UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

GRADUATE STUDY PROGRAMME ENGLISH *STUDIES:*

Language and Communication (single-major); Teacher Education (double-major) and Translator Education (double-major)

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of the 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	Graduate Study Programme *English Studies: Language and Communication* (single-major), teacher education (double-major), translator education (double-major)		
Provider of the study programme	Faculty of Humanities and Social Sciences in Split		
Other participants	-		
Type of study programme	Vocational study programme☐	**University study programme x**	
Level of the study programme	Undergraduate☐	**Graduate x**	Integrated☐
	Postgraduate☐	Postgraduate specialist☐	Graduate specialist☐
Academic/vocational title earned at completion of study	*Master of Arts (MA) in English Studies* (single-major and double-major specializing in translator education) mag.philol.angl. *Master of Education (MEdu) in English Studies* (double-major specializing in teacher education) mag.educ.philol.ang.		

1. INTRODUCTION

1.1. Reasons for starting the study programme

Graduate studies in English at the Faculty of Humanities and Social Sciences, University of Split, have been designed to educate and train professionals who will be concerned with English linguistics, interdisciplinary discourse studies, literary stylistics, English language teaching, or translation. The need for such experts has long been present in the Croatian labour market due to the internationalisation of the economy and all other areas of modern society, and has become even greater with Croatia's accession to the EU.

In graduate studies, the student, depending upon his or her area of specialization, acquires general and specialised knowledge in the field of English studies. Successful completion of the *teacher education specialisation* in graduate studies can lead to employment in primary, secondary and foreign language schools. The need for English language teachers is constant due to the widespread manifestation of an exceptionally keen interest in English language learning and a large number of primary, secondary and foreign language schools in Split-Dalmatian County and neighbouring areas. This need has increased since the introduction of a mandatory foreign language from the first grade of primary school education and the introduction of a mandatory second foreign language from the fourth grade of primary school education.

Successful completion of the *translator/interpreter education specialisation* within these graduate studies enables the Master of English Studies to translate and interpret in a variety of situations. Due to contemporary EU trends, there is a growing need for translators in the areas of foreign affairs, business, managemen,t and culture. Such professionals are especially sought after locally in Split-Dalmatian County due to the accelerated development of tourism in this region.

Successful completion of the **single-major graduate study programme *Language and Communication*** enables the Master of English Studies to enroll in doctoral studies and provides the possibility of pursuing research at institutions dealing with the study of English language and literature. All the courses are electives so that students can put together a programme that suits their interests and abilities. The education of these students preparing for further research is of great importance in the essential creation of a pool of qualified future professionals for institutions of higher education and research.

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

Potential partners to the graduate studies from non-higher education institutions are primary and secondary and foreign language schools in Split and Split-Dalmatian County; The Croatian Chamber of Commerce; The Tourist Board of Split, and various cultural institutions.

1.3. Compatibility with requirements of professional organizations

The Graduate Study Programme in English Studies at the Department of English Language and Literature in Split has been created in accordance with contemporary trends in English Studies. An interdisciplinary approach to the study of English language and literature creates

the basis for a better understanding of the nature and uses of English as a foreign language. The general programme of each course unit or module has been constructed from contemporary sources and includes fundamental topics from specific academic disciplines as well as recent research insights and practical insights from professional spheres, which makes them meet the requirements of professional organizations like HUPE (Croatian Association of English Teachers) and EALTA (European Association for Language Testing and Assessment). Teaching methods and techniques implemented within the study programme encourage critical thinking and creativity, which are essential to students' professional development.

The teaching staff of the Department of English Language and Literature are active members of numerous national and international professional organizations, and they sit on relevant national boards (for example Croatian Applied Linguistics Association (HDPL), Croatian Philological Society (HFD), Croatian Association of Teachers of English (HUPE), Croatian Association for American Studies (HUAmS), The Croatian Association for the Study of English (HDAS, the national branch of ESSE), Association of Adaptation Studies, Modern Language Association; Croatian National Board for Philology, etc). They are also active members of editorial boards and peer reviewers for a number of professional and academic journals.

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

Possible partners outside the higher educational system include organisations that have expressed interest in the study programme and/or its inception: primary and secondary schools within the educational system; private language schools; Split-Dalmatia County; Croatian Chamber of Commerce; Split Tourist Board, and various cultural and creative industries.

1.5. Financing

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

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

The study programme was created in accordance with European educational structures (ECTS system, study cycles, etc). It is comparable to a number of similarly designed study programmes abroad with an emphasis on elective courses.

Similar graduate studies programmes in English/American Studies are in place at the University of Graz, Austria, and the University of Ljubljana, Slovenia. They contain similar courses, with a significant overlap in content in a number of courses. Due to this, the knowledge, skills, and competencies acquired at the end of graduate studies greatly overlap.

Compare:

Department of English Studies, Department of American Studies, University of Graz: http://anglistik.uni-graz.at/de/studieren/studienplaene/

Department of English, University of Ljubljana: http://www.anglistika.net/courses

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

The study programme is open to horizontal and vertical student mobility. So far these have been in place with the following universities at home and abroad: University of Zagreb, University of Zadar, University of Rijeka, University of Osijek, University of Ljubljana, University of Maribor, Technische Universität Braunschweig; Institute of English Studies (Opole, Poland), Università degli Studi Gabriele d'Annunzio (Pescara) and other universities with which the Faculty has signed Erasmus+ mobility agreements.

Furthermore, students can achieve mobility with a number of universities abroad with which the Faculty has established Erasmus+ mobility agreements. In 2013, the Department of English Language and Literature in Split established and has carried out Erasmus+ agreements for teacher mobility with the English Departments at the University of Amsterdam and Glasgow University. Teacher and student mobility agreements were signed with the English Department of Technische Universität Braunschweig, Germany, Eötvös Loránd University in Budapest, Hungary, the Institutes of English Studies in Opole and Lodz, Poland, and extended with the universities with which the Faculty had already had successful exchanges.

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.

1.9. Current experiences in equivalent or similar study programmes

The Bologna-style double-major graduate programme in English Studies (single and double-major specializations) has successfully been implemented at the Department of English, Faculty of Humanities and Social Sciences in Split, since the academic year 2006/2007. A similar four-year double-major undergraduate course in English Language and Literature was successfully implemented in the Department of English within the School of Humanities, Split University, between the academic years 2001/2002 and 2007/2008. It included two specialisation options, which were introduced in the final years of studies leading to a degree with or without teaching qualifications.

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

Scientific/artistic area of the study programme	Humanities/Philology/English Studies
Duration of the study programme	2 years (4 semesters)
The minimum number of ECTS required for completion of study	60 (120)
Enrolment requirements and admission procedure	BA degree in *English Language and Literature* or its equivalent (minimum of 180 ECTS points).

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

Upon the completion of the programme, the Master of Arts in English Studies (*both single and double-major*) can:

- understand specific theories, concepts, and principles of various areas in English studies
- discuss contemporary theoretical approaches to the study of English as a foreign language
- discuss contemporary theoretical approaches to the study of literature as well as the history of literature
- apply theoretical principles in practical individual work and use the acquired knowledge in linguistic research
- analyse, synthesise, and summarise information
- write coherent and well-structured papers in English
- hold an oral presentation in English
- continue with postgraduate (doctoral and specialist) studies.

Upon the completion of the **teacher education specialisation** the Master of Arts in English Studies understands the nature of the teaching process and is familiar with the methods and techniques of teaching English as a foreign language. S/he can:

- choose appropriate teaching strategies
- design the structure, performance, and evaluation of lessons in English as a foreign language in accordance with different proficiency levels and in different institutional contexts (primary and secondary schools, foreign language schools).

Upon the completion of the *translator/interpreter education specialisation* the Master of English Studies will be able to:

- translate specialist texts
- translate literature
- interpret (both consecutively and simultaneously).

Upon the completion of the graduate single-major research study programme *Language and Communication,* the Master of English Studies will be able to:

- adopt, connect, and question the principles and conceptsthath connect linguistics with cognitive and information sciences, discourse theory, and poetics
- demonstrate interdisciplinary awareness
- interpret and demonstrate practical skills for analysing diverse (literary, film, audio-visual) texts
- show the ability to critically connect ideas
- acquired communicative skills necessary for writing academic papers and in oral presentations in English
- design and undertake research and professional work in all subjects included in the programme of studies, such as sociolinguistics and various aspects of applied linguistics, the area of critical analysis, the translation of literary and professional texts, and information technology involving computerised text processing in various linguistic, philological and other research projects.

2.3. Employment possibilities

After the completion of **the graduate study programme in English Studies** the Master of Arts can carry out jobs in English language mediation in the fields of culture, publishing, media, foreign affairs, administration, and business. Graduates of the teacher education specialisation can also work in primary and secondary schools and foreign language schools.

2.4. Possibilities of continuing studies at a higher level

After successful completion of graduate studies, the Master of Arts in English will be able to continue doctoral studies within the research field of humanities, linguistics or in the areas of interdisciplinary linguistics, literature and culture. S/he can continue research related to the major courses included in the graduate studies, and research in similar disciplines at universities within Croatia and abroad. S/he can also enroll in related post-graduate specialised studies.

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

Students who hold an accredited double-major BA degree in English language and literature (a minimum of 90 ECTS, 180 in total) can enroll in the graduate study programme in English Studies at the Faculty of Humanities and Social Sciences in Split.

2.6. Structure of the study

The graduate study programme in English Studies takes two years (four semesters), offering three specialisations: Language and Communication (single-major programme), Teacher Education (double-major), and Translator/Interpreter Education (double-major). In each

semester of the programme, except the last, in all specialisations the contact hours of the student's work load is equivalent to a quarter of the total work load.

In the single-major programme all courses are elective. The sum total of ECTS points of the core courses in the first year of the double-major programme in teacher education is 10 ECTS per semester, which means that students have to choose one elective course per semester. The ECTS sum total of core courses in the first year of the double-major programme in translator education and in the winter semester of the second year of both double-major programmes is 5 ECTS, which means that students choose two elective courses in each semester. Some elective courses are open to students from other study programmes at the Faculty of Humanities and Social Sciences in Split, provided their knowledge of English is equivalent to C1+ and C2.

Students can enroll in other electives offered outside the Department which do not enter the students' ECTS quota.

Student responsibilities are regulated by the syllabi of individual courses (see course descriptions). Students' responsibilities in terms of class attendance, study rhythm, and exams are regulated by the Ordinance on Study Programmes and Study System of the University of Split.

2.7. Guiding and tutoring through the study system

Most of the courses are intended for work in small groups (the maximum number of students enrolled in an elective course is 15). 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 second year, students choose a supervisor who will supervise their research and the writing of their master thesis during the summer semester.

