Generative Grammar (2L) 7. Sociolinguistics and psycholinguistics (2L) 8. Pragmalinguistics (2L) 9. Cognitive linguistics (2L) 10. Contrastive linguistics, text linguistics (2L) 11. Psycholinguistics (2L) 12. Computational linguistics (2L) 13. German linguistics (2L) |   |               |  |                              |   |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work  |   |               | <input checked="" type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |                              |   |
| Student responsibilities  | Active participation in all activities: lectures, consultations, searching the literature, individual work.   |   |               |  |                              |   |
| Screening student work ( <i>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</i> ) | Class attendance  | 1 | Research      |  | Practical training           |   |
|   | Experimental work   |   | Report        |  | Individual work              | 2 |
|   | Essay   |   | Seminar essay |  | (Other)                      |   |
|   | Midterm exam  |   | Oral exam     | 1  | (Other)                      |   |
|   | Written exam  |   | Project       |  | (Other)                      |   |
| Grading and evaluating student work in class and at the final exam  | Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam. At the end of the semester the grades are formed according to this scale:<br>50% - 61% - sufficient (2),<br>62% - 74%- good (3),<br>75% - 87% - very good (4),<br>88% - 100% - excellent (5).<br>The midterm exams and final exams are held in accordance with the academic calendar.  |   |               |  |                              |   |
| Required literature (available in the library and via other media)  | Title   |   |               | Number of copies in the library  | Availability via other media |   |
|   | Busch, A., and Stenschke, O. (2011). Germanistische Linquistik. Günter Narr Verlag, Tübingen.   |   |               |  |                              |   |

|   |  |  |  |
|---|--|--|--|
|   | Glovacki-Bernardi, Z. et al. (2001). Uvod u lingvistiku. Školska knjiga, Zagreb.   |  |  |
| Optional literature (at the time of submission of study programme proposal) | Volmert, J. (2005). Grundkurs Sprachwissenschaft: Eine Einführung in die Sprachwissenschaft für Lehramtsstudiengänge. Fink Wilhelm.  |  |  |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"> <li>• Evaluation of results in accordance with the above learning outcomes</li> <li>• Feedback from students via surveys</li> <li>• Self-evaluation of teachers</li> <li>• Institutional and non-institutional evaluations</li> </ul> |  |  |
| Other (as the proposer wishes to add)                                       |  |  |  |

| NAME OF THE COURSE  |  | LANGUAGE EXERCISES I                    |    |   |    |   |
|---|--|---|----|---|----|---|
| Code  | GER103   | Year of study                           | 1. |   |    |   |
| Course teacher  | Silvija Ugrina   | Credits (ECTS)                          | 4  |   |    |   |
| Associate teachers  | Irina Boban  | Type of instruction (number of hours)   | L  | S | E  | F |
|   |  |   |    |   | 90 |   |
| Status of the course  | mandatory  | Percentage of application of e-learning |    |   |    |   |
| COURSE DESCRIPTION  |  |   |    |   |    |   |
| Course objectives   | <ul style="list-style-type: none"><li>• The aim of the course is to develop language skills (reading comprehension, writing, speaking and listening) on level B2+.</li></ul>   |   |    |   |    |   |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the first year of the undergraduate programme of German Language and Literature.  |   |    |   |    |   |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | After attending and completing the course students will be able to:<br>- communicate orally and in writing in German (at least) at B2 level CEFR;<br>- apply actively the processed lexicon;<br>- apply actively the processed grammatical structures in written and oral expression;<br>- read and comprehend texts in German at level B2 +;<br>- improve independently the language and use sources of linguistic knowledge in German for further training and education;<br>- discuss fluently about topics taught in class and apply acquired knowledge (vocabulary and grammar rules);<br>- retell orally and in writing a text of appropriate complexity in German;<br>- understand independently different types of texts, by adapting the way and speed of reading for different reading purposes;<br>- write a text dictate at appropriate level of complexity;<br>- translate simple German texts. |   |    |   |    |   |
| Course content broken down in detail by weekly class schedule (syllabus)          | The focus of work lies in the enrichment of knowledge (lexical and grammatical) necessary for a free oral and written communication and the revision and improvement of acquired grammatical knowledge. Content: People and their lives, At home and on the road, Between cultures, Work and study including planned language activities (excercise on expressing opinion and writing).  |   |    |   |    |   |

|   |  |   |               |  |                                 |                              |
|---|--|---|---------------|--|---------------------------------|------------------------------|
|   | Grammar: Modal verbs, Past forms of verbs, Declension of verbs, Declension of adjectives, Prepositions of place and prepositional sentences, Passive, Declension of nouns, Conjunctions of cause, reason, result, Verbs with prepositional case, Konjunktiv II, Rection of verbs, Word order in sentences.<br>Translation exercises (from German to Croatian and simpler texts from Croatian to German) are also an important component of this course. The texts that are translated are thematically related to topics taught in class.<br><br>1. People and their lives (10 E) 2. Modal verbs (2 E) 3. Past forms of verbs (2 E) 4. Declension of adjectives (2 E) 5. Oral communication exercises (2 E) 6. Listening comprehension exercises (2 E) 7. Translation exercises (2 E) 8. At home and on the road (10 E) 9. Prepositions of place 2 E) 10. Passive (4 E) 11. Oral communication exercises (2 E) 12. Listening comprehension exercises (2 E) 13. Translation exercises (2 E) 14. Between cultures (10 E) 15. Declension of nouns (2E) 16. Conjunctions of cause, reason, result (2 E) 17. Verbs with prepositional case (2 E) 18. Oral communication exercises (2 E) 19. Listening comprehension exercises (2 E) 20. Translation exercises (2 E) 21. Work and study (12 E) 22. Konjunktiv II: indicative and subjunctive moods (2 E) 23. Rection of verbs (2 E) 24. Word order in sentences (2 E) 25. Oral communication exercises (2 E) 26. Listening comprehension exercises (2 E) 27. Translation exercises (2 E) |   |               |  |                                 |                              |
| Format of instruction   | <input type="checkbox"/> lectures<br><input type="checkbox"/> seminars and workshops<br><input checked="" type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work   |   |               | <input checked="" type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |                                 |                              |
| Student responsibilities  | Regular class attendance, active participation in class, writing homework and preparation for classes, two assessment tests and oral exam.   |   |               |  |                                 |                              |
| Screening student work ( <i>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</i> ) | Class attendance   | 1 | Research      |  | Practical training              |                              |
|   | Experimental work  |   | Report        |  | (Other)                         |                              |
|   | Essay  |   | Seminar essay |  | (Other)                         |                              |
|   | Tests  | 2 | Oral exam     | 1  | (Other)                         |                              |
|   | Written exam   |   | Project       |  | (Other)                         |                              |
| Grading and evaluating student work in class and at the final exam  | The final grade is based on the continuous work during the term: active participation in class; writing homework (class attendance), as well as on the results of the two assessment tests and oral exam at the end of the term.   |   |               |  |                                 |                              |
| Required literature (available in the library and via other media)  | Title  |   |               |  | Number of copies in the library | Availability via other media |
|   | Anne Buscha, Susanne Raven, Szilvia Szita: Erkundungen Deutsch als Fremdsprache B2: Integriertes Kurs- und Arbeitsbuch, Sprachniveau B2, (2016), 2., veränderte Auflage, Schubert Verlag Leipzig   |   |               |  |                                 |                              |



|  |   |  |  |
|--|---|--|--|
|  | Dreyer, Schmitt, Lehr- und Übungsbuch der deutschen Grammatik (1998), Verlag für Deutsch, Ismaning  |  |  |
| Optional literature<br>(at the time of submission of study programme proposal) | Helbig/Buscha, Übungsgrammatik Deutsch, (2000), Langenscheidt KG, Berlin und München<br><br>Helbig, Buscha, Deutsche Grammatik, Ein Handbuch für den Ausländerunterricht (1996), Langenscheidt, Verlag Enzyklopädie Leipzig, Berlin, München<br><br>Hansen-Kokoruš, Renate. et al., Njemačko-hrvatski univerzalni rječnik (2005), Nakladni zavod Globus, Zagreb |  |  |
| Quality assurance methods that ensure the acquisition of exit competences      | <ul style="list-style-type: none"> <li>• Evaluation of results in accordance with the above learning outcomes.</li> <li>• Feedback from students via surveys.</li> <li>• Self-evaluation of teachers.</li> <li>• Institutional and non-institutional evaluations.</li> </ul>  |  |  |
| Other (as the proposer wishes to add)  | Independent assignments primarily refer to work at home (preparation for class, writing homeworks, written translations).   |  |  |

| NAME OF THE COURSE  |   | SOCIOLINGUISTICS                        |    |    |
|---|---|---|----|----|
| Code  | GER104  | Year of study                           | 1  |    |
| Course teacher  | Mirjana M. Kovač, PhD<br>(Associate Professor)  | Credits (ECTS)                          | 3  |    |
| Associate teachers  | Sandra Lukšić, PhD  | Type of instruction (number of hours)   | L  | S  |
|   |   |   | 15 | 15 |
| Status of the course  | Elective  | Percentage of application of e-learning | 0  |    |
| COURSE DESCRIPTION  |   |   |    |    |
| Course objectives   | <ul style="list-style-type: none"><li>• Introduction to sociolinguistics as an interdisciplinary science that monitors language in the social context;</li><li>• gaining insight into the social structure of language and the social condition of language behavior;</li><li>• mastering the skills of reading relevant literature related to a particular thematic area.</li></ul>  |   |    |    |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the first year of the undergraduate programme of German Language and Literature.   |   |    |    |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Students will be able to: <ul style="list-style-type: none"><li>- define the underlying concepts, theories and problems of sociolinguistics;</li><li>- consolidate previously acquired linguistic knowledge with novel knowledge in the field of sociolinguistics;</li><li>- explain the complexity of the relationship between language, culture and society;</li><li>- analyze the relations between different language structures (phonological, morphological and syntactic) and the social dimension of language;</li><li>- explain the significance of the external context in the linguistic analysis.</li></ul> |   |    |    |

|   |  |  |               |  |                              |   |
|---|--|--|---------------|--|------------------------------|---|
| Course content broken down in detail by weekly class schedule (syllabus)  | 1. Introduction to sociolinguistics as a scientific discipline (2L+2S) 2. Basic terminological definitions (1L+1S) 3. Sociolinguistic research in the world (1L+1S) 4. Methods of sociolinguistic research (2L+2S) 5. Language and social context (1L+1S) 6. Standard language, dialect, variance, vernacular, idiolect (1L+1S) 7. German speaking language (1L+1S) 8. Language and culture (1L+1S) 9. Studies on linguistic variation (Fischer, Labov, Trudgill, Wolfram, Milroy) (1L+1S) 10. Language policy and language planning (1L+1S) 11. Bilingualism (1L+1S) 12. Dialectology and social network (1L+1S) 13. Language and media (1L+1S) |  |               |  |                              |   |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work  |  |               | <input checked="" type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |                              |   |
| Student responsibilities  | Student's active participation in lectures and writing a seminar paper.  |  |               |  |                              |   |
| Screening student work ( <i>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</i> ) | Class attendance   |  | Research      |  | Practical training           |   |
|   | Experimental work  |  | Report        |  | Individual work              | 1 |
|   | Essay  |  | Seminar essay | 1  | (Other)                      |   |
|   | Midterm exam   |  | Oral exam     | 1  | (Other)                      |   |
|   | Written exam   |  | Project       |  | (Other)                      |   |
| Grading and evaluating student work in class and at the final exam  | Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam. The students are required to hand in a seminar paper prior to the oral exam. At the end of the semester the grades are formed according to this scale:<br>50% - 61% - sufficient (2),<br>62% - 74%- good (3),<br>75% - 87% - very good (4),<br>88% - 100% - excellent (5).<br>The midterm exams and final exams are held in accordance with the academic calendar.  |  |               |  |                              |   |
| Required literature (available in the library and via other media)  | Title  |  |               | Number of copies in the library  | Availability via other media |   |
|   | Veith, H. W. (2005). Soziolinguistik. Ein Arbeitsbuch. Gunter Narr Verlag, Tübingen.<br><br>Sinner, C. (2013). Varietätenlinguistik: Eine Einführung. Narr Verlag, Tübingen.   |  |               |  |                              |   |
| Optional literature (at the time of submission of study programme proposal)   | Ball, M. J., (ur.). (2010). The Routledge Handbook of Sociolinguistics Around the World. Routledge, London and New York.<br><br>Trudgill, P. (2000). Sociolinguistics: An introduction to language and society. Penguin, London.   |  |               |  |                              |   |

|   |  |
|---|--|
| Quality assurance methods that ensure the acquisition of exit competences | <ul style="list-style-type: none"> <li>• Evaluation of results in accordance with the above learning outcomes.</li> <li>• Feedback from students via surveys.</li> <li>• Self-evaluation of teachers.</li> <li>• Institutional and non-institutional evaluations.</li> </ul> |
| Other (as the proposer wishes to add)                                     |  |

| NAME OF THE COURSE  |  | INTRODUCTION TO RHETORICS               |                           |    |  |
|---|--|---|---------------------------|----|--|
| Code  | GER105   | Year of study                           | 1                         |    |  |
| Course teacher  | Mirjana M. Kovač, PhD<br>(Associate Professor)   | Credits (ECTS)                          | 3                         |    |  |
| Associate teachers  |  | Type of instruction (number of hours)   | L                         | S  |  |
|   |  |   | 15                        | 15 |  |
| Status of the course  | Elective   | Percentage of application of e-learning | 0                         |    |  |
| COURSE DESCRIPTION  |  |   |                           |    |  |
| Course objectives   | <ul style="list-style-type: none"><li>• Understanding the basic concepts related to verbal and nonverbal communication, as well as the factors that influence these concepts;</li><li>• developing the skills of presentation planning, presentation structure, and presentation performance in the German language;</li><li>• organizing speech information in a chronological order.</li></ul>   |   |                           |    |  |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the first year of the undergraduate programme of German Language and Literature.  |   |                           |    |  |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Students will be able to:<br>- use different types of public speaking in German;<br>- organize speech information in a chronological order;<br>- give a persuasive presentation of ideas in front of an audience;<br>- efficiently use notes for communication.  |   |                           |    |  |
| Course content broken down in detail by weekly class schedule (syllabus)          | 1. Definitions of communication; Overview of the theory of communication; Cross-cultural communication (2L+2S) 2. Verbal and nonverbal communication (1L+1S) 3. Questioning as a communication skill (1L+1S) 4. Active listening and Barriers to active listening (1L+1S) 5. Speech preparation (2L+1S) 6. Standard language and modal expressions (1L+1S) 7. Presentation skills (1L+1S) 8. Rhetorical figures of speech (1L+1S) 9. Public speaking fear (1L+1S) 10. Interpretative reading (1L+1S) 11. Taking notes (1L+1S) 12. Speech disfluencies (1L+2S) 13. Pronunciation speech exercises (1L+1S) |   |                           |    |  |
|   | ☒ lectures   |   | ☒ independent assignments |    |  |

|   |  |  |   |  |                                     |  |
|---|--|--|---|--|-------------------------------------|--|
| Format of instruction   | <input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work  |  | <input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |  |                                     |  |
| Student responsibilities  | Student's active participation in lectures and writing a seminar paper.  |  |   |  |                                     |  |
| Screening student work ( <i>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</i> ) | Class attendance   |  | Research  |  | Practical training                  |  |
|   | Experimental work  |  | Report  | 1                                      | Individual work                     |  |
|   | Essay  |  | Seminar essay   | 1                                      | (Other)                             |  |
|   | Midterm exam   |  | Oral exam   | 1                                      | (Other)                             |  |
|   | Written exam   |  | Project   |  | (Other)                             |  |
| Grading and evaluating student work in class and at the final exam  | Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades in the midterm exams do not take the final exam. The written exam is followed by an oral exam. The students are required to give a presentation prior to the oral exam. At the end of the semester the grades are formed according to this scale:<br>50% - 61% - sufficient (2),<br>62% - 74% - good (3),<br>75% - 87% - very good (4),<br>88% - 100% - excellent (5).<br>The midterm exams and final exams are held in accordance with the academic calendar. |  |   |  |                                     |  |
| Required literature (available in the library and via other media)  |  |  |   | <b>Number of copies in the library</b> | <b>Availability via other media</b> |  |
|   | Arend, S. (2012). Einführung in Rhetorik und Poetik (Germanistik kompakt). WBG, Darmstadt.<br><br>Škarić, I. (2000). Temeljni suvremenog govorništva. Školska knjiga, Zagreb.  |  |   |  |                                     |  |
| Optional literature (at the time of submission of study programme proposal)   | Karl-Heinz Göttert, K-H. (2009). Einführung in die Rhetorik: Grundbegriffe. Wilhelm Fink Verlag, München.  |  |   |  |                                     |  |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"> <li>• Evaluation of results in accordance with the above learning outcomes.</li> <li>• Feedback from students via surveys.</li> <li>• Self-evaluation of teachers.</li> <li>• Institutional and non-institutional evaluations.</li> </ul>   |  |   |  |                                     |  |
| Other (as the proposer wishes to add)   |  |  |   |  |                                     |  |

| NAME OF THE COURSE  |   | INTRODUCTION TO GERMAN LITERARY STUDIES    |   |    |                    |   |  |
|---|---|--|---|----|--------------------|---|--|
| Code  | GER106  | Year of study                              | 1.  |    |                    |   |  |
| Course teacher  | Marijana Erstić, PhD<br>(Associate Professor)   | Credits (ECTS)                             | 4   |    |                    |   |  |
| Associate teachers  |   | Type of instruction<br>(number of hours)   | L   | S  | E                  | F |  |
|   |   |  | 15  | 15 |                    |   |  |
| Status of the course  | mandatory   | Percentage of<br>application of e-learning |   |    |                    |   |  |
| <b>COURSE DESCRIPTION</b>   |   |  |   |    |                    |   |  |
| Course objectives   | <ul style="list-style-type: none"> <li>The aim of the course is to gain insights into the entire field of the study of literature: introducing students with basic literary-theoretical concepts and literary phenomena, as well as the principles of writing literary texts and the methodology in studying literature.</li> </ul>   |  |   |    |                    |   |  |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the first year of the undergraduate programme of German Language and Literature.   |  |   |    |                    |   |  |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | <ul style="list-style-type: none"> <li>- to analyze, explain and use basic concepts in literary theory</li> <li>- to establish methods for the study of literature</li> <li>- to define literary genres and sub-genres</li> <li>- define and use metric and versatile patterns and stylistic figures in German</li> <li>- analyze and interpret literary texts</li> <li>- critically evaluate all the dimensions of a literary work</li> <li>- explain the link between literature and other arts with a focus on movies</li> <li>- discuss new media in literary production and reception</li> </ul>   |  |   |    |                    |   |  |
| Course content broken down in detail by weekly class schedule (syllabus)          | 1. Introduction to literary study: terminology (1 L + 1 S) 2. Methodology of literature studies: A review (1 L + 1 S) 3. Cultural studies / Gender studies (1 L + 1 S) 4. Different approaches to the analysis of a literary work (1 L + 1 S) 5. Prose (1 L + 1 S) 6. Drama (1 L + 1 S) 7. Poetry (1 L + 1 S) 8. Versification (1 L + 1 S) 9. Rhetorics, stylistics and poetics (1 L + 1 S) 10. Literature and other arts (1 L + 1 S) 11. The history of literary theory 12. Literature and new media (1 L + 1 S) 13. From literature to digital literature (1 L + 1 S) 14. Literary criticism (1 L + 1 S) 15. Examples of literary analysis and interpretation (1 L + 1 S) |  |   |    |                    |   |  |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work   |  | <input type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |    |                    |   |  |
| Student responsibilities  | Regular class attendance, active participation in lectures (discussion, text analysis), preparation for two continuous assessment written exams/written exam and oral exam.   |  |   |    |                    |   |  |
| Screening student work (name the proportion of ECTS credits for each)             | Class attendance  | 1  | Research  |    | Practical training |   |  |
|   | Experimental work   |  | Report  |    | (Other)            |   |  |

