

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	Faculty of Humanities and Social Sciences in Split
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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 pr	ogramme	University stu	udy programme ⊠			
Level of study programme	Undergraduate ⊠	Graduate □		Integrated □			
Level of study programme	Postgraduate	Postgraduat	te specialist 🗆	Graduate specialist			
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

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) and study programme of the Department of German Studies of the University of Maribor, Slovenia (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 lover level studies of the proposer or other institutions that qualify for admission to the proposed study

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, a s 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

60 ECTS in the preceding year are allowed to enrol into courses, the sum of which is 75 ECTS in the following year.

ECTS points gained outside the Faculty of Humanities and Social Sciences are recognized in accordance with the value of ECTS set by the Faculty of Humanities and Social Sciences. The transfer of points can be carried out between different study programmes of German language and literature. The criteria and transfer requirements follow from the current regulations in place at the Faculty of Humanities and Social Sciences.

2.11. Completion of study

Final requirement for completion of study	Final thesis ⊠ Diploma thesis □	Final exam ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Requirements for final/diploma thesis or final/diploma/exam	Successfully completed by the third year.	fifth (winter) semester of the
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	Completed coursework in all er graded positively by the superv before an evaluation committee	isor and successfully defended

2.12. List of mandatory and elective courses

		List of courses										
Year of study	y: 1.											
Semester: I.												
STATUS	CODE	COURSE	HOL	IRS IN	SEMES	STER	ECTS					
STATUS	CODE	COURSE	L	S	Е	F	2013					
	GER101	Introduction to the History of German Literature	30				4					
	GER102	Introduction to Linguistics	30				4					
Mandatory	GER103	Language Exercises I			90		4					
	Total		60	30	90		12					
	GER104	Sociolinguistics	15	15			3					
	GER105	Introduction to Rhetorics	15	15			3					
Elective												
	Students	choose one elective course										

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

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

		List of courses								
Year of study: 2.										
Semester: II.										
STATUS	CODE	COURSE	HOL	IRS IN	SEMES	STER	ECTS			
STATUS	CODE	COURSE	L	S	Е	F	EC13			
	GER206	German Literature of the 19th Century	15	15			4			
	GER207	Semantics	15	15			4			
Mandatory	GER208	Language Exercises IV			90		4			
Manuatory										
	Total		30	30	90		12			
	GER204	German Phraseology The Literary Opus of Marie von Ebner-Eschenbach	15	15			3			
Elizadi i	GER205	Stylistics of Language and Speech	15	15			3			
Elective										
	Students	choose one elective course								

List of courses											
Year of study: 3.											
Semester: I.											
CTATUC	CODE	COURCE	HOL	IRS IN	SEMES	STER	БОТО				
STATUS	CODE	COURSE	L	S	Е	F	ECTS				
	GER301	German Literature of the 20th Century I	15	15			4				
	GER302	Introduction to Phonetics and Phonology	15		30		4				
Mandatory	GER303	Language Exercises V			90		4				
iviariuatory											
	Total		30	30	90		12				
	GER304	Effi Briest by Theodor Fontane: the Novel and the Film Adaptations	15	15			3				
- ·	GER305	Pragmalinguistics	15	15			3				
Elective	HZX008	Professional practice at a teaching base*	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.

		List of courses										
Year of study: 3.												
Semester:	II.											
CTATUC	CODE	COLIDEE	HOL	IRS IN	SEMES	STER	ГОТО					
STATUS	CODE	COURSE	L	S	Е	F	ECTS					
	GER306	German Literature of the 20th Century II	15	30			3					
	GER307	Lexicology and Lexicography of the German Language	15	15			3					
Mandatory	GER308	Language Exercises VI			90		4					
	GER309	Final thesis					5					
	Total		30	45	90		12					
	HZX008	Professional practice at a teaching base*	0	30	40		5					
Elective												

^{*} 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.

2.13. Course description

NAME OF THE COURSE INTRODUCTION TO THE HISTORY OF GERMAN LITERATURE							
Code	GER10	1	Year of study	1.			
Course teacher		ubišić Pulišelić, ull Professor)	Credits (ECTS)	4	4		
Associate teachers			Type of instruction	L	S	Е	F
Associate teachers			(number of hours)				
Status of the course	mandatory Percentage of application of e-learning						
	_	COURSE	DESCRIPTION				
Course objectives The aim of the course is to gain insight into the entire history of German literature in the European context; to introduce students to the problems of literary periods and movements as well as the most important German literary authors and their works.						ns of	
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)	resent - to distinguish literary periods - identify proble - discuss the lit - to judge the a	- to distinguish and define the characteristics of literary works created in certain literary periods and movements - identify problems of the periodization of literature - discuss the literary work of the most significant authors of the German literature - to judge the artistic and literary value of certain literary works - discuss the literary periods and and movements of German literature in the							
Course content broken down in detail by weekly class schedule (syllabus)	enlightenment (Schiller (3 L) 4 classicism and (1 L) 7. Pre-Ma Realism / M. vo Impressionism Literature in the Literature of the	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 lassicism 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							
Format of instruction	□ lectures □ seminars an □ exercises □ on line in en □ partial e-lean □ field work	tirety	ops	☐ independel ☐ multimedial ☐ laboratory ☐ work with r ☐ (other)					
Student responsibilities	_			•	ures (discussion, te ams/written exam a				
Screening student work (name the	Class attendance	1	Research		Practical training				
proportion of ECTS credits for each	Experimental work		Report		(Other)				
activity so that the total number of	Essay		Seminar essay		(Other)				
ECTS credits is equal to the ECTS	Tests		Oral exam	1	(Other)				
value of the course)	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	Beutin, Wolfgang: Deutsche Literaturgeschichte. Von den Anfängen bis zur Gegenwart. Metzler, Stuttgart 2013.							
library and via other media)	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)	Grass. Walter de Gruyter Verlag, Berlin/New York 20 ^o Reich-Ranicki, Marcel: Meine Geschichte der deutsch bis zur Gegenwart. Anz, Thomas (Hrsg). Pantheon Ve	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						
Quality assurance methods that ensure the acquisition of exit competences	 Evaluation of results in accordance with the above learning outcomes Feedback from students via surveys Self-evaluation of teachers Institutional and non-institutional evaluations 							
Other (as the proposer wishes to add)	No.							

NAME OF THE INTRODUCTION			I TO LINGUISTICS				
Code	GER10	2	Year of study	1			
Course teacher		M. Kovač, PhD ate Professor)	Credits (ECTS)	4			
Accepiate togehore			Type of instruction (number	L	S		
Associate teachers			of hours)	30			
Status of the course	Mandatory		Percentage of application of e-learning	0			
		COURS	SE DESCRIPTION				
Course objectives		 Obtaining a comprehensive view of the basic linguistic concepts of respective linguistic disciplines; 					
Course enrolment requirements and entry competences required for the course	Enrolm and Lite	•	ar of the undergraduate progra	mme of Germa	an Language		

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - explain the programs of the most important schools and directions in linguistics; - explain the basic concepts and terminology of particular linguistic disciplines; - explain and evaluate contemporary theoretical approaches; - 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	 ☑ lectures ☐ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work 			 ☑ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other) 				
Student responsibilities	Active participation individual work.	on in all	activities: led	tures, consultat	ions, searching	g the	e literature,	
Screening student work (name the	Class attendance	1	Research		Practical traini	ng		
proportion of ECTS credits for each	Experimental work		Report		Individual work	k	2	
activity so that the total number of	Essay		Seminar essay		(Other)			
ECTS credits is equal to the ECTS	Midterm exam		Oral exam	1	(Other)			
value of the course)	Written exam		Project		(Other)			
Grading and evaluating student work in class and at the final exam	contents of the c do not take the fi At the end of the 50% - 61% - suff 62% - 74% - good 75% - 87% - very 88% - 100% - ex	Students are required to pass two midterm exams or a final exam covering the ontents of the course. Students who obtain passing grades on the midterm exams o not take the final exam. The written exam is followed by an oral exam. It the end of the semester the grades are formed according to this scale: 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1						
Required literature (available in the		-	Title		Number of copies in		ailability via	
library and via other media)	Busch, A., and Si Linguistik. Günte				the library			

	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	 Evaluation of results in accordance with the above learning outcomes Feedback from students via surveys Self-evaluation of teachers Institutional and non-institutional evaluations
Other (as the proposer wishes to add)	

NAME OF THE COU	IRSE	LANGUAGE EXE	RCISES I					
Code	GER10	3	Year of study	1.	1.			
Course teacher	Silvija	Ugrina	Credits (ECTS)	4				
Associate teachers	Irina Bo	bban	Type of instruction (number of hours) L S E 90				F	
Status of the course	manda	tory	Percentage of application of e-learning			1		
		COURSI	E DESCRIPTION					
Course objectives	•		rse is to develop language riting, speaking and listeni	•	_			
Course enrolment requirements and entry competences required for the course	and Lite	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)	- comm - apply - apply expres - read a - impro Germa - discus (vocal - retell o - under speed - write a	After attending and completing the course students will be able to: - communicate orally and in writing in German (at least) at B2 level CEFR; - apply actively the processed lexicon; - apply actively the processed grammatical structures in written and oral expression; - read and comprehend texts in German at level B2 +; - improve independently the llanguage and use sources of lingusitic knowledge in German for further training and education; - discuss fluently about topics taught in class and apply acquired knowledge (vocabulary and grammar rules); - retell orally and in writing a text of appropriate complexity in German; - understand independently different types of texts, by adapting the way and speed of reading for different reading purposes; - write a text dictate at appropriate level of complexity; - 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 lifes, At home and on the road, Between cultures, Work and study including planned language activities (excersise on expressing opinion and writing).							

	adjectives, Pre of nouns, Conjunktiv II, R Translation exe German) are a translated are to 1. People and to	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. Granslation exercises (from German to Croatian and simplier texts from Croatian to German) are also an important component of this course. The texts that are ranslated are thematically related to topics taught in class. 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	 □ lectures □ seminars and workshops ⊠ exercises □ on line in entirety □ partial e-learning □ field work 			 ⊠independent assignments □ multimedia □ laboratory □ work with mentor □ (other) 					
Student responsibilities	_			cipation in class nent tests and o	•	ewor	k and		
Screening student work (name the	Class attendance	1	Research		Practical traini	ng			
proportion of ECTS credits for each	Experimental work		Report		(Other)		<u> </u>		
activity so that the total number of	Essay		Seminar essay		(Other)				
ECTS credits is equal to the ECTS	Tests	2	Oral exam	1	(Other)				
value of the course)	Written exam		Project		(Other)				
Grading and evaluating student work in class and at the final exam	in class; writing	The final grade is based on the continuous work during the term: active participation 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		ailability via ther 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								

Optional literature (at the time of submission of study programme proposal)	Dreyer, Schmitt, Lehr- und Übungsbuch der deutschen Grammatik (1998), Verlag für Deutsch, Ismaning Helbig/Buscha, Übungsgrammatik Deutsch, (2000), Langenscheidt KG, Berlin und München Helbig, Buscha, Deutsche Grammatik, Ein Handbuch für den Ausländerunterricht (1996), Langenscheidt, Verlag Enzyklopädie Leipzig, Berlin, München Hansen-Kokoruš, Renate. et al., Njemačko-hrvatski univerzalni rječnik (2005),						
Quality assurance methods that ensure the acquisition of exit competences	Nakladni zavod Globus, Zagreb Evaluation of results in accordance with the above learning outcomes. Feedback from students via surveys. Self-evaluation of teachers. Institutional and non-institutional evaluations.						
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		SOCIOLINGUIST	rics			
Code	GER10)4	Year of study	1		
Course teacher		M. Kovač, PhD iate Professor)	Credits (ECTS)	3		
Associate teachers	Sandra	Lukšić, PhD	Type of instruction (number	L	S	
			of hours)	15	15	
Status of the course	Elective	е	Percentage of application of e-learning	0		
	-	COURS	SE DESCRIPTION	-		
Course objectives	 Introduction to sociolinguistics as an interdisciplinary science that monitors language in the social context; gaining insight into the social structure of language and the social condition of language behavior; mastering the skills of reading relevant literature related to a particular thematic area. 					
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)	- define - conso field of - explai - analys morpho	plidate previously and sociolinguistics; in the complexity of the relations betological and syntactions.	ncepts, theories and problems of cquired linguistic knowledge with the relationship between langueen different language structions and the social dimension of the external context in the linguage.	th novel knowle uage, culture a ures (phonolog f language;	edge in the nd society; ical,	

Course content broken down in detail by weekly class schedule (syllabus)	I. Introduction to sociolinguistics as a scientific discipline (2L+2S) 2. Basic erminological 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	 ⋈ seminars and workshops □ exercises □ on line in entirety □ partial e-learning 			 independent assignments multimedia laboratory work with mentor (other) 				
responsibilities	Student's active	e participa	ition in lecture	es and writing a	ı seminar paper			
Screening student	Class attendance		Research		Practical trainir	ng		
work (name the proportion of ECTS credits for each	Experimental work		Report		Individual work		1	
activity so that the total number of	Essay		Seminar essay	1	(Other)			
ECTS credits is equal to the ECTS	Midterm exam		Oral exam	1	(Other)			
value of the course)	Written exam		Project		(Other)			
Grading and evaluating student work in class and at the final exam	contents of the do not take the The students an At the end of th 50% - 61% - su 62% - 74% - god 75% - 87% - ve 88% - 100% - e	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: 50% - 61% - sufficient (2), 62% - 74%- good (3), 75% - 87% - very good (4), 88% - 100% - excellent (5). The midterm exams and final exams are held in accordance with the academic						
Required literature	Title				Number of copies in the library		ailability via ther media	
(available in the library and via other	Veith, H. W. (20 Gunter Narr Ve		_	in Arbeitsbuch.				
media)	Sinner, C. (2013). Varietätenlinguistik: Eine Einführung. Narr Verlag, Tübingen.							
Optional literature (at the time of submission of study programme proposal)	Ball, M. J., (ur.) World. Routledo Trudgill, P. (200 Penguin, Londo	ge, Londo 00). Socio	n and New Y	ork.				
	·g,							

Quality assurance methods that	Evaluation of results in accordance with the above learning outcomes.
ensure the	Feedback from students via surveys. Self evaluation of teachers.
acquisition of exit	Self-evaluation of teachers. Institutional and paging that the pale and transfer that the pale and the pale and transfer that the pale and the pa
competences	Institutional and non-institutional evaluations.
Other (as the	
proposer wishes to	
add)	

NAME OF THE COURSE	INTRO	DUCTION TO RHET	ORICS		
Code	GER105	Year of s	study	1	
Course teacher	Mirjana M. Kova (Associate Prof	ač, PhD Crodite (3	
Associate teachers			nstruction (number	L	S
riodeciate teachers		of hours		15	15
Status of the course	Elective	Percenta of e-lear	age of application	С)
		COURSE DESCR			
Course objectives	 Understanding the basic concepts related to verbal and nonverbal communication, as well as the factors that influence these concepts; developing the skills of presentation planning, presentation structure, and presentation performance in the German language; organizing speech information in a chronological order. 				
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: - use different types of public speaking in German; - organize speech information in a chronological order; - give a persuasive presentation of ideas in front of an audience; - 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; Crosscultural 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			signments	

			T					
	⊠ seminars and workshops			□ multimedia				
Format of	□ exercises			☐ laboratory				
Format of instruction	☐ on line in entirety			☐ work with mentor				
in ou doubli	□ partial e-lear	ning		\square (other)				
	☐ field work							
Student responsibilities	Student's active	e participa	ation in lecture	es and writing	a seminar pape	r.		
Screening student	Class attendance		Research		Practical traini	ng		
work (name the proportion of ECTS credits for each	Experimental work		Report	1	Individual worl	k		
activity so that the total number of	Essay		Seminar essay	1	(Other)			
ECTS credits is equal to the ECTS	Midterm exam		Oral exam	1	(Other)			
value of the course)	Written exam		Project		(Other)			
Grading and evaluating student work in class and at the final exam	contents of the do not take the The students at At the end of th 50% - 61% - su 62% - 74% - go 75% - 87% - ve 88% - 100% - 6	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: 50% - 61% - sufficient (2), 62% - 74%- good (3), 75% - 87% - very good (4), 88% - 100% - excellent (5). The midterm exams and final exams are held in accordance with the academic						
_					Number of copies in the library		ailability via ther media	
Required literature (available in the library and via other	Arend, S. (2012). Einführung in Rhetorik und Poetik (Germanistik kompakt). WBG, Darmstadt.							
media)	Škarić, I. (2000). Temeljci 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	Feedback fSelf-evalua	rom stude tion of tea	ents via surve	ys.	ve learning outo	come	∌\$.	
Other (as the proposer wishes to add)								

NAME OF THE COU	IRSE INT	RODUCTIO	N TO GERM	AN LITERARY	STUDIES	S				
Code	GER106		Year of s	tudy	1.					
Course teacher	Marijana Er (Associate I		Credits (I	ECTS)	4					
Associate teachers				nstruction of hours)	L 15	S 15	Е	F		
Status of the course	mandatory		Percenta	,	10	10				
		COUR	SE DESCRI							
Course objectives	liter liter	 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. 								
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)	- to establis - to define li - define and - analyze ar - critically ev - explain the	to analyze, explain and use basic concepts in literary theory to establish methods for the study of literature to define literary genres and sub-genres define and use metric and versatile patterns and stylistic figures in German analyze and interpret literary texts critically evaluate all the dimensions of a literary work explain the link between literature and other arts with a focus on movies discuss new media in literary production and reception								
Course content broken down in detail by weekly class schedule (syllabus)	studies: A re Different ap S) 6. Drama stylistics an history of lite to digital lite	eview (1 L + f proaches to t I (1 L + 1 S) I d poetics (1 L erary theory rature (1 L +	1 S) 3. Cultur the analysis of 7. Poetry (1 L _ + 1 S) 10. L 12. Literature	ology (1 L + 1 S al studies / Ger of a literary work . + 1 S) 8. Versi iterature and ot and new media rary criticism (1 L + 1 S)	nder stud (1 L + 1 fication (1 ther arts (1 a (1 L + 1	ies (1 L S) 5. Pr 1 L + 1 S (1 L + 1 S S) 13. F	+ 1 S) 4 ose (1 L 6) 9.Rhe S) 11. T rom lite	_ + 1 etorics, he erature		
Format of instruction	⊠ lectures	and workshos entirety learning	•	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)						
Student responsibilities			•	icipation in lectu ment written exa	•	-		• , .		
Screening student work (name the	Class attendance	1	Research		Practica	I training				
proportion of ECTS credits for each	Experiments work	al	Report		(Other)					

activity so that the total number of	Essay		Seminar essay		(Other)					
ECTS credits is equal to the ECTS	Tests		Oral exam	1	(Other)					
value of the course)	Written exam	2	Project		(Other)					
Grading and evaluating student work in class and at the final exam	assessed on th The final grade	· , ,								
			Title		Number of copies in the library	Availability via other media				
Required literature (available in the	Lacko Vidulić, S Einführung in d Literaturwissen Zagreb 2016.	ie germaı								
library and via other media)	Becker, Sabine Grundkurs Liter Bibliothek, Stut	aturwisse								
	Allkemper, Alo/ Literaturwissen 2016.									
Optional literature (at the time of submission of study programme proposal)	Verlag, Tübinge Brackert, Helm Rowohlt Tasch Benedikt Jeßin	Neuhaus, Stefan: Grundriss der Literaturwissenschaft. Nar Francke Attempto Verlag, Tübingen 2017. Brackert, Helmut/ Jörn Stückrath (Hrsg.), Literaturwissenschaft. Ein Grundkurs. Rowohlt Taschenbuch Verlag, Reinbek bei Hamburg 2004. Benedikt Jeßing/Ralph Köhnen: Einführung in die Neuere deutsche								
Quality assurance methods that ensure the acquisition of exit competences Other (as the proposer wishes to add)	Literaturwissenschaft. Verlag J. B. Metzler, Stuttgart 2012. Evaluation of results in accordance with the above learning outcomes. Feedback from students via surveys. Self-evaluation of teachers. Institutional and non-institutional evaluations. No.									