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

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

Students of the graduate programme in English Studies can enroll in only one elective course from other study programmes. The list of elective courses can be found on the Faculty web page.

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

All coursework in English studies is conducted in English. The Croatian language is used only in the courses which deal with translation from or translation into the Croatian language. General courses in Education Studies, taught outside the Department,

which are mandatory for students enrolled in the Teacher Education specialization are taught in Croatian.

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 enroll firstino those courses they had failed. Students who achieve the minimum of 60 ECTS in the preceding year are allowed to enrol in 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 English 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 the study	Final thesis ☐ **Diploma thesis x**	Final exam ☐ Diploma exam ☐
Requirements for final/diploma thesis or final/diploma/exam	Requirements for registering for an MA thesis: Successfully completed the third (winter) semester of the second year. Requirements for registering an MA thesis defense: successfully completed the fourth (summer) semester of the second year of the graduate study programme and completion of all other enrolled courses (50ECTS; the course *Graduate thesis* carries 10 remaining ECTS).	
Procedure of evaluation of final/diploma exam and evaluation and defense of final/diploma thesis	After successfully passing all the exams and obtaining a positive grade for the thesis from the supervisor, the student defends his/her thesis before a committee consisting of three members.	

2.12. List of mandatory and elective courses

List of courses							
Year of study: 1st year, Graduate Study Programme *English Studies* (**Teacher Education** specialization)							
Semester: 1st (winter)							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE610	Second Language Acquisition	30	15	0		5
	HZX003	Psychology of Nurture and Education*	30	30	0		2,5
	HZX004	Sociology of Education*	30	30	0		2,5
	Total		90	75	0		10
Elective	HZE602	Computational Methodology for Linguistic Research	15	0	30		5
	HZE605	Literary Text and Discourse	30	30	0		5
	HZE606	Language and Society	30	15	0		5
	HZE704	Languages in Contact	30	15	0		5
	HZE609	Shakespeare: from the Globe to the Multiplex	15	30	0		5
	HZE501	The History of English Language	30	15	0		5
	HZE604	Syntax – comparative and formal aspects	30	15	0		5
	HZE601	Language and Discourse	30	30	0		5
	HZE612	Ecocriticism and Literature	15	30	0		5
	Indicate how many elective courses are chosen: 1 In addition to the elective courses mentioned abov, the student an also enrol in other elective courses within the study program. *Psychology of Nurture and Education* and *Sociology of Education* are compulsory courses in a double major degree programme in teacher education specialization. Credits obtained for these courses are evenly distributed to both study programmes (2.5 credits for each course, 5 credits altogether).							

List of courses							
Year of study: 1st year, Graduate Study Programme *English Studies* (**Teacher Education** specialization)							
Semester: 2nd (summer)							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE710	Glottodidactics	30	15	0		5
	HZX001	Fundamentals of Pedagogy*	30	30	0		2,5
	HZX002	Didactics*	30	30	0		2,5
	Total		90	75	0		10
Elective	HZE712	Lexical Semantics	30	15	0		5
	HZE703	Language Change	15	30	0		5
	HZE705	Rhetoric of Speech and Writing	0	60	0		5
	HZE713	Virginia Woolf	15	30	0		5
	HZE611	Neo-Victorianism and Victorian Heritage	30	30	0		5
	HZE613	Speculative Futures	15	30	0		5
	HZE706	Media Culture	15	30	0		5
	HZE607	Psycholinguistics and Cognitive Aspects of Language	30	15	0		5
	HZE711	African American Novel	30	15	0		5

	HZE709	Multiculturalism, Identity, Literature: Canada and the United States	30	15	0		5
		Language, Media, and Communication	15	30	0		5

Indicate how many elective courses are chosen: 1

In addition to the elective courses mentioned abov, the student an also enrol in other elective courses within the study program.

Fundamentals of Pedagogy and *Didactics* are compulsory courses in a double major degree programme in teacher education specialization. Credits obtained for these courses are evenly distributed to both study programmes (2.5 credits for each course, 5 credits altogether)

List of courses							
Year of study: 2nd year, Graduate Study Programme *English Studies* (**Teacher Education** specialization)							
Semester: 3rd (winter)							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE811	English Language Teaching Methodology	30	15	0		5
		Total	30	15	0		5
Elective	HZE813	Language, Culture, Cognition	15	15	0		5
	HZE814	James Joyce	15	30	0		5
	HZE805	Philosophy of Language	30	15	0		5
	HZE806	Creative Writing	0	45	0		5
	HZE804	Language and Literature	15	30	0		5
	HZE815	Contemporary Poetry	15	30	0		5
	HZE812	Classroom Discourse	30	15	0		5
	HZE807	Literary Cinema	15	30	0		5
	HZE801	Corpus Linguistics and Lexicology	30	30	0		5
	HZE808	Formal Aspects of Translation: Theory and Computer Methodology	15	30	0		5
	HZE715	Underworlds: Subterranean Poetics	15	30	0		5
	HZE714	Korean and East-Asian Literature and Film in the Euro-Asian Context	30	15	0		3
		Teaching English to Young Learners	15	30	0		5
	HZX009	Professional Practice at a Teaching Base*	0	30	40	80	5
	Indicate how many elective courses are chosen: 2						

List of courses							
Year of study: 2nd year, Graduate Study Programme *English Studies* (**Teacher Education** specialization)							
Semester: 4th (summer)							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE904	Practicum and Teaching Practice	0	30	35		5
	HZE905	Diploma (Master) Thesis	0	0	0		10
		Total	0	35	35		15
Elective	HZX009	Professional Practice at a Teaching Base*	0	30	40	80	5

	Indicate how many elective courses are chosen: 0

Professional practice at a teaching base: not obligatory, students can apply for this and obtain an additional 5 ECTS points.

<table>
<tr><td colspan="8">List of courses</td></tr>
<tr><td colspan="8">Year of study: 1st year, Graduate Study Programme English Studies (Translator/Interpreter Education specialization)</td></tr>
<tr><td colspan="8">Semester: 1st (winter)</td></tr>
<tr><td rowspan="2">STATUS</td><td rowspan="2">CODE</td><td rowspan="2">COURSE</td><td colspan="4">HOURS IN SEMESTER</td><td rowspan="2">ECTS</td></tr>
<tr><td>L</td><td>S</td><td>E</td><td>F</td></tr>
<tr><td rowspan="2">Mandatory</td><td>HZE608</td><td>Translation Studies with Elements of Contrastive Analysis</td><td>30</td><td>30</td><td>0</td><td></td><td>5</td></tr>
<tr><td>Total</td><td></td><td>30</td><td>30</td><td>0</td><td></td><td>5</td></tr>
<tr><td rowspan="10">Elective</td><td>HZE602</td><td>Computational Methodology for Linguistic Research</td><td>15</td><td>0</td><td>30</td><td></td><td>5</td></tr>
<tr><td>HZE605</td><td>Literary Text and Discourse</td><td>30</td><td>30</td><td>0</td><td></td><td>5</td></tr>
<tr><td>HZE606</td><td>Language and Society</td><td>30</td><td>15</td><td>0</td><td></td><td>5</td></tr>
<tr><td>HZE704</td><td>Languages in Contact</td><td>30</td><td>15</td><td>0</td><td></td><td>5</td></tr>
<tr><td>HZE609</td><td>Shakespeare: from the Globe to the Multiplex</td><td>15</td><td>30</td><td>0</td><td></td><td>5</td></tr>
<tr><td>HZE501</td><td>The History of English Language</td><td>30</td><td>15</td><td>0</td><td></td><td>5</td></tr>
<tr><td>HZE601</td><td>Language and Discourse</td><td>30</td><td>30</td><td>0</td><td></td><td>5</td></tr>
<tr><td>HZE604</td><td>Syntax – comparative and formal aspects</td><td>30</td><td>15</td><td>0</td><td></td><td>5</td></tr>
<tr><td>HZE612</td><td>Ecocriticism and Literature</td><td>15</td><td>30</td><td>0</td><td></td><td>5</td></tr>
<tr><td colspan="6">Indicate how many elective courses are chosen: 2
In addition to the elective courses mentioned abov, the student an also enrol in other elective courses within the study program.</td></tr>
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<table>
<tr><td colspan="8">List of courses</td></tr>
<tr><td colspan="8">Year of study: 1st year, Graduate Study Programme English Studies (Translator/Interpreter Education specialization)</td></tr>
<tr><td colspan="8">Semester: 2nd (summer)</td></tr>
<tr><td rowspan="2">STATUS</td><td rowspan="2">CODE</td><td rowspan="2">COURSE</td><td colspan="4">HOURS IN SEMESTER</td><td rowspan="2">ECTS</td></tr>
<tr><td>L</td><td>S</td><td>E</td><td>F</td></tr>
<tr><td rowspan="2">Mandatory</td><td>HZE708</td><td>Translation Methodology – Theory and Practice</td><td>30</td><td>30</td><td>0</td><td></td><td>5</td></tr>
<tr><td>Total</td><td></td><td>30</td><td>30</td><td>0</td><td></td><td>5</td></tr>
<tr><td rowspan="9">Elective</td><td>HZE712</td><td>Lexical Semantics</td><td>30</td><td>15</td><td>0</td><td></td><td>5</td></tr>
<tr><td>HZE703</td><td>Language Change</td><td>15</td><td>30</td><td>0</td><td></td><td>5</td></tr>
<tr><td>HZE607</td><td>Psycholinguistics and Cognitive Aspects of Language</td><td>30</td><td>15</td><td>0</td><td></td><td>5</td></tr>
<tr><td>HZE705</td><td>Rhetoric of Speech and Writing</td><td>0</td><td>60</td><td>0</td><td></td><td>5</td></tr>
<tr><td>HZE713</td><td>Virginia Woolf</td><td>15</td><td>30</td><td>0</td><td></td><td>5</td></tr>
<tr><td>HZE613</td><td>Speculative Futures</td><td>15</td><td>30</td><td>0</td><td></td><td>5</td></tr>
<tr><td>HZE706</td><td>Media Culture</td><td>15</td><td>30</td><td>0</td><td></td><td>5</td></tr>
<tr><td>HZE711</td><td>African American Novel</td><td>30</td><td>15</td><td>0</td><td></td><td>5</td></tr>
<tr><td>HZE611</td><td>Neo-Victorianism and Victorian Heritage</td><td>30</td><td>30</td><td>0</td><td></td><td>5</td></tr>
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	HZE709	Multiculturalism, Identity, Literature: Canada and the United States	30	15	0		5
		Language, media, and communication	15	30	0		5
	Indicate how many elective courses are chosen: 2 In addition to the elective courses mentioned abov, the student an also enrol in other elective courses within the study program.						