|   |   |   |               |   |                                 |                              |
|---|---|---|---------------|---|---------------------------------|------------------------------|
| activity so that the total number of ECTS credits is equal to the ECTS value of the course) | Essay   |   | Seminar essay |   | (Other)                         |                              |
|   | Tests   |   | Oral exam     | 1 | (Other)                         |                              |
|   | Written exam  | 2 | Project       |   | (Other)                         |                              |
| Grading and evaluating student work in class and at the final exam                          | Students are obligated to attend class regularly and they are constantly being assessed on their knowledge through discussions on planned topics at the seminars. The final grade is based on the following elements: active participation in seminars (25%); two continuous assessment written exams/ or a written exam (50%); an oral exam (25%).                                       |   |               |   |                                 |                              |
| Required literature (available in the library and via other media)                          | Title   |   |               |   | Number of copies in the library | Availability via other media |
|   | Lacko Vidulić, Svjetlan: Literatur studieren. Einführung in die germanistische Literaturwissenschaft. Leykam international d.o.o. Zagreb 2016.  |   |               |   |                                 |                              |
|   | Becker, Sabine/Christine Hummel/Gabriele Sander: Grundkurs Literaturwissenschaft. Reclam Universal-Bibliothek, Stuttgart 2006.  |   |               |   |                                 |                              |
|   | Allkemper, Alo/Norbert O. Eke: Literaturwissenschaft. Wilhelm Fink, Paderborn 2016.   |   |               |   |                                 |                              |
| Optional literature (at the time of submission of study programme proposal)                 | <p>Neuhaus, Stefan: Grundriss der Literaturwissenschaft. Nar Francke Attempto Verlag, Tübingen 2017.</p> <p>Brackert, Helmut/ Jörn Stückrath (Hrsg.), Literaturwissenschaft. Ein Grundkurs. Rowohlt Taschenbuch Verlag, Reinbek bei Hamburg 2004.</p> <p>Benedikt Jeßing/Ralph Köhnen: Einführung in die Neuere deutsche Literaturwissenschaft. Verlag J. B. Metzler, Stuttgart 2012.</p> |   |               |   |                                 |                              |
| Quality assurance methods that ensure the acquisition of exit competences                   | <ul style="list-style-type: none"> <li>• Evaluation of results in accordance with the above learning outcomes.</li> <li>• Feedback from students via surveys.</li> <li>• Self-evaluation of teachers.</li> <li>• Institutional and non-institutional evaluations.</li> </ul>  |   |               |   |                                 |                              |
| Other (as the proposer wishes to add)   | No.   |   |               |   |                                 |                              |

| NAME OF THE COURSE  |  | MORPHOLOGY OF THE GERMAN LANGUAGE       |  |    |                    |
|---|--|---|--|----|--------------------|
| Code  | GER107   | Year of study                           |  | 2  |                    |
| Course teacher  | Mirjana M. Kovač, PhD<br>(Associate Professor)   | Credits (ECTS)                          |  | 4  |                    |
| Associate teachers  | Sandra Lukšić, PhD   | Type of instruction (number of hours)   | L  | S  |                    |
|   |  |   | 15   | 15 |                    |
| Status of the course  | Mandatory  | Percentage of application of e-learning |  | 0  |                    |
| COURSE DESCRIPTION  |  |   |  |    |                    |
| Course objectives   | <ul style="list-style-type: none"><li>▪ Obtaining a comprehensive view of the key areas in morphology and mastering the most important concepts;</li><li>▪ mastering the basic features of word formation;</li><li>▪ analysing the structure of words and parts of words;</li><li>▪ mastering the ability to do the morphological analysis;</li><li>▪ gaining information about the structure of the German lexicon and the lexical and inflectional morphology of the German language.</li></ul>  |   |  |    |                    |
| Course enrolment requirements and entry competences required for the course   | Enrolment into the first year of the undergraduate programme of German Language and Literature.  |   |  |    |                    |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes)   | Students will be able to: <ul style="list-style-type: none"><li>- define the fundamental concepts in the field of morphology;</li><li>- explain the morphological structure of German according to the principles of the structural theory of morphology;</li><li>- explain the major morphological categories;</li><li>- analyze contemporary texts.</li></ul>  |   |  |    |                    |
| Course content broken down in detail by weekly class schedule (syllabus)  | 1. Grammatical categories (2L+2S) 2. Content and function words (1L+1S) 3. Verbs (modal and auxiliary) (1L+1S) 4. German conjugation and verb valency (1L+1S) 5. Grammatical moods: indicative, imperative, subjunctive (2L+2S) 6. Active and passive voice, the infinitive, the present and past participle (1L+1S) 7. Nouns (1L+1S) 8. Adjective declination (1L+1S) 9. Pronouns (1L+1S) 10. Definite and indefinite article (1L+1S) 11. Adverbs and prepositions (1L+1S) 12. Morphemic analysis: identifying morphemes of a given set of data (1L+1S) 13. German linguistics. Contemporary theories of morphology (1L+1S) |   |  |    |                    |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work   |   | <input checked="" type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |    |                    |
| Student responsibilities  | Student's active participation in lectures.  |   |  |    |                    |
| Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is</i> | Class attendance   | 1                                       | Research   |    | Practical training |
|   | Experimental work  |   | Report   |    | Individual work    |
|   | Essay  |   | Seminar essay  |    | (Other)            |



|   |  |   |           |                                 |                              |  |
|---|--|---|-----------|---------------------------------|------------------------------|--|
| equal to the ECTS value of the course)                                      | Midterm exam   |   | Oral exam |                                 | (Other)                      |  |
|   | Written exam   | 1 | Project   |                                 | (Other)                      |  |
| Grading and evaluating student work in class and at the final exam          | Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam. At the end of the semester the grades are formed according to this scale:<br>50% - 61% - sufficient (2),<br>62% - 74%- good (3),<br>75% - 87% - very good (4),<br>88% - 100% - excellent (5).<br>The midterm exams and final exams are held in accordance with the academic calendar. |   |           |                                 |                              |  |
| Required literature (available in the library and via other media)          | Title  |   |           | Number of copies in the library | Availability via other media |  |
|   | Duden (2009). Die Grammatik. Unentbehrlich für richtiges Deutsch. Dudenverlag, Mannheim.<br><br>Helbig, G. (2008). Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Langenscheidt, München.<br><br>Römer, Ch. (2006). Morphologie der deutschen Sprache. Niemeyer, Tübingen.  |   |           |                                 |                              |  |
| Optional literature (at the time of submission of study programme proposal) | Meibauer, J., Demske, U., Geilfuß-Wolfgang, J., Pafel, J., Ramers K. H., Rothweiler, M., Steinbach, M. (2007). Einführung in die germanistische Linguistik. Metzler, Stuttgart.<br><br>Bußmann, H. (2008). Lexikon der Sprachwissenschaft. Kröner, Stuttgart.<br><br>Linke, A., Nußbaumer M., Portmann, P. R. (2004). Studienbuch Linguistik. Niemeyer, Tübingen.  |   |           |                                 |                              |  |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"><li>• Evaluation of results in accordance with the above learning outcomes.</li><li>• Feedback from students via surveys.</li><li>• Self-evaluation of teachers.</li><li>• Institutional and non-institutional evaluations.</li></ul>  |   |           |                                 |                              |  |
| Other (as the proposer wishes to add)                                       |  |   |           |                                 |                              |  |



| NAME OF THE COURSE  |   | LANGUAGE EXERCISES II                    |    |   |    |   |
|---|---|--|----|---|----|---|
| Code  | GER108  | Year of study                            | 1. |   |    |   |
| Course teacher  | Silvija Ugrina  | Credits (ECTS)                           | 4  |   |    |   |
| Associate teachers  | Irina Boban   | Type of instruction<br>(number of hours) | L  | S | E  | F |
|   |   |  |    |   | 90 |   |
| Status of the course  | mandatory   | Percentage of application of e-learning  |    |   |    |   |
| COURSE DESCRIPTION  |   |  |    |   |    |   |
| Course objectives   | <ul style="list-style-type: none"><li>The aim of the course is to develop language skills (reading comprehension, writing, speaking and listening) on level B2+.</li></ul>  |  |    |   |    |   |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the first year of the undergraduate programme of German Language and Literature.<br>Attendance of Language Exercises I.  |  |    |   |    |   |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | After attending and completing the course students will be able to:<br>- to communicate orally and in writing in German (at least) at B2 level CEFR;<br>- apply actively the processed lexicon;<br>- apply actively the processed grammatical structures in written and oral expression;<br>- read and comprehend texts in German at level C1;<br>- improve independently the language and use sources of linguistic knowledge in German for further training and education;<br>- participate without difficulty in talks and discussions about topics taught in class and apply acquired knowledge (vocabulary and grammar rules);<br>- retell orally and in writing a text of appropriate complexity in German;<br>- interpret a text related to a more complex topic;<br>- understand listening comprehension tasks by adapting the way and speed of listenig for different listening purposes;<br>- translate simplier texts to and from German.  |  |    |   |    |   |
| Course content broken down in detail by weekly class schedule (syllabus)          | Language exercises II are a follow up of Language exercises I.<br>The focus of work lies in the enrichment of knowledge (lexical and grammatical) necessary for free oral and written communication and the revision and improvement of acquired grammatical knowledge.<br>Content: Time and activity, Stress and relaxation, Technology and trends, Health and environment including planned language activities (excercise on expressing opinion and writing). Grammar: Conjunctions of time and cause, Konjunktiv I: Indirect speech, sollen as transmitter of information, noun-verb-connections, Prepositions, passive and passive substitutes, participles as adjectives, modal auxiliaries and sentences, concessive conjunctions and clauses, participial constructions, werden and its functions.<br>The course includes also translation exercises, primarily of simple texts from German to Croatian and vice versa. The texts that are translated are thematically related topics taught in class.<br>1. Time and activity (10 E) 2. Conjunctions of time and cause (4 E) 3. Oral communication exercises (2 E) 4. Listening comprehension exercises (2 E) 5. Translation exercises (2 E) 6. Stress and relaxation (8 E) 7. Konjunktiv I: Indirect speech (2 E) 8. Sollen as transmitter of information (2 E) 9. Noun-verb-connections (2 E) 10. Prepositions (2 E) 11. Oral communication exercises (2 E) 12. Listening comprehension exercises (2 E) 13. Translation Exercises (2 E) 14. Technology and trends (8 E) Passive and passive substitutes (4 E) 16. Participles as adjectives (2 E) 17. Modal auxiliaries and sentences (4 E) 18. Oral communication exercises (2 E) 19. Listening comprehension exercises (2 E) 20. Translation exercises (2 E) 21. Health and the environment (10 E) 22. Concessive conjunctions and |  |    |   |    |   |

|   |   |   |               |  |                                 |                              |
|---|---|---|---------------|--|---------------------------------|------------------------------|
|   | clauses (4 E) 23. Participial constructions (2 E) 24. werden and its functions (2 E) 25. Oral communication exercises (2 E) 26. Listening comprehension exercises (2 E) 27. Translation exercises (2 E)   |   |               |  |                                 |                              |
| Format of instruction   | <input type="checkbox"/> lectures<br><input type="checkbox"/> seminars and workshops<br><input checked="" type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work  |   |               | <input checked="" type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |                                 |                              |
| Student responsibilities  | Regular class attendance, active participation in class, writing homework and preparation for classes, two assessment tests and oral exam.  |   |               |  |                                 |                              |
| Screening student work ( <i>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</i> ) | Class attendance  | 1 | Research      |  | Practical training              |                              |
|   | Experimental work   |   | Report        |  | (Other)                         |                              |
|   | Essay   |   | Seminar essay |  | (Other)                         |                              |
|   | Tests   | 2 | Oral exam     | 1  | (Other)                         |                              |
|   | Written exam  |   | Project       |  | (Other)                         |                              |
| Grading and evaluating student work in class and at the final exam  | The final grade is based on the continuous work during the term: active participation in class; writing homework (class attendance), as well as on the results of the two assessment tests and oral exam at the end of the term.  |   |               |  |                                 |                              |
| Required literature (available in the library and via other media)  | Title   |   |               |  | Number of copies in the library | Availability via other media |
|   | Anne Buscha, Susanne Raven, Szilvia Szita: Erkundungen Deutsch als Fremdsprache B2: Integriertes Kurs- und Arbeitsbuch, Sprachniveau B2, (2016), 2., veränderte Auflage, Schubert Verlag Leipzig  |   |               |  |                                 |                              |
|   | Dreyer, Schmitt, Lehr- und Übungsbuch der deutschen Grammatik (1998), Verlag für Deutsch, Ismaning  |   |               |  |                                 |                              |
| Optional literature (at the time of submission of study programme proposal)   | Helbig/Buscha, Übungsgrammatik Deutsch, (2000), Langenscheidt KG, Berlin und München<br><br>Helbig, Buscha, Deutsche Grammatik, Ein Handbuch für den Ausländerunterricht (1996), Langenscheidt, Verlag Enzyklopädie Leipzig, Berlin, München;<br><br>Hansen-Kokoruš, Renate et al., Njemačko-hrvatski univerzalni rječnik (2005), Nakladni zavod Globus, Zagreb |   |               |  |                                 |                              |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"><li>• Evaluation of results in accordance with the above learning outcomes</li><li>• Feedback from students via surveys</li><li>• Self-evaluation of teachers</li><li>• Institutional and non-institutional evaluations</li></ul>   |   |               |  |                                 |                              |

|                                       |   |
|---------------------------------------|---|
| Other (as the proposer wishes to add) | Independent assignments primarily refer to work at home (preparation for class, writing homeworks, written translations). |
|---------------------------------------|---|

| NAME OF THE COURSE  |   | INTRODUCTION TO LITERARY INTERPRETATION    |   |    |   |   |
|---|---|--|---|----|---|---|
| Code  | GER109  | Year of study                              | 1.  |    |   |   |
| Course teacher  | Marijana Erstić, PhD<br>(Associate Professor)   | Credits (ECTS)                             | 3   |    |   |   |
| Associate teachers  |   | Type of instruction<br>(number of hours)   | L   | S  | E | F |
|   |   |  | 15  | 15 |   |   |
| Status of the course  | elective  | Percentage of<br>application of e-learning |   |    |   |   |
| COURSE DESCRIPTION  |   |  |   |    |   |   |
| Course objectives   | <ul style="list-style-type: none"><li>The aim of the course is to deepen knowledge of literary genres, as well as to familiarize the concepts and methods necessary for independent analysis and interpretation of lyric, prose and dramatic texts.</li></ul>   |  |   |    |   |   |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the first year of the undergraduate programme of German Language and Literature.   |  |   |    |   |   |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | <ul style="list-style-type: none"><li>-use the knowledge of literary theory in the analysis and interpretation of literary works</li><li>- to analyze the different aspects of literary texts (lyrical, narrative and dramatic)</li><li>- critically evaluate all the dimensions of a literary work</li><li>- to critically compare and discuss different models of interpretation of literary genres and sub-genres, as well as methods of understanding and interpretation of literary works</li><li>- use the scientific apparatus properly in writing seminar papers</li><li>- to judge the plagiarism problem</li><li>- to serve different types of literary and scientific literature</li><li>- compare and re-examine classical and new media in literary production and reception</li></ul> |  |   |    |   |   |
| Course content broken down in detail by weekly class schedule (syllabus)          | 1. Introduction to literary interpretation (1 L + 1 S) 2. Basic kinds of literary interpretation (1 L + 1 S) 3. Literary texts and text analysis (1 L + 1 S) 4. Lyric: definition (2 L + 2 S) 5. Epic: basic characteristics and types, basic concepts of analysis (2 L + 2 S) 6. Drama: basic types and literary interpretation (2 L + 2 S) 7. Techniques of scientific work (1 L + 1 S) 8. The use of scientific apparatus in scientific writing (1 L + 1 S) 9. Proper data citation and bibliographic reference (1 L + 1 S) 10. Problems of plagiarism and ethical issues (1 L + 1 S) 11. Types of scientific literature in literary science (1 L + 1 S) 12. Classical and new media in literature (1 L + 1 S)   |  |   |    |   |   |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety   |  | <input type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor |    |   |   |

|   |  |   |                                  |                                 |                              |  |
|---|--|---|----------------------------------|---------------------------------|------------------------------|--|
|   | <input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work   |   | <input type="checkbox"/> (other) |                                 |                              |  |
| Student responsibilities  | Regular class attendance, active participation in lectures (discussion, text analysis), preparation for two continuous assessment written exams/written exam and oral exam.  |   |                                  |                                 |                              |  |
| Screening student work <i>(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)</i> | Class attendance   | 1 | Research                         |                                 | Practical training           |  |
|   | Experimental work  |   | Report                           |                                 | (Other)                      |  |
|   | Essay  |   | Seminar essay                    |                                 | (Other)                      |  |
|   | Tests  |   | Oral exam                        | 1                               | (Other)                      |  |
|   | Written exam   | 1 | Project                          |                                 | (Other)                      |  |
| Grading and evaluating student work in class and at the final exam  | Students are obligated to attend class regularly and they are constantly being assessed on their knowledge through discussions on planned topics at the seminars. The final grade is based on the following elements: active participation in seminars (30%); two continuous assessment written exams/ or a written exam (40%); an oral exam (30%).  |   |                                  |                                 |                              |  |
| Required literature (available in the library and via other media)  | Title  |   |                                  | Number of copies in the library | Availability via other media |  |
|   | Allkemper, Alo/Norbert O. Eke: Literaturwissenschaft. Wilhelm Fink, Paderborn 2016.  |   |                                  |                                 |                              |  |
|   | Benedikt Jeßing/Ralph Köhnen: Einführung in die Neuere deutsche Literaturwissenschaft. Verlag J. B. Metzler, Stuttgart 2012.   |   |                                  |                                 |                              |  |
|   | Schutte, Jürgen: Einführung in die Literaturinterpretation. Sammlung Metzler, Stuttgart 2005.  |   |                                  |                                 |                              |  |
| Optional literature (at the time of submission of study programme proposal)   | Lacko Vidulić, Sijetlan: Literatur studieren. Einführung in die germanistische Literaturwissenschaft. Leykam international d.o.o. Zagreb 2016.<br><br>Brackert, Helmut/ Jörn Stückrath (Hrsg.), Literaturwissenschaft. Ein Grundkurs. Rowohlt Taschenbuch Verlag, Reinbek bei Hamburg 2004.<br><br>Schönauf, Walter/Joachim Pfeiffer: Einführung in die psychoanalytische Literaturwissenschaft. Sammlung Metzler, Stuttgart 2003. |   |                                  |                                 |                              |  |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"> <li>• Evaluation of results in accordance with the above learning outcomes.</li> <li>• Feedback from students via surveys.</li> <li>• Self-evaluation of teachers.</li> <li>• Institutional and non-institutional evaluations.</li> </ul>   |   |                                  |                                 |                              |  |
| Other (as the proposer wishes to add)   | No.  |   |                                  |                                 |                              |  |