NAME OF THE COURSE		MORP	MORPHOLOGY OF THE GERMAN LANGUAGE						
Code	GER10	7		Year of s	tudy	2			
Course teacher		M. Kov ate Prof	ač, PhD fessor)	Credits (E	•	4			
Associate teachers	Sandra	Lukšić,	PhD	Type of ir of hours)	nstruction (number	er L 15	S 15		
Status of the course	Mandat	ory		Percenta	ge of application	0	15		
			COLID	of e-learn					
Course objectives	 COURSE DESCRIPTION Obtaining a comprehensive view of the mastering the most important concept mastering the basic features of word for analysing the structure of words and p mastering the ability to do the morpho gaining information about the structure levical and inflectional morphology of the structure 					the key areas in morphology and epts; of formation; d parts of words; whological analysis;			
Course enrolment requirements and entry competences required for the course		lexical and inflectional morphology of the German language. nrolment 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)	defineexplaistructurexplai	Students will be able to: define the fundamental concepts in the field of morphology; explain the morphological structure of German according to the principles of the tructural theory of morphology; explain the major morphological categories; analyze contemporary texts.							
Course content broken down in detail by weekly class schedule (syllabus)	(modal Gramm passive (1L+1S indefinitionallysis	and aux atical m voice, f) 8. Adje te article s: identif	kiliary) (1L- noods: indic the infinitivective decli e (1L+1S) fying morp	r1S) 4. Gerreative, imperese, the prese ination (1L+11. Adverbs hemes of a	Content and fund nan conjugation a rative, subjunctive nt and past partic IS) 9. Pronouns and prepositions given set of data norphology (1L+2	and verb valency e (2L+2S) 6. Acti ciple (1L+1S) 7. I (1L+1S) 10. Defi (1L+1S) 12. Mo (1L+1S) 13. Ger	v (1L+1S) 5. Ive and Nouns nite and rphemic		
Format of instruction	□ exer	ninars and workshops ercises line in entirety tial e-learning			 ☑ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other) 				
Student responsibilities		t's active	e participa	tion in lectur	es.				
Screening student work (name the	Class attenda		1	Research	F	Practical training			
proportion of ECTS credits for each activity so that the	Experin work	nental		Report	lı	ndividual work	2		
total number of ECTS credits is	Essay			Seminar essay	(0	Other)			

equal to the ECTS value of the course)	Midterm exam		Oral exam		(Other)					
value of the course)	Written exam	1	Project		(Other)					
Grading and evaluating student work in class and at the final exam	contents of the do not take the At the end of th 50% - 61% - su 62% - 74% - go 75% - 87% - ve 88% - 100% - 6									
		-	Title		Number of copies in the library	Availability via other media				
Required literature	Duden (2009). richtiges Deuts									
(available in the library and via other media)	, ·	2008). E für d Müncher								
	· ·	Römer, Ch. (2006). Morphologie der deutschen Sprache. Niemeyer, Tübingen.								
Optional literature (at the time of	Meibauer, J., Demske, U., Geilfuß-Wolfgang, J., Pafel, J., Ramers K. H., Rothweiler, M., Steinbach, M. (2007). Einführung in die germanistische Linguistik. Metzler, Stuttgart.									
submission of study programme	Bußmann, H. (2008). Lexikon der Sprachwissenschaft. Kröner, Stuttgart.									
proposal)	Linke, A., Nußb Niemeyer, Tübi	ngen.								
Quality assurance methods that					e learning outo	comes.				
ensure the			ents via survey	S.						
acquisition of exit	Self-evalua			aluationa						
competences	Institutional	and non-	-institutional ev	aiualions.						
Other (as the proposer wishes to add)										

NAME OF THE COU	JRSE	LANGUAGE EXER	RCISES II						
Code	GER10	8	Year of study	1.					
Course teacher	Silvija l	Jgrina	Credits (ECTS)	4					
Associate teachers	Irina Bo	oban	Type of instruction (number of hours)	L	S	90	F		
Status of the course	manda	tory	Percentage of application of e-learning						
COURSE DESCRIPTION									
Course objectives	•		rse is to develop language riting, speaking and listen	,	_	⊦ .			
Course enrolment requirements and entry competences required for the course	and Lit	ent into the first year erature. ance of Language Ex	r of the undergraduate pro- kercises I.	gramme	of Gern	nan Lan	guage		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- to cor - apply - apply expre - read a - impro Germ - partic class - retell - interp - under listeni	After attending and completing the course students will be able to: - to communicate orally and in writing in German (at least) at B2 level CEFR; - apply actively the processed lexicon; - apply actively the processed grammatical structures in written and oral expression; - read and comprehend texts in German at level C1; - improve independently the language and use sources of lingusitic knowledge in German for further training and education; - participate without difficulty in talks and discussions about topics taught in class and apply acquired knowledge (vocabulary and grammar rules); - retell orally and in writing a text of appropriate complexity in German; - interpret a text related to a more complex topic; - understand listening compehension tasks by adapting the way and speed of listenig for different listening purposes;							
Course content broken down in detail by weekly class schedule (syllabus)	Langua The foo necess improve Conten and en opinion Konjun connece particip and cla The co Germa related 1. Time commu 5. Tran speech (2 E) 10 compre trends 17. Mo 19. List	cus of work lies in the ary for free oral and ement of acquired got: Time and activity, vironment including and writing). Grammativi I: Indirect speecetions, Prepositions, bles as adjectives, muses, participial concurse includes also transfer to Croatian and victopics taught in class and activity (10 E) and activity (10 E) and activity (10 E). Sollen as transfer of the propositions (2 E) the propositions (2 E) the proposition exercises (2 (8 E) Passive and padal auxiliaries and setening comprehensions	a follow up of Language executive enrichment of knowledge written communication and trammatical knowledge. Stress and relaxation, Tecuplanned language activities mar: Conjunctions of time at h, sollen as transmitter of it passive and passive substoadal auxiliaries and senter structions, werden and its anslation exercises, primate eversa. The texts that are	e (lexical d the revenue chnology s (excertand cause function rily of single translation (8 E) 7 E (E) 9. Nexercises (2 E) . Participal mmunical slation exceptants of the cause ension expension exceptants (2 E) (2 E) (2 E) (3 E) (4 E) (4 E) (4 E) (5 E) (5 E) (6 E) (6 E) (6 E) (6 E) (7 E) (6 E) (7 E)	and gravision and treesise on a se, ion, nouncessive s. mple texted are to (4 E) 3. Exercises (2 E) 1 E) 14. Teples as a sation exercise	nds, Hea expressi n-verb- e conjuncts from thematic Oral (2 E) ktiv I: In- p-connect 2. Lister echnolog adjective ercises (s (2 E)	alth ng ctions ally direct ctions ning y and s (2 E)		

	25. Oral comm	clauses (4 E) 23. Participial constructions (2 E) 24. werden and its functions (2 E) 25. Oral communication exercises (2 E) 26. Listening copmprehension exercises (2 E) 27. Translation exercises (2 E)									
	□ lectures □ seminars ar				t assignments						
C	⊠exercises	ia worksii	оро	□ multimedia							
Format of instruction	☐ <i>on line</i> in er	ntiroty		☐ laboratory							
III3ti dottori	□ partial e-lea	•		☐ work with mentor							
	☐ field work		\square (other)								
		attondano	o activo parti	cipation in class	es writing home	work	, and				
Student responsibilities		Regular class attendance, active participation in class, writing homeworl preparation for classes, two assessment tests and oral exam.									
Screening student	Class attendance	1	Research		Practical traini	ng					
work (name the proportion of ECTS credits for each	Experimental work		Report		(Other)						
activity so that the total number of	Essay		Seminar essay		(Other)						
ECTS credits is equal to the ECTS	Tests	2	Oral exam	1	(Other)						
value of the course)	Written exam		Project		(Other)						
Grading and evaluating student work in class and at	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.										
the final exam											
the final exam			Title		Number of copies in the library		nilability via her media				
	Anne Buscha,		Title		Number of copies in		_				
Required literature	Erkundungen [Susanne Deutsch a	Title Raven, Szilvia Is Fremdsprad	a Szita: che B2:	Number of copies in		_				
Required literature (available in the	Erkundungen [Integriertes Ku	Susanne Deutsch a rs- und Al	Title Raven, Szilvia lls Fremdsprac rbeitsbuch, Sp	a Szita: che B2: orachniveau	Number of copies in		_				
Required literature	Erkundungen [Susanne Deutsch a rs- und Al	Title Raven, Szilvia lls Fremdsprac rbeitsbuch, Sp	a Szita: che B2: orachniveau	Number of copies in		_				
Required literature (available in the library and via other	Erkundungen I Integriertes Ku B2, (2016), 2., Leipzig Dreyer, Schmit	Susanne Deutsch a rs- und Ai verändert	Title Raven, Szilvia Ils Fremdsprad rbeitsbuch, Sp te Auflage, Sc nd Übungsbuc	a Szita: che B2: orachniveau chubert Verlag	Number of copies in		_				
Required literature (available in the library and via other	Erkundungen I Integriertes Ku B2, (2016), 2., Leipzig	Susanne Deutsch a rs- und Ai verändert	Title Raven, Szilvia Ils Fremdsprad rbeitsbuch, Sp te Auflage, Sc nd Übungsbuc	a Szita: che B2: orachniveau chubert Verlag	Number of copies in		_				
Required literature (available in the library and via other	Erkundungen I Integriertes Ku B2, (2016), 2., Leipzig Dreyer, Schmit deutschen Gra Ismaning Helbig/Buscha	Susanne Deutsch a rs- und Ai verändert tt, Lehr- u immatik (1	Title Raven, Szilvia ils Fremdsprac rbeitsbuch, Sp te Auflage, Sc nd Übungsbuc 1998), Verlag	a Szita: che B2: orachniveau chubert Verlag ch der für Deutsch,	Number of copies in	otl	her media				
Required literature (available in the library and via other media)	Erkundungen I Integriertes Ku B2, (2016), 2., Leipzig Dreyer, Schmit deutschen Gra Ismaning	Susanne Deutsch a rs- und Ai verändert tt, Lehr- u immatik (1	Title Raven, Szilvia ils Fremdsprac rbeitsbuch, Sp te Auflage, Sc nd Übungsbuc 1998), Verlag	a Szita: che B2: orachniveau chubert Verlag ch der für Deutsch,	Number of copies in the library	otl	her media				
Required literature (available in the library and via other media) Optional literature (at the time of submission of study programme	Erkundungen I Integriertes Ku B2, (2016), 2., Leipzig Dreyer, Schmit deutschen Gra Ismaning Helbig/Buscha München Helbig, Buscha	Susanne Deutsch a rs- und Ai veränder tt, Lehr- u mmatik (1 , Übungsç	Title Raven, Szilvia Ils Fremdsprad rbeitsbuch, Sp te Auflage, Sc nd Übungsbuch 1998), Verlag	a Szita: che B2: brachniveau chubert Verlag ch der für Deutsch, utsch, (2000),	Number of copies in the library	KG, I	her media Berlin und				
Required literature (available in the library and via other media) Optional literature (at the time of submission of study	Erkundungen I Integriertes Ku B2, (2016), 2., Leipzig Dreyer, Schmit deutschen Gra Ismaning Helbig/Buscha München Helbig, Buscha (1996), Langer	Susanne Deutsch a rs- und Ai verändert tt, Lehr- ui mmatik (1 , Übungso a, Deutsch nscheidt, V	Title Raven, Szilvia ils Fremdsprac rbeitsbuch, Sp te Auflage, Sc nd Übungsbuc 1998), Verlag grammatik De ne Grammatik Verlag Enzykle	a Szita: che B2: crachniveau chubert Verlag ch der für Deutsch, utsch, (2000), , Ein Handbucl opädie Leipzig	Number of copies in the library Langenscheidt	KG, Inderuen;	Berlin und				
Required literature (available in the library and via other media) Optional literature (at the time of submission of study programme proposal)	Erkundungen I Integriertes Ku B2, (2016), 2., Leipzig Dreyer, Schmit deutschen Gra Ismaning Helbig/Buscha München Helbig, Buscha (1996), Langer Hansen-Kokor Nakladni zavo	Susanne Deutsch a rs- und Ai veränderf tt, Lehr- u mmatik (1 , Übungsc a, Deutsch nscheidt, v uš, Renat	Title Raven, Szilvia Ils Fremdsprau rbeitsbuch, Sp te Auflage, Sc nd Übungsbuch 1998), Verlag grammatik De ne Grammatik Verlag Enzykle e et al., Njema , Zagreb	a Szita: che B2: brachniveau chubert Verlag ch der für Deutsch, utsch, (2000), , Ein Handbuck opädie Leipzig ačko-hrvatski u	Number of copies in the library Langenscheidt für den Auslär, Berlin, Münche	KG, Inderuen;	Berlin und unterricht				
Required literature (available in the library and via other media) Optional literature (at the time of submission of study programme	Erkundungen I Integriertes Ku B2, (2016), 2., Leipzig Dreyer, Schmit deutschen Gra Ismaning Helbig/Buscha München Helbig, Buscha (1996), Langer Hansen-Kokor Nakladni zavo	Susanne Deutsch a rs- und Ai verändert tt, Lehr- ui mmatik (1 , Übungse a, Deutsch nscheidt, V uš, Renat od Globus, of results	Title Raven, Szilvia Ils Fremdsprau rbeitsbuch, Sp te Auflage, Sc nd Übungsbuch 1998), Verlag grammatik De ne Grammatik Verlag Enzykle e et al., Njema , Zagreb	a Szita: che B2: crachniveau chubert Verlag ch der für Deutsch, utsch, (2000), , Ein Handbucl opädie Leipzig ačko-hrvatski u	Number of copies in the library Langenscheidt für den Auslär, Berlin, München	KG, Inderuen;	Berlin und unterricht				
Required literature (available in the library and via other media) Optional literature (at the time of submission of study programme proposal) Quality assurance	Erkundungen I Integriertes Ku B2, (2016), 2., Leipzig Dreyer, Schmit deutschen Gra Ismaning Helbig/Buscha München Helbig, Buscha (1996), Langer Hansen-Kokor Nakladni zavo	Susanne Deutsch a rs- und Ai verändert tt, Lehr- ui mmatik (1 , Übungso a, Deutsch nscheidt, \uselige us, Renat d Globus, of results from stud	Raven, Szilvia Ils Fremdspract rbeitsbuch, Spate Auflage, Scand Übungsbuch 1998), Verlag Grammatik Dene Grammatik Verlag Enzykle e et al., Njema, Zagreb in accordance ents via surve	a Szita: che B2: crachniveau chubert Verlag ch der für Deutsch, utsch, (2000), , Ein Handbucl opädie Leipzig ačko-hrvatski u	Number of copies in the library Langenscheidt für den Auslär, Berlin, München	KG, Inderuen;	Berlin und unterricht				

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 COU	HE COURSE INTRODUCTION TO LITERARY INTERPRETATION								
Code	GER10	9	Year of s	tudy	1.				
Course teacher		a Erstić, PhD iate Professor)	Credits (E	ECTS)	3				
			Type of in	nstruction	L	S	Е	F	
Associate teachers			(number		15	15			
Status of the course	elective)	Percenta application	ge of on of e-learning					
	<u> </u>	COURSE	DESCRI		•				
Course objectives	•	The aim of the cour to familiarize the count and interpretation of	ncepts an	d methods nece	ssary fo				
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)	 -use the knowledge of literary theory in the analysis and interpretation of literary works - to analyze the different aspects of literary texts (lyrical, narrative and dramatic) - critically evaluate all the dimensions of a literary work - 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 - use the scientific apparatus properly in writing seminar papers - to judge the plagiarism problem - to serve different types of literary and scientific literature - compare and re-examine classical and new media in literary production and 							ic)	
Course content broken down in detail by weekly class schedule (syllabus)	interpredefinition analysis. Tech scientiff + 1 S) scientiff	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	□ exei	ures inars and workshops cises ine in entirety	3	☐ independent☐ multimedia☐ laboratory☐ work with me	_	nents			