List of courses							
Year of study: 2nd year, Graduate Study Programme *English Studies* (**Translator/Interpreter** Education specialization)							
Semester: 3rd (winter)							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE809	Literary Translation – Module 1	0	30	0		3
	HZE810	Interpreting – Module 1	0	30	0		2
	Total		0	60	0		5
Elective	HZE813	Language, Culture, Cognition	15	15	0		5
	HZE814	James Joyce	15	30	0		5
	HZE805	Philosophy of Language	30	15	0		5
	HZE806	Creative Writing	0	45	0		5
	HZE804	Language and Literature	15	30	0		5
	HZE815	Contemporary Poetry	15	30	0		5
	HZE807	Literary Cinema	0	30	0		5
	HZE801	Corpus Linguistics and Lexicology	30	30	0		5
	HZE808	Formal Aspects of Translation: Theory and Computer Methodology	15	30	0		5
	HZE715	Underworlds: Subterranean Poetics	15	30	0		5
	HZE714	Korean and East-Asian Literature and Film in the Euro-Asian Context	30	15	0		3
		Teaching English to Young Learners	15	30	0		5
	HZX009	Professional Practice at a Teaching Base*	0	30	40	80	5
	Indicate how many elective courses are chosen: 2 In addition to the elective courses mentioned abov, the student an also enrol in other elective courses within the study program.						

List of courses							
Year of study: 2nd year, Graduate Study Programme *English Studies* (**Translator/Interpreter** Education specialization)							
Semester: 4th (summer)							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE901	Literary Translation – Module 2	0	30	0		2
	HZE902	Interpreting – Module 2	0	15	0		1
	HZE903	Translation of Specialist Texts	0	30	0		2
	HZE906	Diploma (Master) Thesis	0	0	0		10

	Total		0	75	0		15
Elective	HZX009	Professional Practice at a Teaching Base*	0	30	40	80	5
	Indicate how many elective courses are chosen: 0						

*Professional practice at a teaching base: not obligatory, students can apply for this and obtain additional 5 ECTS points.

List of courses							
Year of study: 1st year, Graduate Study Programme *Language and Communication* (single-major in English)							
Semester: 1st (winter)							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	-	-	-	-	-	-	-
	Total		0	0	0	0	0
Elective	HZE602	Computational Methodology for Linguistic Research	15	0	30		5
	HZE601	Language and Discourse	30	30	0		5
	HZE605	Literary Text and Discourse	30	30	0		5
	HZE606	Language and Society	30	15	0		5
	HZE704	Languages in Contact	30	15	0		5
	HZE609	Shakespeare: from the Globe to the Multiplex	15	30	0		5
	HZE501	The History of English Language	30	15	0		5
	HZE610	Second Language Acquisition	30	15	0		5
	HZE608	Translation Studies with Elements of Contrastive Analysis	30	30	0		5
	HZE604	Syntax – comparative and formal aspects	30	15	0		5
	HZE612	Ecocriticism and Literature	15	30	0		5
	Indicate how many elective courses are chosen: 6 (or equivalent of 30 ECTS) In addition to the elective courses mentioned abov, the student an also enrol in other elective courses within the study program.						

List of courses							
Year of study: 1st year, Graduate Study Programme *Language and Communication* (single-major in English)							
Semester: 2nd (summer)							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
	-	-	-	-	-	-	-
	Total						0
Elective	HZE712	Lexical Semantics	30	15	0		5
	HZE703	Language Change	15	30	0		5
	HZE607	Psycholinguistics and Cognitive Aspects of Language	30	15	0		5

	HZE705	Rhetoric of Speech and Writing	0	60	0		5
	HZE713	Virginia Woolf	15	30	0		5
	HZE613	Speculative Futures	15	30	0		5
	HZE706	Media Culture	15	30	0		5
	HZE711	African American Novel	30	15	0		5
	HZE611	Neo-Victorianism and Victorian Heritage	30	30	0		5
	HZE709	Multiculturalism, Identity, Literature: Canada and the United States	30	15	0		5
	HZE708	Translation Methodology – Theory and Practice	30	30	0		5
		Language, media, and communication	15	30	0		5
	Indicate how many elective courses are chosen: 6 (or equivalent of 30 ECTS)						

Indicate how many elective courses are chosen: 6 (or equivalent of 30 ECTS)

In addition to the elective courses mentioned abov, the student an also enrol in other elective courses within the study program.

List of courses								
Year of study: 2nd year, Graduate Study Programme *Language and Communication* (single-major in English)								
Semester: 3rd (winter)								

STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	-	-	-	-	-	-	-
	Total						0
Elective	HZE813	Language, Culture, Cognition	15	15	0		5
	HZE814	James Joyce	15	30	0		5
	HZE805	Philosophy of Language	30	15	0		5
	HZE806	Creative Writing	0	45	0		5
	HZE804	Language and Literature	15	30	0		5
	HZE815	Contemporary Poetry	15	30	0		5
	HZE812	Classroom Discourse	30	15	0		5
	HZE807	Literary Cinema	0	30	0		5
	HZE811	English Language Teaching Methodology	30	20	0		5
	HZE809	Literary Translation – Module 1	0	30	0		3
	HZE810	Interpreting – Module 1	0	30	0		2
	HZE801	Corpus Linguistics and Lexicology	30	30	0		5
	HZE808	Formal Aspects of Translation: Theory and Computer Methodology	15	30	0		5
	HZE715	Underworlds: Subterranean Poetics	15	30	0	/	5
	HZE714	Korean and East-Asian Literature and Film in the Euro-Asian Context	30	15	0	/	3
		Teaching English to Young Learners	15	30	0		5
	HZX009	Professional Practice at a Teaching Base*	0	30	40	80	5

Indicate how many elective courses are chosen: equivalent of 30 ECTS points

In addition to the elective courses mentioned abov, the student an also enrol in other elective courses within the study program.

List of courses						
Year of study: 2nd year, Graduate Study Programme ***Language and Communication*** (single-major in English)						
Semester: 4th (winter)						

STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE905	Diploma (Master) Thesis	0	0	0		30
	Total		0	0	0		30
	HZX009	Professional Practice at a Teaching Base*	0	30	40	80	5
	Indicate how many elective courses are chosen: 0						

*Professional practice at a teaching base: not obligatory, students can apply for this and obtain additional 5 ECTS points

2.13. Course descriptions

NAME OF THE COURSE	SECOND LANGUAGE ACQUISITION					
Code	HZE610	Year of study	1			
Course teacher	Danijela Šegedin Borovina, PhD, assistant professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15		
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Understanding and critical consideration of theories of second language acquisition. The knowledge of the factors that influence the process of second language acquisition. Insight into second language acquisition research.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, the students will be able to: – explain the basic concepts and issues in second language acquisition – explain the theoretical approaches to first language acquisition – describe, analyse and compare the role of individual differences in SLA – define the notion of interlanguage and describe its characteristics – describe the role of learning strategies in SLA – explain the role of input and interaction in SLA – define the basic tenets of key SLA theories and hypotheses					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction; basic concepts and terminology (SLA, L1, L2, FL) 2L + 1S 2. Key issues in SLA 2L + 1S 3. Theoretical approaches to explaining first language acquisition 2L + 1S 4. The role of the first language in second language acquisition 2L + 1S 5. Contrastive Analysis and Error Analysis 2L + 1S 6. Learner interlanguage 2L + 1S 7. Age and second language acquisition 2L + 1S 8. Individual learner differences and second language learning (intelligence, working memory, aptitude) 2L + 1S					

	9. Individual learner differences and second language learning (anxiety, learning strategies) 2L + 1S 10. Motivation in SLA: a historical overview 2L + 1S 11. Motivation in SLA: new themes and approaches 2L + 1S 12. Input, interaction and second language acquisition 2L + 1S 13. Key theories in the interaction approach 2L + 1S 14. Instructed second language learning 2L + 1S 15. Form-focused instruction and task-based instruction; revision 2L + 1S

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

Student responsibilities	Regular attendance and active participation in classes; writing a seminar paper and preparing an oral presentation, taking an exam (or 2 tests); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay	1	(Other)	
	Tests (2)		Oral exam		(Other)	
	Written exam (or 2 tests)	2.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final written exam (or 2 tests) and the seminar paper with oral presentation. Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Brown, H.D. (2000). *Principles of Language Learning and Teaching* (5th Edition). New York: Pearson Education.	1	
	Ellis, R. (1985). *Understanding Second Language Acquisition* (2nd Edition). Oxford: Oxford University Press.	1	
	Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.	1	

Optional literature (at the time of submission of study programme proposal)	Celce-Murcia, H. (ed.) (2001). *Teaching English as a Second or Foreign Language*. Third Edition. Heinle & Heinle Publishers. Doughty, C. J. and Long, M. (eds.) (2003). *The Handbook of Second Language Acquisition*. Oxford: Blackwell Publishers Ltd. Gass, S. and Selinker, L. (2008). *Second Language Acquisition: an Introductory Course*. New York: Routledge. Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press. (selected chapters) Lightbown, P. M. and Spada, N. (1999*). How Languages are Learned. Revised Edition*. Oxford: Oxford University Press Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press.

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

NAME OF THE COURSE	PSYCHOLOGY OF NURTURE AND EDUCATION						
Code	HZX003	Year of study	1				
Course coordinator(s)	Goran Kardum, PhD, full professor	Credit value (ECTS)	5				
Associates	Linda Lušić Kalcina, PhD, senior assistant	Course delivery types (hours per semester)		L	S	P	T
				30	30	0	0
Course status	Mandatory	E-learning percentage	0%				
COURSE DESCRIPTION							
Course objectives	Theoretical, empirical approaches and methodological features of psychology of nurture and education.To introduce students to the specific areas of education and development in childhood and adolescents with an emphasis to cognitive, emotional, social and culture dimensions in practical work with children and adolescents.						
Course admission requirements and entrance competences required							
Expected learning outcomes at a course level (4-10 outcomes)	Upon completion of the course, students will be able to: 1. distinguish scientific and nonscientific approach in psychology of nurture and education 2. understanding the elements of development and development theories 3. operacionalization of basic concepts of behavioral approach 4. operacionalization of basic concepts of psychodinamic approach 5. operacionalization of basic concepts of cognitive approaches of memory and learning processes 6. explain and understanding environmental factors that affect learning and memory 7. analyse and understanding the role of temeperamen and personality traits in the context of learning and memory 8. understand the basic principles of psychometric characteristics of knowledge tests and assessment						
Course content elaborated in detail according to the timetable	1. Psychology of nurture and education; science and practice 2. Methodological principles in the field of nurture and education 3. Biological basis of neuronal signalization and neurotransmiters in the behavior regulation						

	4. Genetics, nurture and education, epigenetics and behavioral genetics 5. Psychodinamic theory; scientific evaluation 6. Behavioral theories 7. Cognitive and social cognitive approach of development, learning and memory 8. Intelligence; different theories and approaches 9. Emotion; the role, theory and researches in the field of nurture and learning 10. Motivation and attribution theories 11. Abnormal behavior – concepts and theory 12. Abnormal behavior – classification and main deviating behaviour 13. Cross-cultural research and finding 14. Social and communication skills 15. Pre-exam II
Course delivery types	**X lectures** **X seminars and workshops** ☐ tutorials ☐ completely *on line* ☐ mixed e-learning ☐ field teaching ☐ independent tasks ☐ multimedia ☐ laboratory ☐ mentorship work ☐ (note down other types)
Students' duties	Regular attendance and active participation in classes. Successful completion of teaching and research assignements (individual and group). Preparing and presenting a seminar paper. Taking two colloquia (positive grade from both colloquia is equivalent to written exam).