| NAME OF THE COURSE  |  | THE CULTURE AND CIVILIZATION OF THE GERMAN-SPEAKING COUNTRIES |   |    |   |   |
|---|--|---|---|----|---|---|
| Code  | GER110   | Year of study   | 1.  |    |   |   |
| Course teacher  | Marijana Eršć, PhD<br>(Associate Professor)  | Credits (ECTS)  | 3   |    |   |   |
| Associate teachers  |  | Type of instruction<br>(number of hours)                      | L   | S  | E | F |
|   |  |   | 15  | 15 |   |   |
| Status of the course  | elective   | Percentage of<br>application of e-learning                    |   |    |   |   |
| COURSE DESCRIPTION  |  |   |   |    |   |   |
| Course objectives   | <ul style="list-style-type: none"><li>The aim of this course is to gain an overview about the culture and civilization of the German-speaking countries (Germany, Austria and Switzerland).</li></ul>  |   |   |    |   |   |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the first year of the undergraduate programme of German Language and Literature.  |   |   |    |   |   |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | <div>-to explain the history of German-speaking countries in the European context</div> <div>- to explain the socio-historical and cultural links between Croatia and the German-speaking countries</div> <div>- compare the most important geographic characteristics of the German-speaking countries</div> <div>- to evaluate the contribution of the most significant persons in the history of the German-speaking countries</div> <div>- to compare the contemporary territorial and political organization, education and economy of Germany, Austria and Switzerland</div> <div>- discuss topics from the field of study</div>   |   |   |    |   |   |
| Course content broken down in detail by weekly class schedule (syllabus)          | 1.An introduction to the culture and civilization of the German-speaking countries (1L + 1 S) 2. Chronological overview of the most significant historical events in Germany and Switzerland (1 L + 1 S) 3. Chronological overview of the most significant historical events in Austria, with a special focus on Austro-Croatian historical relations (1 L + 1 S) 4. Geographical terms and the territorial organization of the German-speaking countries (1 L + 1 S) 5. Education (1 L + 1 S) 6. Population (demographic structure, immigration) (1 L + 1 S) 7. Economy 8. Tourism (1 L + 1 S) 9. The political system of Germany, Austria and Switzerland (1 L + 1 S) 10. The most significant artists through history (1 L + 1 S) 11. The most significant musicians through history (1 L + 1 S) 12. The most significant scientists through history (1 L + 1 S) 13. Sports and entertainment (1 P + 1 S) 14. Culture and media (1 L + 1 S) 15. Everyday life and customs (1 L + 1 S) |   |   |    |   |   |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work  |   | <input type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |    |   |   |
| Student responsibilities  | Regular class attendance, active participation in lectures (discussion, text analysis), preparation for two continous assessment written exams/written exam and oral exam.   |   |   |    |   |   |

|   |   |   |               |   |                                 |                              |
|---|---|---|---------------|---|---------------------------------|------------------------------|
| Screening student work ( <i>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</i> ) | Class attendance  | 1 | Research      |   | Practical training              |                              |
|   | Experimental work   |   | Report        |   | (Other)                         |                              |
|   | Essay   |   | Seminar essay |   | (Other)                         |                              |
|   | Tests   |   | Oral exam     | 1 | (Other)                         |                              |
|   | Written exam  | 1 | Project       |   | (Other)                         |                              |
| Grading and evaluating student work in class and at the final exam  | Students are obligated to attend class regularly and they are constantly being assessed on their knowledge through discussions on planned topics at the seminars. The final grade is based on the following elements: active participation in seminars (30%); two continuous assessment written exams/ or a written exam (40%); an oral exam (30%). |   |               |   |                                 |                              |
| Required literature (available in the library and via other media)  | Title   |   |               |   | Number of copies in the library | Availability via other media |
|   | Luscher, Renate: Landeskunde Deutschland. Von der Wende bis heute. Max Hueber Verlag, Ismaning 2016.  |   |               |   |                                 |                              |
|   | Naumann, Günter: Deutsche Geschichte: Von 1806 bis heute. Marix Verlag, Wiesbaden 2008.   |   |               |   |                                 |                              |
|   | Pötzsch, Horst / Halder, Winfrid: Deutsche Geschichte von 1945 bis zur Gegenwart. Die Entwicklung der beiden deutschen Staaten und das vereinte Deutschland. Lan-Verlag, Reinbeck/ München 2015.  |   |               |   |                                 |                              |
| Optional literature (at the time of submission of study programme proposal)   | Specht, Franz / Heuer, Wiebke: Zwischendurch mal....Landeskunde. Hueber Verlag, Ismaning 2012.<br><br>Vogt, Martin: Deutsche Geschichte: Von den Anfängen bis zur Gegenwart. J. B. Metzler, Stuttgart 1997.<br><br>Naumann, Günter: Deutsche Geschichte: Das Alte Reich 962-1806. Marix Verlag, Wiesbaden 2007.                                     |   |               |   |                                 |                              |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"><li>• Evaluation of results in accordance with the above learning outcomes.</li><li>• Feedback from students via surveys.</li><li>• Self-evaluation of teachers.</li><li>• Institutional and non-institutional evaluations.</li></ul>   |   |               |   |                                 |                              |
| Other (as the proposer wishes to add)   | No.   |   |               |   |                                 |                              |



| NAME OF THE COURSE  |   | GERMAN LITERATURE OF THE 18TH CENTURY      |   |    |   |   |
|---|---|--|---|----|---|---|
| Code  | GER201  | Year of study                              | 2.  |    |   |   |
| Course teacher  | Marijana Erstić, PhD<br>(Associate Professor)   | Credits (ECTS)                             | 4   |    |   |   |
| Associate teachers  |   | Type of instruction<br>(number of hours)   | L   | S  | E | F |
|   |   |  | 15  | 15 |   |   |
| Status of the course  | mandatory   | Percentage of<br>application of e-learning |   |    |   |   |
| COURSE DESCRIPTION  |   |  |   |    |   |   |
| Course objectives   | <ul style="list-style-type: none"><li>The aim of the course is to gain insight into German literature of the 18th century in the European socio-historical context. Using the knowledge gained in previous literary courses, students will study and critically judge the most important literary phenomena as well as the authors and literary works of that period.</li></ul>   |  |   |    |   |   |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the second year of the undergraduate programme of German Language and Literature.  |  |   |    |   |   |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | <ul style="list-style-type: none"><li>- to distinguish the specificities of the 18th century literary periods</li><li>- explain various historical, cultural, political and social influences on the development of enlightenment, Sturm und Drang and Weimar Classicism</li><li>- analyze and interpret selected 18th century literary works in the given context</li><li>- discuss the most important features and authors of German literature of the 18th century</li><li>- to distinguish and interpret the literary phenomena of the 18th century in the European cultural and socio-political context</li><li>- prepare a seminar paper on the topic of German literature in the 18th century</li></ul>  |  |   |    |   |   |
| Course content broken down in detail by weekly class schedule (syllabus)          | The course provides a chronological overview of the most important literary phenomena of the 18th century, authors and their works. Literary, cultural, social and historical phenomena, essential to understand the period, with an emphasis on paradigmatic authors and their poetics, will be analyzed: 1. Enlightenment: meaning, concept and cultural assumptions in European cultural history (1 L + 1 S) 2. Literature of the Enlightenment: a review (1 L + 1 S) 3. G.E. Lessing and the bourgeois tragedy (1 L + 1 S) 4. G.E. Lessing: drama and theoretical discussions (1 L + 1 S) 6. Sturm und Drang: cultural assumptions (1 L + 1 S) 7. J.W. Goethe and Sturm und Drang (1 L + 1 S) 8. F. Schiller and Sturm und Drang (1 L + 1 S) 9. Classicism: (1 L + 1 S) 10. J.W. Goethe and the literary life of his age (2 L + 1 S) 11. F. Schiller and Classicism (1 L + 2 S) 12. Goethe's Faust (2 L + 1 S) 14. Between classicism and romanticism (1 L + 1 S) |  |   |    |   |   |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work   |  | <input type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |    |   |   |
| Student responsibilities  | Regular class attendance, active participation in lectures (discussion, text analysis), preparation and presentation of a seminar paper, preparation for two continuous assessment written exams/written exam and oral exam.  |  |   |    |   |   |

|   |  |   |               |                                 |                              |  |
|---|--|---|---------------|---------------------------------|------------------------------|--|
| Screening student work ( <i>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</i> ) | Class attendance   | 1 | Research      |                                 | Practical training           |  |
|   | Experimental work  |   | Report        |                                 | (Other)                      |  |
|   | Essay  |   | Seminar essay |                                 | (Other)                      |  |
|   | Tests  |   | Oral exam     | 1                               | (Other)                      |  |
|   | Written exam   | 2 | Project       |                                 | (Other)                      |  |
| Grading and evaluating student work in class and at the final exam  | Students are obligated to attend class regularly and they are constantly being assessed on their knowledge through discussions on planned topics at the seminars. The final grade is based on the following elements: preparation and presentation of a seminar paper (25%); two continuous assessment written exams/ or a written exam (50%); an oral exam (25%). |   |               |                                 |                              |  |
| Required literature (available in the library and via other media)  | Title  |   |               | Number of copies in the library | Availability via other media |  |
|   | Willems, Gottfried: Geschichte der deutschen Literatur. Band 2. Aufklärung. Böhlau Verlag, Köln, Weimar, Wien 2013.  |   |               |                                 |                              |  |
|   | Willems, Gottfried: Geschichte der deutschen Literatur. Band 3. Goethezeit. Böhlau Verlag, Köln, Weimar, Wien 2013.  |   |               |                                 |                              |  |
|   | Gigl, Claus: Deutsche Literaturgeschichte. Stark, Freising 2014.   |   |               |                                 |                              |  |
|   | A selection from primary literature (students choose literary works according to the given instructions)   |   |               |                                 |                              |  |
| Optional literature (at the time of submission of study programme proposal)   | Jürgensen, Christoph/ Irsigler, Ingo: Sturm und Drang. Vandenhoeck & Ruprecht, Göttingen 2010.<br><br>Runge, Manuela/ Borchmeyer, Dieter: Weimarer Klasik: Portrait einer Epoche. Beltz, Athenäum, Weinheim 1998.  |   |               |                                 |                              |  |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"><li>• Evaluation of results in accordance with the above learning outcomes.</li><li>• Feedback from students via surveys.</li><li>• Self-evaluation of teachers.</li><li>• Institutional and non-institutional evaluations.</li></ul>  |   |               |                                 |                              |  |
| Other (as the proposer wishes to add)   | No.  |   |               |                                 |                              |  |



| NAME OF THE COURSE  |  | GERMAN SYNTAX                           |  |    |  |
|---|--|---|--|----|--|
| Code  | GER202   | Year of study                           | 2  |    |  |
| Course teacher  | Mirjana M. Kovač, PhD<br>(Associate Professor)   | Credits (ECTS)                          | 4  |    |  |
| Associate teachers  | Sandra Lukšić, PhD   | Type of instruction (number of hours)   | L  | S  |  |
|   |  |   | 15   | 15 |  |
| Status of the course  | Mandatory  | Percentage of application of e-learning | 0  |    |  |
| COURSE DESCRIPTION  |  |   |  |    |  |
| Course objectives   | <ul style="list-style-type: none"><li>• Understanding the basic concepts of syntax as a linguistic discipline;</li><li>• understanding the basic procedures of the syntactic analysis of the sentence;</li><li>• application of syntactic rules in the formulation of a sentence, considered as the basic language and communication unit;</li><li>• obtaining the knowledge about the similarities and the differences between Croatian and German with respect to the parts of the sentence, word order, and the interdependence of sentences.</li></ul>   |   |  |    |  |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the second year of the undergraduate programme of German Language and Literature.   |   |  |    |  |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Students will be able to: <ul style="list-style-type: none"><li>- define the fundamental concepts of the German syntax;</li><li>- explain the linguistic facts at the syntactic level;</li><li>- analyze complex syntactic forms and understand the relationships between the syntactic units and their components;</li><li>- define the syntactic standard of the German standard language;</li><li>- analyze texts of all functional styles;</li><li>- define the similarities and differences between the Croatian and German syntax.</li></ul>   |   |  |    |  |
| Course content broken down in detail by weekly class schedule (syllabus)          | 1. Fundamentals of syntax as a linguistic discipline (2L+2S) 2. Word as a syntactic unit (1L+1S) 3. Grammatical structure of the sentence (in contrast) (1L+1S) 4. Sentence structure: traditional parts (subject, predicate, object, adverbial) (2L+2S) 5. Syntactic model of valency (1L+1S) 6. Sentence topology: sentence frame (1L+1S) 7. Complex sentences (1L+1S) 8. Complex sentences according to their function (1L+1S) 9. Sentence structure: word order (1L+1S) 10. Subordinate clauses (1L+1S) 11. Subordinate clauses (1L+1S) 12. Syntactic analysis of complex sentences and text segments (in contrast) (1L+1S) 13. Text structure (1L+1S) |   |  |    |  |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work   |   | <input checked="" type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |    |  |
| Student responsibilities  | Student's active participation in lectures.  |   |  |    |  |

|   |  |   |               |   |                                 |                              |
|---|--|---|---------------|---|---------------------------------|------------------------------|
| Screening student work ( <i>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</i> ) | Class attendance   | 1 | Research      |   | Practical training              |                              |
|   | Experimental work  |   | Report        |   | Individual work                 | 1                            |
|   | Essay  |   | Seminar essay |   | (Other)                         |                              |
|   | Midterm exam   |   | Oral exam     | 1 | (Other)                         |                              |
|   | Written exam   | 1 | Project       |   | (Other)                         |                              |
| Grading and evaluating student work in class and at the final exam  | Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam. At the end of the semester the grades are formed according to this scale:<br>50% - 61% - sufficient (2),<br>62% - 74%- good (3),<br>75% - 87% - very good (4),<br>88% - 100% - excellent (5).<br>The midterm exams and final exams are held in accordance with the academic calendar. |   |               |   |                                 |                              |
| Required literature (available in the library and via other media)  | Title  |   |               |   | Number of copies in the library | Availability via other media |
|   | Glovacki-Bernardi, Z. (2002). Osnove njemačke gramatike, Školska knjiga, Zagreb.   |   |               |   |                                 |                              |
|   | Duden 4. (2010). Grammatik der deutschen Gegenwartssprache. Dudenverlag, Mannheim.   |   |               |   |                                 |                              |
|   | Engel, U. (2004). Deutsche Grammatik. Julius Groos Verlag, Heidelberg.   |   |               |   |                                 |                              |
|   | Weinrich, H. et al. (2003). Textgrammatik der deutschen Sprache. Olms, Hildesheim.   |   |               |   |                                 |                              |
| Optional literature (at the time of submission of study programme proposal)   | Wöllstein-Leisten, A., Heilmann, A., Stepan, P., Vikner, S. (1997). Deutsche Satzstruktur. Grundlagen der syntaktischen Analyse. Stauffenburg, Tübingen.<br><br>Engel, U. (2016). Syntax der deutschen Sprache. Erich Schmidt Verlag, Berlin.  |   |               |   |                                 |                              |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"><li>• Evaluation of results in accordance with the above learning outcomes.</li><li>• Feedback from students via surveys.</li><li>• Self-evaluation of teachers.</li><li>• Institutional and non-institutional evaluations.</li></ul>  |   |               |   |                                 |                              |
| Other (as the proposer wishes to add)   |  |   |               |   |                                 |                              |

| NAME OF THE COURSE  |   | LANGUAGE EXERCISES III                   |   |   |    |   |
|---|---|--|---|---|----|---|
| Code  | GER203  | Year of study                            | 2.  |   |    |   |
| Course teacher  | Silvija Ugrina  | Credits (ECTS)                           | 4   |   |    |   |
| Associate teachers  | Irina Boban   | Type of instruction<br>(number of hours) | L   | S | E  | F |
|   |   |  |   |   | 90 |   |
| Status of the course  | mandatory   | Percentage of application of e-learning  |   |   |    |   |
| COURSE DESCRIPTION  |   |  |   |   |    |   |
| Course objectives   | <ul style="list-style-type: none"><li>The aim of the course is to develop language skills (reading comprehension, writing, speaking and listening) on level C1.</li></ul>   |  |   |   |    |   |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the second year of the undergraduate programme of German Language and Literature.  |  |   |   |    |   |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | <p>After attending and completing the course students will be able to:</p> <ul style="list-style-type: none"><li>- to communicate orally and in writing in German (at least) at B2+ level CEFR;</li><li>- apply actively the processed lexicon;</li><li>- apply actively the processed grammatical structures in written and oral expression;</li><li>- read and comprehend texts in German at level C1;</li><li>- improve independently the language and use sources of linguistic knowledge in German for further training and education;</li><li>- discuss fluently about topics taught in class and apply acquired knowledge (vocabulary and grammar rules);</li><li>- retell orally and in writing a text of appropriate complexity in German;</li><li>- express own opinion on topics taught in class by using arguments;</li><li>- hold a structured presentation by choosing one of the topics discussed in class;</li><li>- interpret graphics and evaluate different opinions.</li></ul>  |  |   |   |    |   |
| Course content broken down in detail by weekly class schedule (syllabus)          | <p>The focus of work lies in the enrichment of knowledge (lexical and grammatical) necessary for free oral and written communication and the revision and improvement of acquired grammatical knowledge. Content: Let's talk about the weather, Happiness and other feelings, Success and Defeat, Progress and environment including planned language activities (excercise on expressing opinion and writing) Grammar: Adverbial sentences: temporal, modal and causal sentences, conditional, concessive and consecutive sentences, conditional, concessive and consecutive sentences, Konjunktiv II, Final and Adversative sentences, Revision: Expressing assumptions using modal verbs. Translation exercises from German to Croatian and vice versa are also a very important part of this course. The texts that are translated are thematically related topics taught in class.</p> <p>1. Let's talk about the weather (10 E) 2. Adverbial sentences: temporal, modal and causal sentences (6 E) 3. Oral communication exercises (2 E) 4. Listening comprehension exercises (2 E) 5. Translation exercises (2 E) 6. Happiness and other feelings (12 E) 7. Adverbial sentences: conditional, concessive and consecutive sentences (6 E) 8. Oral communication exercises (2 E) 9. Listening comprehension exercises (2 E) 10. Translation exercises (2 E) 11. Success and Defeat (10 E) 12. Konjunktiv II (2 E) 13. Adverbial sentences: Final and Adversative sentences (4 E) 14. Oral communication exercises (2 E) 15. Listening comprehension exercises (2 E) 16. Translation exercises (2 E) 17. Progress and environment (10 E) 18. Revision: Expressing assumptions using modal verbs (6 E) 19. Oral communication exercises (2 EV) 20. Listening comprehension exercises (2 E) 21. Translation exercises (2 E)</p> |  |   |   |    |   |
|   | <input type="checkbox"/> lectures   |  | <input checked="" type="checkbox"/> independent assignments |   |    |   |