	☐ partial e-learning			☐ (other)		
	☐ field work					
_	Regular class a	attendanc	e, active partic	cipation in lect	ures (discussio	n, text analysis),
Student	_		•	•	ams/written exa	• •
responsibilities	exam.					
	Class					
Screening student	attendance	1	Research		Practical traini	ng
work (name the	Experimental					
proportion of ECTS	work		Report		(Other)	
credits for each activity so that the	Work		Seminar			
total number of	Essay		essay		(Other)	
ECTS credits is					(0.1)	
equal to the ECTS	Tests		Oral exam	1	(Other)	
value of the course)	Written exam	1	Project		(Other)	
	Students are of	oligated to	attend class	regularly and	they are constar	ntly being
Grading and	assessed on th	eir knowle	edge through d	liscussions on	planned topics	at the seminars.
evaluating student	The final grade	is based	on the following	ng elements: a	active participati	ion in seminars
work in class and at	(30%); two con	tinous as	sessment writt	ten exams/ or	a written exam	(40%); an oral
the final exam	exam (30%).					
					Number of	Availability via
		-	!!	Availability via		
			Title		copies in	other media
			litle		the library	other media
	Allkemper, Alo/				-	other media
Required literature	Allkemper, Alo/ Literaturwissen	Norbert C). Eke:	aderborn	-	other media
Required literature (available in the	-	Norbert C). Eke:	aderborn	-	other media
(available in the library and via other	Literaturwissen	Norbert C schaft. W	D. Eke: lilhelm Fink, P		-	other media
(available in the	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch	Norbert C schaft. W g/Ralph K ne Literati	D. Eke: lilhelm Fink, Pa Köhnen: Einfüh	nrung in die	the library	other media
(available in the library and via other	Literaturwissen 2016. Benedikt Jeßin	Norbert C schaft. W g/Ralph K ne Literati	D. Eke: lilhelm Fink, Pa Köhnen: Einfüh	nrung in die	the library	other media
(available in the library and via other	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger	Norbert C schaft. W g/Ralph K ne Literatu art 2012. n: Einführ	D. Eke: lilhelm Fink, Pa Köhnen: Einfüh urwissenschaf ung in die	nrung in die ft. Verlag J. B.	the library	other media
(available in the library and via other	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga	Norbert C schaft. W g/Ralph K ne Literatu art 2012. n: Einführ	D. Eke: lilhelm Fink, Pa Köhnen: Einfüh urwissenschaf ung in die	nrung in die ft. Verlag J. B.	the library	other media
(available in the library and via other	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger	Norbert C schaft. W g/Ralph K ne Literatu art 2012. n: Einführ	D. Eke: lilhelm Fink, Pa Köhnen: Einfüh urwissenschaf ung in die	nrung in die ft. Verlag J. B.	the library	other media
(available in the library and via other	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger Literaturinterpre 2005. Lacko Vidulić, S	Norbert C schaft. W g/Ralph K ne Literatu art 2012. n: Einführ etation. Sa	D. Eke: Cöhnen: Einfüh urwissenschaf ung in die ammlung Metz	nrung in die ft. Verlag J. B. zler, Stuttgart eren. Einführu	the library	
(available in the library and via other media)	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger Literaturinterpre 2005.	Norbert C schaft. W g/Ralph K ne Literatu art 2012. n: Einführ etation. Sa	D. Eke: Cöhnen: Einfüh urwissenschaf ung in die ammlung Metz	nrung in die ft. Verlag J. B. zler, Stuttgart eren. Einführu	the library	
(available in the library and via other media) Optional literature	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger Literaturinterpre 2005. Lacko Vidulić, S Literaturwissen	Norbert C schaft. W g/Ralph K he Literati art 2012. h: Einführ etation. Sa Svjetlan: Le schaft. Le	D. Eke: Connent Einfüh Conne	nrung in die ft. Verlag J. B. zler, Stuttgart eren. Einführu tional d.o.o. Za	the library ng in die germa agreb 2016.	nistische
(available in the library and via other media) Optional literature (at the time of	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger Literaturinterpre 2005. Lacko Vidulić, Stutteraturwissen Brackert, Helm	// Norbert C schaft. W g/Ralph K ne Literatu art 2012. n: Einführe etation. Sa Svjetlan: L schaft. Le	D. Eke: Cöhnen: Einfüh urwissenschaf ung in die ammlung Metz iteratur studie eykam internat	rrung in die ft. Verlag J. B. zler, Stuttgart eren. Einführu tional d.o.o. Za g.), Literaturwi	ng in die germa agreb 2016.	nistische
(available in the library and via other media) Optional literature (at the time of submission of study	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger Literaturinterpre 2005. Lacko Vidulić, S Literaturwissen	// Norbert C schaft. W g/Ralph K ne Literatu art 2012. n: Einführe etation. Sa Svjetlan: L schaft. Le	D. Eke: Cöhnen: Einfüh urwissenschaf ung in die ammlung Metz iteratur studie eykam internat	rrung in die ft. Verlag J. B. zler, Stuttgart eren. Einführu tional d.o.o. Za g.), Literaturwi	ng in die germa agreb 2016.	nistische
(available in the library and via other media) Optional literature (at the time of	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger Literaturinterpre 2005. Lacko Vidulić, S Literaturwissen Brackert, Helm Rowohlt Tasch	Norbert C schaft. W g/Ralph K ne Literati art 2012. n: Einführ etation. Sa Svjetlan: Le schaft. Le ut/ Jörn S enbuch V	D. Eke: Tilhelm Fink, Pa Töhnen: Einführ Töhnen: Einführ Tiller Binder Tille	nrung in die it. Verlag J. B. zler, Stuttgart eren. Einführu tional d.o.o. Za g.), Literaturwi k bei Hamburg	ng in die germa agreb 2016. ssenschaft. Ein g 2004.	nistische Grundkurs.
(available in the library and via other media) Optional literature (at the time of submission of study programme	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger Literaturinterpre 2005. Lacko Vidulić, S Literaturwissen Brackert, Helm Rowohlt Tasch Schönau, Walter	// Norbert C schaft. W g/Ralph K ne Literatu art 2012. n: Einführ etation. Sa Svjetlan: L schaft. Le ut/ Jörn S enbuch V	D. Eke: Tilhelm Fink, Paragram Töhnen: Einführurwissenschaf Tung in die Tammlung Metz Titeratur studie Teykam internat Ttückrath (Hrsg Terlag, Reinbel	nrung in die ft. Verlag J. B. zler, Stuttgart eren. Einführuitional d.o.o. Zag.), Literaturwisk bei Hamburg führung in die	ng in die germa agreb 2016. ssenschaft. Ein g 2004.	nistische Grundkurs.
(available in the library and via other media) Optional literature (at the time of submission of study programme proposal)	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger Literaturinterpre 2005. Lacko Vidulić, Stuteraturwissen Brackert, Helm Rowohlt Tasch Schönau, Walte Literaturwissen	Norbert C schaft. W g/Ralph K ne Literatu art 2012. n: Einführ etation. Sa Svjetlan: Le schaft. Le ut/ Jörn S enbuch V er/Joachir schaft. Sa	D. Eke: Cöhnen: Einfüh Cöhnen: Einfüh urwissenschaf ung in die ammlung Metz eiteratur studie eykam internat stückrath (Hrsg erlag, Reinbel m Pfeiffer: Einf ammlung Metz	rrung in die ft. Verlag J. B. zler, Stuttgart eren. Einführunt dional d.o.o. Zag.), Literaturwisk bei Hamburg führung in die zler, Stuttgart z	ng in die germa agreb 2016. ssenschaft. Ein g 2004. psychoanalytise 2003.	nistische Grundkurs.
(available in the library and via other media) Optional literature (at the time of submission of study programme proposal) Quality assurance	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger Literaturinterpre 2005. Lacko Vidulić, S Literaturwissen Brackert, Helm Rowohlt Tasch Schönau, Walte Literaturwissen • Evaluation	g/Ralph Kene Literation Schaft. Least Jörn Schaft. Least Jörn Schaft. Least Jörn Schaft. Schaf	D. Eke: Tilhelm Fink, Paragram Töhnen: Einführ Töhnen:	nrung in die it. Verlag J. B. zler, Stuttgart eren. Einführuntional d.o.o. Zag.), Literaturwisk bei Hamburg führung in die zler, Stuttgart ze with the abor	ng in die germa agreb 2016. ssenschaft. Ein g 2004.	nistische Grundkurs.
(available in the library and via other media) Optional literature (at the time of submission of study programme proposal) Quality assurance methods that	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger Literaturinterpre 2005. Lacko Vidulić, S Literaturwissen Brackert, Helm Rowohlt Tasch Schönau, Walte Literaturwissen • Evaluation • Feedback f	// Norbert C schaft. W g/Ralph K ne Literatu art 2012. n: Einführe etation. Si Svjetlan: Le schaft. Le ut/ Jörn S enbuch V er/Joachir schaft. Sa of results	D. Eke: Cilhelm Fink, Paragram Cöhnen: Einführurwissenschaf ung in die ammlung Metz Eiteratur studie eykam internat etückrath (Hrsg erlag, Reinbel em Pfeiffer: Einf ammlung Metz in accordance ents via survey	nrung in die it. Verlag J. B. zler, Stuttgart eren. Einführuntional d.o.o. Zag.), Literaturwisk bei Hamburg führung in die zler, Stuttgart ze with the abor	ng in die germa agreb 2016. ssenschaft. Ein g 2004. psychoanalytise 2003.	nistische Grundkurs.
(available in the library and via other media) Optional literature (at the time of submission of study programme proposal) Quality assurance	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger Literaturinterpre 2005. Lacko Vidulić, S Literaturwissen Brackert, Helm Rowohlt Tasch Schönau, Walte Literaturwissen • Evaluation • Feedback f • Self-evalua	Norbert C schaft. W g/Ralph K ne Literatu art 2012. n: Einführ etation. Sa Svjetlan: I schaft. Le ut/ Jörn S enbuch V er/Joachir schaft. Sa of results from stude	D. Eke: Cöhnen: Einfühurwissenschafung in die ammlung Metz Literatur studie eykam internat stückrath (Hrsg erlag, Reinbel m Pfeiffer: Einfammlung Metz in accordance ents via survey	rrung in die ft. Verlag J. B. zler, Stuttgart eren. Einführunt tional d.o.o. Zag.), Literaturwisk bei Hamburg führung in die zler, Stuttgart ze with the aborys.	ng in die germa agreb 2016. ssenschaft. Ein g 2004. psychoanalytise 2003.	nistische Grundkurs.
(available in the library and via other media) Optional literature (at the time of submission of study programme proposal) Quality assurance methods that ensure the acquisition of exit competences	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger Literaturinterpre 2005. Lacko Vidulić, S Literaturwissen Brackert, Helm Rowohlt Tasch Schönau, Walte Literaturwissen Evaluation Feedback f Self-evalua Institutiona	Norbert C schaft. W g/Ralph K ne Literatu art 2012. n: Einführ etation. Sa Svjetlan: I schaft. Le ut/ Jörn S enbuch V er/Joachir schaft. Sa of results from stude	D. Eke: Cilhelm Fink, Paragram Cöhnen: Einführurwissenschaf ung in die ammlung Metz Eiteratur studie eykam internat etückrath (Hrsg erlag, Reinbel em Pfeiffer: Einf ammlung Metz in accordance ents via survey	rrung in die ft. Verlag J. B. zler, Stuttgart eren. Einführunt tional d.o.o. Zag.), Literaturwisk bei Hamburg führung in die zler, Stuttgart ze with the aborys.	ng in die germa agreb 2016. ssenschaft. Ein g 2004. psychoanalytise 2003.	nistische Grundkurs.
Optional literature (at the time of submission of study programme proposal) Quality assurance methods that ensure the acquisition of exit competences Other (as the	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger Literaturinterpre 2005. Lacko Vidulić, S Literaturwissen Brackert, Helm Rowohlt Tasch Schönau, Walte Literaturwissen • Evaluation • Feedback f • Self-evalua	Norbert C schaft. W g/Ralph K ne Literatu art 2012. n: Einführ etation. Sa Svjetlan: I schaft. Le ut/ Jörn S enbuch V er/Joachir schaft. Sa of results from stude	D. Eke: Cöhnen: Einfühurwissenschafung in die ammlung Metz Literatur studie eykam internat stückrath (Hrsg erlag, Reinbel m Pfeiffer: Einfammlung Metz in accordance ents via survey	rrung in die ft. Verlag J. B. zler, Stuttgart eren. Einführunt tional d.o.o. Zag.), Literaturwisk bei Hamburg führung in die zler, Stuttgart ze with the aborys.	ng in die germa agreb 2016. ssenschaft. Ein g 2004. psychoanalytise 2003.	nistische Grundkurs.
(available in the library and via other media) Optional literature (at the time of submission of study programme proposal) Quality assurance methods that ensure the acquisition of exit competences	Literaturwissen 2016. Benedikt Jeßin Neuere deutsch Metzler, Stuttga Schutte, Jürger Literaturinterpre 2005. Lacko Vidulić, S Literaturwissen Brackert, Helm Rowohlt Tasch Schönau, Walte Literaturwissen Evaluation Feedback f Self-evalua Institutiona	Norbert C schaft. W g/Ralph K ne Literatu art 2012. n: Einführ etation. Sa Svjetlan: I schaft. Le ut/ Jörn S enbuch V er/Joachir schaft. Sa of results from stude	D. Eke: Cöhnen: Einfühurwissenschafung in die ammlung Metz Literatur studie eykam internat stückrath (Hrsg erlag, Reinbel m Pfeiffer: Einfammlung Metz in accordance ents via survey	rrung in die ft. Verlag J. B. zler, Stuttgart eren. Einführunt tional d.o.o. Zag.), Literaturwisk bei Hamburg führung in die zler, Stuttgart ze with the aborys.	ng in die germa agreb 2016. ssenschaft. Ein g 2004. psychoanalytise 2003.	nistische Grundkurs.

NAME OF THE COL	JRSE	SE THE CULTURE AND CIVILIZATION OF THE GERMAN-SPEAKING COUNTRIES							
Code	GER11	10	Year of st	udy	1.				
Course teacher		na Erstić, PhD siate Professor)	Credits (E	•	3				
A			Type of in	struction	L	S	Е	F	
Associate teachers			(number o	of hours)	15 15				
Status of the course	elective			n of e-learning					
COURSE DESCRIPTION									
Course objectives	Switzerland).								
Course enrolment requirements and entry competences required for the course		nrolment into the first year of the undergraduate programme of German Language nd Literature.							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- to exp speakin - comp countrie - to eva Germa - to cor econor	to explain the history of German-speaking countries in the European context to explain the socio-historical and cultural links between Croatia and the German-speaking countries compare the most important geographic characteristics of the German-speaking countries to evaluate the contribution of the most significant persons in the history of the German-speaking countries to compare the contemporary territorial and political organization, education and economy of Germany, Austria and Switzerland discuss topics from the field of study							
Course content broken down in detail by weekly class schedule (syllabus)	(1L + 1 Germa signific historic of the 0 (demog 9. The most si musicia	- discuss topics from the field of study 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							
Format of instruction	□ exer	ninars and workshop rcises <i>line</i> in entirety ial e-learning		☐ independen ☐ multimedia ☐ laboratory ☐ work with m ☐ (other)	entor		tevt ana	ulveie)	
Student responsibilities		ation for two contino	-	-				-	

Screening student	Class attendance	1	Research		Practical traini	ng			
work (name the proportion of ECTS credits for each	Experimental work		Report		(Other)				
activity so that the total number of	Essay		Seminar essay		(Other)				
ECTS credits is equal to the ECTS	Tests		Oral exam	1	(Other)				
value of the course)	Written exam	1	Project		(Other)				
Grading and evaluating student work in class and at the final exam	assessed on th The final grade	tudents are obligated to attend class regularly and they are constantly being ssessed on their knowledge through discussions on planned topics at the semina he final grade is based on the following elements: active participation in seminar 30%); two continous assessment written exams/ or a written exam (40%); an ora xam (30%).							
		•	Γitle		Number of copies in the library	Availability via other media			
Required literature	Luscher, Renat der Wende bis 2016.								
(available in the library and via other media)	Naumann, Gün bis heute. Mari								
,	Pötzsch, Horst Geschichte vor Entwicklung de vereinte Deutsc München 2015	1945 bis r beiden o chland. La							
Optional literature (at the time of submission of study programme proposal)	Specht, Franz / Heuer, Wiebke: Zwischendurch malLandeskunde. Hueber Verlag, Ismaning 2012. Vogt, Martin: Deutsche Geschichte: Von den Anfängen bis zur Gegenwart. J. E Metzler, Stuttgart 1997. Naumann, Günter: Deutsche Geschichte: Das Alte Reich 962-1806. Marix Ver Wiesbaden 2007.								
Quality assurance methods that ensure the acquisition of exit competences Other (as the proposer wishes to add)	Feedback fSelf-evalua	rom stude tion of tea	ents via survey	S.	ve learning outo	comes.			

NAME OF THE COURSE		GERMAN LITERA	LITERATURE OF THE 18TH CENTURY						
Code	GER20		Year of st	tudy	2.				
Course teacher		na Erstić, PhD iate Professor)	Credits (E	ECTS)	4				
Associate teachers			Type of ir	nstruction of hours)	L 15	S 15	Е	F	
	manda	tory	Percenta	<u> </u>	15	เบ			
Status of the course	manaa		application	on of e-learning					
			E DESCRII						
Course objectives	•	 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. 							
Course enrolment requirements and entry competences required for the course		works of that period. 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)	- explaidevelop - analy: - discust century - to dist Europe - prepa	to distinguish and interpret the literary phenomena of the 18th century in the turopean cultural and socio-political context							
Course content broken down in detail by weekly class schedule (syllabus)	phenor and his paradig meanin 2. Liter bourge L + 1 S Sturm (Classic	The course provides a chronological overview of the most important literary of the nomena of the 18th century, authors and their works. Literary, cultural, social and historical phenomena, essential to understand the period, with an emphasis on the aradigmatic authors and their poetics, will be analyzed: 1. Enlightenment: neaning, concept and cultural assumptions in European cultural history (1 L + 1 S). Literature of the Enlightenment: a review (1 L + 1 S) 3. G.E. Lessing and the courgeois 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) 1. F. Schiller and Classicism (1 L + 2 S) 12. Goethe's Faust (2 L + 1 S) S) 14.							
Format of instruction	□ exer □ on li □ parti □ field	ninars and workshops rcises <i>ine</i> in entirety ial e-learning I work		☐ independent☐ multimedia☐ laboratory☐ work with me☐ (other)☐	entor				
Student responsibilities	prepara	ar class attendance, a ation and presentatio sment written exams/	on of a sem	ninar paper, prep	paration				

	T = .	1	,	1					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical traini	ng			
	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	assessed on the The final grade a seminar paper	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 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)	Willems, Gottfri Literatur. Band Weimar, Wien	2. Aufklä 2013.							
	Willems, Gottfri Literatur. Band Weimar, Wien	3. Goeth							
	Gigl, Claus: De Freising 2014.	utsche Li							
	A selection from primary literature (students choose literary works according to the given instructions)								
Optional literature (at the time of submission of study	Jürgensen, Christoph/ Irsigler, Ingo: Sturm und Drang. Vandenhoeck & Ruprecht, Göttingen 2010.								
programme proposal)	Runge, Manuela/ Borchmeyer, Dieter: Weimarer Klasik: Portrait einer Epoche. Beltz, Athenäum, Weinheim 1998.								
Quality assurance methods that ensure the acquisition of exit competences Other (as the	 Evaluation of results in accordance with the above learning outcomes. Feedback from students via surveys. Self-evaluation of teachers. Institutional and non-institutional evaluations. 								
proposer wishes to add)	No.								