Following up students' work *(note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value):*	Course attendance	2	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper	1	(note down other types)	
	Preliminary exams	2	Oral exam		(note down other types)	
	Written exam		Project		(note down other types)	

Grading and evaluating students' work during the course and in the final exam	The final grade is based on continuous monitoring of activities and work during classes (40%), seminar paper (20%), and two colloquia (40%). Criteria for evaluating and grading individual elements are described in the course repository.

Obligatory reading list (available in the library and in other media)	Title	Number of copies in the library	Available in other media
	Vlasta Vizek Vidović, Majda Rijavec, Vesna Vlahović - Štetić, Dubravka Miljković, Psihologija obrazovanja, Zagreb 2003.	1	/

Additional reading list	Berk, L. (2006). *Psihologija cjeloživotnog razvoja* (chapters 1-3). Jastrebarsko: Naklada Slap. Nietzel M. T., Bernstein D. A., Milich, R. (2001). Dječja klinička psihologija, u: Uvod u kliničku psihologiju (365-413). Jastrebarsko: Naklada Slap. Santrock, J. W. (2003). Life-Span Development. New York: McGraw Hill. Vasta, R., Haith, M., Miller, S. (1998 or other). *Dječja psihologija*. Jastrebarsko: Naklada Slap. Wenar, C. (2003). Razvojna psihopatologija i psihijatrija: od dojenačke dobi do adolescencije. Jastrebarsko: Naklada Slap. Handouts, lectures

	Selected scientific articles from databeses
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	SOCIOLOGY OF EDUCATION				
Code	HZX004	Year of study	1		
Course teacher	Ivanka Buzov, PhD, assistant professor	Credits (ECTS)	2,5 (5)		
Associate teachers	Tea Gutović, teaching assistant	Type of instruction (number of hours)	L	S	E	F
			30	30	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%		
COURSE DESCRIPTION					
Course objectives	The aim of the course is to acquire knowledge about the basic terms of sociology of education, and particularly about the relationship between educational subsystems and global social system. Then the aim is also to introduce students about the major sociological theories of education and contemporary educational perspectives in sociology. Also, gaining knowledge about the social basis of the teaching profession and the processes of action of educational institutions in modern society.				
Course enrolment requirements and entry competences required for the course	Enrolled graduate study.				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of this course, students will be able to: 1. Describe and define the basic concepts of the sociology of education; 2. Explain the social context of education; 3. Recognize sociological theoretical perspectives on education; 4. Identify the impact of social and technological change on the development of education; 5. Link the system of educational institutions and the social importance of the role of teachers (characteristics of professions).				
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to course (guideline through course topics, mode, literature, methods, deadlines, exam), clarification of basic concepts. (2L+2S) 2. The creation and development of the sociology of education; Subject and methods of sociology of education, relation to other sociological disciplines. (2L+2S) 3. Sociological approach and relevant theoretical concepts of education, Part I.: functionalist, liberal and socialdemocratic perspectives. (2L+2S) 4. Sociological approach and relevant theoretical concepts of education, Part II.: Conflict and Interactionist perspectives. (2L+2S) 5. The social character of education: inequalities in education; educational opportunity inequalities (2L+2S) 6. The sociology of school education. (2L+2S) 7. Colloquium (1st), Service Learning (1+1L+2S)				

	8. Central European and Scandinavian Structure of Education (PISA project) / Bologna process in higher education (2L+2S) 9. Transition problems of education; education and globalization (2L+2S) 10. Education and European Integration (2L+2S) 11. Contemporary Perspectives in the Sociology of Education - Education for Democracy and Human Rights, Environmental Education, Intercultural education .... (2L+2S). 12. Education for entrepreneurship (2L+2S) 13. Sociologiy of curriculum (2L+2S) 14. Sociology of profession; status, role and reputation of teacher. (2L+2S) 15. Colloquium (2nd) and Evaluation (2L+2S)
Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments **X multimedia** ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Participate in the teaching process: lectures 70%, seminars (80%). - Behave in accordance with ethical and scientific principles in higher education. - Participate and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course. - Analytically approach and discuss the topic at seminars / workshops. - Prepare and present a seminar paper according to pre-established criteria. - Pass the oral exam (equivalent to the oral exam are 2 passed colloquia) - To be informed about the classes he / she missed during the consultations of teachers and with other students. - Adhere to the time frames required to perform activities in the course. - Actively and constructively participate in teaching

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

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed with regard to the realization of the following elements: 1. Oral exam, - 70% 2. Prepared and presented seminar paper in accordance with the instructions of teachers - 20% 3. Class activity: success in solving individual and group tasks - 10% Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Haralambos, M., Holbron, M. (2002). Sociologija: Teme i perspektive. (str. 773-882). Zagreb: Golden marketing.	10	No
	2. Ledić, J., Miočić, I., Turk, M. (2016). Europska dimenzija u obrazovanju: Prsitupi i izazovi: Rijeka: Filozofski fakultet.	1	Yes

	3. Pilić, Š. (2008.), /ur./, Obrazovanje u kontekstu tranzije. Split: HPKZ, pp.. 45-57; 59-66; 129- 145; 149-162; 165-174; 239-244	10	No
Optional literature (at the time of submission of study programme proposal)	- Ballantine, J. H. (1993). The Sociology of Education. Englewood Cliffs: Prentice Hall. - Baranović, B. /ur./ (2006). Nacionalni kurikulum u europskim zemljama i Hrvatskoj: komparativan prikaz. Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog RAZVOJA, 44(2/3):181-200. - Barber, B. (1963.) Some problems in the Sociology of Professions, *Daedalus,* 92(4): 669-688. - Bernstein, B. (1994.), Jezik i društvene klase. Beograd: BIGZ. - Bourdieu, P. i Passeron, J. C. (2000.), Reproduction in Education, Society and Culture. London: Sage Publications. - Buzov, I. (2009).Obrazovanje za okoliš: kratak pregled razvoja koncepta, Godišnjak TITIUS, 1(1): 303-315. - Durkheim, E. (1996.), Obrazovanje i sociologija, Societas, Zagreb. 11. - Giddens, A. (2007.), Sociologija, Zagreb: Nakladni zavod, (16. Poglavlje – Obrazovanje, str. 494-536) - Hagège, H. (2019). *Education for Responsibility. Science, Society and New Technologies Series- Eduaction Set.* London and New York: *ISTE Ltd & John Willey and Sons.* - Jal, M. & Scott, D.(2018) Education in a New Society: Renewing the Sociology of Education 1st Edition, University of Chicago Press - Lesourne, J. (1993.) Obrazovanje i društvo: izazovi 2000.godine. Educa, Zagreb, str. 79-104. - Liessmann, K.P. (2006.), Teorija neobrazovanosti: zablude društva znanja, Zagreb, Naklada Jesenski i Turk. - Ninčević, M. (2009). Interkulturalizam u odgoju i obrazovanju, Drugi kao polazište, Nova prisutnost 7, 59-84 26. -. Obrazovanje za poduzetništvo - E4E: Znanstveno stručni časopis o obrazovanju za poduzetništvo, Zagreb: Visoka škola za ekonomiju, poduzetništvo i upravljanje Nikola Šubić Zrinski. - Pastuović, N. (2012). Obrazovanje i razvoj, Institut za društvena istraživanja i učiteljski fakultet, Zagreb. - Pastuović, N. (1999). Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja, Znamen, Zagreb (V. Poglavlje: Sociologija cjeloživotnog obrazovanja i odgoja, str. 316-371). - Pilić, Š. (2008). *Knjiga o nastavnicima*. Split: Filozofski fakultet, dostupno na https://www.ffst.unist.hr/_download/repository/Pilic_nastavnici.pdf Stanić S., Hren D., Buzov I. (2016) Schools, Local Communities and Communication: Above and Beyond the Stakeholders. In: Alfirević N., Burušić J., Pavičić J., Relja R. (eds.) *School Effectiveness and Educational Management.* Palgrave Macmillan, - Štulhofer, A. (1992). Mitologija obrazovnih šansi. Theleme, 38, 2, 61-72. 36. - Vujčić, V. (1990.), Obrazovne šanse, Školske novine, Zagreb. - Vujčić, V. (1989.), Obrazovanje i društvo, CDD, Zagreb. - Waller, R. (2012). Sociologija obrazovanja. U: Duffour, B. i Curtis, W. Studij odgojno-obrazovnih znanosti. Zagreb: Educa, str. 123-151. NOTE: Optional literature also serves as a basis for seminar literature, which is usually supplemented by newer bibliographic units from the sociology of education.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, individual consultations, success in performing tasks. Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other syllabus obligations. Students' self-assessment of achieved learning outcomes, collaborative assessment of the implementation and quality of the teaching process.		