|   |  |   |   |                                 |                              |  |
|---|--|---|---|---------------------------------|------------------------------|--|
| Format of instruction   | <input type="checkbox"/> seminars and workshops<br><input checked="" type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work                            |   | <input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |                                 |                              |  |
| Student responsibilities  | Regular class attendance, active participation in class, writing homework and preparation for classes, two assessment tests and oral exam.   |   |   |                                 |                              |  |
| Screening student work ( <i>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</i> ) | Class attendance   | 1 | Research  |                                 | Practical training           |  |
|   | Experimental work  |   | Report  |                                 | (Other)                      |  |
|   | Essay  |   | Seminar essay   |                                 | (Other)                      |  |
|   | Tests  | 2 | Oral exam   | 1                               | (Other)                      |  |
|   | Written exam   |   | Project   |                                 | (Other)                      |  |
| Grading and evaluating student work in class and at the final exam  | The final grade is based on the continuous work during the term: active participation in class; writing homework (class attendance), as well as on the results of the two assessment tests and oral exam at the end of the term.   |   |   |                                 |                              |  |
| Required literature (available in the library and via other media)  | Title  |   |   | Number of copies in the library | Availability via other media |  |
|   | Anne Buscha, Susanne Raven, Szilvia Szita: Erkundungen, Deutsch als Fremdsprache C1: Integriertes Kurs- und Arbeitsbuch, Sprachniveau C1, (2016), 2., veränderte Auflage, Schubert Verlag Leipzig  |   |   |                                 |                              |  |
|   | Helbig / Buscha, Übungsgrammatik Deutsch, (2000), Langenscheidt KG, Berlin und München   |   |   |                                 |                              |  |
|   | Helbig / Buscha, Deutsche Grammatik, (2014), Langenscheidt KG Berlin und München   |   |   |                                 |                              |  |
| Optional literature (at the time of submission of study programme proposal)   | Hall/Scheiner, Übungsgrammatik für Fortgeschrittene, (2001), Verlag für Deutsch;<br>Duden, Deutsches Universal Wörterbuch A-Z, (1996), Mannheim;<br>Hansen-Kokoruš, Renate et al., Njemačko-hrvatski univerzalni rječnik (2005), Nakladni zavod Globus, Zagreb           |   |   |                                 |                              |  |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"> <li>• Evaluation of results in accordance with the above learning outcomes</li> <li>• Feedback from students via surveys</li> <li>• Self-evaluation of teachers</li> <li>• Institutional and non-institutional evaluations</li> </ul> |   |   |                                 |                              |  |
| Other (as the proposer wishes to add)   | Independent assignments primarily refer to work at home (preparation for class, writing homeworks, written translations).  |   |   |                                 |                              |  |

| NAME OF THE COURSE  |  | GERMAN PHRASEOLOGY                      |  |    |
|---|--|---|--|----|
| Code  | GER204   | Year of study                           | 2  |    |
| Course teacher  | Mirjana M. Kovač, PhD<br>(Associate Professor)   | Credits (ECTS)                          | 3  |    |
| Associate teachers  | Sandra Lukšić, PhD   | Type of instruction (number of hours)   | L  | S  |
|   |  |   | 15   | 15 |
| Status of the course  | Elective   | Percentage of application of e-learning | 0  |    |
| COURSE DESCRIPTION  |  |   |  |    |
| Course objectives   | <ul style="list-style-type: none"><li>▪ Learning and understanding the basic types of phraseological units in German;</li><li>▪ recognizing the characteristic elements of different types of phraseological units;</li><li>▪ understanding the similarities and differences between Croatian and German phraseology for comparative research;</li><li>▪ translating phraseological vocabulary using phraseological dictionaries.</li></ul>  |   |  |    |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the second year of the undergraduate programme of German Language and Literature.   |   |  |    |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Students will be able to: <ul style="list-style-type: none"><li>- define the phraseological unit (phraseme) as the basic unit of the phraseological linguistic system;</li><li>- analyze the German phrasemes from different aspects: structural, semantic, syntactic, etc;</li><li>- choose the appropriate ways of translating phraseological units from German into Croatian and vice versa;</li><li>- use phraseological units in written and oral communication.</li></ul>  |   |  |    |
| Course content broken down in detail by weekly class schedule (syllabus)          | 1. Definition of the phraseological unit. History of the development of phraseology (2L+2S) 2. Structural, syntactic and semantic aspects of the phraseological unit analysis (1L+1S) 3. Idiomaticity, polilexical expressions, stability, reproduction (1L+1S) 4. Structure and classification of phraseological units (1L+1S) 5. Morphostinctic description of phraseological units (1L+1S) 6. Semantic description of phraseological units (1L+1S) 7. Contrastive phraseology. Phraseological units of foreign origin in German (1L+1S) 8. Phraseological homonymy, synonymy and antonymy (1L+1S) 9. Stylistic classification of German phraseological units (1L+1S) 10. Lexicographic researches of phrasemes (1L+1S) 11. Research methodology of phraseological units (1L+1S) 12. Translation of phraseological units: Analysis of German phraseological units in German literature (2L+2S) 13. New issues in German and Croatian phraseology (1L+1S) |   |  |    |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work  |   | <input checked="" type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |    |
| Student responsibilities  | Student's active participation in lectures and writing a seminar paper.  |   |  |    |

|  |   |  |               |   |                                 |                              |
|--|---|--|---------------|---|---------------------------------|------------------------------|
| 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  |  | Research      |   | Practical training              |                              |
|  | Experimental work   |  | Report        |   | Individual work                 | 1                            |
|  | Essay   |  | Seminar essay | 2 | (Other)                         |                              |
|  | Midterm exam  |  | Oral exam     |   | (Other)                         |                              |
|  | Written exam  |  | Project       |   | (Other)                         |                              |
| Grading and evaluating student work in class and at the final exam   | <p>Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam. The students are required to hand in a seminar paper prior to the oral exam. At the end of the semester the grades are formed according to this scale:<br/>           50% - 61% - sufficient (2),<br/>           62% - 74% - good (3),<br/>           75% - 87% - very good (4),<br/>           88% - 100% - excellent (5).<br/>           The midterm exams and final exams are held in accordance with the academic calendar.</p> |  |               |   |                                 |                              |
| Required literature (available in the library and via other media)   |   |  |               |   | Number of copies in the library | Availability via other media |
|  | Palm, Ch. (1997). Phraseologie – eine Einführung. Tübingen.<br><br>Burger, H. (2015). Phraseologie: Eine Einführung am Beispiel des Deutschen. Grundlagen der Germanistik. ES Verlag.   |  |               |   |                                 |                              |
| Optional literature (at the time of submission of study programme proposal)  | Cowie, Anthony P. (Ed.). (2000). Phraseology. Theory, Analysis and Applications. Oxford University Press, Oxford. (selected chapters)   |  |               |   |                                 |                              |
| Quality assurance methods that ensure the acquisition of exit competences  | <ul style="list-style-type: none"> <li>• Evaluation of results in accordance with the above learning outcomes.</li> <li>• Feedback from students via surveys.</li> <li>• Self-evaluation of teachers.</li> <li>• Institutional and non-institutional evaluations.</li> </ul>  |  |               |   |                                 |                              |
| Other (as the proposer wishes to add)  |   |  |               |   |                                 |                              |



| NAME OF THE COURSE  |  | STYLISTICS OF LANGUAGE AND SPEECH       |  |    |                    |
|---|--|---|--|----|--------------------|
| Code  | GER205   | Year of study                           |  | 2  |                    |
| Course teacher  | Mirjana M. Kovač, PhD<br>(Associate Professor)   | Credits (ECTS)                          |  | 3  |                    |
| Associate teachers  | Sandra Lukšić, PhD   | Type of instruction (number of hours)   | L  | S  |                    |
|   |  |   | 15   | 15 |                    |
| Status of the course  | Elective   | Percentage of application of e-learning |  | 0  |                    |
| COURSE DESCRIPTION  |  |   |  |    |                    |
| Course objectives   | <ul style="list-style-type: none"><li>Defining the basic concepts of communication, language as a system of signs, and communication models;</li><li>gaining insights into the differences and the similarities based on the structuralist approach;</li><li>stylistic organization of the message;</li><li>mastering the basic concepts and methods of German language stylistics.</li></ul>  |   |  |    |                    |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the second year of the undergraduate programme of German Language and Literature.   |   |  |    |                    |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Students will be able to: <ul style="list-style-type: none"><li>- define the basic concepts in the field of language and speech stylistics of the German language;</li><li>- define the fundamental relationships between language and speech;</li><li>- connect the text with a certain functional style;</li><li>- recognize speech stylistics in spoken and written text.</li></ul>   |   |  |    |                    |
| Course content broken down in detail by weekly class schedule (syllabus)          | 1. Introduction to the science of speech (2L+2S) 2. Semantics and speech systematicity (2L+2S) 3. Relationship between language and speech (1L+1S) 4. Features of the linguistic sign (1L+1S) 5. Verbal and nonverbal communication (1L+1S) 6. Communication Models. Saussure's speech circle (1L+1S) 7. Jakobson's linguistic functions. Saussure's dichotomy (1L+1S) 8. Stilistics as a linguistic discipline (1L+1S) 9. Levels of stylistic analysis and their basic units (1L+1S) 10. Morphostylistics (1L+1S) 11. Metaphor and Methonyms: Jakobson's theory and its application (1L+1S) 12. Figures of speech and functional styles (1L+1S) 13. Analysis of different types of texts in accordance with contemporary stylistic approaches (1L+1S) |   |  |    |                    |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work  |   | <input checked="" type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |    |                    |
| Student responsibilities  | Student's active participation in lectures and writing a seminar paper.  |   |  |    |                    |
| Screening student work (name the proportion of ECTS credits for each              | Class attendance   |   | Research   |    | Practical training |
|   | Experimental work  |   | Report   |    | Individual work    |
|   |  |   |  |    | 1                  |

|   |   |  |               |   |  |                                     |
|---|---|--|---------------|---|--|-------------------------------------|
| activity so that the total number of ECTS credits is equal to the ECTS value of the course) | Essay   |  | Seminar essay | 2 | (Other)                                |                                     |
|   | Midterm exam  |  | Oral exam     |   | (Other)                                |                                     |
|   | Written exam  |  | Project       |   | (Other)                                |                                     |
| Grading and evaluating student work in class and at the final exam                          | <p>Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam. The students are required to hand in a seminar paper prior to the oral exam. At the end of the semester the grades are formed according to this scale:</p> <p>50% - 61% - sufficient (2),<br/>         62% - 74% - good (3),<br/>         75% - 87% - very good (4),<br/>         88% - 100% - excellent (5).</p> <p>The midterm exams and final exams are held in accordance with the academic calendar.</p> |  |               |   |  |                                     |
| Required literature (available in the library and via other media)                          | <b>Title</b>  |  |               |   | <b>Number of copies in the library</b> | <b>Availability via other media</b> |
|   | <p>Vuletić, B. (2007). Lingvistika govora. Filozofski fakultet Sveučilišta u Zagrebu, FF press, Zagreb.</p> <p>Eroms, H.-W. (2008). Stil und Stilistik. Eine Einführung. Erich Schmidt Verlag, Berlin.</p>  |  |               |   |  |                                     |
| Optional literature (at the time of submission of study programme proposal)                 | <p>Sowinski, B. (1991). Deutsche Stilistik. Beobachtungen zur Sprachverwendung und Sprachgestaltung im Deutschen. Fischer Taschenbuch. Frankfurt am Main.</p> <p>Moennighoff, B. (2009). Stlistik. Reclams Universal Bibliothek.</p>  |  |               |   |  |                                     |
| Quality assurance methods that ensure the acquisition of exit competences                   | <ul style="list-style-type: none"> <li>• Evaluation of results in accordance with the above learning outcomes.</li> <li>• Feedback from students via surveys.</li> <li>• Self-evaluation of teachers.</li> <li>• Institutional and non-institutional evaluations.</li> </ul>  |  |               |   |  |                                     |
| Other (as the proposer wishes to add)   |   |  |               |   |  |                                     |



| NAME OF THE COURSE  |  | GERMAN LITERATURE OF THE 19TH CENTURY   |   |    |   |   |
|---|--|---|---|----|---|---|
| Code  | GER206   | Year of study                           | 2.  |    |   |   |
| Course teacher  | Eldi Grubišić Pulišelić, PhD (Full Professor)  | Credits (ECTS)                          | 4   |    |   |   |
| Associate teachers  |  | Type of instruction (number of hours)   | L   | S  | E | F |
|   |  |   | 15  | 15 |   |   |
| Status of the course  | mandatory  | Percentage of application of e-learning |   |    |   |   |
| COURSE DESCRIPTION  |  |   |   |    |   |   |
| Course objectives   | <ul style="list-style-type: none"><li>The aim of the course is to gain insight into German literature of the 19th century in the European socio-historical context. Using the knowledge gained in previous literary courses, students will study and critically judge the most important literary phenomena as well as the authors and literary works of that period.</li></ul>  |   |   |    |   |   |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the second year of the undergraduate programme of German Language and Literature.   |   |   |    |   |   |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | <ul style="list-style-type: none"><li>- to distinguish the specificities of the 19th-century literary periods</li><li>- explain various historical, cultural, political and social influences on the development of German literature in the 19th century</li><li>- analyze and interpret selected 19th century literary works in the given context</li><li>- discuss the most important features and authors of the 19th century German literature</li><li>- to translate and interpret the literary phenomena of that period in the European cultural and socio-political context</li><li>- prepare a seminar paper on the topic of 19th century German literature</li></ul>   |   |   |    |   |   |
| Course content broken down in detail by weekly class schedule (syllabus)          | The course provides a chronological overview of the most important literary phenomena of the 19th century until the appearance of naturalism, the authors and their works. The literary, cultural and socio-historical phenomena necessary for the understanding of different literary periods with a focus on paradigmatic authors and their poetics, will be analyzed: 1. Romanticism: a definition of the term in European and German cultural history and the most significant authors (1 L + 1 S) 2. Women's authorship in Romanticism, literary life and culture of the salon (1 L + 1 S) 3. The most significant authors of German Romanticism and their work (1 L + 1 S) 4. Biedermeier's Literature (2 L + 2 S) 5. Junges Deutschland: lyric and drama (2 L + 2 S ) 6. Bourgeois Realism: the emergence, specificity, literary life (1 L + 1 S) 7. The most significant authors and narrative works of realism (3 L + 3 S) 8. F. Hebbel and the drama in realism (2 L + 1 S) 9. Theodor Fontane: Effi Briest (1 L + 2 S) 10. Marie von Ebner-Eschenbach and her literary work (1 L + 1 S) |   |   |    |   |   |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work  |   | <input type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |    |   |   |
| Student responsibilities  | Regular class attendance, active participation in lectures (discussion, text analysis), preparation and presentation of a seminar paper, preparation for two continuous assessment written exams/written exam and oral exam.   |   |   |    |   |   |

|   |  |   |               |                                 |                              |  |
|---|--|---|---------------|---------------------------------|------------------------------|--|
| Screening student work ( <i>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</i> ) | Class attendance   | 1 | Research      |                                 | Practical training           |  |
|   | Experimental work  |   | Report        |                                 | (Other)                      |  |
|   | Essay  |   | Seminar essay |                                 | (Other)                      |  |
|   | Tests  |   | Oral exam     | 1                               | (Other)                      |  |
|   | Written exam   | 2 | Project       |                                 | (Other)                      |  |
| Grading and evaluating student work in class and at the final exam  | Students are obligated to attend class regularly and they are constantly being assessed on their knowledge through discussions on planned topics at the seminars. The final grade is based on the following elements: preparation and presentation of a seminar paper (25%); two continuous assessment written exams/ or a written exam (50%); an oral exam (25%). |   |               |                                 |                              |  |
| Required literature (available in the library and via other media)  | Title  |   |               | Number of copies in the library | Availability via other media |  |
|   | Willems, Gottfried: Geschichte der deutschen Literatur. Band 4. Vormärz und Realismus. Böhlau Verlag, Köln, Weimar, Wien 2013.   |   |               |                                 |                              |  |
|   | Balzer, Bernd: Einführung in die Literatur des Bürgerlichen Realismus. Wissenschaftliche Buchgesellschaft, Darmstadt 2012.   |   |               |                                 |                              |  |
|   | Wittenberg, Hildegard/Bark, Joachim: Geschichte der deutschen Literatur/ Biedermeier und Vormärz/ Bürgerlicher Realismus. Klett, Stuttgart 2002.   |   |               |                                 |                              |  |
|   | A selection from primary literature (students choose literary works according to the given instructions)   |   |               |                                 |                              |  |
| Optional literature (at the time of submission of study programme proposal)   | Koopmann, Helmut: Das Junge Deutschland. Wissenschaftliche Buchgesellschaft, Darmstadt 1993.   |   |               |                                 |                              |  |
|   | Aust. Hugo: Realismus: Lehrbuch Germanistik. Metzler, Stuttgart 2006.  |   |               |                                 |                              |  |
|   | Martini, Fritz: Deutsche Literatur im bürgerlichen Realismus 1848 – 1898. J. B. Metzler, Stuttgart 1981.   |   |               |                                 |                              |  |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"><li>• Evaluation of results in accordance with the above learning outcomes.</li><li>• Feedback from students via surveys.</li><li>• Self-evaluation of teachers.</li><li>• Institutional and non-institutional evaluations.</li></ul>  |   |               |                                 |                              |  |
| Other (as the proposer wishes to add)   | No.  |   |               |                                 |                              |  |