NAME OF THE COURSE	GERMAN SYN	GERMAN SYNTAX						
Code	GER202	Year of study		2				
Course teacher	Mirjana M. Kovač, PhD (Associate Professor)	Credits (I	ECTS)					
A i - t - t l	Sandra Lukšić, PhD	Type of i	Type of instruction (number		S			
Associate teachers		of hours)		15	15			
Status of the course	Mandatory	Percenta of e-learr	ge of application	0				
	COU	RSE DESCRI						
Course objectives	 understanding sentence; application of s the basic langue obtaining the key Croatian and G 	the basic proc yntactic rules age and comr nowledge abor terman with re	ut the similarities an spect to the parts of	ctic analysis of a sentence, of	f the considered as ces between			
Course enrolment requirements and entry competences required for the course	and the interdependence of sentences. 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: - define the fundamental concepts of the German syntax; - explain the linguistic facts at the syntactic level; - analyze complex syntactic forms and understand the relationships between the syntactic units and their components; - define the syntactic standard of the German standard language; - analyze texts of all functional styles; - define the similarities and differences between the Croatian and German syntax.							
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	 ☑ lectures ☐ seminars and works ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work 	irety □ multimedia □ laboratory □ work with mentor						
Student responsibilities	Student's active particip	oation in lectur	es.					

	T = .	1		Г				
Screening student	Class attendance	1	Research		Practical trainin	g		
work (name the proportion of ECTS credits for each	Experimental work		Report		Individual work	1		
activity so that the total number of ECTS credits is equal to the ECTS	Essay		Seminar essay		(Other)			
	Midterm exam		Oral exam	1	(Other)			
value of the course)	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: 50% - 61% - sufficient (2), 62% - 74%- good (3), 75% - 87% - very good (4), 88% - 100% - excellent (5). The midterm exams and final exams are held in accordance with the academic calendar.							
			Title		Number of copies in the library	Availability via other media		
Required literature (available in the library and 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	Wöllstein-Leister			•	, ,			
submission of study programme proposal)	Satzstruktur. Grundlagen der syntaktischen Analyse. Stauffenburg, Tübingen. Engel, U. (2016). Syntax der deutschen Sprache. Erich Schmidt Verlag, Berlin.							
Quality assurance methods that ensure the acquisition of exit competences Other (as the proposer wishes to add)	 Evaluation of results in accordance with the above learning outcomes. Feedback from students via surveys. Self-evaluation of teachers. Institutional and non-institutional evaluations. 							

IRSE	LANGUAGE EXER	RCISES III					
GER20	3	Year of st	udy	2.			
Silvija l	Jgrina	Credits (E	ECTS)	4			
Irina Bo	bban			L	S	E 90	F
manda	tory					•	
l	COURSE						
•	The aim of the course is to develop language skills (reading comprehension, writing, speaking and listening) on level C1.						
	Enrolment into the second year of the undergraduate programme of German						
- to con - apply - apply expre: - read a - impro Germ: - discus (vocal - retell c - expre - hold a	 apply actively the processed grammatical structures in written and oral expression; read and comprehend texts in German at level C1; improve independently the language and use sources of lingusitic knowledge in German for further training and education; discuss fluently about topics taught in class and apply acquired knowledge (vocabulary and grammar rules); retell orally and in writing a text of appropriate complexity in German; express own opinion on topics taught in class by using arguments; hold a structured presentation by choosing one of the topics discussed in class; 						
- interpret graphics and evaluate different opinions. 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 (excersise on expressing opinion and writing) Grammar: Adverbial sentences: temporal, modal and causal sentences, conditional, concessive and consecutive 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. 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)							
	After a - to con - apply - expres - read a - interpi The food necess improve weather environ and wrice consect Express Transla importations to 1. Let's causal compressions of the food and Ad 15. List 17. Promodal we compressions of the food and Ad 15. List 17. Promodal we compressions of the food and Ad 15. List 17. Promodal we compressions of the food and Ad 15. List 17. Promodal we compressions of the food and Ad 15. List 17. Promodal we compressions of the food and Ad 15. List 17. Promodal we compressions of the food and Ad 15. List 17. Promodal we compressions of the food and the	GER203 Silvija Ugrina Irina Boban The aim of the court comprehension, we comprehension, we Enrolment into the second Language and Literature. After attending and completer to communicate orally and apply actively the process expression; read and comprehend texter improve independently the German for further training discuss fluently about topic (vocabulary and grammar retell orally and in writing express own opinion on to hold a structured presentation interpret graphics and evan The focus of work lies in the necessary for free oral and improvement of acquired gweather, Happiness and ot environment including plan and writing) Grammar: Advict conditional, concessive and consecutive sentences, Ko expressing assumptions us Translation exercises from important part of this course topics taught in class. 1. Let's talk about the weat causal sentences (6 E) 3. Comprehension exercises (other feelings (12 E) 7. Advictional comprehension exercises (other feelings comprehension for the feelings (12 E) 7. Advictional comprehension exercises (other feelings comprehension for the feelings (12 E) 7. Advictional comprehension exercises (other feelings (12 E) 7. Advictional comprehension exercises (15. Listening comprehension exercises (1	GER203 Silvija Ugrina Type of in (number of application) COURSE DESCRIF The aim of the course is to de comprehension, writing, special particular application of the Language and Literature. After attending and completing the control to communicate orally and in writing apply actively the processed lexicon; apply actively the processed grammar expression; read and comprehend texts in German improve independently the language German for further training and educed discuss fluently about topics taught in (vocabulary and grammar rules); retell orally and in writing a text of apexpress own opinion on topics taught hold a structured presentation by choic interpret graphics and evaluate differ. The focus of work lies in the enrichmenecessary for free oral and written contimprovement of acquired grammatical weather, Happiness and other feelings environment including planned langual and writing) Grammar: Adverbial senticonsecutive sentences, Konjunktiv II, Expressing assumptions using modal Translation exercises from German to important part of this course. The text topics taught in class. 1. Let's talk about the weather (10 E) active taught in class. 1. Let's talk about the weather (10 E) active feelings (12 E) 7. Adverbial senticonsecutive sentences (6 E) 8. Oral communications comprehension exercises (12 E) 5. Translation exercises (12 E) 7. Expressing comprehension exercises (13 E) 12. Koland Adversative sentences (14 E) 14. Coland Adversative sentences (15 E) 12. Koland Adversative sentences (16 E) 12. Koland Adversative sentences (17 E) 12. Koland Adversative sentences (18 E) 12. Koland Adversative sentences (19 E)	Silvija Ugrina Irina Boban Type of instruction (number of hours) mandatory Percentage of application of e-learning COURSE DESCRIPTION The aim of the course is to develop language comprehension, writing, speaking and listent Language and Literature. After attending and completing the course students we to communicate orally and in writing in German (at least apply actively the processed lexicon; apply actively the processed lexicon; apply actively the processed grammatical structures expression; read and comprehend texts in German at level C1; improve independently the language and use source German for further training and education; discuss fluently about topics taught in class and app (vocabulary and grammar rules); retell orally and in writing a text of appropriate compexpress own opinion on topics taught in class by usine hold a structured presentation by choosing one of the interpret graphics and evaluate different opinions. The focus of work lies in the enrichment of knowledge necessary for free oral and written communication an improvement of acquired grammatical knowledge. Coverther, Happiness and other feelings, Success and environment including planned language activities (exand writing) Grammar: Adverbial sentences: temporal conditional, concessive and consecutive sentences, consecutive sentences, Konjunktiv II, Final and Adver Expressing assumptions using modal verbs. Translation exercises from German to Croatian and vimportant part of this course. The texts that are translatopics taught in class. 1. Let's talk about the weather (10 E) 2. Adverbial sentences: comprehension exercises (2 E) 5. Translation exercises other feelings (12 E) 7. Adverbial sentences: condition consecutive sentences (6 E) 8. Oral communication exercises other feelings (12 E) 7. Adverbial sentences: (2 E) 10. Trans 11. Success and Defeat (10 E) 12. Konjunktiv II (2 E) and Adversative sentences (4 E) 14. Oral communication exercises comprehension exercises (2 E) 10. Trans 11. Success and environment (10 E) 18. Revision:	GER203 Year of study 2. Silvija Ugrina Type of instruction (number of hours) mandatory Percentage of application of e-learning COURSE DESCRIPTION • The aim of the course is to develop language skills (recomprehension, writing, speaking and listening) on learning and Literature. After attending and completing the course students will be about the communicate orally and in writing in German (at least) at leapply actively the processed lexicon; apply actively the processed lexicon; read and comprehend texts in German at level C1; improve independently the language and use sources of ling German for further training and education; discuss fluently about topics taught in class and apply acquir (vocabulary and grammar rules); retell orally and in writing a text of appropriate complexity in express own opinion on topics taught in class by using argure hold a structured presentation by choosing one of the topics interpret graphics and evaluate different opinions. The focus of work lies in the enrichment of knowledge (lexical necessary for free oral and written communication and the revimprovement of acquired grammatical knowledge. Content: Leventher, Happiness and other feelings, Success and Defeat, environment including planned language activities (excersise and writing) Grammar: Adverbial sentences: temporal, modal conditional, concessive and consecutive sentences, condition consecutive sentences, Konjunktiv II, Final and Adversative set Expressing assumptions using modal verbs. Translation exercises (2 E) 3. Oral communication exercises (2 E) comprehension exercises (2 E) 5. Translation exercises (2 E) 7. Adverbial sentences: conditional, concessive and Defeat (10 E) 12. Konjunktiv II (2 E) 130. Advand Adversative sentences (6 E) 8. Oral communication exercises (2 E) 7. Progress and environment (10 E) 18. Revision: Expression comprehension exercises (2 E) 5. Translation exercises (2 E) 7. Translation exercises (2 E) 7. Adverbial sentences: conditional, conconsecutive sentences (6 E) 9. Oral communication exer	Silvija Ugrina	Silvija Ugrina Credits (ECTS) 4

	'			□ multimedia					
	⊠exercises			□ laboratory					
Format of instruction	☐ on line in entirety			☐ work with mentor					
Instruction	☐ partial e-lea								
	☐ field work								
0	Regular class a	attendanc	e, active parti	cipation in clas	s, writing home	wor	k and		
Student responsibilities	preparation for classes, two assessment tests and oral exam.								
responsibilities									
Screening student work (name the	Class attendance	1	Research		Practical traini	Practical training			
proportion of ECTS credits for each	Experimental work		Report		(Other)				
activity so that the total number of	Essay		Seminar essay		(Other)				
ECTS credits is equal to the ECTS	Tests	2	Oral exam	1	(Other)				
value of the course)	Written exam		Project		(Other)				
Grading and					ing the term: ac				
evaluating student	in class; writing		•	•		ults	of the two		
work in class and at the final exam	assessment tes	sts and or	al exam at the	e end of the tei	rm.				
and man onam					Number of				
	Title				copies in the library		ailability via ther media		
	Anne Buscha, Susanne Raven, Szilvia Szita:								
Required literature	Erkundungen, Deutsch als Fremdsprache C1:								
(available in the	Integriertes Kurs- und Arbeitsbuch, Sprachniveau								
library and via other	C1, (2016), 2., veränderte Auflage, Schubert Verlag								
	` ′	veranden	te Auflage, Sc	chubert Verlag					
library and via other media)	Leipzig								
	Leipzig Helbig / Buscha	a, Übungs	sgrammatik D	eutsch, (2000)	,				
	Leipzig Helbig / Buscha Langenscheidt	a, Übungs KG, Berli	sgrammatik D n und Münch	eutsch, (2000) en	,				
	Leipzig Helbig / Buscha	a, Übungs KG, Berli a, Deutscl	sgrammatik D n und Münch he Grammatik	eutsch, (2000) en k, (2014),	,				
media)	Leipzig Helbig / Buscha Langenscheidt Helbig / Buscha	a, Übungs KG, Berli a, Deutscl KG Berlir	egrammatik D n und Münch he Grammatik n und Münche	eutsch, (2000) en <, (2014), en		ng fü	r Deutsch;		
media) Optional literature (at the time of	Leipzig Helbig / Buscha Langenscheidt Helbig / Buscha Langenscheidt	a, Übungs KG, Berli a, Deutscl KG Berlir Übungsgr	egrammatik D n und Münche he Grammatik n und Münche ammatik für F	eutsch, (2000) en k, (2014), en Fortgeschritten	e, (2001), Verla	ıg fü	r Deutsch;		
Optional literature (at the time of submission of study programme	Leipzig Helbig / Buscha Langenscheidt Helbig / Buscha Langenscheidt Hall/Scheiner, Duden, Deutsc	a, Übungs KG, Berli a, Deutscl KG Berlir Übungsgr hes Unive	egrammatik D n und Münch he Grammatik n und Münche rammatik für F ersal Wörterbi	eutsch, (2000) en k, (2014), en Fortgeschritten uch A-Z, (1996	e, (2001), Verla), Mannheim;				
Optional literature (at the time of submission of study	Leipzig Helbig / Buscha Langenscheidt Helbig / Buscha Langenscheidt Hall/Scheiner, Duden, Deutscheiner, Hansen-Kokoru	a, Übungs KG, Berli a, Deutscl KG Berlir Übungsgr hes Unive	egrammatik D n und Münche he Grammatik n und Münche ammatik für F ersal Wörterbe e et al., Njema	eutsch, (2000) en k, (2014), en Fortgeschritten uch A-Z, (1996	e, (2001), Verla), Mannheim;				
Optional literature (at the time of submission of study programme	Leipzig Helbig / Buscha Langenscheidt Helbig / Buscha Langenscheidt Hall/Scheiner, Duden, Deutsc Hansen-Kokort Nakladni zavo	a, Übungs KG, Berlir A, Deutscl KG Berlir Übungsgr hes Unive uš, Renate d Globus,	egrammatik D n und Münche he Grammatik n und Münche ammatik für F ersal Wörterbe e et al., Njema Zagreb	eutsch, (2000) en k, (2014), en Fortgeschrittend uch A-Z, (1996 ačko-hrvatski u	e, (2001), Verla), Mannheim;	nik (2	2005),		
Optional literature (at the time of submission of study programme proposal) Quality assurance	Leipzig Helbig / Buscha Langenscheidt Helbig / Buscha Langenscheidt Hall/Scheiner, Duden, Deutsc Hansen-Kokoro Nakladni zavo	a, Übungs KG, Berli a, Deutscl KG Berlir Übungsgr hes Unive uš, Renate d Globus, of results	egrammatik D n und Münche he Grammatik n und Münche ammatik für F ersal Wörterbe e et al., Njema Zagreb	eutsch, (2000) en k, (2014), en Fortgeschritten uch A-Z, (1996 ačko-hrvatski u	e, (2001), Verla), Mannheim; univerzalni rječn	nik (2	2005),		
Optional literature (at the time of submission of study programme proposal) Quality assurance methods that	Leipzig Helbig / Buscha Langenscheidt Helbig / Buscha Langenscheidt Hall/Scheiner, Duden, Deutsc Hansen-Kokoro Nakladni zavo	a, Übungs KG, Berlir a, Deutscl KG Berlir Übungsgr hes Unive uš, Renate d Globus, of results	egrammatik D n und Münche he Grammatik n und Münche ammatik für F ersal Wörterbe e et al., Njeme Zagreb in accordance	eutsch, (2000) en k, (2014), en Fortgeschritten uch A-Z, (1996 ačko-hrvatski u	e, (2001), Verla), Mannheim; univerzalni rječn	nik (2	2005),		
Optional literature (at the time of submission of study programme proposal) Quality assurance	Leipzig Helbig / Buscha Langenscheidt Helbig / Buscha Langenscheidt Hall/Scheiner, Duden, Deutsc Hansen-Kokort Nakladni zavo • Evaluation • Feedback t • Self-evaluat	a, Übungs KG, Berlir A, Deutscl KG Berlir Übungsgr hes Unive uš, Renate d Globus, of results from stude	egrammatik D n und Münche he Grammatik n und Münche ammatik für F ersal Wörterbe e et al., Njeme Zagreb in accordance	eutsch, (2000) en k, (2014), en Fortgeschritten uch A-Z, (1996 ačko-hrvatski uch e with the aboveys	e, (2001), Verla), Mannheim; univerzalni rječn	nik (2	2005),		
Optional literature (at the time of submission of study programme proposal) Quality assurance methods that ensure the	Leipzig Helbig / Buscha Langenscheidt Helbig / Buscha Langenscheidt Hall/Scheiner, Duden, Deutsc Hansen-Kokort Nakladni zavo • Evaluation • Feedback t • Self-evaluat	a, Übungs KG, Berlir A, Deutscl KG Berlir Übungsgr hes Unive uš, Renate d Globus, of results from stude	egrammatik D n und Münche he Grammatik n und Münche ammatik für F ersal Wörterbe e et al., Njema Zagreb in accordance ents via surve	eutsch, (2000) en k, (2014), en Fortgeschritten uch A-Z, (1996 ačko-hrvatski uch e with the aboveys	e, (2001), Verla), Mannheim; univerzalni rječn	nik (2	2005),		
Optional literature (at the time of submission of study programme proposal) Quality assurance methods that ensure the acquisition of exit competences	Leipzig Helbig / Buscha Langenscheidt Helbig / Buscha Langenscheidt Hall/Scheiner, Duden, Deutsc Hansen-Kokort Nakladni zavo Evaluation Feedback f Self-evalua Institutiona	a, Übungs KG, Berlir a, Deutscl KG Berlir Übungsgr hes Unive uš, Renate d Globus, of results from stude ation of tea	egrammatik D n und Münche he Grammatik n und Münche ammatik für F ersal Wörterbe e et al., Njeme Zagreb in accordance ents via surve achers -institutional e	eutsch, (2000) en k, (2014), en Fortgeschritten uch A-Z, (1996 ačko-hrvatski uch e with the aboveys	e, (2001), Verla), Mannheim; univerzalni rječn ve learning outo	nik (2 come	2005), es		
Optional literature (at the time of submission of study programme proposal) Quality assurance methods that ensure the acquisition of exit	Leipzig Helbig / Buscha Langenscheidt Helbig / Buscha Langenscheidt Hall/Scheiner, Duden, Deutsc Hansen-Kokort Nakladni zavo • Evaluation • Feedback t • Self-evaluat	a, Übungs KG, Berlir a, Deutscl KG Berlir Übungsgr hes Unive uš, Renate d Globus, of results from stude ation of tea I and non-	egrammatik D n und Münche he Grammatik n und Münche rammatik für F ersal Wörterbe e et al., Njeme Zagreb in accordance ents via surve achers -institutional e	eutsch, (2000) en k, (2014), en Fortgeschrittene uch A-Z, (1996 ačko-hrvatski u e with the abov eys evaluations	e, (2001), Verla), Mannheim; univerzalni rječn ve learning outo	nik (2 come	2005), es		