Other (as the proposer wishes to add)	

NAME OF THE COURSE	COMPUTATIONAL METHODOLOGY FOR LINGUISTIC RESEARCH					
Code	HZE602	Year of study	1			
Course teacher	Danijela Šegedin Borovina, PhD, assistant professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15		30	
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Introducing students to the fundamentals of computing methodology for the study of language; providing an introduction to formal grammars and their application in the description of natural language; describing contemporary computational linguistics tools for the treatment and study of language.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completion of the course student will be able to: 1. Define basic levels of natural language processing for the study of the relationship between linguistic units. 2. Describe computational approaches appropriate for the study of language structure. 3. Apply computational linguistics processing methodology to a specific language problem. 4. Perform independent linguistic research based on data from a language corpus. 5. Formulate conclusions based on quantitative co-occurrences of language units from a language corpus.					
Course content broken down in detail by weekly class schedule (syllabus)	Introduction to the area on natural language processing. Empiricism and rationalism in the study of language. Description and definition of computational linguistic tools and resources. Relationship: natural - formal language. Problem of ambiguity. Constraints in the language. Structure. Formal grammars and formal languages. Definitions of terms of formal grammar. Production rules of formal grammar. Regular grammar. The concept of finite state automata (FSA). Features of FSA. Application of FSA in linguistics: morphology, segmentation of text in sentences, MSD and POS tagging, shallow parsing. Local grammar (Maurice Gross) - theory and application. Context-Free Grammars and Context-Free Languages. Structural ambiguity. Context-Sensitive Grammars and Context Sensitive Languages. Chomsky Hierarchy. Collocations and collocations detection. Usage of language corpora with particular emphasis on the Croatian.					
Format of instruction	**X lectures** ☐ seminars and workshops **X exercises** ☐ *on line* in entirety	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor				

	X partial e-learning ☐ field work				☐ (other)	
Student responsibilities	Regular attendance and active participation in classes; writing a seminar paper and preparing an oral presentation, taking an exam (or 2 tests); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.					
Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Written exam (2 tests)	3.5	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final written exam (or 2 tests). Criteria for evaluating and grading individual elements are described in the course repository.					

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	McEnery, Tony & Wilson, Andrew (1996), *Corpus Linguistics*, Edinburgh University Press		
	Jurafsky Daniel, James H. Martin (2009), *An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition*, Prentice Hall		
	Mitkov, Ruslan (ed.) (2003), *The Oxford Handbook of Computational Linguistics*, Oxford University Press		

Optional literature (at the time of submission of study programme proposal)	Emmanuel Roche, Yves Schabes (ed.) (1997), *Finite State Devices for Natural Language Processing*, MIT Press, Cambridge, Massachusetts
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**LITERARY TEXT AND DISCOURSE**		
Code	HZE605	Year of study	1

Course teacher	Simon Ryle, PhD, associate professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	30		
Status of the course	Elective	Percentage of application of e-learning	0%			

COURSE DESCRIPTION						
Course objectives	The aim of this course is to make students understand the nature of literary discourse and apply this understanding to address complex questions such as how literary texts make sense, what kind of sense they make, and why they make sense in one way rather than another. Thus, in the introductory part of this course, students will be acquainted with the basic techniques of problem solving in studying texts (asking questions, analysing units of structure). Literary texts, their conceptual underpinnings as well as their aesthetic and cultural structures are analysed with an emphasis on textual and historical detail and the interplay of writing and reading conventions in the process of activating text into discourse.Students will, thus, be taught the dimensions of language variation (according to time, place, context, gender, society) that provide the communicative background to a specific text. The course willthen focus on an analysis ofdifferent aspects of poetic form (rhyme and sound patterning, verse, metre and rhythm, parallelism, deviation) and on the ways of making meaning indirectly by mapping, blending and inference (metaphor, metonymy, irony, juxtaposition, intertextuality and allusion). In the final part of this course students will be acquaintedwith key concepts of narratology. They will become aware of what makes a story and how stories are told (genre, narrative structure, writing, speech and thought presentation, narrative point of view), as well as understand questions of authorship and audience (positioning the reader or spectator, authorship and intention, judgement and value).					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the succesful completion of the course students will - be familiar with the basic techniques of problem solving in studying literary texts; - discern the dimensions of language variation (according to time, place, context, gender, society) that provide the communicative background to a specific text; - approach and analyse different aspects of poetic form (rhyme and sound patterning, verse, metre and rhythm, parallelism, deviation); - be familiar withthe ways of making meaning indirectly by mapping, blending and inference - become aware of what makes a story and how stories are told; - understand questions of authorship and audience; - improveabilities of critical and analytical reading; - acquire advanced writing skills; - develop advanced research skills. - Introductory lecture (1 lecture)					
Course content broken down in detail by weekly class schedule (syllabus)	Part I: Basic interpretive procedures and problem solving in studying literary texts Asking questions on the meaning of a literary text from different theoretical perspectives. The process of activating text into discourse (2 lectures). Using information sources. Analysing units of textual structure (2 lectures).					

- Dimensions of language variation in literary texts with respect to time and place (2 lectures; 1 seminar).
- Dimensions of language variation in literary texts with respect to context, gender, society (2 lectures; 1 seminar).
- Test/comments (1)

Part II: Poetic form

- Rhyme and sound patterns. Verse, metre and rhythm (2 lectures; 1 seminar).
- Semantic and syntactic parallelism. Deviation (2 lectures; 1 seminar).

Part III: Ways of making meaning indirectly by mapping, blending and inference

- Metaphor and metonymy (2 lectures; 1 seminar).
- Irony. Juxtaposition. Intertextuality and allusion (2 lectures; 1 seminar).
- Achievement test (1)

Part IV: Narrative

- Narrative structure. Content and form. Narrative discourse (2 lectures; 1 seminar).
- Writing, speech and narration. Speech and thought presentation in literary discourse (2 lectures; 1 seminar).
- Narrator. Narrative point of view (2 lectures; 1 seminar).

Part V: Author-text-reader

- The concept of reader. Textual positioning of the reader or spectator.
- The concept of author. Authorship and authorial intention (2 lectures; 1 seminar).
- Questions of judgement and value. What is literature? Literature in language education (2 lectures; 1 seminar).
- Ways of reading non-literary texts (1 lecture; 1 seminar).
- Achievement test (1).

Format of instruction	**X lectures** **X seminars** and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	**X independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)			
Student responsibilities	Regular attendance and active participation in classes; writing a seminar paper and preparing an oral presentation, taking an exam (or two colloquia); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	**Class attendance**	2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1.5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.5	Project		(Other)	
Grading and evaluating student	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final written exam (or 2 tests) and the				

work in class and at the final exam	seminar paper with oral presentation. Students' knowledge is continuously monitored and checked during classes (participation in activities and discussions at seminars, checking homework). Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Montgomery, M.; Fabb, N.; Furniss, T.; Mills, S., Durant, A. (2000; 2006), *Ways of Reading: Advanced Reading Skills for Students of English Literature* (2nd edn.), London & New York: Routledge.	There is 1 copy of the book in our office in Radovanova	
Optional literature (at the time of submission of study programme proposal)	Attridge, D. (2004), *The Singularity of Literature*, London & New York: Routledge. Bonačić, M. (2007), Poetic Deviation and Cross-Cultural Cognition, u Jeffries; L., McIntyre, D., Bousfield, D (ur.) *Stylistics and Social Cognition*, Amsterdam & New York, NY: Rodopi, 165-179. Cook, G. (1994), *Discourse and Literature*, Oxford: Oxford University Press. Pope, R. (2005), *Creativity: Theory, History, Practice*, London & New York: Routledge. Scholes, R. (1985), *Textual Power: Literary Theory and the Teaching of English*, New Haven & London: Yale University Press. Toolan, M. (2001), *Narrative: A Critical Linguistic Introduction* (2nd edn.), London & New York: Routledge.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	LANGUAGE AND SOCIETY				
Code	HZE606	Year of study	1		
Course teacher	Nataša Stojan, PhD, assistant professor	Credits (ECTS)	5		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15		
Status of the course	Elective	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	Course objectives are: - better understanding of the nature of language and the relations between language and society - enabling students to evaluate different sociolinguistic concerns - raising awareness about different attitudes of the speech community towards language varieties - mastering research methods in sociolinguistics				

Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, the student will be able to: - describe the use of language in a social context of a speech community - analyse the social and political status of Standard English in relation to the regional and social dialects - evaluate the function of registers and styles in communication - compare regional language varieties - recognize and describe sociolects - analyse language varieties of different ethnic groups - describe gender differences in language use
Course content broken down in detail by weekly class schedule (syllabus)	1. Sociolinguistics as a branch of linguistics. Language as a means of establishing and maintaining relationships with other people. Language and dialect-linguistic versus political and cultural factors in their description. 2+1 2. Stratification of English with the regard to social classes. Regional (rural) and urban dialectology. 2+1 3. Language and ethnic groups. Substratum effect. Hypercorrection as a result of social pressure. African American Vernacular English and its origin. 2+1 4. Language and sex (gender). Grammatical gender marking in different languages (English, Croatian, Italian). Gender differences in language use. Linguistic taboos in women's language. Women's language use in 'primitive' societies. 2+1 5. Language and context. Various language styles and their functions in a particular context. Speech communities repertoires: registers, styles, slang. Methods in the elicitation of normal, informal speech. 2+1 6. Diglossia and monolingualism (Ch. Ferguson). Diglossia and bilingualism (J. Fishman). H (high) and L (low) varieties. 2+1 7. Code switching. Code mixing (exemplified with the language usage of Croatian immigrants in the USA and Australia). 2+1 8. Midterm exam. 2+1 9. Language and social interaction. Purposes and structure of conversations. Forms of address: reciprocal, non-reciprocal, polite and familiar V/T. Conversation analysis: phatic communication, Grice's maxims. 2+1 10. Language and nation: the rise of autonomous standard languages and the heteronomy of dialects. Monolingualism and multilingualism. Individual and social bilingualism. 2+1 11. Standardization: E. Haugen's model. Status planning and corpus planning (H.Kloss). Standardization of Croatian and Norwegian (Bokmal and Nynorsk). 2+1 12. Language and geography. The loss of no-prevocalic /r/ in English. Dialect levelling. The process of koinéization. Dialects in the USA. 2+1 13. Languages and Contact. Lingua franca. Simplification and reduction of language in pidgins. The process of creolization. 2+1 14. 'New sensibilities' in the use of the (English) language, 'political correctness'. Sapir-Whorf Hypothesis: language and thought, language and culture. 2+1 15. Final exam. 2+1
Format of instruction	X lectures X seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	X independent assignments X multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; writing a seminar paper and preparing an oral presentation, taking an exam (or two colloquia); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.

Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report	1	(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2.5	Project		(Other)	

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

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Trudgill, P. (2000). *Sociolinguistics, An Introduction to Language and Society*. Penguin.	2	

Optional literature (at the time of submission of study programme proposal)	Hudson, R. (2001). *Sociolinguistics*. Cambridge: Cambridge University Press. Romaine, S. (2007). *Language and Society*. Oxford: Oxford University Press. Wardaugh, R. (2006). *An Introduction to Sociolinguistics*. Blackwell Publishing. Journal Stockwell, P. (2007). *Sociolinguistics*, *A resource book for students.* London and New York: Routledge.