| NAME OF THE COURSE  |  | SEMANTICS |   |  |                    |    |
|---|--|-----------|---|--|--------------------|----|
| Code  | GER207   |           | Year of study                           |  | 2                  |    |
| Course teacher  | Mirjana M. Kovač, PhD<br>(Associate Professor)   |           | Credits (ECTS)                          |  | 4                  |    |
| Associate teachers  | Sandra Lukšić, PhD   |           | Type of instruction (number of hours)   |  | L                  | S  |
|   |  |           |   |  | 15                 | 15 |
| Status of the course  | Mandatory  |           | Percentage of application of e-learning |  | 0                  |    |
| COURSE DESCRIPTION  |  |           |   |  |                    |    |
| Course objectives   | <ul style="list-style-type: none"><li>• Introduction to semantics as a linguistic discipline;</li><li>• adopting the necessary competences to independently analyze meaning in language at the level of words, phrases and sentences;</li><li>• understanding the complexity of meaning relations and defining different traditional and contemporary theoretical frameworks.</li></ul>  |           |   |  |                    |    |
| Course enrolment requirements and entry competences required for the course   | Enrolment into the second year of the undergraduate programme of German Language and Literature.   |           |   |  |                    |    |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes)   | Students will be able to:<br>- define basic concepts in semantics;<br>- apply those concepts in the analysis of language at the semantic level;<br>- describe the differences among the leading theories of reference;<br>- critically analyze semantic relations at the level of words and sentences;<br>- do independent research and provide conclusions.   |           |   |  |                    |    |
| Course content broken down in detail by weekly class schedule (syllabus)  | 1. Semantics as a linguistic discipline (2L+2S) 2. Traditional semantics (1L+1S) 3. Structural semantics (1L+1S) 4. Prototype theory (1L+1S) 5. Conceptual, referential, contextual definition of meaning (1L+1S) 6. Denotative and connotative meaning (1L+1S) 7. Methods of semantic analysis (2L+2S) 8. Transfer of meaning (1L+1S) 9. Traditional and contemporary approaches to metaphors and metonymy (1L+1S) 10. Paradigmatic and syntagmatic relations (1L+1S) 11. Introduction to cognitive semantics (1L+1S) 12. Semantics and pragmatics (1L+1S) 13. Hyponyms and hypernyms (1L+1S) |           |   |  |                    |    |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work  |           |   | <input checked="" type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |                    |    |
| Student responsibilities  | Student's active participation in lectures and writing a seminar paper.  |           |   |  |                    |    |
| Screening student work ( <i>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</i> ) | Class attendance   | 1         | Research                                |  | Practical training |    |
|   | Experimental work  |           | Report                                  |  | Individual work    | 2  |
|   | Essay  |           | Seminar essay                           |  | (Other)            |    |
|   | Midterm exam   |           | Oral exam                               | 1  | (Other)            |    |

|   |   |  |         |  |  |                                     |
|---|---|--|---------|--|--|-------------------------------------|
|   | Written exam  |  | Project |  | (Other)                                |                                     |
| Grading and evaluating student work in class and at the final exam          | <p>Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam. The students are required to hand in a seminar paper prior to the oral exam. At the end of the semester the grades are formed according to this scale:</p> <p>50% - 61% - sufficient (2),<br/>         62% - 74% - good (3),<br/>         75% - 87% - very good (4),<br/>         88% - 100% - excellent (5).</p> <p>The midterm exams and final exams are held in accordance with the academic calendar.</p> |  |         |  |  |                                     |
| Required literature (available in the library and via other media)          | <b>Title</b>  |  |         |  | <b>Number of copies in the library</b> | <b>Availability via other media</b> |
|   | <p>Löbner, S. (2003). Semantik. Eine Einführung. de Gruyter, Berlin.</p> <p>Schwarz, M., Chur, J. (2007). Semantik: ein Arbeitsbuch. Günter Narr, Tübingen.</p> <p>Cruse, D. A. (1986). Lexical Semantics. Cambridge. (selected chapters).</p>  |  |         |  |  |                                     |
| Optional literature (at the time of submission of study programme proposal) | <p>Wierzbicka, A. (1992). Semantics, Culture and Cognition. Universal Concepts in Culture-Specific Configurations. Oxford.</p> <p>Lyons, J. (1977). Semantics. Cambridge.</p>   |  |         |  |  |                                     |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"> <li>• Evaluation of results in accordance with the above learning outcomes.</li> <li>• Feedback from students via surveys.</li> <li>• Self-evaluation of teachers.</li> <li>• Institutional and non-institutional evaluations.</li> </ul>  |  |         |  |  |                                     |
| Other (as the proposer wishes to add)                                       |   |  |         |  |  |                                     |

| NAME OF THE COURSE  |  | LANGUAGE EXERCISES IV                    |    |   |    |   |
|---|--|--|----|---|----|---|
| Code  | GER208   | Year of study                            | 2. |   |    |   |
| Course teacher  | Silvija Ugrina   | Credits (ECTS)                           | 4  |   |    |   |
| Associate teachers  | Irina Boban  | Type of instruction<br>(number of hours) | L  | S | E  | F |
|   |  |  |    |   | 90 |   |
| Status of the course  | mandatory  | Percentage of application of e-learning  |    |   |    |   |
| COURSE DESCRIPTION  |  |  |    |   |    |   |
| Course objectives   | <ul style="list-style-type: none"><li>The aim of the course is to develop language skills (reading comprehension, writing, speaking and listening) on level C1.</li></ul>  |  |    |   |    |   |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the second year of the undergraduate programme of German Language and Literature.<br>Attendance of Language Exercises III.  |  |    |   |    |   |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | After attending and completing the course students will be able to:<br>- to communicate orally and in writing in German (at least) at C1 level CEFR;<br>- apply actively the processed lexicon;<br>- apply actively the processed grammatical structures in written and oral expression;<br>- read and comprehend texts in German at level C1;<br>- improve independently their language and use sources of linguistic knowledge in German for further training and education;<br>- discuss fluently about topics taught in class and apply acquired knowledge (vocabulary and grammar rules);<br>- retell orally and in writing a text of appropriate complexity in German;<br>- express own opinion, make suggestions, respond to counter-arguments and reach an argument on topics taught in class;<br>- hold a structured presentation by choosing one of the topics discussed in class with the help of a mind map;<br>- translate written texts related to more complex topics from Croatian to German and vice versa.   |  |    |   |    |   |
| Course content broken down in detail by weekly class schedule (syllabus)          | Language exercises IV are a follow up of Language exercises III.<br>The focus of work lies in the enrichment of knowledge (lexical and grammatical) necessary for free oral and written communication and the revision and improvement of acquired grammatical knowledge.<br>Content: The realm of senses, History and politics, Sound, picture and word, Journey through life including planned language activities (excercise on expressing opinion and writing). Grammar: simple sentences, order of sentence components, constituent order of sentence components in middle position, order of sentence components in final position. Infinitive clauses, infinitiv constructions and dass clauses, indirect questions as subordinate clauses, relativ clauses, participial clauses.<br>Translation exercises from German to Croatian and vice versa are also an important component of this course. The texts that are translated are thematically related to topics taught in class.<br>1. The realm of senses (12 E) 2. Simple senteces (2 E) 3. Order of sentence components (2 E) 4. Constituent order of sentence components in middle position (2 E) 5. Order of sentence components in final position (2 E) 6. Oral communication exercises (2 E) 7. Listening comprehension exercises (2 E) 8. Translation exercises (1 E) 9. History and politics (16 E) 10. Infinitive clauses (2 E) 11. Infinite constructions and dass clauses (4 E) 12. Indirect questions as subordinate clauses (2 E) 13. Oral communication exercises (2 E) 14. Listening comprehension exercises (1 E) 15. Translation exercises (2 E) 16. Sound, picture and word (14 EV) |  |    |   |    |   |

|   |   |   |               |  |                                 |                              |
|---|---|---|---------------|--|---------------------------------|------------------------------|
|   | 17. Relative clauses (2 E) 18. Participial clauses (2 E) 19. Oral communication exercises (2 E) 20. Listening comprehension exercises (2 E) 21. Translation exercises (1 E) 22. Journey through life (8 E) 23. Oral communication exercises (2 E) 24. Listening comprehension exercises (2 E) 25. Translation exercises (1 E) |   |               |  |                                 |                              |
| Format of instruction   | <input type="checkbox"/> lectures<br><input type="checkbox"/> seminars and workshops<br><input checked="" type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work  |   |               | <input checked="" type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |                                 |                              |
| Student responsibilities  | Regular class attendance, active participation in class, writing homework and preparation for classes, two assessment tests and oral exam.  |   |               |  |                                 |                              |
| Screening student work ( <i>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</i> ) | Class attendance  | 1 | Research      |  | Practical training              |                              |
|   | Experimental work   |   | Report        |  | (Other)                         |                              |
|   | Essay   |   | Seminar essay |  | (Other)                         |                              |
|   | Tests   | 2 | Oral exam     | 1  | (Other)                         |                              |
|   | Written exam  |   | Project       |  | (Other)                         |                              |
| Grading and evaluating student work in class and at the final exam  | The final grade is based on the continuous work during the term: active participation in class; writing homework (class attendance), as well as on the results of the two assessment tests and oral exam at the end of the term.  |   |               |  |                                 |                              |
| Required literature (available in the library and via other media)  | Title   |   |               |  | Number of copies in the library | Availability via other media |
|   | Anne Buscha, Susanne Raven, Szilvia Szita: Erkundungen, Deutsch als Fremdsprache: Integriertes Kurs- und Arbeitsbuch, Sprachniveau C1, (2016), 2., veränderte Auflage, Schubert Verlag Leipzig  |   |               |  |                                 |                              |
|   | Helbig / Buscha, Übungsgrammatik Deutsch, (2000), Langenscheidt KG, Berlin und München  |   |               |  |                                 |                              |
|   | Helbig / Buscha, Deutsche Grammatik, (2014), Langenscheidt KG, Berlin und München   |   |               |  |                                 |                              |
| Optional literature (at the time of submission of study programme proposal)   | Hall/Scheiner, Übungsgrammatik für Fortgeschrittene, (2001), Verlag für Deutsch;<br><br>Duden, Deutsches Universal Wörterbuch A-Z, (1996), Mannheim;<br><br>Hansen-Kokoruš, Renate et al., Njemačko-hrvatski univerzalni rječnik (2005), Nakladni zavod Globus, Zagreb  |   |               |  |                                 |                              |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"><li>• Evaluation of results in accordance with the above learning outcomes</li><li>• Feedback from students via surveys</li><li>• Self-evaluation of teachers</li><li>• Institutional and non-institutional evaluations</li></ul>   |   |               |  |                                 |                              |



|                                       |   |
|---------------------------------------|---|
| Other (as the proposer wishes to add) | Independent assignments primarily refer to work at home (preparation for class, writing homeworks, written translations). |
|---------------------------------------|---|

| NAME OF THE COURSE  |  | THE LITERARY OPUS OF MARIE VON EBNER-ESCHENBACH |   |    |   |   |
|---|--|---|---|----|---|---|
| Code  | GER209   | Year of study                                   | 2.  |    |   |   |
| Course teacher  | Eldi Grubišić Pulišelić, PhD (Full Professor)  | Credits (ECTS)                                  | 3   |    |   |   |
| Associate teachers  |  | Type of instruction (number of hours)           | L   | S  | E | F |
|   |  |   | 15  | 15 |   |   |
| Status of the course  | elective   | Percentage of application of e-learning         |   |    |   |   |
| COURSE DESCRIPTION  |  |   |   |    |   |   |
| Course objectives   | <ul style="list-style-type: none"><li>The aim of the course is to gain insight into the literary opus of the great Austrian writer Marie von Ebner Eschenbach (1830-1916) in the socio-historical, cultural and literary European context.</li></ul>   |   |   |    |   |   |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the second year of the undergraduate programme of German Language and Literature.   |   |   |    |   |   |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | <ul style="list-style-type: none"><li>- to evaluate the literary work of Marie von Ebner-Eschenbach in the given socio-historical, political, cultural and literary context</li><li>- competently discuss the characteristics of Marie von Ebner-Eschenbach's literary opus</li><li>- critically evaluate the artistic and literary value of the literary works</li><li>- discuss some of the literary motifs and topics that emerge in the author's opus</li><li>- explain the author's contribution to literature and society, in the context of promoting humanity towards marginalized groups</li></ul>              |   |   |    |   |   |
| Course content broken down in detail by weekly class schedule (syllabus)          | 1. Marie von Ebner-Eschenbach: Life and opus in the socio-historical context (1 L + 1 S) 2. Aphorisms (1 L + 1 S) 3. Main features of Marie von Ebner-Eschenbach's prose (1 L + 1 S) 4. Marie-von Ebner-Eschenbach as a social reformator (1 L+ 1 S) 5. Emancipated women and weak men in Marie-von Ebner-Eschenbach's opus (2 L + 2 S) 6. The criticism of the patriarchy (1 L + 1 S) 7. Mother characters and motherhood (2 L + 2 S) 8. The motive of adultery and its consequences for women (1L + 1 S) 9. Male violence and female resistance: the motive of rape (1 L + 1 S) 10. Autobiographical prose (1 L + 1 S) |   |   |    |   |   |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work  |   | <input type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |    |   |   |
| Student responsibilities  | Regular class attendance, active participation in lectures (discussion, text analysis), preparation for two continuous assessment written exams/written exam and oral exam.  |   |   |    |   |   |



|   |  |   |               |                                 |                              |  |
|---|--|---|---------------|---------------------------------|------------------------------|--|
| Screening student work ( <i>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</i> ) | Class attendance   | 1 | Research      |                                 | Practical training           |  |
|   | Experimental work  |   | Report        |                                 | (Other)                      |  |
|   | Essay  |   | Seminar essay |                                 | (Other)                      |  |
|   | Tests  |   | Oral exam     | 1                               | (Other)                      |  |
|   | Written exam   | 1 | Project       |                                 | (Other)                      |  |
| Grading and evaluating student work in class and at the final exam  | Students are obligated to attend class regularly and they are constantly being assessed on their knowledge through discussions on planned topics at the seminars. The final grade is based on the following elements: active participation in seminars (30%); two continous assessment written exams/ or a written exam (40%); an oral exam (30%).   |   |               |                                 |                              |  |
| Required literature (available in the library and via other media)  | Title  |   |               | Number of copies in the library | Availability via other media |  |
|   | Gorla, Gudrun: Marie von Ebner Eschenbach: 100 Jahre später. Eine Analyse aus der Sicht des ausgehenden 20. Jahrhunderts mit Berücksichtigung der Mutterfigur, der Ideologie des Matriarchats und formaler Aspekte. Petar Lang, Bern u. a. 1999.   |   |               |                                 |                              |  |
|   | Lohnmeyer, Enno: Marie von Ebner-Eschenbach als Sozialreformerin. Ulrike Helmer Verlag, Königstein 2002.   |   |               |                                 |                              |  |
|   | Tanzer, Ulrike: Frauenbilder im Werk Marie von Ebner-Eschenbachs. Hans-Dieter Heinz, Akademischer Verlag Stuttgart, Stuttgart 1997.  |   |               |                                 |                              |  |
|   | A selection from primary literature (students choose literary works according to the given instructions)   |   |               |                                 |                              |  |
| Optional literature (at the time of submission of study programme proposal)   | Rossbacher, Karlheinz: Literatur und Liberalismus. Zur Kultur der Ringstraßenzeit in Wien. J&V Verlag, Wien 1992.<br><br>Strigl, Daniela: Berühmtsein ist nichts. Marie von Ebner-Eschenbach. Eine Biographie. Residenz Verlag, Salzburg - Wien 2016.<br><br>Seeling, Claudia: Zur Interdependenz von Gender- und Nationaldiskurs bei Marie von Ebner-Eschenbach. Röhrig Universitätsverlag, St. Ingbert 2008. |   |               |                                 |                              |  |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"><li>• Evaluation of results in accordance with the above learning outcomes.</li><li>• Feedback from students via surveys.</li><li>• Self-evaluation of teachers.</li><li>• Institutional and non-institutional evaluations.</li></ul>  |   |               |                                 |                              |  |
| Other (as the proposer wishes to add)   | No.  |   |               |                                 |                              |  |

| NAME OF THE COURSE  |  | THE FAIRY TALES OF THE BROTHERS GRIMM      |   |    |                    |   |  |
|---|--|--|---|----|--------------------|---|--|
| Code  | GER210   | Year of study                              |   | 2. |                    |   |  |
| Course teacher  | Marijana Erstić, PhD<br>(Associate Professor)  | Credits (ECTS)                             |   | 3  |                    |   |  |
| Associate teachers  |  | Type of instruction<br>(number of hours)   | L   | S  | E                  | F |  |
|   |  |  | 15  | 15 |                    |   |  |
| Status of the course  | elective   | Percentage of<br>application of e-learning |   |    |                    |   |  |
| COURSE DESCRIPTION  |  |  |   |    |                    |   |  |
| Course objectives   | <ul style="list-style-type: none"><li>The object of the course is to introduce students to the fairy tales (<i>Kinder- und Hausmärchen</i>, 1812-1858) of the brothers Jacob (1785-1863) and Wilhelm Grimm (1786-1859), as well as to the interpretation and adaptation of fairy tales in visual arts and film. Through reading and discussion, as well as other materials in German, language skills will be improved.</li></ul>  |  |   |    |                    |   |  |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the second year of the undergraduate programme of German Language and Literature.   |  |   |    |                    |   |  |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | <ul style="list-style-type: none"><li>- competently discuss the characteristics of the Brothers Grimm fairy tales</li><li>- to evaluate certain fairy tales and their adaptations</li><li>- critically evaluate the artistic and literary value of fairy tales</li><li>- critically judge about the film and other adaptations of the fairy tales</li><li>- explain the meaning of fairy tales and discuss their role in different socio-historical circumstances</li></ul>  |  |   |    |                    |   |  |
| Course content broken down in detail by weekly class schedule (syllabus)          | 1. Grimm Brothers and their fairy tales: An introduction (2 L + 2 S) 2. Text analysis: <i>Der Froschkönig und der Eiserne Heinrich</i> ; <i>Rapunzel</i> ; <i>Hensel und Gretel</i> ; <i>Aschenputtel</i> (2 L + 2 S) 3. Fairy tales and film adaptations: <i>The Brothers Grimm</i> (USA 2005) (2 L + 2 S) 4. Texts analysis: <i>Frau Holle</i> ; <i>Rotkäppchen</i> ; <i>Die Bremer Stadtmusikanten</i> ; <i>Dornröschen</i> (2 L + 2 S) 5. Text analysis: <i>König Drosselbart</i> ; <i>Schneewittchen</i> (1 L + 1 S) 6. Fairy tales and film adaptations: <i>Avengers Grimm</i> (USA 2015) (2 L + 2 S) 7. Text analysis: <i>Rumpelstilzchen</i> ; <i>Hans im Glück</i> ; <i>Die kluge Bauerntochter</i> ; <i>Die Sterntaler</i> (2 L + 2 S); 8. Fairy tales and film adaptations: <i>Into the Woods</i> (USA, 2014) (2 L + 2 S) |  |   |    |                    |   |  |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work  |  | <input type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |    |                    |   |  |
| Student responsibilities  | Regular class attendance, active participation in lectures (discussion, text analysis), preparation for two continuous assessment written exams/written exam and oral exam.  |  |   |    |                    |   |  |
| Screening student work ( <i>name the proportion of ECTS credits for each</i> )    | Class attendance   | 1  | Research  |    | Practical training |   |  |
|   | Experimental work  |  | Report  |    | (Other)            |   |  |