NAME OF THE COU	JRSE GERMAN PHRAS	SEOLOGY				
Code	GER204	Year of study	2			
Course teacher	Mirjana M. Kovač, PhD (Associate Professor)	Credits (ECTS)	3			
	Sandra Lukšić, PhD	Type of instruction (number	L	S		
Associate teachers		of hours)	15	15		
Status of the course	Elective	Percentage of application of e-learning	0			
	COURS	E DESCRIPTION				
Course objectives	German; recognizing the ch units; understanding the German phraseolo	erstanding the basic types of planaracteristic elements of differe similarities and differences be bogy for comparative research; ological vocabulary using phra	nt types of phra	aseological n and		
Course enrolment requirements and entry competences required for the course	Enrolment into the second Language and Literature.	year of the undergraduate pro	gramme of Ge	rman		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 define the phraseological linguistic system; analyze the German phra syntactic, etc; choose the appropriate w Croatian and vice versa; 	- analyze the German phrasemes from different aspects: structural, semantic, syntactic, etc; - choose the appropriate ways of translating phraseological units from German into				
Course content broken down in detail by weekly class schedule (syllabus)	(2L+2S) 2. Structural, syntanalysis (1L+1S) 3. Idioma (1L+1S) 4. Structure and conference of phraseological units (1L foreign origin in German (1 antonymy (1L+1S) 9. Stylis 10. Lexicographic research phraseological units (1L+1 German phraseological units (1L+1 German phraseological units (1L+1 derman phraseolog	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	 ☑ lectures ☑ seminars and workshop ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work 	independent as □ multimedia □ laboratory □ work with mento □ (other)	•			
Student responsibilities	Student's active participation	on in lectures and writing a ser	minar paper.			

Screening student	Class attendance	Research		Practical training	ng			
work (name the proportion of ECTS credits for each	Experimental work	Report		Individual work	1			
activity so that the total number of	Essay	Seminar essay	2	(Other)				
ECTS credits is equal to the ECTS	Midterm exam	Oral exam		(Other)				
value of the course)	Written exam	Project		(Other)				
Grading and evaluating student work in class and at the final exam	contents of the coudo not take the fina. The students are read the end of the second o	udents are required to pass two midterm exams or a final exam covering the ntents of the course. Students who obtain passing grades on the midterm exams 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. The end of the semester the grades are formed according to this scale: '% - 61% - sufficient (2), '% - 74% - good (3), '% - 87% - very good (4), '% - 100% - excellent (5). The midterm exams and final exams are held in accordance with the academic lendar.						
				Number of copies in the library	Availability via other media			
Required literature (available in the library and via other media)	Tübingen. Burger, H. (2015).	Phraseologie – eine Phraseologie: Eine eutschen. Grundlag erlag.						
Optional literature (at the time of submission of study programme proposal)	l	(Ed.). (2000). Phra Press, Oxford. (sele	0,	•	Applications.			
Quality assurance methods that ensure the acquisition of exit competences Other (as the proposer wishes to add)	Feedback fromSelf-evaluation	esults in accordanc n students via surve n of teachers. d non-institutional e	ys.	ve learning outco	omes.			

NAME OF THE COURSE	STYLIS	STYLISTICS OF LANGUAGE AND SPEECH					
Code	GER205		Year of s	tudy			
Course teacher	Mirjana M. Kova (Associate Profe		Credits (E	-	3		
Associate teachers	Sandra Lukšić, I	PhD	Type of ir of hours)	nstruction (numb	er <u>L</u> 15	S 15	
Status of the course	Elective		Percentage-learning	tage of application of o			
COURSE DESCRIPTION							
Course objectives	signs, a gaining structura stylistic	 Defining the basic concepts of communication, land signs, and communication models; gaining insights into the differences and the similar structuralist approach; stylistic organization of the message; mastering the basic concepts and methods of Gerr 			milarities based	rities based on the	
Course enrolment requirements and entry competences required for the course		he second			programme of G	-	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - define the basic concepts in the field of language and speech stylistics of the German language; - define the fundamental relationships between language and speech; - connect the text with a certain functional style; - recognize speech stylistics in spoken and written text.						
Course content broken down in detail by weekly class schedule (syllabus)	systematicity (2I Features of the (1L+1S) 6. Com Jakobson's linguistic discipli (1L+1S) 10. More theory and its ap (1L+1S) 13. Ana	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	 ☑ lectures ☑ seminars and ☐ exercises ☐ on line in enti ☐ partial e-learn ☐ field work 	irety	os	 independent assignments multimedia laboratory work with mentor (other) 			
Student responsibilities	Student's active	participation	on in lecture	es and writing a	seminar paper.	_	
Screening student work (name the	Class attendance	F	Research	F	Practical training		
proportion of ECTS credits for each	Experimental work	F	Report	I	ndividual work	1	

activity as that the	1		Seminar						
activity so that the total number of ECTS credits is	Essay		essay	2	(Other)				
equal to the ECTS	Midterm exam		Oral exam		(Other)				
value of the course)	Written exam		Project		(Other)				
Grading and evaluating student work in class and at the final exam	contents of the condon not take the file. The students are At the end of the 50% - 61% - suffice 62% - 74% - good 75% - 87% - very 88% - 100% - exception of the content of the students of the students of the content								
Required literature		7	Number of copies in the library	Availability via other media					
(available in the library and via other media)	Vuletić, B. (2007). Lingvistika govora. Filozofski fakultet Sveučilišta u Zagrebu, FF press, Zagreb. Eroms, HW. (2008). Stil und Stilistik. Eine								
modia)	Eroms, HW. (20)08). Stil	l und Stilistik. I	=ine					
modia)	Eroms, HW. (20 Einfuhrung. Erich	•							
Optional literature (at the time of submission of study programme	,	Schmid 1). Deu g im Deu	dt Verlag, Berli tsche Stilistik. utschen. Fische	n. Beobachtung er Taschenbu	ch. Frankfurt ar	_			
Optional literature (at the time of submission of study	Einfuhrung. Erich Sowinski, B. (199 Sprachgestaltung Moennighoff, B. (• Evaluation of • Feedback fro • Self-evaluation	Schmid 91). Deur g im Deu (2009). S results om stude on of tea	ot Verlag, Berlitsche Stilistik. Stlistik. Reclamin accordance	n. Beobachtung er Taschenbu ns Universal E with the aboves.	ch. Frankfurt ar	m Main.			

NAME OF THE COU	JRSE	GERMAN LITERA	TURE OF	THE 19TH CEN	9TH CENTURY			
Code	GER20	06	Year of st	tudy	2.			
Course teacher		rubišić Pulišelić, Full Professor)	Credits (E	ECTS)	4			
Code Course teacher Course teacher Associate teachers Status of the course GER206 Eldi Grubiš PhD (Full F				nstruction	L	S	Е	F
ASSOCIATE TEACHERS			(number o		15	15		
Status of the course	manda	itory	Percentage application	ge of on of e-learning				
		COURSE	E DESCRIF					
Course objectives	•	The aim of the courting century in the Euro gained in previous the most important works of that period	ppean socio literary cou literary phe	o-historical conte urses, students v	ext. Usin will study	g the kn y and cri	owledge itically ju	e idge
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)	- expla develor - analy - discus literatu - to trai cultura	- to distinguish the specificities of the 19th-century literary periods - explain various historical, cultural, political and social influences on the development of German literature in the 19th century - analyze and interpret selected 19th century literary works in the given context - discuss the most important features and authors of the 19th century German literature - to translate and interpret the literary phenomena of that period in the European cultural and socio-political context - prepare a seminar paper on the topic of 19th century German literature						1
Course content broken down in detail by weekly class schedule (syllabus)	The cophenor their wounders their polyand Geauthors most simple Biederi S) 6. Emost sithe dra	ourse provides a chromena of the 19th centorks. The literary, custanding of different lipoetics, will be analyzed erman cultural history ship in Romanticism, significant authors of comeier's Literature (2 Bourgeois Realism: the lignificant authors and ama in realism (2 L + von Ebner-Eschenbar	onological contury until the alternation of the and stream of the months of the months of the months of the emerge of the alternative of the months of the emerge of the e	byerview of the representation of the appearance of socio-historical productions with a focus manticism: a definant age and culture of somanticism and Junges Deutscence, specificity, a works of realism and specificity.	most impof naturally natur	cortant life alism, the ena nece adigmation the term (1 L + 1 S ork (1 L + vric and of life (1 L - 3 S) 8. F est (1 L +	terary e author essary fo c author in Euro S) 2. Wo 1 S) 3. T + 1 S) 4. drama (2 + 1 S)7. F. Hebbe	or the rs and opean omen's The 2 L + 2 The el and
Format of instruction	□ exel □ on li □ part □ field	ninars and workshops rcises line in entirety tial e-learning d work		☐ independent☐ multimedia☐ laboratory☐ work with me☐ (other)☐	entor			ia)
Student responsibilities	prepara	ar class attendance, a ation and presentation sment written exams/	on of a sem	ninar paper, prep	paration			

	Class		1					
Screening student	attendance	1	Research		Practical traini	ng		
work (name the proportion of ECTS credits for each	Experimental work		Report		(Other)			
activity so that the total number of	Essay		Seminar essay		(Other)			
ECTS credits is equal to the ECTS	Tests		Oral exam	1	(Other)			
value of the course)	Written exam	2	Project		(Other)			
Grading and evaluating student work in class and at the final exam	assessed on th The final grade a seminar pape	tudents are obligated to attend class regularly and they are constantly being seessed on their knowledge through discussions on planned topics at the seminars. The final grade is based on the following elements: preparation and presentation of seminar paper (25%); two continous assessment written exams/ or a written exam (50%); an oral exam (25%).						
			Number of copies in the library	Availability via other media				
Required literature	Willems, Gottfri Literatur. Band Verlag, Köln, W	4. Vormä /eimar, W						
(available in the library and via other media)	Balzer, Bernd: Bürgerlichen Ro Buchgesellscha	ealismus.						
	Wittenberg, Hild der deutschen Bürgerlicher Re	Literatur/						
	A selection from literary works a							
programme proposal)	literary works according to the given instructions) 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.					006.		
Quality assurance methods that ensure the acquisition of exit competences Other (as the proposer wishes to add)	Feedback fSelf-evalua	rom stude tion of tea	ents via survey	S.	ve learning outo	comes.		

NAME OF THE COURSE	SEMA	ANTICS					
Code	GER207		Year of st	udy	2		
Course teacher	Mirjana M. Ko (Associate Pro		Credits (E	CTS)	4		
	Sandra Lukšić, PhD		Type of in	Type of instruction (number		S	
Associate teachers				otraotion (name	15	15	
Status of the course	Mandatory		Percentag	ge of application			
COURSE DESCRIPTION							
	Introd	uction to ser	mantics as a	linguistic discip	oline;		
Course objectives	langu: under	age at the le	evel of words complexity	, phrases and s	ations and defining		
Course enrolment requirements and entry competences required for the course	Enrolment into		I year of the	undergraduate	programme of Ge	erman	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - define basic concepts in semantics; - apply those concepts in the analysis of language at the semantic level; - describe the differences among the leading theories of reference; - critically analyze semantic relations at the level of words and sentences; - do independent research and provide conclusions.						
Course content broken down in detail by weekly class schedule (syllabus)	3. Structural s referential, co meaning (1L+ (1L+1S) 9. Tra (1L+1S) 10. P	emantics (1) ntextual defi 1S) 7. Metho aditional and aradigmatic antics (1L+1	L+1S) 4. Pronition of meaning of semands of semands and syntagrous and syntagrous series.	totype theory (aning (1L+1S) (ntic analysis (2l ary approaches natic relations (ditional semantics 1L+1S) 5. Concep 6. Denotative and L+2S) 8. Transfer to metaphors and 1L+1S) 11. Introd matics (1L+1S) 13	tual, connotative of meaning I metonymy uction to	
Format of instruction	□ exercises □ <i>on line</i> in e	 ☑ lectures ☑ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☑ independ ☐ multimed ☐ work with ☐ (other) 					
Student responsibilities	Student's acti	ve participat	ion in lecture	es and writing a	seminar paper.		
Screening student work (name the proportion of ECTS	Class attendance	1 1	Research		Practical training		
credits for each activity so that the	Experimental work		Report		Individual work	2	
total number of ECTS credits is	Essay		Seminar essay		(Other)		
equal to the ECTS value of the course)	Midterm exam	1	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 exam 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: 50% - 61% - sufficient (2), 62% - 74%- good (3), 75% - 87% - very good (4), 88% - 100% - excellent (5). The midterm exams and final exams are held in accordance with the academic calendar.						
		-	Γitle		Number of copies in the library	Availability via other media	
Required literature (available in the library and via other media)	Löbner, S. (2003). Semantik. Eine Einführung. de Gryter, Berlin. Schwarz, M., Chur, J. (2007). Semantik: ein Arbeitsbuch. Günter Narr, Tübingen. Cruse, D. A. (1986). Lexical Semantics. Cambridge. (selected chapters).						
Optional literature (at the time of submission of study programme proposal)	Wierzbicka, A. Culture-Specific Lyons, J. (1977	Configu	rations. Oxford		tion. Universal	Concepts in	
Quality assurance methods that ensure the acquisition of exit competences Other (as the proposer wishes to add)	 Evaluation of results in accordance with the above learning outcomes. Feedback from students via surveys. Self-evaluation of teachers. Institutional and non-institutional evaluations. 						

NAME OF THE COL	JRSE	LANGUAGE EXE	RCISES IV						
Code	GER20	8	Year of study	2.					
Course teacher	Silvija l	Jgrina	Credits (ECTS)	4					
Associate teachers	Irina Bo	bban	Type of instruction (number of hours)	L	S	90	F		
Status of the course	manda	tory	Percentage of application of e-learning		•	•			
COURSE DESCRIPTION									
Course objectives	•		rse is to develop language riting, speaking and listen		_				
Course enrolment requirements and entry competences required for the course	Langua	ent into the second gage and Literature. ance of Language Ex	year of the undergraduate	program	nme of C	German			
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- to cor - apply - apply expre- - read a - impro Germ- discus (vocal - retell - expre reach - hold a with th - transl	nmunicate orally and actively the process actively the process ssion; and comprehend tex we independently the an for further training so fluently about topiculary and grammar orally and in writing as own opinion, makan argument on topa structured presentate help of a mind material actives.	ted grammatical structures ts in German at level C1; eir language and use source g and education; es taught in class and app rules); a text of appropriate comp te suggestions, respond to ics taught in class; ation by choosing one of th	in writtences of lingly acquired lexity in counternet topics	C1 level on and o ongusitic level red know German regume discuss	ral knowledovledge ; ents and ed in cla	ss		
Course content broken down in detail by weekly class schedule (syllabus)	Langua The foot necess improve Conten Journe opinion constitu compoi clauses Transla compoi topics t 1. The compoi (2 E) 5. exercis (1 E) 9. constru clauses	age exercises IV are cus of work lies in the ary for free oral and ement of acquired get. The realm of sensy through life including and writing). Grammuent order of sentencements in final positions, indirect questions at the course. The aught in class. The realm of senses (12 ments (2 E) 4. Constitution of sentence (2 E) 7. Listening and History and politics actions and dass claus (2 E) 13. Oral coming are greated as (2 E) 14. Oral coming are greated	a follow up of Language este enrichment of knowledge written communication an grammatical knowledge. The ses, History and politics, Song planned language active mar: simple sentences, or concern components in middle properties. Infinitive clauses, infinitive as subordinate clauses, reference to the subordinate clauses, reference to the subordinate clauses and the texts that are translated as the subordinate clauses (2 little torder of sentence components in final position comprehension exercises (16 E) 10. Infinitive clauses (4 E) 12. Indirect que munication exercises (2 E) tion exercises (2 E) 16. So	e (lexical d the revolute) d the revolute, picture, pictu	and gravision and cure and cersise of order of sections and are also ematical der of sections and are also ematical and are also ema	d word, on expresompone sentence and dassurticipial by related the communication executed by the communication executed by the communication executed by the comprehence of the comprehe	ssing ents, se cortant d to cation rcises		