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

NAME OF THE COURSE	NEO-VICTORIANISM AND VICTORIAN HERITAGE				
Code	HZE611	Year of study	1		
Course teacher	Brian Daniel Willems, PhD, associate professor	Credits (ECTS)	5		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	30	0	0
Status of the course	Elective	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	The course objective of *Neo-Victorianism and Victorian Heritage* is to introduce students to the wide spectrum of neo-Victorian forms, and to enable them to understand the phenomenon of neo-Victorianism and its aesthetic as well as ideological implications. During the semester the students are encouraged to develop				

	their critical thinking via analyses of different examples of neo-Victorian literature, art, and film. In addition, through individual work, group work and work in pairs, the students are encouraged to develop theoretical sensitivity to the notions of intertextuality, adaptation, appropriation, and re-writing.
Course enrolment requirements and entry competences required for the course	Enrolment into the 1st year of the Graduate Study Programme in English Studies.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able: - To recognize and understand the phenomenon of neo-Victorianism and its ideological and aesthetic aspects and implications; - To develop their critical thinking regarding the contemporary representation of the Victorian era in neo-Victorian literature and media; - To perfect their presentation skills and their writing skills on the subject of Victorian heritage in neo-Victorian literature, art, and film; - To develop theoretical sensitivity towards the questions of genre, intertextuality, adaptation, appropriation and re-inscription.
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to Neo-Victorian Studies. Key terms. The real and the stereotypical Victorians: conceptions and facts, the problem of interpretation. Piano (1993) dir. Jane Campion – analysis. 2+2 2. Pastiche, intertextuality, neo-Victorianism: "Morpho Eugenia" (1992, Angels and Insects) by A. S. Byatt. Text analysis. 2+2 3. Victorian texts and the position of women: Charlotte Brontë, Jane Eyre (1847, excerpt). Text analysis. 2+2 4. Victorian texts and imperialism: Charlotte Brontë, Jane Eyre (1847, excerpt). Text analysis. 2+2 5. Adaptation and appropriation. Postcolonial re-writing of Victorian classics: the questions of race, colonialism and gender in Wide Sargasso Sea by Jean Rhys (1966). Text analysis. 2+2 6. Mid-semester exam. 2 7. Victorian popular forms and their contemporary adaptations: the penny dreadful. 2 8. Victorian popular forms and their contemporary adaptations: detective fiction. 9. The Victorian novel, the adjective 'Dickensian' and 'Victorian' elements. Character analysis. Charles Dickens, Great Expectations (1861, excerpts) 2+2 10. Intertextuality, pastiche, parody: in-class analysis of Victorian and Dickensian elements in Bleak Expectations (BBC Radio 4 comedy by Mark Evans). 2+2 11. Postcolonial re-writing of Great Expectations and textual appropriation: Jack Maggs (1997) by the Australian author Peter Carey. Text analysis. 2+2 12. The Victorian 'sensation novel' and detection: heroes, heroines and gender stereotypes. Wilkie Collins, The Woman in White (1860). 2+2 13. Sarah Waters, Affinity. Analysis of relevant Victorian elements discussed in The Woman in White. Queer theory & queer re-writing of Victorian literature. 14 Neo-Victorian adaptation and appropriation as simulation and simulachra: ethical and aesthetic problems in neo-Victorian re-writing of teh past. Christopher Nolan (dir.) The Prestige. 2006. In-class analysis. 2+2 15. Steampunk, new media and neo-Victorianism. Neal Stephenson, The Diamond Age (1995, excerpt) – in-class analysis. 2+2
	X lectures **X independent assignments**

Format of instruction	**X seminars and workshops** ☐exercises ☐ *on line*in entirety ☐partial e-learning ☐field work			**X multimedia** ☐laboratory ☐work with mentor ☐ (other)	
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; writing a seminar paper; taking an exam (or colloquia); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.				
Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		Presentation	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final exam and seminar essay. Students' knowledge is continuously monitored and checked during classes (participation in activities and discussions at seminars, checking homework). Criteria for evaluating and grading individual elements are described in the course repository.				

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	A. S. Byatt, "Morpho Eugenia" (1992)	1	Moodle
	Charles Dickens, *Great Expectations* (1861, excerpts)	3	Moodle
	Peter Carey, *Jack Maggs* (1997)	1	Moodle
	Charlotte Brontë, *Jane Eyre* (1847, excerpts)	2	Moodle
	Jean Rhys, *Wide Sargasso Sea* (1966)	1	Moodle
	Wilkie Collins, *The Woman in White* (1860, excerpts)	1	Moodle
	Sarah Waters, *Affinity* (1999)	1	Moodle
	A.C.Doyle, 'A Scandal in Bohemia' (1891)	1	Moodle
	Neal Stephenson, *The Diamond Age* (1995, excerpts)	1	Moodle
	Heilmann, Ann & Mark Llewellyn. "Introduction: Neo-Victorianism and Post-Authenticity: On the Ethics and Aesthetics of Appropriation". *Neo‑Victorianism: The Victorians in the Twenty-First Century, 1999-2009.* Basingstoke: Palgrave Macmillan, 2010, 1-32.	1	Moodle

Optional literature (at the time of submission of study programme proposal)	Articles from the *Journal of Neo‑Victorian Studies,* http://www.neovictorianstudies.com/ *The following titles are recommended as secondary sources for students' research essays:* Allen, Graham. *Intertextuality.* New York/London: Routledge, 2000. Baudrillard, Jean. "The Precision of Simulacra". *Simulacra and Simulation,* prevela Sheila Faria Glaser. Ann Arbor: The University of Michigan Press, 2006, 1-42. Boehmer, Elleke. *Colonial and Postcolonial Literature*. Oxford: OUP, 1995. Gilbert, Sandra & Susan Gubar, "Infection in the Sentence: The Woman Writer and the Anxiety of Authorship" & "A Dialogue of Self and Soul: Plain Jane's Progress". *The Madwoman in the Attic: The Woman Writer and the*

Nineteenth Century Literary Imagination. New Haven: Yale UP, 2000 (c.1975), 45-92 & 336-371.

Heilmann, Ann and Mark Llewellyn. *Neo-Victorianism: The Victorians in the Twenty-First Century, 1999-2009.* Basingstoke: Palgrave Macmillan, 2010.

Ho, Elizabeth. *Neo-Victorianism and the Memory of Empire.* London: Continuum, 2012.

Humphreys, Anne. "The Afterlife of the Victorian Novel: Novels about novels." IN: Brantlinger, Patrick & William B. Thesing (ed.). *A Companion to the Victorian Novel.* Oxford: Blackwell, 2002. 442-457.

Hutcheon, Linda. *A Theory of Adaptation.* Routledge, 2006.

-----"The Politics of Postmodernism: Parody and History". *Cultural Critique*, # 5, Modernity and Modernism, Postmodernity and Postmodernism. (Winter 1986-1987): 179-207.

Jameson, Fredric. "Postmodernism, or the Cultural Logic of Late Capitalism," *New Left Review* 146 (1984): 53-92.

Kaplan, Cora. *Victoriana: Histories, Fictions, Criticisms.* Edinburgh: Edinburgh University Press, 2007.

Kuchich, John and Dianne Sadoff, eds. *Victorian Afterlife: Postmodern Culture Rewrites the Nineteenth Century.* University of Minnesota Press, 2000.

Marcus, Sharon. *Between Women: Friendship, Desire and Marriage in Victorian England.* Princeton: Princeton University Press, 2007.

Moore, Grace. "Neo-Victorian and Pastiche". IN: Gilbert, Pamela K. (ur). *A Companion to Sensation Fiction.* Oxford: Wiley-Blackwell, 2011. 627-638.

Mulvey, Laura. "Film and Visual Pleasure." IN: Mast, Gerald and Marshall Cohen (ed.), *Film Theory and Criticism: Introductory Readings.* New York/ Oxford: OUP, 1985. 803-816.

Primorac, Antonija. "Corsets, cages and embowered women in contemporary Victoriana on Film". *Film, Fashion & Consumption* 1:1 (2012): 39-54.

Sanders, Julie. *Adaptation and Appropriation.* Abingdon/New York: Routledge, 2006.

Spivak, Gayatri Ch. "Three Women's Texts and a Critique of Imperialism." *Critical Inquiry*, vol.2, no. 1. (1985): 243-261.

Sweet, Matthew. *Inventing the Victorians.* New York: St. Martin's Press, 2001.

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

NAME OF THE COURSE		THE HISTORY OF ENGLISH LANGUAGE					
Code	HZE501	Year of study	1				
Course teacher	Nataša Stojan, PhD, assistant professor	Credits (ECTS)	5				
Associate teachers		Type of instruction (number of hours)		L	S	E	F
				30	15		
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	There is one main objective: To learn about the history of the English language.						
Course enrolment requirements and							

entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Learning outcomes are the following: 1. The basic knowledge about the historical development of the English language; 2. The ability to read and translate from OE and ME (with the help of a glossary); 3. The ability to pass the knowledge to their future students; 4. The students themselves will be able to continue study at a higher level and will be competent to do research.
Course content broken down in detail by weekly class schedule (syllabus)	Introductory – language change in general 2 +1 IE languages, the beginning of English 2 +1 Phonological characteristis OE 2+1 Morphological and syntactic charactistics of OE 2+1 Loanwords in OE 2 +1 Midterm test 2 +1 Phonological characteristis ME 2 +1 Morphological and syntactic charactistics of ME 2+1 Loanwords ME 2 +1 Early modern English EME 2+1 Phonological characteristis EME 2 +1 Morphological and syntactic charactistics of EME 2+1 Loanwords in Mod.E. 2 +1 Students' presentations 2 +1 Final test 2 +1

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

Student responsibilities	Regular attendance and active participation in classes; writing a seminar paper and preparing an oral presentation, taking the exam (or two colloquia); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.