|   |   |   |               |   |                                 |                              |
|---|---|---|---------------|---|---------------------------------|------------------------------|
| activity so that the total number of ECTS credits is equal to the ECTS value of the course) | Essay   |   | Seminar essay |   | (Other)                         |                              |
|   | Tests   |   | Oral exam     | 1 | (Other)                         |                              |
|   | Written exam  | 1 | Project       |   | (Other)                         |                              |
| Grading and evaluating student work in class and at the final exam                          | Students are obligated to attend class regularly and they are constantly being assessed on their knowledge through discussions on planned topics at the seminars. The final grade is based on the following elements: active participation in seminars (30%); two continuous assessment written exams/ or a written exam (40%); an oral exam (30%). |   |               |   |                                 |                              |
| Required literature (available in the library and via other media)                          | Title   |   |               |   | Number of copies in the library | Availability via other media |
|   | Gerstner, Hermann: <i>Brüder Grimm</i> . Rowohlt, Reinbek bei Hamburg 1997 <sup>9</sup> .   |   |               |   |                                 |                              |
|   | Mazenauer, Beat und Perrig, Severin: <i>Wie Dornröschen seine Unschuld gewann. Archäologie der Märchen</i> . Dtv, München 1998.   |   |               |   |                                 |                              |
|   | Rölleke, Heinz: <i>Die Märchen der Brüder Grimm. Eine Einführung</i> . Reclam, Stuttgart 2016 <sup>5</sup> .  |   |               |   |                                 |                              |
|   | Uther, Hans-Jörg: <i>Handbuch zu den Kinder- und Hausmärchen der Brüder Grimm</i> . De Gruyter, Berlin / New York 2013 <sup>2</sup> .   |   |               |   |                                 |                              |
|   | Izbor iz primarne literature (studenti biraju književna djela po danim uputama)   |   |               |   |                                 |                              |
| Optional literature (at the time of submission of study programme proposal)                 | Bluhm, Lothar: <i>Grimm-Philologie. Beiträge zur Märchenforschung und Wissenschaftsgeschichte</i> . Olms-Weidmann, Hildesheim 1995.<br>Rölleke, Heinz: <i>Die Märchen der Brüder Grimm: Quellen und Studien. Gesammelte Aufsätze</i> . WVT, Trier 2004 <sup>2</sup> .   |   |               |   |                                 |                              |
| Quality assurance methods that ensure the acquisition of exit competences                   | <ul style="list-style-type: none"> <li>• Evaluation of results in accordance with the above learning outcomes.</li> <li>• Feedback from students via surveys.</li> <li>• Self-evaluation of teachers.</li> <li>• Institutional and non-institutional evaluations.</li> </ul>  |   |               |   |                                 |                              |
| Other (as the proposer wishes to add)   | No.   |   |               |   |                                 |                              |

| NAME OF THE COURSE  |   | GERMAN LITERATURE OF THE 20TH CENTURY I |   |    |   |   |
|---|---|---|---|----|---|---|
| Code  | GER301  | Year of study                           | 3.  |    |   |   |
| Course teacher  | Eldi Grubišić Pulišelić, PhD (Full Professor)   | Credits (ECTS)                          | 4   |    |   |   |
| Associate teachers  |   | Type of instruction (number of hours)   | L   | S  | E | F |
|   |   |   | 15  | 15 |   |   |
| Status of the course  | mandatory   | Percentage of application of e-learning |   |    |   |   |
| COURSE DESCRIPTION  |   |   |   |    |   |   |
| Course objectives   | <ul style="list-style-type: none"><li>The aim of the course is to gain insight into the German literature that emerged at the end of the 19th century, as well as in the first half of the 20th century. Using the knowledge gained in previous literary courses, students will study and critically evaluate the most important literary phenomena, authors and works from naturalism until the end of World War II, in the European context.</li></ul>  |   |   |    |   |   |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the third year of the undergraduate programme of German Language and Literature.   |   |   |    |   |   |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | <ul style="list-style-type: none"><li>- to distinguish the specificities of the literary periods in the first half of the 20th century</li><li>- explain various historical, cultural, political and social influences on the development of German literature in the first half of the 20th century</li><li>- analyze and interpret selected 19th century literary works in the given context</li><li>- discuss the most important features and authors of German literature in the first half of the 20th century</li><li>- to translate and interpret the literary phenomena of that period in the European cultural and socio-political context</li><li>- prepare a seminar paper on the topic of 20th century German literature</li></ul>  |   |   |    |   |   |
| Course content broken down in detail by weekly class schedule (syllabus)          | The course provides a chronological overview of the most important literary phenomena of the first half of the 20th century, the authors and their works. Literature, culture and socio-historical phenomena are necessary for the understanding of the period with the emphasis on the most important authors and their poetics: 1. Naturalism: basic elements (1 L + 1 S) 2. The most significant authors and works of German naturalism (1 L + 1 S) 3. The naturalistic plays of Gerhart Hauptmann (1 L + 1 S) 4. Impressionism: the most important authors and works (1 L + 1 S) 5. Symbolism: the most important authors and works (1 L + 1 S) 6. Expressionism: fundamental elements, most significant authors and Franz Kafka (1 L + 1 S) 7. Franz Kafka (2 L+ 2 S) 8. Literature in the Weimar Republic and the Republic of Austria: basic elements, most significant authors and works (1 L + 1 S) 9. Thomas Mann (2 L+ 2 S) 10. Hermann Hesse (1 L + 1 S) 11. Bertold Brecht and the Epic Theater (1 L + 1 S) 12. Literature of the Third Reich (1 L + 1 S) 13. Literature in Exile (1L+1S) |   |   |    |   |   |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work   |   | <input type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |    |   |   |

|   |  |   |               |   |                                 |                              |
|---|--|---|---------------|---|---------------------------------|------------------------------|
| Student responsibilities  | Regular class attendance, active participation in lectures (discussion, text analysis), preparation and presentation of a seminar paper, preparation for two continuous assessment written exams/written exam and oral exam.   |   |               |   |                                 |                              |
| Screening student work ( <i>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</i> ) | Class attendance   | 1 | Research      |   | Practical training              |                              |
|   | Experimental work  |   | Report        |   | (Other)                         |                              |
|   | Essay  |   | Seminar essay |   | (Other)                         |                              |
|   | Tests  |   | Oral exam     | 1 | (Other)                         |                              |
|   | Written exam   | 2 | Project       |   | (Other)                         |                              |
| Grading and evaluating student work in class and at the final exam  | Students are obligated to attend class regularly and they are constantly being assessed on their knowledge through discussions on planned topics at the seminars. The final grade is based on the following elements: preparation and presentation of a seminar paper (25%); two continuous assessment written exams/ or a written exam (50%); an oral exam (25%). |   |               |   |                                 |                              |
| Required literature (available in the library and via other media)  | Title  |   |               |   | Number of copies in the library | Availability via other media |
|   | Streim, Gregor: Einführung in die Literatur der Weimarer Republik. WBG, Darmstadt 2009.  |   |               |   |                                 |                              |
|   | Fähnders, Walter: Avantgarde und Moderne 1890-1933. J. B. Metzler, Stuttgart 2010.   |   |               |   |                                 |                              |
|   | Streim, Gregor: Deutschsprachige Literatur 1933-1945: eine Einführung. Erich Schmidt Verlag, Berlin 2015.  |   |               |   |                                 |                              |
|   | A selection from primary literature (students choose literary works according to the given instructions)   |   |               |   |                                 |                              |
| Optional literature (at the time of submission of study programme proposal)   | Willems, Gottfried: Geschichte der deutschen Literatur. Band 5. Moderne. Böhlau Verlag, Köln, Weimar, Wien 2013.   |   |               |   |                                 |                              |
|   | Lorenz, Dagmar: Wiener Moderne. Sammlung Metzler, Stuttgart 2007.  |   |               |   |                                 |                              |
|   | Kurze, Hermann: Thomas Mann. Ein Porträt für seine Leser. C. H. Beck, München 2009.  |   |               |   |                                 |                              |
|   | Ajouri, Philip: Literatur um 1900. Naturalismus-Fin de Siecle-Expressionismus. Akademie Verlag, Berlin 2009.   |   |               |   |                                 |                              |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"><li>• Evaluation of results in accordance with the above learning outcomes.</li><li>• Feedback from students via surveys.</li><li>• Self-evaluation of teachers.</li><li>• Institutional and non-institutional evaluations.</li></ul>  |   |               |   |                                 |                              |
| Other (as the proposer wishes to add)   | No.  |   |               |   |                                 |                              |

| NAME OF THE COURSE  |   | INTRODUCTION TO PHONETICS AND PHONOLOGY OF THE GERMAN LANGUAGE |   |    |
|---|---|--|---|----|
| Code  | GER302  | Year of study  | 3   |    |
| Course teacher  | Mirjana M. Kovač, PhD (Associate Professor)   | Credits (ECTS)   | 4   |    |
| Associate teachers  | Sandra Lukšić, PhD  | Type of instruction (number of hours)                          | L   | E  |
|   |   |  | 15  | 30 |
| Status of the course  | Mandatory   | Percentage of application of e-learning                        | 0   |    |
| COURSE DESCRIPTION  |   |  |   |    |
| Course objectives   | <ul style="list-style-type: none"><li>Defining and adopting the basic concepts in phonetics and phonology;</li><li>mastering the correct pronunciation of the standard German language;</li><li>gaining information about the basic concepts of articulation, acoustic and auditory phonetics;</li><li>gaining information about the segmental and prosodic issues in German phonology;</li><li>describing acoustic and auditory properties of German vowels and consonants;</li><li>reading and producing phonemic transcriptions and transcription of intonation patterns.</li></ul>  |  |   |    |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the third year of the undergraduate programme of German Language and Literature.   |  |   |    |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Students will be able to: <ul style="list-style-type: none"><li>- properly pronounce German sounds;</li><li>- explain the principles underlying the classification and description of German speech sounds and prosodic patterns;</li><li>- identify and remove speech errors and other speech disfluencies;</li><li>- describe the general principles of phonetics;</li><li>- describe the German phonetic and phonemic system and how it differs from the native language;</li><li>- describe the writing (graphemic) system and the basic components of the German language;</li><li>- use Praat the computer software package for the scientific analysis of speech;</li><li>- use IPA (International Phonetic Alphabet) to transcribe the German language.</li></ul> |  |   |    |
| Course content broken down in detail by weekly class schedule (syllabus)          | 1. Articulation phonetics (2L+2E) 2. Phone, phoneme, allophone, distinctive phonetic features (1L+2E) 3. Phonetics: words and sentences (2L+2E) 4. The production of speech sounds (1L+3E) 5. Place of articulation. German consonant system. Manner of articulation Voicing. Place of articulation (1L+3E) 6. German vowels (long and short) (1L+2E) 7. Stress or accent and rhythm (1L+2E) 8. Speech errors (1L+2E) 9. Contrastive analysis (1L+3E) 10. Phonetic transcription (1L+2E) 11. Speech melody (1L+3E) 12. Instrumental methods of articulation and coarticulation research (1L+3E) 13. Standard language and dialect (1L+2E)   |  |   |    |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises  |  | <input checked="" type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory |    |



|   |   |  |               |   |                                 |                              |
|---|---|--|---------------|---|---------------------------------|------------------------------|
|   | <input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work   |  |               | <input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |                                 |                              |
| Student responsibilities  | Student's active participation in lectures and writing a seminar paper.   |  |               |   |                                 |                              |
| Screening student work ( <i>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</i> ) | Class attendance  |  | Research      |   | Practical training              |                              |
|   | Experimental work   |  | Report        |   | Individual work                 | 1                            |
|   | Essay   |  | Seminar essay |   | Laboratory exercises            | 2                            |
|   | Midterm exam  |  | Oral exam     | 1   | (Other)                         |                              |
|   | Written exam  |  | Project       |   | (Other)                         |                              |
| Grading and evaluating student work in class and at the final exam  | Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam. The students are required to hand in a seminar paper prior to the oral exam. At the end of the semester the grades are formed according to this scale:<br>50% - 61% - sufficient (2),<br>62% - 74%- good (3),<br>75% - 87% - very good (4),<br>88% - 100% - excellent (5).<br>The midterm exams and final exams are held in accordance with the academic calendar. |  |               |   |                                 |                              |
| Required literature (available in the library and via other media)  | Title   |  |               |   | Number of copies in the library | Availability via other media |
|   | Altman, H., and Ziegenhain, In: (2010). Prüfungswissen Phonetik, Phonologie und Graphemik. Vandenhoeck und Ruprecht, Göttingen.<br><br>Ramers, K. H. (2001). Einführung in die Phonologie. Fink, München.<br><br>Busch, A., and Stenschke, O. (2007). Einheit 3. Phonetik und Phonologie. In: Germanistische Linguistik. Eine Einführung. Tübingen, pp. 37 –56.   |  |               |   |                                 |                              |
| Optional literature (at the time of submission of study programme proposal)   | Hirschfeld, U., and Reinke, K. (2016): Phonetik im Fach Deutsch als Fremd-und Zweitsprache. Erich Schmidt Verlag.   |  |               |   |                                 |                              |
|   | Hirschfeld, U., Reinke, K., and Stock, E. (Ed.) (2013). Phonetik intensiv. Aussprachetraining. Arbeit-Übungsbuch (mit Audio-CD). Berlin.  |  |               |   |                                 |                              |
|   | Duden (2005). Das große Aussprachewörterbuch, Mannheim.   |  |               |   |                                 |                              |
|   | Krech, E. et al. (2010). Deutsches Aussprachewörterbuch. De Gruyter, Berlin.  |  |               |   |                                 |                              |
|   | Krech, E. et al. (2010). Deutsches Aussprachewörterbuch. De Gruyter, Berlin.  |  |               |   |                                 |                              |
|   | Horga, D., and Liker, M. (2016). Artikulacijska fonetika: Anatomija i fiziologija izgovora. Ibis grafika, Zagreb.   |  |               |   |                                 |                              |
| Quality assurance methods that  | <ul style="list-style-type: none"><li>• Evaluation of results in accordance with the above learning outcomes.</li><li>• Feedback from students via surveys.</li></ul>   |  |               |   |                                 |                              |



|  |  |
|--|--|
| ensure the acquisition of exit competences | <ul style="list-style-type: none"> <li>• Self-evaluation of teachers.</li> <li>• Institutional and non-institutional evaluations.</li> </ul> |
| Other (as the proposer wishes to add)      |  |

| NAME OF THE COURSE  |  | LANGUAGE EXERCISES V                    |    |   |    |   |
|---|--|---|----|---|----|---|
| Code  | GER303   | Year of study                           | 3. |   |    |   |
| Course teacher  | Silvija Ugrina   | Credits (ECTS)                          | 4  |   |    |   |
| Associate teachers  | Mirela Müller, PhD   | Type of instruction (number of hours)   | L  | S | E  | F |
|   |  |   |    |   | 90 |   |
| Status of the course  | mandatory  | Percentage of application of e-learning |    |   |    |   |
| COURSE DESCRIPTION  |  |   |    |   |    |   |
| Course objectives   | <ul style="list-style-type: none"><li>• The aim of the course is to develop language skills (reading comprehension, writing, speaking and listening) on level C2.</li></ul>  |   |    |   |    |   |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the third year of the undergraduate programme of German Language and Literature.<br>Attendance of Language Exercises IV.  |   |    |   |    |   |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | After attending and completing the course students will be able to:<br>- to communicate orally and in writing in German (at least) at C2 level CEFR;<br>- apply actively the processed lexicon;<br>- apply actively the processed grammatical structures in written and oral expression;<br>- read and comprehend texts in German at level C2;<br>- improve independently their language and use sources of linguistic knowledge in German for further training and education;<br>- discuss fluently topics taught in class and apply acquired knowledge (vocabulary and grammar rules);<br>- retell orally and in writing a text of appropriate complexity in German;<br>- express own ideas and opinions logically in order to involve other speakers into the discussion;<br>- give a clear, detailed description of complex facts linked to relevant topics by developing specific opinion and making a conclusion at the end of the presentation;<br>- write about complex issues in a letter, composition or report highlighting what they consider important. |   |    |   |    |   |
| Course content broken down in detail by weekly class schedule (syllabus)          | The focus of work lies in the enrichment of knowledge (lexical and grammatical) necessary for free oral and written communication and the revision and improvement of acquired grammatical knowledge. The course applies the learned language structures orally and in writing in form of talks, written compositions, by expressing opinion and taking a stand on a topic taught in class.<br>Topics: Language and Communication, Past and Present, Strength and Weaknesses, Education and Training including planned language activities (excercise on expressing opinion and writing). Grammar:(Revision and deepening) verb tenses, verbs with separable or inseperable prefixes, Konjunktiv I and II, adverbial clauses, verbs with complements, noun-verb-connections, formation of  |   |    |   |    |   |

|   |   |   |               |  |                              |  |
|---|---|---|---------------|--|------------------------------|--|
|   | nouns, participals as adjectives, adjectives and participals used as nouns, relative clauses.<br>Translation exercises from German to Croatian and vice versa are also an important component of this course. The texts that are translated are thematically related to topics taught in class.<br>1. Language and Communication (10 E) 2. Revision and deepening: verb tenses (8 E) 3. Oral communication exercises (2 E) 4. listening comprehension exercises (2 E) 5. Translation exercises (2 E) 6. Past and Present (10 E) 7. Revision and deepening: adverbial clauses (2 E) 8. Oral communication exercises (2 E) 9. Listening comprehension exercises (2 E) 10. Translation exercises (2 E) 11. Strength and Weaknesses (14 E) 12. Revision and deepening: verbs with complements, noun-verb- connections, formation of nouns (6 E) 13. Oral communication exercises (2 E) 14. Listening comprehension exercises (2 E) 15. Translation exercises (2 E) 16. Education and Training (10 E) 17. Revision and deepening: participals as adjectives, adjectives and participals used as nouns, relative clauses (6 E) 18. Oral communication exercises (2 E) 19. Listening comprehension exercises (2 E) 20. Translation exercises (2 E) |   |               |  |                              |  |
| Format of instruction   | <input type="checkbox"/> lectures<br><input type="checkbox"/> seminars and workshops<br><input checked="" type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work  |   |               | <input checked="" type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |                              |  |
| Student responsibilities  | Regular class attendance, active participation in class, writing homework and preparation for classes, two assessment tests and oral exam.  |   |               |  |                              |  |
| Screening student work ( <i>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</i> ) | Class attendance  | 1 | Research      |  | Practical training           |  |
|   | Experimental work   |   | Report        |  | (Other)                      |  |
|   | Essay   |   | Seminar essay |  | (Other)                      |  |
|   | Tests   | 2 | Oral exam     | 1  | (Other)                      |  |
|   | Written exam  |   | Project       |  | (Other)                      |  |
| Grading and evaluating student work in class and at the final exam  | The final grade is based on the continuous work during the term: active participation in class; writing homework (class attendance), as well as on the results of the two assessment tests and oral exam at the end of the term.  |   |               |  |                              |  |
| Required literature (available in the library and via other media)  | Title   |   |               | Number of copies in the library  | Availability via other media |  |
|   | Anne Buscha, Susanne Raven, Mathias Toscher: Erkundungen, Deutsch als Fremdsprache: Integriertes Kurs- und Arbeitsbuch, Sprachniveau C2, (2014), Schubert Verlag Leipzig  |   |               |  |                              |  |
|   | Tatsachen über Deutschland. Societäts-Verlag, Frankfurt/Main ( only some chapters)<br>(also at: <a href="https://www.tatsachen-ueber-deutschland.de/de/system/files/.../tatsachen_2015_d_eu.pdf">https://www.tatsachen-ueber-deutschland.de/de/system/files/.../tatsachen_2015_d_eu.pdf</a> )   |   |               |  |                              |  |