	17. Relative rclausesates (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)							
	☐ lectures			⊠independen	t assignments			
	☐ seminars an	nd worksh	ops	□ multimedia				
Format of	⊠ exercises			☐ laboratory				
instruction	□ on line in en	-		□ work with mentor				
	☐ partial e-lea	rning		☐ (other)				
	☐ field work	ottondono	o octivo porti	aination in alac	ss, writing home	W/Or	k and	
Student	preparation for		WOI	K allu				
responsibilities	proparation for	,						
Screening student work (name the	Class attendance	1	Research		Practical traini	ng		
proportion of ECTS credits for each	Experimental work		Report		(Other)			
activity so that the total number of	Essay		Seminar essay		(Other)			
ECTS credits is equal to the ECTS value of the course)	Tests	2	Oral exam	1	(Other)			
value of the course)	Written exam		Project		(Other)			
Grading and	_				ing the term: ac			
evaluating student work in class and at	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.							
the final exam				o ona or the ter				
the final exam					Number of	Av	ailability via	
the final exam			Title		Number of copies in		ailability via ther media	
the final exam	Anne Buscha,		Title		Number of		~	
	Anne Buscha, Erkundungen,	Susanne	Title Raven, Szilvia	a Szita:	Number of copies in		~	
Required literature (available in the	Erkundungen, Integriertes Ku	Susanne Deutsch a rs- und Ar	Title Raven, Szilvia als Fremdspra rbeitsbuch, Sp	a Szita: ache: orachniveau	Number of copies in		~	
Required literature (available in the library and via other	Erkundungen, Integriertes Ku C1, (2016), 2.,	Susanne Deutsch a rs- und Ar	Title Raven, Szilvia als Fremdspra rbeitsbuch, Sp	a Szita: ache: orachniveau	Number of copies in		~	
Required literature (available in the	Erkundungen, Integriertes Ku C1, (2016), 2., Leipzig	Susanne Deutsch a rs- und Ar verändert	Title Raven, Szilvia als Fremdspra beitsbuch, Sp te Auflage, So	a Szita: ache: orachniveau chubert Verlag	Number of copies in the library		~	
Required literature (available in the library and via other	Erkundungen, Integriertes Ku C1, (2016), 2., Leipzig Helbig / Buscha	Susanne Deutsch a rs- und Ar verändert a, Übungs	Title Raven, Szilvials Fremdsprarbeitsbuch, Spte Auflage, Sc	a Szita: ache: orachniveau chubert Verlag eutsch, (2000)	Number of copies in the library		~	
Required literature (available in the library and via other	Erkundungen, Integriertes Ku C1, (2016), 2., Leipzig	Susanne Deutsch a rs- und Ar verändert a, Übungs KG, Berli	Title Raven, Szilvials Fremdsprabeitsbuch, Spare Auflage, Scare and München	a Szita: ache: orachniveau chubert Verlag eutsch, (2000) en	Number of copies in the library		~	
Required literature (available in the library and via other	Erkundungen, Integriertes Ku C1, (2016), 2., Leipzig Helbig / Busch Langenscheidt	Susanne Deutsch a rs- und Ar veränderf a, Übungs KG, Berli a, Deutscl	Title Raven, Szilvials Fremdsprarbeitsbuch, Spite Auflage, Sciegrammatik Din und Münchhe Grammatik	a Szita: ache: orachniveau chubert Verlag eutsch, (2000) en c, (2014),	Number of copies in the library		~	
Required literature (available in the library and via other media)	Erkundungen, Integriertes Ku C1, (2016), 2., Leipzig Helbig / Buscha Langenscheidt Helbig / Buscha Langenscheidt	Susanne Deutsch a rs- und Ar verändert a, Übungs KG, Berli a, Deutsch KG, Berli	Title Raven, Szilvials Fremdsprate beitsbuch, Spate Auflage, Scarammatik Den und München und München und München und München	a Szita: ache: brachniveau chubert Verlag eutsch, (2000) en k, (2014),	Number of copies in the library	01	ther media	
Required literature (available in the library and via other media) Optional literature (at the time of submission of study	Erkundungen, Integriertes Ku C1, (2016), 2., Leipzig Helbig / Buscha Langenscheidt Helbig / Buscha Langenscheidt	Susanne Deutsch a rs- und Ar verändert a, Übungs KG, Berli a, Deutsch KG, Berli Übungsgr	Title Raven, Szilvials Fremdsprarbeitsbuch, Spare Auflage, Scare Auflage, Scare Grammatik Der und Müncherammatik für Frammatik	a Szita: ache: brachniveau chubert Verlag eutsch, (2000) en k, (2014), en Fortgeschritten	Number of copies in the library	01	ther media	
Required literature (available in the library and via other media) Optional literature (at the time of	Erkundungen, Integriertes Ku C1, (2016), 2., Leipzig Helbig / Busche Langenscheidt Helbig / Busche Langenscheidt Hall/Scheiner, Duden, Deutsc	Susanne Deutsch a rs- und Ar verändert a, Übungs KG, Berli a, Deutsch KG, Berli Übungsgr ches Unive	Title Raven, Szilvials Fremdsprate Speitsbuch, Speitsbuch, Speite Auflage, Script and Müncher Grammatik für Fremsal Wörterber et al., Njem	a Szita: ache: brachniveau chubert Verlag eutsch, (2000) en k, (2014), en Fortgeschritten uch A-Z, (1996	Number of copies in the library	o g fü	r Deutsch;	
Required literature (available in the library and via other media) Optional literature (at the time of submission of study programme proposal)	Erkundungen, Integriertes Ku C1, (2016), 2., Leipzig Helbig / Busche Langenscheidt Helbig / Busche Langenscheidt Hall/Scheiner, Duden, Deutsch Hansen-Kokore Nakladni zavo	Susanne Deutsch a rs- und Ar verändert a, Übungs KG, Berli a, Deutsch KG, Berli Übungsgr ches Unive uš, Renate d Globus,	Title Raven, Szilvials Fremdspratibeitsbuch, Spate Auflage, Scarammatik Dan und Müncher Grammatik für Frammatik f	a Szita: ache: brachniveau chubert Verlag eutsch, (2000) en k, (2014), en Fortgeschritten uch A-Z, (1996	Number of copies in the library e, (2001), Verla n), Mannheim;	o g fü	r Deutsch;	
Required literature (available in the library and via other media) Optional literature (at the time of submission of study programme	Erkundungen, Integriertes Ku C1, (2016), 2., Leipzig Helbig / Buscha Langenscheidt Helbig / Buscha Langenscheidt Hall/Scheiner, Duden, Deutsch Hansen-Kokoru Nakladni zavo • Evaluation • Feedback	Susanne Deutsch a rs- und Ar verändert a, Übungs KG, Berli a, Deutsch KG, Berli Übungsgr ches Unive uš, Renate d Globus, of results	Raven, Szilvials Fremdsprate Speitsbuch, Speitsbuch, Speitsbuch, Speitsbuch, Speitsbuch, Speitsbuch, Speitsbuch Müncher Grammatik für Fremsal Wörterber et al., Njemzagreb in accordance ents via surveents via surveents surveent	a Szita: ache: brachniveau chubert Verlag eutsch, (2000) en k, (2014), en Fortgeschritten uch A-Z, (1996 ačko-hrvatski u	Number of copies in the library e, (2001), Verla n), Mannheim;	o g fü	r Deutsch;	
Required literature (available in the library and via other media) Optional literature (at the time of submission of study programme proposal) Quality assurance	Erkundungen, Integriertes Ku C1, (2016), 2., Leipzig Helbig / Busche Langenscheidt Helbig / Busche Langenscheidt Hall/Scheiner, Duden, Deutsch Hansen-Kokort Nakladni zavo Evaluation Feedback	Susanne Deutsch a rs- und Ar verändert a, Übungs KG, Berli a, Deutsch KG, Berli Übungsgr ches Unive uš, Renate d Globus, of results from stude	Raven, Szilvials Fremdsprate Speitsbuch, Speitsbuch, Speitsbuch, Speitsbuch, Speitsbuch, Speitsbuch, Speitsbuch Müncher Grammatik für Fremsal Wörterber et al., Njemzagreb in accordance ents via surveents via surveents surveent	a Szita: ache: brachniveau chubert Verlag eutsch, (2000) en k, (2014), en Fortgeschritten uch A-Z, (1996 ačko-hrvatski uch e with the aboveys	Number of copies in the library e, (2001), Verla n), Mannheim;	o g fü	r Deutsch;	

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 COU	DURSE THE LITERARY OPUS OF MARIE VON EBNER-ESCHENBACI						ACH			
Code	GER20	9	Year of s	tudy	2.					
Course teacher		ubišić Pulišelić, ull Professor)	Credits (E	ECTS)	3					
			Type of in	nstruction	L	S	Е	F		
Associate teachers			(number of hours)		15	15				
Status of the course	elective)	Percentage application	ge of on of e-learning						
		COURSE	DESCRI							
Course objectives	•	 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. 								
Course enrolment requirements and entry competences required for the course		ent into the second yage and Literature.	year of the	undergraduate	program	ime of G	German			
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	historic - components - critica - discus - explai	- critically evaluate the artistic and literary value of the literary works - discuss some of the literary motifs and topics that emerge in the author's opus - explain the author's contribution to literature and society, in the context of								
Course content broken down in detail by weekly class schedule (syllabus)	1. Mari 1 S) 2. prose (L + 1 S 5. Ema + 2 S) (mother (1L + 1	promoting humanity towards marginalized groups 1. Marie von Ebner-Eschenbach: Life and opus in the socio-historical context (1 L + 1 S) 2. Aphorisms (1 L + 1 S) 2. Main features of Marie von Ebner-Eschenbach's prose (1 L + 1 S) 3. The aristocratic world in Marie von Ebner-Eschenbach's opus (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 patriarchate (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	□ lectu □ sem □ exer □ on li □ parti □ field Regula	inars and workshops rcises fine in entirety fal e-learning work r class attendance, a	active parti	•	entor res (disc	cussion,		• ,.		
responsibilities	prepara exam.	ation for two continou	us assessr	nent written exa	ms/writte	en exam	and ora	àI		

	T = .								
Screening student	Class attendance	1	Research		Practical traini	ng			
work (name the proportion of ECTS credits for each	Experimental work		Report		(Other)				
activity so that the total number of	Essay		Seminar essay		(Other)				
ECTS credits is equal to the ECTS	Tests		Oral exam	1	(Other)				
value of the course)	Written exam	1	Project		(Other)				
Grading and evaluating student work in class and at the final exam	assessed on th The final grade	tudents are obligated to attend class regularly and they are constantly being seessed on their knowledge through discussions on planned topics at the seminars. he final grade is based on the following elements: active participation in seminars 80%); two continous assessment written exams/ or a written exam (40%); an oral xam (30%).							
			Title		Number of copies in the library	Availability via other media			
Required literature (available in the library and via other	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.								
media)	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		,						
Optional literature (at the time of submission of study programme proposal)	literary works according to the given instructions) Rossbacher, Karlheinz: Literatur und Liberalismus. Zur Kultur der Ringstraßenzeit ir Wien. J&V Verlag, Wien 1992. Strigl, Daniela: Berühmtsein ist nichts. Marie von Ebner-Eschenbach. Eine Biographie. Residenz Verlag, Salzburg - Wien 2016. 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	Feedback fSelf-evalua	rom stude tion of tea	ents via survey	S.	ve learning outo	comes.			
Other (as the proposer wishes to add)	No.								

NAME OF THE COL	IRSE THE	FAIRY TA	LES OF THE	BROTHERS G	RIMM			
Code	GER210		Year of s	tudy	2.			
Course teacher	Marijana Ers (Associate F		Credits (I	ECTS)	3			
Associate teachers				nstruction	L	S	Е	F
			,	of hours)	15	15		
Status of the course	elective			on of e-learning				
		COUR	RSE DESCRI	PTION				
Course objectives	und Wilh of fa	und Hausmärchen, 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						
Course enrolment requirements and entry competences required for the course	Enrolment in	as other materials in German, language skills will be improved. nrolment into the second year of the undergraduate programme of German anguage and Literature.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- to evaluate - critically ev - critically jue	competently discuss the characteristics of the Brothers Grimm fairy tales to evaluate certain fairy tales and their adaptations critically evaluate the artistic and literary value of fairy tales critically judge about the film and other adaptations of the fairy tales explain the meaning of fairy tales and discuss their role in different socio-historical						
Course content broken down in detail by weekly class schedule (syllabus)	Der Froschk Aschenputte (USA 2005) Stadtmusika Schneewitte (USA 2015) Bauerntocht	1.Grimm Brothers and their fairy tales: An introduction (2 L + 2 S) 2. Text analysis: Der Froschkönig und der Eiserne Heinrich; Rapunzel; Hensel und Gretel; Aschenputtel (2 L + 2 S) 3. Fairy tales and film adaptations: The Brothers Grimm (USA 2005) (2 L + 2 S) 4. Texts analysis: Frau Holle; Rotkäppchen; Die Bremer Stadtmusikanten; Dornröschen (2 L + 2 S) 5. Text analysis: König Drosselbart; Schneewittchen (1 L + 1 S) 6. Fairy tales and film adaptations: Avengers Grimm (USA 2015) (2 L + 2 S) 7. Text analysis: Rumpelstilzchen; Hans im Glück; Die kluge Bauerntochter; Die Sterntaler (2 L + 2 S); 8. Fairy tales and film adaptations: Into						mm er t; nm e kluge
Format of instruction	□ lectures □ seminars □ exercises □ on line in □ partial e-l □ field work	the Woods (USA, 2014) (2 L + 2 S) ☑ lectures ☑ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work			 independent assignments multimedia laboratory work with mentor (other) 			
Student responsibilities				icipation in lectu ment written exa				
Screening student work (name the	Class attendance	1	Research		Practica	l training		
proportion of ECTS credits for each	Experimenta work	ıl	Report		(Other)			

activity so that the total number of	Essay		Seminar essay		(Other)					
ECTS credits is equal to the ECTS	Tests		Oral exam	1	(Other)					
value of the course)	Written exam	1	Project		(Other)					
Grading and evaluating student work in class and at the final exam	assessed on th The final grade									
			Title		Number of copies in the library	Availability via other media				
Required literature	Gerstner, Herm Reinbek bei Ha									
	Mazenauer, Be									
(available in the	Dornröschen seine Unschuld gewann. Archäologie der Märchen. Dtv, München 1998.									
library and via other media)	Rölleke, Heinz: <i>Die Märchen der Brüder Grimm.</i>									
,	Eine Einführung. Reclam, Stuttgart 2016 ⁵ .									
	Uther, Hans-Jörg: <i>Handbuch zu den Kinder- und Hausmärchen der Brüder Grimm</i> . De Gruyter, Berlin									
	/ New York 201									
	Izbor iz primarr									
	djela po danim		•	- , ,						
Optional literature	Bluhm, Lothar:	Grimm-P	hilologie. <i>Beitra</i>	äge zur Märc	henforschung u	nd				
(at the time of	Wissenschaftsgeschichte. Olms-Weidmann, Hildesheim 1995.									
submission of study programme	Rölleke, Heinz: <i>Die Märchen der Brüder Grimm: Quellen und Studien. Gesammelte</i>									
proposal)	Aufsätze. WVT									
Quality assurance					ve learning out	comes.				
methods that ensure the			ents via survey	S.						
acquisition of exit	Self-evalua									
competences		and non	-institutional ev	aluations.						
Other (as the proposer wishes to add)	No.									

NAME OF THE COU	HE COURSE GERMAN LITERATURE OF THE 20TH CENTURY I							
Code	GER30	1	Year of st	tudy	3.			
Course teacher		ubišić Pulišelić, ull Professor)	Credits (E	ECTS)	4			
Associate teachers			Type of ir		L 15	S 15	E	F
Status of the course	mandat	ndatory Percentage of application of e-learning						
	COURSE DESCRIPTION							
Course objectives	•							e ,
Course enrolment requirements and entry competences required for the course		ent into the third yea ge and Literature.	r of the un	dergraduate pro	ogramme	e of Gerr	man	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	century - explai develop - analyz - discus half of t - to tran cultural	explain various historical, cultural, political and social influences on the development of German literature in the first half of the 20th century analyze and interpret selected 19th century literary works in the given context discuss the most important features and authors of German literature in the first half of the 20th century to translate and interpret the literary phenomena of that period in the European cultural and socio-political context						
Course content broken down in detail by weekly class schedule (syllabus)	phenon Literatu underst their po authors Gerhard works (6. Expre (1 L + 1 Republ 9. Thor	prepare a seminar paper on the topic of 20th century German literature. The course provides a chronological overview of the most important literary chenomena 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 heir 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) 8. 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.					of and 1 S) Kafka the 1 S)	
Format of instruction	⊠ lectu⊠ sem□ exer□ on line	ires inars and workshops cises <i>ne</i> in entirety al e-learning	3	☐ independent ☐ multimedia ☐ laboratory ☐ work with mo		nents		

Student responsibilities	preparation and	Regular class attendance, active participation in lectures (discussion, text analysis), preparation and presentation of a seminar paper, preparation for two continous assessment written exams/written exam and oral exam.						
Screening student	Class attendance	1	Research		Practical traini	ng		
work (name the proportion of ECTS credits for each	Experimental work		Report		(Other)			
activity so that the total number of	Essay		Seminar essay		(Other)			
ECTS credits is equal to the ECTS	Tests		Oral exam	1	(Other)			
value of the course)	Written exam	2	Project		(Other)			
Grading and evaluating student work in class and at the final exam	assessed on th The final grade a seminar pape	sudents are obligated to attend class regularly and they are constantly being seessed on their knowledge through discussions on planned topics at the seminars ne final grade is based on the following elements: preparation and presentation of seminar paper (25%); two continous assessment written exams/ or a written exam 0%); an oral exam (25%). Number of						
Required literature (available in the library and via other media)		•	Title		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							
Optional literature (at the time of submission of study programme proposal) Quality assurance methods that ensure the acquisition of exit competences Other (as the	literary works according to the given instructions) 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, Müncher 2009. Ajouri, Philip: Literatur um 1900. Naturalismus-Fin de Siecle-Expressionismus. Akademie Verlag, Berlin 2009. Evaluation of results in accordance with the above learning outcomes. Feedback from students via surveys. Self-evaluation of teachers. Institutional and non-institutional evaluations.							