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

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

	Title	Number of copies in the library	Availability via other media
	Aitchison, J. (2002). *Language Change, Progress or Decay?* Cambridge: Cambridge University Press.	4	yes
	Baugh, A.C. & Cable, T. (1993). *A History of English*	1	yes

	Language London: Routledge.		0	yes
	Jutronić, D. (student textbook). *Selected Texts from Old and Middle English (with a glossary).*			
	Chaucer, G. *The Prologue to the Canterbury Tales* (any edition).		3	yes

Optional literature (at the time of submission of study programme proposal)	Pyles, T. (1971). *The Origins and Development of the English Language.* New York: Harcourt Brace Jovanovich.
	   Barber, C. (1993). *The English Language: a Historical Introduction.* Cambridge: Cambridge University Press.
	   Fennell, A. B. (2001). *A History of English. A Sociolinguistic Approach.* Oxford: Basil Blackwell
	   Michael D. C. Drout (2006). *History of the English Language* (excellent audio book)			

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

NAME OF THE COURSE		SYNTAX – COMPARATIVE AND FORMAL ASPECTS				
Code	HZE604	Year of study	1			
Course teacher	Nataša Stojan, PhD, assistant professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15		
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						

Course objectives	Course objectives are: - understanding basic rules of English syntax and fundamental differences between English and Croatian syntax - raising awareness about typological differences between English and Croatian - understanding similarities and differences in complementation of English and Croatian verbs - exploring various contemporary theoretical approaches to the analysis of sentence structure - mastering research methods in comparative syntax
Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, the student will be able to: - classify verbs in English and Croatian based on transitivity - analyze the word order in English and Croatian sentence - describe ditransitive complementation - compare complementation of English and Croatian verbs - analyze the structure of English and Croatian sentences within different theoretical frames - describe dative alternation

	- compare conceptual characterization of grammatical functions with traditional grammatical description - analyze ergative and middle constructions in English and Croatian
Course content broken down in detail by weekly class schedule (syllabus)	1. Grammatical structure of English and Croatian sentences. 2+1 2. Typological language classification. 2+1 3. Verb complementation in English and Croatian. 2+1 4. Ditransitive complementation. 2+1 5. Verb valency. Basic tenets of the Valency theory. 2+1 6. Specification of grammatical relations within the framework of Role and Reference Grammar. 2+1 7. Transitivity and valency in English and Croatian. 2+1 8. Midterm exam. 2+1 9. Dative alternation. 2+1 10. Basic tenets of the Cognitive Grammar. 2+1 11. Conceptual characterization of grammatical functions. 2+1 12. Passivization in English and Croatian. 2+1 13. Peripheral types of object. 2+1 14. Ergative and middle constructions. 2+1 15. Final exam. 2+1
Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work **X independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; writing a seminar paper, taking the exam (or two colloquia); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.

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

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

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Greenbaum, S., R. Quirk (1990). *A Student's Grammar of the English Language.* Longman	2	
	Van Valin, R.Jr. (2005). *Exploring the Syntax-semantics interface.* Cambridge: Cambridge University press.	1	
	Langacker,R.W. (2008). *Cognitive Grammar: a basic Introduction.* Oxford: Oxford University Press.	0	
	Taylor,J.R. (2003). *Linguistic Categorization.* Oxford: Oxford University Press.	0	
	Silić,J.,I.Pranjković (2005). *Gramatika hrvatskoga jezika.* Zagreb: Školska knjiga.	2	

ptional literature (at the time of submission of study programme proposal)	Quirk, R., S. Greenbaum, G. Leech, J. Svartvik (1985). *A Comprehensive Grammar of the English Language.* Longman. Carter, R., M. McCarthy (2006). *Cambridge Grammar of English.* Cambridge University Press. Huddleston, R., G.K. Pullum et al. (2002). *The Cambridge Grammar of the English language.* Cambridge University Press. Dixon, R.M.W. (1991). *A new approach to English grammar, on semantic principles,* Oxford University Press. Barić, E. Et.al. (2005). *Hrvatska gramatika.* Zagreb: Školska knjiga
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	ECOCRITICISM AND LITERATURE						
Code	HZE612	Year of study	1				
Course teacher	Simon Ryle, PhD, associate professor	Credits (ECTS)	5				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	30			
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The students become familiar with the key concepts and methodolgical practices of one of the most rapidly growing contemporary trends in literary studies. The course involves reading ecological and literary texts togehter. This interdiciplinary approach allows students to learn how to read literary texts for their ecological insights concerning different historical and cultural periods, and to learn how to produce a new kind of literary critical insight concerning how literature has a role to play in contemporary ecological debates.						
Course enrolment requirements and entry competences required for the course							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	– Students will have a good understanding of key contemporary ecological issues and their relation ot literature; – Students will develop conceptual and methodological schema that enable them to read literary texts ecologically; – Students will develop skills of oral and written analysis, as well as self-management of their learning outcomes and the ability to present complex ideas in oral presentations and written assignments concerning ecopoetics; – Students will develop skills of online research and online writing, and at least one of their final assignments will be submitted as a blog post on a blog that will be joint authored by the students who take the course.						

Course content broken down in detail by weekly class schedule (syllabus)	**Section A: Nature writing and psychogeography** **i. Nature in theory**
	1. Writing and the world Ralph Waldo Emerson, "Nature," *The Norton Anthology of American Literature.* 5th ed. Nina Baym, ed. 1998. Elizabeth Kolbert, "Chap. One: The Sixth Extinction," *The Sixth Extinction: An Unnatural History.* New York: Henry Holt: 2014.
	2. Politics and nature Timothy Morton, "Chap. Two: Dark Thoughts," *The Ecological Thought,* Harvard UP, 2010. pp.59-97. Giacomo D'Alisa, Federico Demaria, Giorgos Kallis, "Introduction: Degrowth," *Degrowth: A Vocabulary for a New Era.* London and New York: Routledge, 2015.
	3. Nature and aesthetics Theodor Adorno, "Natural Beauty," *Aesthetic Theory.* London: Continuum, 2001. W.G. Sebald, "In Hospital," *Rings of Saturn*, trans. Michael Hulse. London: Harvill Press, 1998. pp.1-26.
	ii. Wilderness literature
	4. Leaving town Henry David Thoreau, "Chap. One: Economy," *Walden, or: Life in the Woods.The Norton Anthology of American Literature.* 5th ed. Nina Baym, ed. 1998. Rebecca Solnit, "Tracing a Headland," *Wanderlust: A History of Walking.* London: Penguin, 2000.
	5. Counter-culture wildernesses Edward Abbey, "Polemic: Industrial Tourism and the National Parks," *Desert Solitaire.* New York: McGraw-Hill, 1968. *pp.45-67.* Rockwell Kent, "Arrival, *Wilderness: A Journal of Quiet Adventure in Alaska.* Hanover: University Press of New England, 1998. *pp.9-30.*
	iii. Psychogeographies and travel writings
	6. Walking and writing Patrick Leigh Fermor, "Introductory Letter to Xan Feilding," *A Time of Gifts.* London: John Murray, 2004. Reza Shehadeh, "Walk One: The Pale God of the Hills," *Palestinian Walks: Forays into a Vanishing Landscape.* New York: Scribner, 2008.
	7. Writing bodies/ writing space Charles Sprawson, "Introduction," *The Haunts of the Black Masseur: The Swimmer as Hero.* London: Vintage: 1993. Robert Byron, "Part Two: Persia," *The Road to Oxiana.* London: Penguin Classics, 2007. pp.49-68.

Section B: Uncanny animals

i. Becoming animal

8. Philosophy and "the animal"
Jacques Derrida, "The Animal That I Therefore Am," *The Animal That I Therefore AM (Perspectives in Continnetal Philosophy)*. Trans. David Wills. New York: Fordham UP, 20o8.
Grizzly Man, dir. Werner Herzog. 2006.

9. Human-animal transformations
Franz Kafka, "A Report to the Academy." *Metamorphosis and Other Stories.* Trans. Michael Hofman. London: Penguin, 2015.
Donna Haraway, Simians, "A Cyborg Manifesto: Science, Technology and Socialist-Feminism in the Late Twentieth Century," C*yborgs and Women: The Reinvention of Nature.* Free Association Books, 1991. pp.149-182*.*

ii. Packs, swarms, multiplicities

10. Swarming
Deleuze and Guattari, "1914: One or Several Wolves," *A Thousand Plateaus.* London: Bloomsbury, 1987.
Jonathan Swift, *Gulliver's Travels*, Book 4. London: Penguin Classics, 1985.

Section C: Xenoflesh

i. Creatureliness and alterity

11. Animal otherness
Mckensie Wark, "Xenocommunication," *Excommunications: Three Inquiries in Media.* Chicago: U of Chicago P, 2013.
Giorgio Agamben, *"Outside of Being" The Open: Man and Animal (Merridean Crossing Aesthetics).* Stanford: Stanford UP, 2003. pp. 89-92.

ii. Politics and poetics of meat

12. Eating animals
Han Kang, *The Vegetarian*, section One: "The Vegetarian". London: Portabello, 2015.
J.M. Coetzee, *Elizabeth Costello,* sections 3-4 "The Lives of Animals". London: Vintage, 2004.
Dinesh Joseph Wadiwel, "Introduction," *The War Against Animals,* London: Brill, 2015. pp. 1-62.

Section D: Endangered world

i. Pollution and waste management

13. Miasma
Sophocles, *Antigone. The Three Theban Plays.* Trans. Bernard Knox. London: Penguin Classics, 1984.
Timothy Morton, "Viscosity" *Hyperobjects (Posthumanities).* Minneapolis: U of Minnesotta P, 2013. pp.29-36,

14. Discard studies
Don Dellilo, "Long Tall Sally," *Underworld.* London: Picador, 1999.

	E. Brian Thill, "The Beach that Speaks," *Waste*. London: Boomsbury Academic 2015. **ii. Cataclysm and catastrophe** *15. Global warming and Mutual Assured Destruction* Maurice Blanchot, *The Writing of the Disaster. Trans. Ann Smock.* Lincoln and London: U of Nebraska P, 1995. pp.1-20. Elaine Scarry, "Introduction: The Floor of the World," *Thermonuclear Monarchy.* London and New York: W.W. Norton, 2014.				
Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety **X partial e-learning** **X field work**		**X independent assignments** **X multimedia** ☐ laboratory ☐ work with mentor ☐ (other)		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; completion and presentation of a seminar paper in accordance with pre-esablished criteria; completion of the final essay in accordance with pre-established criteria; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.				