|   |   |
|---|---|
| Optional literature<br>(at the time of<br>submission of study<br>programme<br>proposal) | Langenscheidts Großwörterbuch Deutsch als Fremdsprache;<br><br>Duden: Der Duden in 12 Bänden. Band 9: Richtiges und gutes Deutsch;<br><br>Wahrig Fehlerfreies und gutes Deutsch, Bertelsmann Lexikon Institut 2003  |
| Quality assurance<br>methods that<br>ensure the<br>acquisition of exit<br>competences   | <ul style="list-style-type: none"><li>• Evaluation of results in accordance with the above learning outcomes</li><li>• Feedback from students via surveys</li><li>• Self-evaluation of teachers</li><li>• Institutional and non-institutional evaluations</li></ul> |
| Other (as the<br>proposer wishes to<br>add)   | Independent assignments primarily refer to work at home (preparation for class,<br>writing homeworks, written translations).  |

| NAME OF THE COURSE  |   | EFFI BRIEST BY THEODOR FONTANE: THE NOVEL AND THE FILM ADAPTATIONS |   |    |                    |   |  |
|---|---|--|---|----|--------------------|---|--|
| Code  | GER304  | Year of study  |   | 3. |                    |   |  |
| Course teacher  | Marijana Erstić, PhD<br>(Assistant Professor)   | Credits (ECTS)   |   | 3  |                    |   |  |
| Associate teachers  |   | Type of instruction<br>(number of hours)                           | L   | S  | E                  | F |  |
|   |   |  | 15  | 15 |                    |   |  |
| Status of the course  | elective  | Percentage of application of e-learning                            |   |    |                    |   |  |
| COURSE DESCRIPTION  |   |  |   |    |                    |   |  |
| Course objectives   | <ul style="list-style-type: none"><li>The aim of the course is to acquaint students with the novel <i>Effi Briest</i> (1894/95) by the German author Theodor Fontane (1819-1898), as well as various film adaptations of this novel. Through reading and discussion, as well as other materials in German, language skills will be improved.</li></ul>  |  |   |    |                    |   |  |
| Course enrolment requirements and entry competences required for the course   | Enrolment into the third year of the undergraduate programme of German Language and Literature.   |  |   |    |                    |   |  |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes)   | <ul style="list-style-type: none"><li>- critically evaluate the novel <i>Effie Briest</i> by Theodore Fontane in the socio-historical, political, cultural and literary context of the 19th and 20th centuries</li><li>- competently discuss the features of realistic novels</li><li>- to evaluate some adaptations of Theodora Fontane's novel <i>Effi Briest</i></li><li>- critically evaluate the artistic and literary value of the novel and its adaptations</li></ul>  |  |   |    |                    |   |  |
| Course content broken down in detail by weekly class schedule (syllabus)  | 1. Theodor Fontane and realism in German literature: An introduction (2 L + 2 S) 2. Text analysis: <i>Effi Briest</i> (3 L + 3 S) 3. <i>Effi Briest</i> – film adaptation: <i>Der Schritt vom Wege</i> (D 1939) (2 L + 2 S) 4. <i>Effi Briest</i> – film adaptation: <i>Rosen im Herbst</i> (BRD 1955) (2 L + 2 S) 5. <i>Effi Briest</i> – film adaptation: <i>Effi Briest</i> (DDR 1969) (2 L + 2 S) 6. <i>Effi Briest</i> – film adaptation: <i>Effi Briest</i> (BRP 1974) (2 L + 2 S) 7. <i>Effi Briest</i> – film adaptation: <i>Effi Briest</i> (D 2009) (2 L + 2 S) |  |   |    |                    |   |  |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work   |  | <input type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |    |                    |   |  |
| Student responsibilities  | Regular class attendance, active participation in lectures (discussion, text analysis), preparation for two continuous assessment written exams/written exam and oral exam.   |  |   |    |                    |   |  |
| Screening student work ( <i>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</i> ) | Class attendance  | 1  | Research  |    | Practical training |   |  |
|   | Experimental work   |  | Report  |    | (Other)            |   |  |
|   | Essay   |  | Seminar essay   |    | (Other)            |   |  |
|   | Tests   |  | Oral exam   | 1  | (Other)            |   |  |

|   |   |   |         |                                 |                              |  |
|---|---|---|---------|---------------------------------|------------------------------|--|
|   | Written exam  | 1 | Project |                                 | (Other)                      |  |
| Grading and evaluating student work in class and at the final exam          | Students are obligated to attend class regularly and they are constantly being assessed on their knowledge through discussions on planned topics at the seminars. The final grade is based on the following elements: active participation in seminars (30%); two continuous assessment written exams/ or a written exam (40%); an oral exam (30%). |   |         |                                 |                              |  |
| Required literature (available in the library and via other media)          | Title   |   |         | Number of copies in the library | Availability via other media |  |
|   | Ursula Amrein, Regina Dieterle (ed.): <a href="#"><i>Gottfried Keller und Theodor Fontane. Vom Realismus zur Moderne.</i></a> De Gruyter, Berlin / New York 2008.   |   |         |                                 |                              |  |
|   | Helmut Kreuzer: „Arten der Literaturadaption“. Wolfgang Gast (ed.): <i>Literaturverfilmung</i> . Buchner, Bamberg 1993, 27-32.  |   |         |                                 |                              |  |
|   | Annika Milz: <i>Aktualisierung als Problem und Chance des Literaturverfilmung. Lesarten eines Klassikers am Beispiel der Mehrfachverfilmung von Effi Briest</i> . Ifkud, Bremen 2010.   |   |         |                                 |                              |  |
|   | Theodor Fontane: Effie Briest   |   |         |                                 |                              |  |
| Optional literature (at the time of submission of study programme proposal) | Helmuth Nürnberger: <i>Theodor Fontane in Selbstzeugnissen und Bilddokumenten</i> . Rowohlt, Reinbek b. Hamburg 1968.<br>Peter Demetz: <i>Formen des Realismus. Theodor Fontane. Kritische Untersuchungen</i> . Hanser, München 1964.   |   |         |                                 |                              |  |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"><li>• Evaluation of results in accordance with the above learning outcomes.</li><li>• Feedback from students via surveys.</li><li>• Self-evaluation of teachers.</li><li>• Institutional and non-institutional evaluations.</li></ul>   |   |         |                                 |                              |  |
| Other (as the proposer wishes to add)                                       | No.   |   |         |                                 |                              |  |

| NAME OF THE COURSE  |   | PRAGMALINGUISTICS                       |  |    |  |
|---|---|---|--|----|--|
| Code  | GER305  | Year of study                           | 3  |    |  |
| Course teacher  | Mirjana M. Kovač, PhD<br>(Associate Professor)  | Credits (ECTS)                          | 3  |    |  |
| Associate teachers  | Sandra Lukšić, PhD  | Type of instruction (number of hours)   | L  | S  |  |
|   |   |   | 15   | 15 |  |
| Status of the course  | Elective  | Percentage of application of e-learning | 0  |    |  |
| COURSE DESCRIPTION  |   |   |  |    |  |
| Course objectives   | <ul style="list-style-type: none"><li>Defining the basic concepts of pragmalinguistics as a discipline that studies the use of illocution in a language;</li><li>critical thinking in relation to theoretical frameworks and methodological procedures from the point of view of speech acts;</li><li>identifying similarities and differences between pragmalinguistics and related linguistic disciplines;</li><li>doing independent research by applying the methods of pragmalinguistics.</li></ul>   |   |  |    |  |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the third year of the undergraduate programme of German Language and Literature.   |   |  |    |  |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Students will be able to: <ul style="list-style-type: none"><li>- define linguistic units at the level of conversation, discourse and text;</li><li>- analyze the relationship between pragmalinguistics and related disciplines such as syntax, sociolinguistics and semantics;</li><li>- select contextually appropriate linguistic forms to express the expected pragmatic intent taking into consideration the norms of linguistic politeness and the principle of communicative cooperation;</li><li>- analyze the German text with respect to the cooperative principles: cooperation, civility and relevance of conversations.</li></ul>   |   |  |    |  |
| Course content broken down in detail by weekly class schedule (syllabus)          | 1. The relationship between pragmalinguistics and other linguistic disciplines (semantics, sociolinguistics and syntax) (2L+2S) 2. Pragmatics and applied linguistics. Communication and pragmatic competence (1L+1S) 3. The history of pragmalinguistics (2L+2S) 4. Language as a communication system: language functions (1L+1S) 5. Deictic and referential expressions (1L+1S) 6. Conversational maxims and the cooperative principle (1L+1S) 7. Conversational implicatures and cultural conditionality (1L+1S) 8. Levels of speech acts (1L+1S) 9. Types of speech acts (1L+1S) 10. Linguistic politeness and principle of communicative cooperation in interdiscourse communication (1L+1S) 11. Indirect speech acts (1L+1S) 12. Sequencing: Principle of dialogical interpretation (1L+1S) 13. Pragmatic features of an utterance (1L+1S) |   |  |    |  |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety   |   | <input checked="" type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor |    |  |

|  |  |                                  |               |                                 |                              |   |
|--|--|----------------------------------|---------------|---------------------------------|------------------------------|---|
|  | <input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work   | <input type="checkbox"/> (other) |               |                                 |                              |   |
| Student responsibilities   | Student's active participation in lectures and writing a seminar paper.  |                                  |               |                                 |                              |   |
| 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   |                                  | Research      |                                 | Practical training           |   |
|  | Experimental work  |                                  | Report        |                                 | Individual work              | 1 |
|  | Essay  |                                  | Seminar essay | 1                               | (Other)                      |   |
|  | Midterm exam   |                                  | Oral exam     | 1                               | (Other)                      |   |
|  | Written exam   |                                  | Project       |                                 | (Other)                      |   |
| Grading and evaluating student work in class and at the final exam   | Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam. The students are required to hand in a seminar paper prior to the oral exam. At the end of the semester the grades are formed according to this scale:<br>50% - 61% - sufficient (2),<br>62% - 74% - good (3),<br>75% - 87% - very good (4),<br>88% - 100% - excellent (5).<br>The midterm exams and final exams are held in accordance with the academic calendar. |                                  |               |                                 |                              |   |
| Required literature (available in the library and via other media)   | Title  |                                  |               | Number of copies in the library | Availability via other media |   |
|  | Holly, W. (2001). Einführung in die Pragmalinguistik. Langenscheidt, Berlin.<br><br>Meibauer, J. (2001). Pragmatik. Stauffenburg Verlag Brigitte Narr, Tübingen.   |                                  |               |                                 |                              |   |
| Optional literature (at the time of submission of study programme proposal)  | Levinson, S. C. (1983). Pragmatics. Cambridge University Press, Cambridge.   |                                  |               |                                 |                              |   |
| Quality assurance methods that ensure the acquisition of exit competences  | <ul style="list-style-type: none"> <li>• Evaluation of results in accordance with the above learning outcomes.</li> <li>• Feedback from students via surveys.</li> <li>• Self-evaluation of teachers.</li> <li>• Institutional and non-institutional evaluations.</li> </ul>   |                                  |               |                                 |                              |   |
| Other (as the proposer wishes to add)  |  |                                  |               |                                 |                              |   |



| NAME OF THE COURSE  |   | GERMAN LITERATURE OF THE 20TH CENTURY II   |   |    |   |   |
|---|---|--|---|----|---|---|
| Code  | GER306  | Year of study                              | 3.  |    |   |   |
| Course teacher  | Marijana Erstić, PhD<br>(Assistant Professor)   | Credits (ECTS)                             | 4   |    |   |   |
| Associate teachers  |   | Type of instruction<br>(number of hours)   | L   | S  | E | F |
|   |   |  | 15  | 15 |   |   |
| Status of the course  | mandatory   | Percentage of<br>application of e-learning |   |    |   |   |
| COURSE DESCRIPTION  |   |  |   |    |   |   |
| Course objectives   | <ul style="list-style-type: none"><li>The aim of the course is to gain insight into the literature of the second half of the 20th century, as well as contemporary German literature, in the socio-historical context. Using the knowledge gained in the previous literary courses, students will study and critically judge the most important literary phenomena, authors and works of that period.</li></ul>   |  |   |    |   |   |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the third year of the undergraduate programme of German Language and Literature.   |  |   |    |   |   |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | <ul style="list-style-type: none"><li>- to distinguish the specificities of the literary periods in the second half of the 20th century</li><li>- explain various historical, cultural, political and social influences on the development of German literature in the second half of the 20th century/the beginning of the 21th century</li><li>- analyze and interpret selected literary works in the given context</li><li>- discuss the most important features and authors of German literature in the second half of the 20th century</li><li>- to translate and interpret the literary phenomena of that period in the European cultural and socio-political context</li><li>- prepare a seminar paper on the topic of 20th century German literature</li></ul>  |  |   |    |   |   |
| Course content broken down in detail by weekly class schedule (syllabus)          | <p>The course provides a chronological overview of the most important literary appearances and authors in the second half of the 20th century, as well as at the beginning of the 21st century. Literary, cultural and socio-historical phenomena are necessary to understand this period, both in the European and global context.</p> <p>1. Introduction to the literary-historical period: "Null-Stunde" and tendencies in German literature after World War II (1 L + 1 S) 2. "Trümmerliteratur" and Group 47 (1 L + 1 S) 3. The most important authors and works: W. Borchert (1 L + 1 S) 4. BRD Literature (1949 – 1989) (1 L + 1 S) 5. The most important authors and works of BRD (2 L + 2 S) 6. G. Grass (1 L + 3 S) 7. H. Böll (1 L + 4 S) 8. Swiss literature: M. Frisch and F. Dürrenmatt (1 L + 3 S) 9. Austrian literature: I. Bachmann (1 L + 2 S) 10. East Germany (DDR) literature (1949-1989) (1 L + 1 S) 11. The most important authors and works of East Germany (DDR) (1 L + 4 S) 12. Literature after 1989: basic elements (1 L + 1 S) 13. Most important authors and works of contemporary German literature (2 L + 6 S)</p> |  |   |    |   |   |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning  |  | <input type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |    |   |   |

|   |  |   |               |   |                                 |                              |
|---|--|---|---------------|---|---------------------------------|------------------------------|
|   | <input type="checkbox"/> field work  |   |               |   |                                 |                              |
| Student responsibilities  | Regular class attendance, active participation in lectures (discussion, text analysis), preparation and presentation of a seminar paper, preparation for two continuous assessment written exams/written exam and oral exam.   |   |               |   |                                 |                              |
| Screening student work ( <i>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</i> ) | Class attendance   | 1 | Research      |   | Practical training              |                              |
|   | Experimental work  |   | Report        |   | (Other)                         |                              |
|   | Essay  |   | Seminar essay |   | (Other)                         |                              |
|   | Tests  |   | Oral exam     | 1 | (Other)                         |                              |
|   | Written exam   | 2 | Project       |   | (Other)                         |                              |
| Grading and evaluating student work in class and at the final exam  | Students are obligated to attend class regularly and they are constantly being assessed on their knowledge through discussions on planned topics at the seminars. The final grade is based on the following elements: preparation and presentation of a seminar paper (25%); two continuous assessment written exams/ or a written exam (50%); an oral exam (25%). |   |               |   |                                 |                              |
| Required literature (available in the library and via other media)  | Title  |   |               |   | Number of copies in the library | Availability via other media |
|   | Wittenberg, Hildegard/ Bark, Joachim: Geschichte der deutschen Literatur/Von 1945 bis zur Gegenwart. Klett, Stuttgart 2002.  |   |               |   |                                 |                              |
|   | Weidermann, Volker: Lichtjahre. Eine kurze Geschichte der deutschen Literatur von 1945 bis heute. Btb Verlag, München 2007.  |   |               |   |                                 |                              |
|   | Sørensen, Bengt Algot: Geschichte der deutschen Literatur. Bd II: Vom 19. Jahrhundert bis zur Gegenwart. C. H. Beck, München 2016.   |   |               |   |                                 |                              |
|   | A selection from primary literature (students choose literary works according to the given instructions)   |   |               |   |                                 |                              |
| Optional literature (at the time of submission of study programme proposal)   | Reich-Ranicki, Marcel: Meine deutsche Literatur seit 1945. Anz, Thomas (Hrsg). Pantheon Verlag, München 2017.  |   |               |   |                                 |                              |
|   | Beutin, Wolfgang: Deutsche Literaturgeschichte. Von den Anfängen bis zur Gegenwart. Metzler, Stuttgart 2013.   |   |               |   |                                 |                              |
|   | Nusser, Peter: Deutsche Literatur: Eine Sozial- und Kulturgeschichte. WBG, Darmstadt 2012.   |   |               |   |                                 |                              |
| Quality assurance methods that ensure the acquisition of exit competences   | <ul style="list-style-type: none"><li>• Evaluation of results in accordance with the above learning outcomes.</li><li>• Feedback from students via surveys.</li><li>• Self-evaluation of teachers.</li><li>• Institutional and non-institutional evaluations.</li></ul>  |   |               |   |                                 |                              |
| Other (as the proposer wishes to add)   | No.  |   |               |   |                                 |                              |

| NAME OF THE COURSE  |  | LANGUAGE EXERCISES VI                    |    |   |    |   |
|---|--|--|----|---|----|---|
| Code  | GER308   | Year of study                            | 3. |   |    |   |
| Course teacher  | Silvija Ugrina   | Credits (ECTS)                           | 4  |   |    |   |
| Associate teachers  | Mirela Müller, PhD   | Type of instruction<br>(number of hours) | L  | S | E  | F |
|   |  |  |    |   | 90 |   |
| Status of the course  | mandatory  | Percentage of application of e-learning  |    |   |    |   |
| COURSE DESCRIPTION  |  |  |    |   |    |   |
| Course objectives   | <ul style="list-style-type: none"><li>The aim of the course is to develop language skills (reading comprehension, writing, speaking and listening) on level C2.</li></ul>  |  |    |   |    |   |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the third year of the undergraduate programme of German Language and Literature.<br>Attendance of Language Exercises V.   |  |    |   |    |   |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | After attending and completing the course students will be able to:<br>- to communicate orally and in writing in German (at least) at C2 level CEFR;<br>- apply actively the processed lexicon;<br>- apply actively the processed grammatical structures in written and oral expression;<br>- read and comprehend texts in German at level C2;<br>- improve independently their language and use sources of linguistic knowledge in German for further training and education;<br>- discuss fluently topics taught in class and apply acquired knowledge (vocabulary and grammar rules);<br>- express themselves orally and in writing in a clear and structured way on complex topics;<br>- give a clear, detailed description of complex facts linked to relevant topics by developing specific opinion and making a conclusion at the end of presentation;<br>- hold a short speech (5 min) or presentation (using a graphic display) in front of the audience;<br>- write about complex issues in a letter, composition or report highlighting what they consider important.   |  |    |   |    |   |
| Course content broken down in detail by weekly class schedule (syllabus)          | Language exercises VI are a follow up of Language exercises V.<br>The focus of work lies in the enrichment of knowledge (lexical and grammatical) necessary for a free oral and written communication and the revision and improvement of acquired grammatical knowledge. The course applies the learned language structures orally and in writing in form of talks, written compositions, by expressing opinion and taking a stand on a topic taught in class.<br>Topics: Research and Technology, Special and ordinary things, Art and culture, Political and official including planned language activities (exercise on expressing opinion and writing). Grammar: (Revision and deepening) passive and passive substitutes, modal auxiliaries, adjectives (declension, comparison, formation of adjectives), appositions, nominal style, prepositions of the written language. Translation exercises from German to Croatian and vice versa are also an important component of this course. The texts that are translated are thematically related to topics taught in class.<br>1. Research and Technology (14 E) 2. Revision and deepening: Passive and passive replacements (4 E) 3. Oral communication exercises (2 E)<br>4. Listening comprehension exercises (2 E) 5. Translation exercises (2 E)<br>6. Special and ordinary things (14 E) 7. Revision and deepening: Modal verbs (2V) |  |    |   |    |   |