NAME OF THE COURSE	INTRODUCTION T GERMAN LAN		ETICS AND PHON	DLOGY OF TH	IE		
Code	GER302	Year of s	tudy	3			
Course teacher	Mirjana M. Kovač, PhD (Associate Professor)	Credits (E	ECTS)	4			
	Sandra Lukšić, PhD	Type of in	nstruction (number	L	E		
Associate teachers		of hours)	ion donorr (ridinibor	15	30		
Status of the course	Mandatory	Percenta of e-learn	ge of application	0			
	COURSE	DESCRI					
Course objectives Course enrolment requirements and	 Defining and adoption mastering the correct order of the correct order or	about the about the and audit	ciation of the standar basic concepts of a segmental and pro- ory properties of Ge mic transcriptions a	ard German lar articulation, acc sodic issues in erman vowels a	nguage; pustic and German and n of		
entry competences required for the course Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- explain the principles under speech sounds and prosodice identify and remove speech describe the general principle describe the German phornative language; - describe the writing (graph language; - use Praat the computer sounds and processes are speech sounds.	Students will be able to: properly pronounce German sounds; explain the principles underlying the classification and description of German speech sounds and prosodic patterns; identify and remove speech errors and other speech disfluencies; describe the general principles of phonetics; describe the German phonetic and phonemic system and how it differs from the native language; describe the writing (graphemic) system and the basic components of the German					
Course content broken down in detail by weekly class schedule (syllabus)	phonetic features (1L+2E) 3 production of speech sound system. Manner of articulati vowels (long and short) (1L errors (1L+2E) 9. Contrastiv 11. Speech melody (1L+3E)	I. 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 ariculation (1L+3E) 6. German rowels (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	☑ lectures☑ seminars and workshops☐ exercises	5	☑ independent as☐ multimedia☐ laboratory	signments			

	☐ <i>on line</i> in ent	irety		☐ work with mentor					
	☐ partial e-lear	ning		☐ (other)					
	☐ field work								
Student responsibilities	Student's active	participa	ation in lecture	s and writing a	a seminar paper				
Screening student	Class attendance		Research		Practical trainir	ng			
work (name the proportion of ECTS credits for each	Experimental work		Report		Individual work	1			
activity so that the total number of	Essay		Seminar essay		Laboratory exercises	2			
ECTS credits is equal to the ECTS	Midterm exam		Oral exam	1	(Other)				
value of the course)	Written exam		Project		(Other)				
Grading and evaluating student work in class and at the final exam	contents of the do not take the The students ar At the end of the 50% - 61% - su 62% - 74%- goo 75% - 87% - ve 88% - 100% - e	sudents are required to pass two midterm exams or a final exam covering the ontents of the course. Students who obtain passing grades on the midterm exams or 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. The end of the semester the grades are formed according to this scale: 10% - 61% - sufficient (2), 10% - 74% - good (3), 10% - 87% - very good (4), 10% - 100% - excellent (5). 10% - 100% - excellent (5).							
		٦	Title		Number of copies in the library	Availability via other media			
Required literature (available in the	Altman, H., Prüfungswisser Graphemik. Var	and h	Ziegenhain, netik, Phor	In: (2010) nologie und ht, Gőttingen.	copies in the library				
	Prüfungswisser	and new phore and	Ziegenhain, netik, Phor k und Ruprec	nologie und ht, Gőttingen.	copies in the library				
(available in the library and via other	Prüfungswisser Graphemik. Var Ramers, K. H. (Fink, München. Busch, A., and Phonetik und Linguistik. Eine	and him Phore of the Phore of t	Ziegenhain, netik, Phor k und Ruprec inführung in d hke, O. (200 ogie. In: G ng. Tübingen,	nologie und ht, Göttingen. ie Phonologie 7). Einheit 3 sermanistische pp. 37 –56.	copies in the library	other media			
(available in the library and via other	Prüfungswisser Graphemik. Var Ramers, K. H. (Fink, München. Busch, A., and Phonetik und Linguistik. Eine	and Phorndenhoed (2001). E d Stensc Phonol Einführur and Reir	Ziegenhain, netik, Phor ck und Ruprec inführung in d hke, O. (200 ogie. In: G ng. Tübingen, nke, K. (2016)	nologie und ht, Göttingen. ie Phonologie 7). Einheit 3 sermanistische pp. 37 –56.	copies in the library				
(available in the library and via other	Prüfungswisser Graphemik. Var Ramers, K. H. (Fink, München. Busch, A., and Phonetik und Linguistik. Eine Hirschfeld, U., Zweitsprache. E	and n Phore and Phore (2001). E d Stensc Phonol Einführur and Reir Erich Schiller (Reinke,	Ziegenhain, netik, Phorek und Ruprec inführung in d hke, O. (200 ogie. In: G ng. Tübingen, nke, K. (2016) midt Verlag.	nologie und ht, Göttingen. ie Phonologie 7). Einheit 3 sermanistische pp. 37 –56. i: Phonetik im	copies in the library Fach Deutsch	other media			
(available in the library and via other media) Optional literature (at the time of submission of study	Prüfungswisser Graphemik. Var Ramers, K. H. (Fink, München. Busch, A., and Phonetik und Linguistik. Eine Hirschfeld, U., Zweitsprache. E Hirschfeld, U.,	and Phorndenhoed (2001). E d Stensc Phonol Einführur and Reir Erich Schr	Ziegenhain, netik, Phorek und Ruprectinführung in den den den den den den den den den de	nologie und ht, Göttingen. ie Phonologie 7). Einheit 3 dermanistische pp. 37 –56. b: Phonetik im Stock, E. (Ed. ht) (mit Audio-Control of the pp. 37 – 40.	copies in the library Fach Deutsch (2013). Ph	other media			
(available in the library and via other media) Optional literature (at the time of	Prüfungswisser Graphemik. Var Ramers, K. H. (Fink, München. Busch, A., and Phonetik und Linguistik. Eine Hirschfeld, U., Zweitsprache. E Hirschfeld, U., Aussprachetrain	and Phorndenhoed (2001). E d Stensc Phonol Einführur and Reir Erich Schring. Arbeit Das große	Ziegenhain, netik, Phor k und Ruprec inführung in d hke, O. (200 ogie. In: G ng. Tübingen, nke, K. (2016) midt Verlag. K., and S eit-Übungsbuce	nologie und ht, Göttingen. ie Phonologie 7). Einheit 3 Germanistische pp. 37 –56. pp. 37 –56. Eh (mit Audio-Cwörterbuch, M	copies in the library Fach Deutsch (2013). Ph	als Fremd-und onetik intensiv.			
(available in the library and via other media) Optional literature (at the time of submission of study programme	Prüfungswisser Graphemik. Var Ramers, K. H. (Fink, München. Busch, A., and Phonetik und Linguistik. Eine Hirschfeld, U., Zweitsprache. E Hirschfeld, U., Aussprachetrair Duden (2005). I	and n Phorndenhoed (2001). E d Stensc Phonol Einführur and Reir Erich Schr Reinke, ning. Arbe	Ziegenhain, netik, Phorek und Ruprectik und Ruprectinführung in den hke, O. (200 ogie. In: Gong. Tübingen, nke, K. (2016) midt Verlag. K., and Seit-Übungsbucke Aussprachete deutsches Aussprachete	nologie und ht, Göttingen. ie Phonologie 7). Einheit 3 Germanistische pp. 37 –56. i: Phonetik im Stock, E. (Ech (mit Audio-Coworterbuch, Mesprachewörter	copies in the library Fach Deutsch (2013). Ph CD). Berlin. annheim.	als Fremd-und onetik intensiv.			
(available in the library and via other media) Optional literature (at the time of submission of study programme	Prüfungswisser Graphemik. Var Ramers, K. H. (Fink, München. Busch, A., and Phonetik und Linguistik. Eine Hirschfeld, U., Zweitsprache. E Hirschfeld, U., Aussprachetrain Duden (2005). I Krech, E. et al. Krech, E. et al. Horga, D., and izgovora. Ibis gu	and n Phorndenhoed (2001). Ed Stensc Phonol Einführur and Reir Erich Schring. Arbeit (2010). De (2010). De (2010). Eliker, M. rafika, Za	Ziegenhain, netik, Phorek und Ruprechik und Ruprechinführung in den hie, O. (200 ogie. In: Ong. Tübingen, oke, K. (2016) midt Verlag. K., and Seit-Übungsbuche Ausspracheren eutsches Auspracheren (2016). Artikulgreb.	nologie und ht, Göttingen. ie Phonologie 7). Einheit 3 sermanistische pp. 37 –56. 1: Phonetik im Stock, E. (Ed. h (mit Audio-C. wörterbuch, M. sprachewörter seprachewörter dacijska fonetik	copies in the library Fach Deutsch (2013). Ph (2014). Ph (2014). Ph (2015). Ph (2015	als Fremd-und onetik intensiv. er, Berlin. ter, Berlin. iziologija			
(available in the library and via other media) Optional literature (at the time of submission of study programme	Prüfungswisser Graphemik. Var Graphemik. Var Ramers, K. H. (Fink, München. Busch, A., and Phonetik und Linguistik. Eine Hirschfeld, U., Zweitsprache. E Hirschfeld, U., Aussprachetrair Duden (2005). I Krech, E. et al. Krech, E. et al. Horga, D., and izgovora. Ibis graphem is graphem in the property of	and n Phorndenhoed (2001). E d Stensc Phonol Einführur and Reirr Erich Schring. Arbeit (2010). D (2010). D (2010). E Liker, M. rafika, Za of results	Ziegenhain, netik, Phorek und Ruprechik und Ruprechinführung in den hie, O. (200 ogie. In: Ong. Tübingen, oke, K. (2016) midt Verlag. K., and Seit-Übungsbuche Ausspracheren eutsches Auspracheren (2016). Artikulgreb.	nologie und ht, Göttingen. ie Phonologie 7). Einheit 3 Germanistische pp. 37 –56. ir Phonetik im Stock, E. (Ech (mit Audio-Cwörterbuch, Masprachewörter seprachewörter sepr	copies in the library Fach Deutsch (2013). Ph (2013). Ph (2013). Ph (2013). Ph (2013). Ph (2013). Ph	als Fremd-und onetik intensiv. er, Berlin. ter, Berlin. iziologija			

ensure the acquisition of exit	Self-evaluation of teachers.	
competences	Institutional and non-institutional evaluations.	
Other (as the		
proposer wishes to		
add)		

NAME OF THE COU	IRSE	LANGUAGE EXE	RCISES V				
Code	GER30	3	Year of study	3.			
Course teacher	Silvija l	Jgrina	Credits (ECTS)	4			
Associate teachers	Mirela I	Лüller, PhD	Type of instruction (number of hours)	L	S	90	F
Status of the course	mandat	ory	Percentage of application of e-learning				
		COURSI	DESCRIPTION				
Course objectives	•		rse is to develop language riting, speaking and listen	•	_		
Course enrolment requirements and entry competences required for the course	Langua	ent into the third yea ge and Literature. Ince of Language E	ar of the undergraduate proxercises IV.	ogramme	e of Ger	man	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- to con - apply - apply expres - read a - impro Germa - discus (vocas - retell o - expres the dis - give a develo prese - write a	nmunicate orally and actively the process and comprehend texture independently the an for further training is fluently topics tau oulary and grammar orally and in writing as own ideas and or accussion; clear, detailed descepting specific opinionatation;	sed grammatical structures its in German at level C2; eir language and use source g and education; ught in class and apply acc	in writte ces of lin quired kn lexity in involve ked to re	C2 level n and o gusitic le owledge German other spelevant tend of the	ral cnowledge ; eakers in copics by e	nto ,
Course content broken down in detail by weekly class schedule (syllabus)	necess improve languagexpress Topics: Weakne (excers verb ter	ary for free oral and ement of acquired go structures orally a sing opinion and tak Language and Conesses, Education arise on expressing onses, verbs with separation or the separation of the s	e enrichment of knowledge written communication and grammatical knowledge. The and in writing in form of tall ing a stand on a topic taughmunication, Past and Present Training including plannipinion and writing). Grammoarable or inseperable prefeth complements, noun-ver	d the revine course ks, writte ht in classent, Strued langurar:(Revixes, Kor	vision and a set applied appli	nd s the lea ositions, nd ivities d deeper I and II,	rned by ning)

	nouns, participa	ouns, participals as adjectives, adjectives and participals used as nouns, relative								
	Translation execution component of t					also an important cally related to				
	topics taught in		unication (10	EV 2. Dovision	and daananing	u vorb				
				E) 2. Revision exercises (2 E)						
	exercises (2 E)	5. Transl	ation exercise	es (2 E) 6. Past	and Present (10 E)				
		Revision and deepening: adverbial clauses (2 E) 8. Oral communication rcises (2 E) 9. Listening comprehension exercises (2 E) 10. Translation								
		rcises (2 E) 11. Strength and Weaknesses (14 E) 12. Revision and deepening:								
	verbs with com									
				E) 14. Listening ses (2 E) 16. Ed						
	17. Revision ar	nd deeper	ning: participa	lls as adjectives	s, adjectives an	nd participals				
				18. Oral comm s (2 E) 20. Trai						
	□ lectures	ор. оо				(= _)				
	□ seminars an	d worksh	ops	⊠independent ☐ multimedia	i assignments					
Format of	⊠ exercises □ laboratory									
instruction	☐ on line in entirety				nentor					
	□ partial e-learning □ (other)									
	☐ field work			` ,						
Student	Regular class a		•	cipation in class lent tests and o	-	ework and				
responsibilities	proparation	olacco,			rai oxaiiii					
Screening student	Class attendance	1	Research		Practical traini	ng				
work (name the proportion of ECTS credits for each	Experimental work		Report		(Other)					
activity so that the total number of	Essay		Seminar essay		(Other)					
ECTS credits is equal to the ECTS	Tests	2	Oral exam	1	(Other)					
value of the course)	Written exam		Project		(Other)					
Grading and evaluating student work in class and at the final exam	The final grade in class; writing assessment tes	homewo	rk (class atte	ndance), as we	Il as on the res	tive participation ults of the two				
		-	Title		Number of copies in the library	Availability via other media				
	Anne Buscha,		•							
Required literature	Erkundungen, Integriertes Ku		•							
(available in the library and via other	C2, (2014), Scl			oraorii ii voaa						
media)	Tatsachen übe			ts-Verlag,						
	Frankfurt/Main									
	(also at: https://									
	eu.pdf)	eruersyste	m/mes//tals	<u>achen_2015_d</u>						

Optional literature (at the time of	Langenscheidts Großwörterbuch Deutsch als Fremdsprache;
submission of study programme proposal)	Duden: Der Duden in 12 Bändern. Band 9: Richtiges und gutes Deutsch; Wahrig Fehlerfreies und gutes Deutsch, Bertelsmann Lexikon Institut 2003
Quality assurance methods that ensure the acquisition of exit competences	 Evaluation of results in accordance with the above learning outcomes Feedback from students via surveys Self-evaluation of teachers Institutional and non-institutional evaluations
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 COU	IRSE I	BRIEST BY		FONTANE: T	HE NOVI	EL AND	THE FII	L M	
Code	GER304		Year of s	tudy	3.				
Course teacher	Marijana Erstić (Assistant Prof		Credits (E	ECTS)	3	3			
Associate teachers			Type of ir	nstruction	L	S	Е	F	
Associate teachers			(number	of hours)	15	15			
Status of the course	elective		Percenta application	ge of on of e-learning					
		COURS	E DESCRI		•				
Course objectives	(1894/ various	 The aim of the course is to acquaint students with the novel Effi Briest (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. 							
Course enrolment requirements and entry competences required for the course	Language and	nrolment into the third year of the undergraduate programme of German anguage and Literature.							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	historical, politi - competently of the evaluate so critically evaluate.	critically evaluate the novel <i>Effie Briest</i> by Theodore Fontane in the socionistorical, political, cultural and literary context of the 19th and 20th centuries competently discuss the features of realistic novels to evaluate some adaptations of Theodora Fontane's novel <i>Effi Briest</i> critically evaluate the artistic and literary value of the novel and its adaptations							
Course content broken down in detail by weekly class schedule (syllabus)	Text analysis: Wege (D 1939 1955) (2 L + 2 6. Effi Briest –	Effi Briest (3) (2 L + 2 S) S) 5. Effi Bri film adaptati	L + 3 S) 3 4. Effi Brie iest – film a ion: Effi Bri	erman literature . Effi Briest – fill est – film adapta daptation: Effi i est (BRP 1974) 2 S)	m adapta ition: <i>Ros</i> <i>Briest</i> (DI	ition: <i>De</i> sen im H DR 1969	r Schritt erbst (B) (2 L +	r vom BRD 2 S)	
Format of instruction	⊠ lectures ⊠ seminars ar □ exercises □ on line in er	 ☑ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ independent ☐ multimedia ☐ laboratory ☐ work with m ☐ (other) 				•			
Student responsibilities	_			cipation in lectu ment written exa	•				
Screening student work (name the proportion of ECTS	Class attendance	1 R	Research		Practica	I training			
credits for each activity so that the	Experimental work	R	Report		(Other)				
total number of ECTS credits is	Essay		Seminar ssay		(Other)				
equal to the ECTS value of the course)	Tests	C	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%).							
		-	Γitle		Number of copies in the library	Availability via other media		
Required literature (available in the library and via other media)	Ursula Amrein, und Theodor F De Gruyter, Be	ontane. V						
	Helmut Kreuze Wolfgang Gast Bamberg 1993	(ed.): <i>Lite</i>						
	Annika Milz: Aldes Literaturve am Beispiel de Ifkud, Bremen 2	rfilmung. r Mehrfac						
	Theodor Fonta	ne: Effie E	Briest					
Optional literature (at the time of submission of study programme proposal)	Helmuth Nürnberger: Theodor Fontane in Selbstzeugnissen und Bilddokumenten. Rowohlt, Reinbek b. Hamburg 1968. Peter Demetz: Formen des Realismus. Theodor Fontane. Kritische Untersuchungen. Hanser, München 1964.							
Quality assurance methods that ensure the acquisition of exit competences Other (as the	 Evaluation of results in accordance with the above learning outcomes. Feedback from students via surveys. Self-evaluation of teachers. Institutional and non-institutional evaluations. No.							
proposer wishes to add)								

NAME OF THE COURSE		PRAGMALINGUIS	MALINGUISTICS					
Code	GER30	E	Voor of o	tudy.	3			
Course teacher	Mirjana	M. Kovač, PhD iate Professor)	Year of st	-	3			
Associate teachers	Sandra	Lukšić, PhD	Type of ir of hours)	nstruction (number	L	S		
Status of the course	Elective	Elective Percentage of application						
		COLIRSE	of e-learn					
Course objectives	 COURSE DESCRIPTION Defining the basic concepts of pragmalinguistics as a discipline that studies the use of illocution in a language; critical thinking in relation to theoretical frameworks and methodological procedures from the point of view of speech acts; identifying similarities and differences between pragmalinguistics and related linguistic disciplines; doing independent research by applying the methods of pragmalinguistics. 							
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: - define linguistic units at the level of conversation, discourse and text; - analyze the relationship between pragmalinguistics and related disciplines such as syntax, sociolinguistics and semantics; - 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; - analyze the German text with respect to the cooperative principles: cooperation, civility and relevance of conversations.							
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	□ exer	inars and workshops	6	☑ independent as☐ multimedia☐ laboratory☐ work with menter	-			

	☐ partial e-learning			□ (other)				
	☐ field work							
Student responsibilities	Student's active participation in lectures and writing a seminar paper.							
Screening student	Class attendance	R	Research		Practical traini	ng		
work (name the proportion of ECTS credits for each activity so that the total number of	Experimental work	R	Report		Individual work	< 1		
	Essay		Seminar ssay	1	(Other)			
ECTS credits is equal to the ECTS	Midterm exam	О	Oral exam	1	(Other)			
value of the course)	Written exam	Р	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: 50% - 61% - sufficient (2), 62% - 74%- good (3), 75% - 87% - very good (4), 88% - 100% - excellent (5). The midterm exams and final exams are held in accordance with the academic							
	The midterm ex calendar.	ams and fir		re held in acco	ordance with the	e academic		
		ams and fir	nal exams ai	re held in acco	Number of copies in the library	Availability via other media		
Required literature (available in the library and via other media)	Holly, W. (2001 Langenscheidt, Meibauer, J. (20 Brigitte Narr, Ta	Tit). Einführun Berlin. 001). Pragm übingen.	ele ng in die Pra	gmalinguistik. enburg Verlag	Number of copies in the library	Availability via other media		
(available in the library and via other	Holly, W. (2001 Langenscheidt, Meibauer, J. (20	Tit). Einführun Berlin. 001). Pragm übingen.	ele ng in die Pra	gmalinguistik. enburg Verlag	Number of copies in the library	Availability via other media		
(available in the library and via other media) Optional literature (at the time of submission of study programme	Holly, W. (2001 Langenscheidt, Meibauer, J. (20 Brigitte Narr, To	Tit). Einführun Berlin. 001). Pragm ibingen. (1983). Pra of results in rom student tion of teach	ele ig in die Pranatik. Stauffer agmatics. Caraccordance	gmalinguistik. enburg Verlag ambridge Univ	Number of copies in the library	Availability via other media		

NAME OF THE COURSE GERMAN LITERATURE OF THE 20TH CENTURY II								
Code	GER30	6	Year of s	tudy 3.				
Course teacher		a Erstić, PhD ant Professor)	Credits (E	ECTS)	4			
Associate teachers			Type of ir		L 15	S 15	E	F
Status of the course	mandat	tory	Percenta	·	10	10		
		COURSE	DESCRI					
Course objectives	•	of the 20th century, socio-historical con- courses, students w	aim of the course is to gain insight into the literature of the second half a 20th century, as well as contemporary German literature, in the historical context. Using the knowledge gained in the previous literary ses, students will study and critically judge the most important literary comena, authors and works of that period.					
Course enrolment requirements and entry competences required for the course		Enrolment into the third year of the undergraduate programme of German anguage and Literature.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	century - explai develop beginni - analyz - discus second - to tran cultural	- to distinguish the specificities of the literary periods in the second half of the 20th century - 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 - analyze and interpret selected literary works in the given context - discuss the most important features and authors of German literature in the second half of the 20th century - to translate and interpret the literary phenomena of that period in the European cultural and socio-political context						
Course content broken down in detail by weekly class schedule (syllabus)	The colappears beginni necess 1.Introc Germal (1 L + 1 BRD Li of BRD M. Frisc S) 10. E importa	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. 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					a are up 47 4. vorks ture: L + 2	
Format of instruction	☑ lectu☑ sem☐ exer☐ on li	ures inars and workshops	`	☐ independent☐ multimedia☐ laboratory☐ work with media☐ (other)☐	_	nents		

	☐ field work							
Student responsibilities	preparation and	Regular class attendance, active participation in lectures (discussion, text analysis), preparation and presentation of a seminar paper, preparation for two continous assessment written exams/written exam and oral exam.						
Screening student	Class attendance 1 Research Practical training							
work (name the proportion of ECTS credits for each activity so that the total number of	Experimental work		Report		(Other)			
	Essay		Seminar essay		(Other)			
ECTS credits is equal to the ECTS	Tests		Oral exam	1	(Other)			
value of the course)	Written exam	2	Project		(Other)			
Grading and evaluating student work in class and at the final exam	assessed on th The final grade a seminar pape	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 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)	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 literary works a	-						
Optional literature (at the time of submission of study programme proposal)	literary works according to the given instructions) 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 Other (as the	EvaluationFeedback fSelf-evalua	of results rom stude tion of tea	ents via surve	ys.	ve learning outo	comes.		
proposer wishes to add)								

NAME OF THE COURSE LANGUAGE EXERCISES VI										
Code	GER30)8	Year of study	3.						
Course teacher	Silvija Ugrina		Credits (ECTS)	4	4					
Associate teachers	Mirela l	Mirela Müller, PhD Type of instruction (number of hours) L S E 90								
Status of the course	manda	tory	Percentage of application of e-learning							
		COURSE	DESCRIPTION							
Course objectives	•		rse is to develop language riting, speaking and listen	•	_					
Course enrolment requirements and entry competences required for the course	Langua	ent into the third yea age and Literature. ance of Language Ex	er of the undergraduate pro	ogramme	e of Ger	man				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- to cor - apply - apply expre- - read a - impro Germ- - discus (vocal - expre compl - give a develo prese - hold a the au	nmunicate orally and actively the process actively the process ssion; and comprehend tex ve independently the an for further trainings fluently topics tabulary and grammar ss themselves orally lex topics; a clear, detailed descipping specific opinion tation; a short speech (5 middience; about complex issue	ed grammatical structures ts in German at level C2; eir language and use source g and education; ight in class and apply acc rules); and in writing in a clear a cription of complex facts line and making a conclusion in) or presentation (using a	in writtences of linguired known at the earth of a graphic	C2 level on and o ogusitic leading with the content of the color of th	ral knowledge ay on copics by in front	of			
Course content broken down in detail by weekly class schedule (syllabus)	 - write about complex issues in a letter, composition or report highlighting what they consider important. Language exercises VI are a follow up of Language exercises V. 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. Topics: Research and Technology, Special and ordinary things, Art and culture, Political and official including planned language activities (excersise on expressing opinion and writing). Grammar: (Revision and deepening) passive and pasive substitutes, modal auxiliaries, adjectives (declension, comparison, formation of djectives), 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. Research and Technology (14 E) 2. Revision and deepening: Passive and passive replacements (4 E) 3. Oral communiction exercises (2 E) Listening comprehension exercises (2 E) 5. Translation exercises (2 E) Special and ordinary things (14 E) 7. Revision and deepening: Modal verbs (2V) 									

	8. Oral communiction exercises (2 E) 9. Listening comprehension exercises (2 E) 10. Translation exercises (2 E) 11. Arts and culture (12V) 12. Revision and deepening: Adjectives (declension, comparison, formation of djectives) (4V) 13. Oral communiction exercises (2 E) 14. Listening comprehension exercises (2 E) 15. Translation exercises (2 E) 16. Political and official (10V) 17. Appositions (2V) 18. Nominal style (2V) 19. Prepositions of the writtem language (2V) 20. Oral communiction exercises (2 E) 21. Listening comprehension exercises (2 E) 22. Translation exercises (2 E)							
Format of instruction	 □ seminars and workshops □ exercises □ on line in entirety □ partial e-learning 			☐ multimedia☐ laboratory☐ work with m☐ (other)	□ laboratory □ work with mentor			
Student responsibilities	_		•	nent tests and o	_	ework	anu	
Screening student work (name the	Class attendance	1	Research		Practical traini	ng		
proportion of ECTS credits for each	Experimental work		Report		(Other)			
activity so that the total number of ECTS credits is equal to the ECTS	Essay		Seminar essay		(Other)			
	Tests	2	Oral exam	1	(Other)			
value of the course)	Written exam		Project		(Other)			
Grading and evaluating student work in class and at the final exam	The final grade in class; writing assessment te	g homewo	rk (class atte	•	ll as on the res			
		Number of copies in the library		ilability via her media				
Required literature (available in the library and via other	Anne Buscha, Susanne Raven, Mathias Toscher: Erkundungen, Deutsch als Fremdsprache: Integriertes Kurs- und Arbeitsbuch, Sprachniveau C2, (2014), Schubert Verlag Leipzig							
media)	Tatsachen über Deutschland. Societäts-Verlag, Frankfurt/Main (only some chapters) (also at: https://www.tatsachen-ueber-deutschland.de/de/system/files//tatsachen_2015_deu.pdf)							
Optional literature (at the time of submission of study programme proposal)	Langenscheidt Duden: Der Du Wahrig Fehlerf	ıden in 12	Bändern. Ba	nd 9: Richtiges	und gutes Deu			
Quality assurance				e with the above				
methods that	Feedback to	from stude	ents via surve	eys	-			
ensure the	 Self-evalua 	ation of tea	achers					

acquisition of exit competences	Institutional and non-institutional evaluations
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 LEXICOLOGY AND LEXICOGRAPHY OF THE GERMAN LANGUAGE						
Code	GER30		Year of study 3			
Course teacher	Mirjana	M. Kovač, PhD iate Professor)	Credits (E	•	4	
Associate teachers			Type of ir of hours)	nstruction (number	L 15	S 15
Status of the course	Mandatory Percentage of application of e-learning 0					
		COURSE	DESCRI			
Course objectives	 Learning about lexicology and lexicography and their relation to other related linguistic disciplines; defining basic terminological definitions and areas of research; Understanding the need for proper use of monolingual, bilingual, electronic and online dictionaries; recognition of lexical changes in language; categorizing language concepts and language concepts at all linguistic levels; linking language processes with social events. 					ıl, electronic
Course enrolment requirements and entry competences required for the course	Inking language processes with social events. 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: - explain the lexicological and lexicographic terminology; - categorize lexicological and lexicographical terms; - analyze various contemporary texts which contributes to better quality in speaking German; - analyze the German lexicon; - connect lexical processes in German in relation to social and political circumstances; - find information independently and use relevant literature.					
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	□ exer	inars and workshops	5	☑ independent ass☐ multimedia☐ laboratory☐ work with mento	-	

	partial e-learning	□(other)					
Student	☐ field work						
responsibilities	Student's active participation in lectures and writing a seminar paper.						
Screening student	Class attendance	Research		Practical training	g		
work (name the proportion of ECTS credits for each	Experimental work	Report		Individual work	2		
activity so that the total number of	Essay	Seminar essay	1	(Other)			
ECTS credits is equal to the ECTS	Midterm exam	Oral exam	1	(Other)			
value of the course)	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: 50% - 61% - sufficient (2), 62% - 74%- good (3), 75% - 87% - very good (4), 88% - 100% - excellent (5). The midterm exams and final exams are held in accordance with the academic calendar.						
		Number of copies in the library	Availability via other media				
Required literature (available in the library and via other media)	Schippan, T. (2002). Lexikologie der deutschen Gegenwartssprache. Max Niemeyer Verlag,						
Optional literature (at the time of submission of study	Englberg, S., Lemnitzer L. (2009). Lexikographie und Wörterbuchbenutzung. Stauffenburg Einführungen. Herbst, T., Klotz, M. (2003). Lexikografie: Eine Einführung. Ferdinand Schöningh. Schwarze, C., Wunderlich, D. (ur.). (1985). Handbuch der Lexikologie. Athenaum						
programme proposal)	Schwarze, C., Wunder Verlag.		85). Handbuc	h der Lexikologi			

NAME OF THE COURSE	Professional practice at a tea	aching base					
Code	HZX008	Year of study	3 rd (underg		te stud	у	
Course teacher	all teachers appointed to scientific-teaching grades who are involved in teaching	Credits (ECTS)	5	5			
Associate teachers	-	Type of instruction (number of hours)	P 0	S 30	V 40	T 80	
Status of the course	elective	Percentage of application of e-learning	0				
	COURSE DESCRIP	PTION					
Course objectives	To introduce students to specific enable them to independently 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)	Learning outcomes: 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; 2. preparing a professional practice report to explain the tasks performed; relevant documents should be attached to the report. Individual learning outcomes - upon the completion of professional practice, students will be able to: 1. describe the structure of the selected teaching base; 2. recognize the challenges posed by the work environment and explain the processes for dealing with specific challenges; 3. analyze concrete practical situations based on recent scientific sources; 4. monitor, document, and evaluate processes at the teaching base; 5. describe problems arising from specific work assignments at the teaching base and explain the procedures for solving them; 6. document personal practice and evaluate it reflexively.						
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work assignments overseen by 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	□ lectures	☑ independent	assignment	:S			

	✓ seminars and workshops ✓ exercises □ on line in entirety □ partial e-learning ☑ field work		,	✓ multimedia☐ laboratory✓ work with mentors☐ other			
Student responsibilities	defined by the mentor's inst completion of	The student who enrols in this course is obliged to follow the schedule as defined by the mentor from the teaching base. He/she is obliged to follow the mentor's instructions and diligently perform the assigned work tasks. Upon completion of the professional practice, the student must prepare the report on professional practice and publicly present the experiences gained.					
	Class attendance		Literature research		0,25	Practical training	3
Screening student work (name the proportion of	Experimenta I work		Report			Consultations with mentors	0,75
ECTS credits for each activity so that the total	Essay		Seminar essay			Data gathering	
number of ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam	1		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	teaching base mentor from attends the prosolving the as At the end of descriptive graters. The student the student of the mentor from grade, and the split enters the student of the grade grades given the professional professional grades given the professional professional grades given the professional professional grades given the grad	and the teactice signed for the addes: has no sudent me the ement of the addes in the added in t	ne Faculty of eaching baregularly and tasks. practice, the uccessfully of successfully of successfully did not successfully teaching batter from the eaching batter from the each professional Science the work as scriptive gruccessfully not successfully not successfully the mentional successfully each professional from the each professional scriptive gruccessfully not successfully the mentional each professional from the eac	of Hise of His	umanities a continually whether he/ mentor assimpleted the completed ssfully commust provide culty of Human and practice on Split analyments with second to have the confirment of the confirmen	vely by the mento and Social Sciences monitors whether she is diligent and signs one of the form professional practice the professional practice the professional practice the professional practice the written explananities and Social arching base is "The the mentor from the student and as fended the professional defended the acculty of Humanities and defended the acculty of Humanities fully written and defended in writing the passed if the ear the Faculty of Humanities are port. If the descript the Faculty of Humanities are port. If the descript the Faculty of Humanities are port. If the descript the Faculty of Humanities are port. If the descript the Faculty of Humanities are port. If the descript the Faculty of Humanities are port. If the descript the Faculty of Humanities are port. If the descript the Faculty of Humanities are port. If the descript the Faculty of Humanities are provided the successful control of the passed in the Faculty of Humanities are provided the successful control of the provided the successful control of the passed in the Faculty of Humanities are provided the successful control of the provided the provided the successful control of the provided the successful control of the provided the successful control of the provided the provid	in Split. The the student successful in bllowing two be actice. In all practice, sation for the Sciences in student has be Faculty of professional signs one of bonal practice professional signs of

	Social Sciences in Split enters the descriptive grade "Passed" in the student transcript book.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Specialist literature is defined by the mentor from the teaching base.		
Optional literature	Specialist literature is defined by the mentor fro	m the teachin	ig 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. 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 ²	5.217,10	
Identification of building	Poljičanka	
Location of building	Poljička cesta 35	
Year of completion	1990.	
Total square area in m ²	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 Language Exercises I Silvija Ugrina/ Irina Boban Marijana M. Kovač, PhD (Associate Professor) Sociolinguistics Mirjana M. Kovač, PhD (Associate Professor) Morphology of the German Language Mirjana M. Kovač, PhD (Associate Professor) Morphology of the German Language Mirjana M. Kovač, PhD (Associate Professor) Morphology of the German Language Mirjana M. Kovač, PhD (Associate Professor) Language Exercises II Silvija Ugrina/ Irina Boban Introduction to Literary Interpretation Marijana Erstić, PhD (Associate Professor) Mirjana M. Kovač, PhD (Associate Professor) Mirjana M. Kovač, PhD (Associate Professor) Mirjana M. Kovač, PhD (Associate Professor) Sandra Lukšić, PhD Mirjana M. Kovač, PhD (Associate Professor) Stylistics of Language and Speech Mirjana M. Kovač, PhD (Associate Professor) Sandra Lukšić, PhD Mirjana M. Kovač, PhD (Associate Professor) Semantics Mirjana M. Kovač, PhD (Associate Professor) Semantics Mirjana M. Kovač, PhD (Full Professor) Semantics Mirjana M. Kovač, PhD (Full Professor) Semantics Mirjana M. Kovač, PhD (Associate Professor) Sandra Lukšić, PhD Language Exercises IV Silvija Ugrina/ Irina Boban The Literary Opus of Marie von Ebner- Eschenbach The Fairy Tales of the Brothers Grimm Marijana Erstić, PhD (Associate Professor) Mirjana M. Kovač, PhD (Associate Professor) M	[
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Language Sandra Lukšić, PhD	German Literature of the 20th Century II	Marijana Erstić, PhD (Associate Professor)
Language Exercises VI Silvija Ugrina / doc. dr. sc. Mirela Müller		
	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

In keeping with the European standards and guidelines for internal quality assurance in higher education institutions (according to "Standards and Guidelines of Quality Assurance in the European Higher Education Area") on the basis of which the University of Zagreb defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.

Documentation on which the quality assurance system of the constituent part of the University is based:

- Regulations on the quality assurance system of the constituent part (enclose if existing)
- Handbook on the quality assurance system of the constituent part (enclose if it exists)

Description of procedures for evaluation of the quality of study programme implementation:

- Fore 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
- If procedure is described in an attached document, name the document and the article.

Evaluation of the work of teachers and part-time teachers	Student survey at the end of the semester (CIRCO, https://www.ffst.hr/centri/circo) 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, https://www.ffst.hr/centri/circo) 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, https://www.ffst.hr/centri/circo)
Availability and evaluation of student support (mentorship, tutorship, advising)	Student survey (CIRCO, https://www.ffst.hr/centri/circo) 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, https://www.ffst.hr/centri/circo) 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
Description of procedures for informing external parties on the study programme (students, employers, alums)	Faculty Web-pages Prospectus (updated every year) University Open Day