|   |   |   |               |  |                              |  |
|---|---|---|---------------|--|------------------------------|--|
|   | 8. Oral communication exercises (2 E) 9. Listening comprehension exercises (2 E)<br>10. Translation exercises (2 E) 11. Arts and culture (12V) 12. Revision and deepening: Adjectives (declension, comparison, formation of djectives) (4V)<br>13. Oral communication exercises (2 E) 14. Listening comprehension exercises (2 E)<br>15. Translation exercises (2 E) 16. Political and official (10V) 17. Appositions (2V)<br>18. Nominal style (2V) 19. Prepositions of the writtem language (2V)<br>20. Oral communication exercises (2 E) 21. Listening comprehension exercises (2 E)<br>22. Translation exercises (2 E) |   |               |  |                              |  |
| Format of instruction   | <input type="checkbox"/> lectures<br><input type="checkbox"/> seminars and workshops<br><input checked="" type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety<br><input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work  |   |               | <input checked="" type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor<br><input type="checkbox"/> (other) |                              |  |
| Student responsibilities  | Regular class attendance, active participation in class, writing homework and preparation for classes, two assessment tests and oral exam.  |   |               |  |                              |  |
| Screening student work ( <i>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</i> ) | Class attendance  | 1 | Research      |  | Practical training           |  |
|   | Experimental work   |   | Report        |  | (Other)                      |  |
|   | Essay   |   | Seminar essay |  | (Other)                      |  |
|   | Tests   | 2 | Oral exam     | 1  | (Other)                      |  |
|   | Written exam  |   | Project       |  | (Other)                      |  |
| Grading and evaluating student work in class and at the final exam  | The final grade is based on the continuous work during the term: active participation in class; writing homework (class attendance), as well as on the results of the two assessment tests and oral exam at the end of the term.  |   |               |  |                              |  |
| Required literature (available in the library and via other media)  | Title   |   |               | Number of copies in the library  | Availability via other media |  |
|   | Anne Buscha, Susanne Raven, Mathias Toscher: Erkundungen, Deutsch als Fremdsprache: Integriertes Kurs- und Arbeitsbuch, Sprachniveau C2, (2014), Schubert Verlag Leipzig  |   |               |  |                              |  |
|   | Tatsachen über Deutschland. Societäts-Verlag, Frankfurt/Main (only some chapters)<br>(also at: <a href="https://www.tatsachen-ueber-deutschland.de/de/system/files/.../tatsachen_2015_d_eu.pdf">https://www.tatsachen-ueber-deutschland.de/de/system/files/.../tatsachen_2015_d_eu.pdf</a> )  |   |               |  |                              |  |
| Optional literature (at the time of submission of study programme proposal)   | Langenscheidts Großwörterbuch Deutsch als Fremdsprache;   |   |               |  |                              |  |
|   | Duden: Der Duden in 12 Bänden. Band 9: Richtiges und gutes Deutsch;   |   |               |  |                              |  |
|   | Wahrig Fehlerfreies und gutes Deutsch, Bertelsmann Lexikon Institut 2003  |   |               |  |                              |  |
| Quality assurance methods that ensure the   | <ul style="list-style-type: none"><li>• Evaluation of results in accordance with the above learning outcomes</li><li>• Feedback from students via surveys</li><li>• Self-evaluation of teachers</li></ul>   |   |               |  |                              |  |

|                                       |   |
|---------------------------------------|---|
| acquisition of exit competences       | <ul style="list-style-type: none"><li>• Institutional and non-institutional evaluations</li></ul>                         |
| Other (as the proposer wishes to add) | Independent assignments primarily refer to work at home (preparation for class, writing homeworks, written translations). |

| NAME OF THE COURSE  |  | LEXICOLOGY AND LEXICOGRAPHY OF THE GERMAN LANGUAGE |  |    |
|---|--|--|--|----|
| Code  | GER307   | Year of study                                      | 3  |    |
| Course teacher  | Mirjana M. Kovač, PhD<br>(Associate Professor)   | Credits (ECTS)                                     | 4  |    |
| Associate teachers  |  | Type of instruction (number of hours)              | L  | S  |
|   |  |  | 15   | 15 |
| Status of the course  | Mandatory  | Percentage of application of e-learning            | 0  |    |
| COURSE DESCRIPTION  |  |  |  |    |
| Course objectives   | <ul style="list-style-type: none"><li>• Learning about lexicology and lexicography and their relation to other related linguistic disciplines;</li><li>• defining basic terminological definitions and areas of research;</li><li>• Understanding the need for proper use of monolingual, bilingual, electronic and online dictionaries;</li><li>• recognition of lexical changes in language;</li><li>• categorizing language concepts and language concepts at all linguistic levels;</li><li>• linking language processes with social events.</li></ul>   |  |  |    |
| Course enrolment requirements and entry competences required for the course       | Enrolment into the third year of the undergraduate programme of German Language and Literature.  |  |  |    |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Students will be able to: <ul style="list-style-type: none"><li>- explain the lexicological and lexicographic terminology;</li><li>- categorize lexicological and lexicographical terms;</li><li>- analyze various contemporary texts which contributes to better quality in speaking German;</li><li>- analyze the German lexicon;</li><li>- connect lexical processes in German in relation to social and political circumstances;</li><li>- find information independently and use relevant literature.</li></ul>   |  |  |    |
| Course content broken down in detail by weekly class schedule (syllabus)          | 1. Lexicology as a linguistic discipline and its relation to other linguistic disciplines (2L+2S) 2. Definitions of terms: word and lexem, lexical unit, mental lexicon. Identification and classification of words. The problem of lexical meaning (2L+2S) 3. Systematic relations in the lexicon. Lexical semantic fields and lexical sets (1L+1S) 4. Syntagmatic lexical relations: collocations, phrasemes, and multiple lexical units (1L+1S) 5. Semantic relations: ambiguity and disambiguity (1L+1S) 6. Semantic relations: antonyms and synonyms (1L+1S) 7. Semantic relations: hypernyms and hyponyms (1L+1S) 8. Enriching the German language by borrowing. Different ways of borrowing (1L+1S) 9. Developing tendencies in the German language dictionary. Specific regional variants. Swiss and Austrian standard German (1L+1S) 10. Contemporary lexicological research and lexicographic projects (1L+1S) 11. German lexicography; introduction to lexicographical terminology; dictionary typology (1L+1S) 12. History of lexicography (1L+1S) 13. Types of dictionaries (1L+1S) |  |  |    |
| Format of instruction   | <input checked="" type="checkbox"/> lectures<br><input checked="" type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> in entirety  |  | <input checked="" type="checkbox"/> independent assignments<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> work with mentor |    |

|  |   |                                  |               |                                 |                              |   |
|--|---|----------------------------------|---------------|---------------------------------|------------------------------|---|
|  | <input type="checkbox"/> partial e-learning<br><input type="checkbox"/> field work  | <input type="checkbox"/> (other) |               |                                 |                              |   |
| Student responsibilities   | Student's active participation in lectures and writing a seminar paper.   |                                  |               |                                 |                              |   |
| 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  |                                  | Research      |                                 | Practical training           |   |
|  | Experimental work   |                                  | Report        |                                 | Individual work              | 2 |
|  | Essay   |                                  | Seminar essay | 1                               | (Other)                      |   |
|  | Midterm exam  |                                  | Oral exam     | 1                               | (Other)                      |   |
|  | Written exam  |                                  | Project       |                                 | (Other)                      |   |
| Grading and evaluating student work in class and at the final exam   | <p>Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam. The students are required to hand in a seminar paper prior to the oral exam. At the end of the semester the grades are formed according to this scale:</p> <p>50% - 61% - sufficient (2),<br/>         62% - 74% - good (3),<br/>         75% - 87% - very good (4),<br/>         88% - 100% - excellent (5).</p> <p>The midterm exams and final exams are held in accordance with the academic calendar.</p> |                                  |               |                                 |                              |   |
| Required literature (available in the library and via other media)   | Title   |                                  |               | Number of copies in the library | Availability via other media |   |
|  | Schippan, T. (2002). Lexikologie der deutschen Gegenwartssprache. Max Niemeyer Verlag, Tübingen.<br><br>Schlaefer, M. (2008). Lexikologie und Lexikographie, Eine Einführung am Beispiel deutscher Wörterbücher. Erich Schmidt Verlag, Göttingen.   |                                  |               |                                 |                              |   |
| Optional literature (at the time of submission of study programme proposal)  | Englberg, S., Lemnitzer L. (2009). Lexikographie und Wörterbuchbenutzung. Stauffenburg Einführungen.<br><br>Herbst, T., Klotz, M. (2003). Lexikografie: Eine Einführung. Ferdinand Schöningh.<br>Schwarze, C., Wunderlich, D. (ur.). (1985). Handbuch der Lexikologie. Athenaum Verlag.   |                                  |               |                                 |                              |   |
| Quality assurance methods that ensure the acquisition of exit competences  | <ul style="list-style-type: none"> <li>• Evaluation of results in accordance with the above learning outcomes.</li> <li>• Feedback from students via surveys.</li> <li>• Self-evaluation of teachers.</li> <li>• Institutional and non-institutional evaluations.</li> </ul>  |                                  |               |                                 |                              |   |
| Other (as the proposer wishes to add)  |   |                                  |               |                                 |                              |   |



| NAME OF THE COURSE  |  | Professional practice at a teaching base |   |    |    |    |
|---|--|--|---|----|----|----|
| Code  | HZX008   | Year of study                            | 3 <sup>rd</sup> (undergraduate study programme)             |    |    |    |
| Course teacher  | all teachers appointed to scientific-teaching grades who are involved in teaching  | 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 a teaching base and enable them to independently identify and solve simpler 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 third year of the undergraduate 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) | <p>Learning outcomes:</p> <ol style="list-style-type: none"><li>1. applying the knowledge and skills acquired during undergraduate study programme which are required to independently identify and solve simpler concrete problems in a real work environment;</li><li>2. preparing a professional practice report to explain the tasks performed; relevant documents should be attached to the report.</li></ol> <p>Individual learning outcomes - upon the completion of professional practice, students will be able to:</p> <ol style="list-style-type: none"><li>1. describe the structure of the selected teaching base;</li><li>2. recognize the challenges posed by the work environment and explain the processes for dealing with specific challenges;</li><li>3. analyze concrete practical situations based on recent scientific sources;</li><li>4. monitor, document, and evaluate processes at the teaching base;</li><li>5. describe problems arising from specific work assignments at the teaching base and explain the procedures for solving them;</li><li>6. document personal practice and evaluate it reflexively.</li></ol> |  |   |    |    |    |
| Course content broken down in detail by weekly class schedule (syllabus)          | Professional practice is realized through the performance of specific work assignments overseen by the 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 working 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 instruction   | <input type="checkbox"/> lectures  |  | <input checked="" type="checkbox"/> independent assignments |    |    |    |

|   |   |  |  |      |                                 |      |
|---|---|--|--|------|---------------------------------|------|
|   | <input checked="" type="checkbox"/> seminars and workshops<br><input checked="" type="checkbox"/> exercises<br><input type="checkbox"/> on line in entirety<br><input type="checkbox"/> partial e-learning<br><input checked="" type="checkbox"/> field work  |  | <input checked="" type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input checked="" type="checkbox"/> work with mentors<br><input type="checkbox"/> other |      |                                 |      |
| Student responsibilities  | The student who enrolls 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 completion of the professional practice, the student must prepare the report on professional practice and publicly present the experiences gained.   |  |  |      |                                 |      |
| Screening student work<br>(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.<br>At the end of the practice, the mentor assigns one of the following two descriptive grades:<br>• The student has successfully completed the professional practice<br>• The student has not successfully completed the professional practice.<br><br>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.<br><br>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 analyzes the report on professional practice, discusses the work assignments with the student and assigns one of the following two descriptive grades:<br><br>• The student has successfully written and defended the professional practice report.<br>• The student has not successfully written and defended the professional practice report.<br><br>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.<br><br>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<br>(available in the library and via other media)     | <b>Title</b>  | <b>Number of copies in the library</b> | <b>Availability via other media</b> |
|   | 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 presence and activity. Through discussions, (self) analysis and (self) evaluation, the practice is continuously monitored.<br>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 existing, under construction and planned buildings) |                   |
|---|-------------------|
| Identification of building  | Poljičanka        |
| Location of building  | Poljička cesta 35 |
| Year of completion  | 1990.             |
| Total square area in m <sup>2</sup>   | 5.217,10          |
| Identification of building  | Poljičanka        |
| Location of building  | Poljička cesta 35 |
| Year of completion  | 1990.             |
| Total square area in m <sup>2</sup>   | 5.217,10          |

#### 3.2. List of teachers and associate teachers

| Course   | Teachers and associate teachers               |
|--|---|
| Introduction to the History of German Literature | Eldi Grubišić Pulišelić, PhD (Full Professor) |

|  |  |
|--|--|
| Introduction to Linguistics  | Mirjana M. Kovač, PhD (Associate Professor)                        |
| Language Exercises I   | Silvija Ugrina/ Irina Boban  |
| Introduction to German Literary Studies                            | Marijana Erstić, PhD (Associate Professor)                         |
| Sociolinguistics   | Mirjana M. Kovač, PhD (Associate Professor)/<br>Sandra Lukšić, PhD |
| Introduction to Rhetorics  | Mirjana M. Kovač, PhD (Associate Professor)                        |
| Morphology of the German Language                                  | Mirjana M. Kovač, PhD (Associate Professor)/<br>Sandra Lukšić, PhD |
| Language Exercises II  | Silvija Ugrina/ Irina Boban  |
| Introduction to Literary Interpretation                            | Marijana Erstić, PhD (Associate Professor)                         |
| The Culture and Civilization of the German-speaking Countries      | Marijana Erstić, PhD (Associate Professor)                         |
| German Literature of the 18th Century                              | Marijana Erstić, PhD (Associate Professor)                         |
| German Syntax  | Mirjana M. Kovač, PhD (Associate Professor)/<br>Sandra Lukšić, PhD |
| Language Exercises III   | Silvija Ugrina/ Irina Boban  |
| German Phraseology   | Mirjana M. Kovač, PhD (Associate Professor)/<br>Sandra Lukšić, PhD |
| Stylistics of Language and Speech                                  | Mirjana M. Kovač, PhD (Associate Professor)/<br>Sandra Lukšić, PhD |
| German Literature of the 19th Century                              | Eldi Grubišić Pulišelić, PhD (Full Professor)                      |
| Semantics  | Mirjana M. Kovač, PhD (Associate Professor)/<br>Sandra Lukšić, PhD |
| Language Exercises IV  | Silvija Ugrina/ Irina Boban  |
| The Literary Opus of Marie von Ebner-Eschenbach                    | Eldi Grubišić Pulišelić, PhD (Full Professor)                      |
| The Fairy Tales of the Brothers Grimm                              | Marijana Erstić, PhD (Associate Professor)                         |
| German Literature of the 20th Century I                            | Eldi Grubišić Pulišelić, PhD (Full Professor)                      |
| Introduction to Phonetics and Phonology                            | Mirjana M. Kovač, PhD (Associate Professor)/<br>Sandra Lukšić, PhD |
| Language Exercises V   | Silvija Ugrina/ doc. dr. sc. Mirela Müller                         |
| Effi Briest by Theodor Fontane: the Novel and the Film Adaptations | Marijana Erstić, PhD (Associate Professor)                         |
| Pragmalinguistics  | Mirjana M. Kovač, PhD (Associate Professor)/<br>Sandra Lukšić, PhD |
| German Literature of the 20th Century II                           | Marijana Erstić, PhD (Associate Professor)                         |
| Lexicology and Lexicography of the German Language                 | Mirjana M. Kovač, PhD (Associate Professor)/<br>Sandra Lukšić, PhD |
| Language Exercises VI  | Silvija Ugrina / doc. dr. sc. Mirela Müller                        |

### 3.3. Optimal number of students

Enrolment quota for the first year of the undergraduate study programme is 30 students, which is at the same time the ideal number for work in small groups in seminars (a group of thirty students) and exercises (cca. 15 students per group). The Department recommended the enrolment quota of 15 students per group for its elective courses.

### 3.4. 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 German Language and Literature is 8.000 Croatian kunas.

### 3.5. Plan of procedures of study programme quality assurance

|   |   |
|---|---|
| <b>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.</b>                                   |   |
| <b>Documentation on which the quality assurance system of the constituent part of the University is based:</b>  |   |
| <ul style="list-style-type: none"> <li>Regulations on the quality assurance system of the constituent part (enclose if existing)</li> <li>Handbook on the quality assurance system of the constituent part (enclose if it exists)</li> </ul>  |   |
| <b>Description of procedures for evaluation of the quality of study programme implementation:</b>   |   |
| <ul style="list-style-type: none"> <li>For each procedure the method needs to be described (most often questionnaires for students or teachers, and self-evaluation questionnaire), name the body conducting evaluation (constituent part, university office), method of processing results and making information available, and timeframe for carrying out evaluation</li> <li>If procedure is described in an attached document, name the document and the article.</li> </ul> |   |
| Evaluation of the work of teachers and part-time teachers   | Student survey at the end of the semester (CIRCO, <a href="https://www.ffst.hr/centri/circo">https://www.ffst.hr/centri/circo</a> ) Counselling at the level of Department (and broader) during the semester (teachers who teach related subjects cooperate and jointly take care of the quality of teaching) |
| Monitoring of grading and harmonization of grading with anticipated learning outcomes   | Student survey (CIRCO, <a href="https://www.ffst.hr/centri/circo">https://www.ffst.hr/centri/circo</a> ) Self-evaluation Internal student evaluations via anonymous questionnaires  |
| Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction   | Student survey (CIRCO, <a href="https://www.ffst.hr/centri/circo">https://www.ffst.hr/centri/circo</a> )  |
| Availability and evaluation of student support (mentorship, tutorship, advising)  | Student survey (CIRCO, <a href="https://www.ffst.hr/centri/circo">https://www.ffst.hr/centri/circo</a> ) Self-evaluation Internal student evaluations via anonymous questionnaires  |
| Monitoring of student pass/fail rate by course and study programme as a whole   | ISVU system   |

|  |   |
|--|---|
| Student satisfaction with the programme as a whole   | Student survey (CIRCO, <a href="https://www.ffst.hr/centri/circo">https://www.ffst.hr/centri/circo</a> )<br>Self-evaluation Internal student evaluations via anonymous questionnaires |
| 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)   | Students' evaluations   |
| Other evaluation procedures carried out by the proposer  | Formal and informal counselling with colleagues from the field on the Departmental level and elsewhere Class-shadowing with feedback by colleagues from the field                     |
| <b>Description of procedures for informing external parties on the study programme (students, employers, alums)</b>        | Faculty Web-pages Prospectus (updated every year)<br>University Open Day  |