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

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is based on: 1. the final essay – 50% 2. prepared and presented seminar paper in accordance with accordance with pre-established criteria – 30% 3. success in solving individual and group tasks - 10% 4. class activity, participation in discussions during classes and seminars - 10% Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Jonathan Swift, Gulliver's Travels	1	Yes
	Ralph Waldo Emerson, "Nature"	1	Yes
	Elizabeth Kolbert, *The Sixth Extinction: An Unnatural History*	0	Yes
	Timothy Morton, *The Ecological Thought*	0	Yes
	Theodor Adorno, "Natural Beauty," *Aesthetic Theory*	0	Yes
	Henry David Thoreau, *Walden*	1	Yes

	Edward Abbey, *Desert Solitaire*	1	Yes
	Rockwell Kent, *Wilderness: A Journal of Quiet Adventure in Alaska*	0	Yes
	Patrick Leigh Fermor, A Time of Gifts	0	Yes
	Reza Shehadeh, *Palestinian Walks: Notes on a Vanishing Landscape*	0	Yes
	Charles Sprawson, *The Haunts of the Black Masseur*	0	Yes
	Robert Byron, *The Road to Oxiana*	0	Yes
	Jacques Derrida, *"The Animal that I therefore Am"*	0	Yes
	Dinesh Joseph Wadiwel, *The War Against Animals*	0	Yes
	Franz Kafka, *"A Report to the Academy"*	1	Yes
	Donna Haraway, Simians, *Cyborgs and Women: The Reinvention of Nature*	0	Yes
	Deleuze and Guattari, "1914: One or Several Wolves," *A Thousand Plateaus*	1	Yes
	Rebecca Solnit, *Wanderlust: A Hiastory of Walking*	0	Yes
	Mckensie Wark, "Xenocommunication," *Excommunications: Three Inquiries in Media*	0	Yes
	Giorgio Agamben, *The Open*	0	Yes
	W.G. Sebald, *Rings of Saturn*,	0	Yes
	Han Kang, *The Vegetarian*	0	Yes
	J.M. Coetzee, *Elizabeth Costello*	1	Yes
	Sophocles, *Antigone*	1	Yes
	Giacomo D'Alisa, Federico Demaria, Giorgos Kallis, *Degrowth: A Vocabulary for a New Era*	0	Yes
	Timothy Morton, *Hyperobjects*	0	Yes
	Maurice Blanchot, *The Writing of the Disaster*	0	Yes
	Elaine Scarry, *Thermonuclear Monarchy*	0	Yes
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	FUNDAMENTALS OF PEDAGOGY		
Code	HZX001	Year of study	1

Course coordinator(s)	Tonća Jukić, PhD, associate professor	Credit value (ECTS)	2,5 (5)			
Associates	Sani Kunac, teaching assistant	Course delivery types (hours per semester)	L	S	P	T
			30	30		
Course status	Mandatory	E-learning percentage	20%			

COURSE DESCRIPTION	
Course objectives	To enable students to undertake the critical scientific study of pedagogy as the theory and practice of developing competencies for life, for organisational skills and effective professional and scientific engagement with pedagogical issues and activities in education and training.
Course admission requirements and entrance competences required	None.
Expected learning outcomes at a course level (4-10 outcomes)	- to explain the epistemological characteristics of pedagogy - to critically analyze and compare traditional and modern definitions of basic pedagogical terms and different understandings of pedagogy as a science - to argue the basic postulates of pedagogy as a theory of competencies - to identify the advantages and disadvantages of pedagogical theories of personality development - to distinguish the qualitative levels in an individual's development and teachers' tasks in their implementation - to explain aspects and methods of pedagogical work in the development of competencies - to set pedagogy and andragogy in relation - to explain the need for the theoretical and practical development of competencies for intercultural relations - to explain the reasons why curriculum development is a pedagogical problem - to critically reflect and discuss on basic pedagogical conceptions and reform pedagogies and identify their strengths and weaknesses - to take a stand on the need to respect the rights, needs and interests of each individual and his uniqueness
Course content elaborated in detail according to the timetable	- Introduction to the course. (2L + 2S) - Scientific definition - epistemological characteristics of pedagogy. Pedagogy in scientific systems and the scientific system of pedagogy. (2L + 2S) - Socio-historical dimensions and the development of pedagogy. The basic postulates of pedagogy as theory of competencies. (4L + 4S) - Different pedagogical paradigms. (4L + 4S) - Reform pedagogies. (2L + 2S) - Basic characteristics of the school system. (2L + 2S) - Development of curriculum as a pedagogical problem. (2L + 2S) - Pedagogical theories of personality development. Competence approach in pedagogy. The qualitative levels in individual's development. (4L + 4S) - Aspects and methods of pedagogical work in development of competencies. (2L + 2S) - The relation between pedagogy and andragogy in the system of lifelong learning. (2L + 2S)

	- Development of competencies for sustainable development and life in a plural society (2L + 2S) - Conclusions of the course. (2L + 2S)
Course delivery types	**X lectures** **X seminars and workshops** ☐ tutorials ☐ completely *on line* ☐ mixed e-learning ☐ field teaching	☐ independent tasks **X multimedia** ☐ laboratory ☐ mentorship work ☐ (note down other types)
Students' duties	Students are required to participate in lectures (80%) and seminars (80%), present a seminar paper and pass 2 preliminary exams.

Following up students' work *(note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value):*	Course attendance	2	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper	0.5	(note down other types)	
	Preliminary exams	2.5	Oral exam		(note down other types)	
	Written exam		Project		(note down other types)	

Grading and evaluating students' work during the course and in the final exam	The final grade for the course is formed according to the completion of the following elements: presenting the seminar paper (20%) and passing 2 preliminary exams (80%) or a written exam. The assessment and marking criteria of individual elements can be found in the course repository.

	Title	Number of copies in the library	Available in other media
Obligatory reading list (available in the library and in other media)	Lenzen D. (2002). Vodič za studij znanosti o odgoju – što može, što želi, Zagreb: Educa (selected chapters)	4	-
	König E. Zedler, P.(2000). Teorije znanosti o odgoju. Zagreb: Educa (selected chapters)	3	-
	Malić, J., Mužić, V. (1981). Pedagogija, Zagreb: Školska knjiga (selected chapters)	1	-
	Milat, J. (2005). Pedagogija – teorija osposobljavanja. Zagreb: Školska knjiga	1	-
	Vukasović, A. (1990). Pedagogija. Zagreb: HKZ „Mi" (selected chapters)	1	-

Additional reading list	1. Giesecke, H. (1993). Uvod u pedagogiju. Zagreb: Educa 2. Gudjons, H. (1994). Pedagogija - temeljna znanja. Zagreb: Educa - (selected chapters) 3. Delors, J. (1998). Učenje - blago u nama. Zagreb: Educa - (selected chapters) 4. Hentig, von H. (2008), Što je obrazovanje? Zagreb: Educa 5. Hentig, von H. (2007). Kakav odgoj želimo? Zagreb: Educa

	6. Glasser, W. (2005). Kvalitetna škola. Zagreb: Educa 8. Mijatović, A. (ur.) (1999). Osnove suvremene pedagogije, Zagreb: Hrvatski pedagoško- književni zbor 9. Morin, E. (2002). Odgoj za budućnost. Zagreb: Educa
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.

NAME OF THE COURSE	LEXICAL SEMANTICS					
Code	HZE712	Year of study	1			
Course teacher	Mirjana Semren, PhD, assistant professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15		
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The students will be given a thorough overview of the history of lexical description and of the specific contribution of cognitive linguistics within the lexical analysis.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of this course, students will be be able to: - appreciate the various (lexical, grammatical and logical) relations which structure the semantic domains relevant to natural languages - apply relevant data, tests and argumentation to the investigation of specific semantic phenomena - understand how linguistic meaning interacts with other knowledge systems: cognition, general (encyclopaedic) knowledge, contextual and cultural knowledge					
Course content broken down in detail by weekly class schedule (syllabus)	Critical discussions will centre on the following areas: - introduction to lexical semantics - an outline of semantic theories that provide the basis for lexical analysis - history of English words - languages in contact: loan words - language as a system of signs - organisation of the mental lexicon - categories, concepts and meanings - semantic relations between words - metaphor,metonymy - semantic relations in phraseology					

Format of instruction	X lectures X seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	X independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)			
Student responsibilities	Regular attendance and active participation in classes; writing a seminar paper and preparing an oral presentation, taking an exam (or two colloquia); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.				
Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1.5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final written exam (or two colloquia) and the seminar paper with oral presentation. Criteria for evaluating and grading individual elements are described in the course repository.				

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Cruse, D. A. (1986). *Lexical Semantics.* Cambridge: Cambridge Univesity Press.	0	yes
	Singleton, D. (2000). *Language and the Lexicon: An Introduction*. London: Arnold.	0	yes
	Aitchison, J. (2003). *Words in the Mind: An Introduction to the Mental Lexicon.* (3rd edition), Blackwell Publishing.	1	yes

Optional literature (at the time of submission of study programme proposal)	Jackson, H. and Ze' Amvela, E. (2000). *Words, Meaning and Vocabulary. An Introduction to Modern English Lexicology*. London: Cassell. Lakoff, G. (1987). *Women, Fire and Dangerous Things. Chicago,* IL: UCP.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	DIDACTICS						
Code	HZX002	Year of study	1st				
Course teacher	Morana Koludrović, PhD, associate professor	Credits (ECTS)	5				
Associate teachers				L	S	E	F

	Ante Grčić, teaching assistant	Type of instruction (number of hours)	30	30		
Status of the course	Mandatory	Percentage of application of e-learning	20%			

<table>
<tr><td colspan="2" align="center">COURSE DESCRIPTION</td></tr>
<tr><td>Course objectives</td><td>Within the course, students will get to know the basics of modern didactics in such a way that they can apply the acquired competences in their own teaching process with special emphasis on the competence - based and constructivistic - based approach to planning, organizing, implementing and evaluating the educational process.</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td>None</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td>Upon completion of this course, students will be able to:
- analyse different didactic theories and approaches regarding the organization of the educational process, the roles of participants in the educational process, social and economic factors.
- apply the principles of competence -based and constructivist – based approaches in educational process
- analyse curricula regarding their purpose and goals
- choose didactic strategies, methods, media, and social forms of work in accordance with learning outcomes and respecting the individual characteristics of students
- design a teaching process based on constructive alignment
- choose appropriate didactical approaches, methods, and techniques for evaluating student achievement and self-evaluation
- define forms and evaluate effective ways of cooperation with parents, students, employees of the educational institution and the local community</td></tr>
<tr><td>Detailed course content by weekly class schedule (syllabus)</td><td>1. Determinants of contemporary didactics based on competence and curriculum approach of education: educational, social, and economic context (2P)
2. The role of the teacher in contemporary education process (1P)
3. Educational atmosphere and environment. Educational and classroom management. (2P)
4. Characteristics of students and individualization in modern educational process and didactics (2P)
5. National, subject, and school curriculum (3P)
6. The theory of constructive alignment (2P)
7. Planning and organizing the teaching process (2P)
8. Teaching strategies, methods, and social forms of work (3P)
9. Teaching media (2P)
10. Implementation of the teaching process (1P)
11. (Self) evaluation in educational process (1P)
12. Evaluation of student achievements: types, methods, approaches (2P)
13. Techniques and methods of (self) evaluation (2P)
14. Parents' meetings and individual parents' income (1P)
15. The educational role of teaching and teachers (class management; cooperation with the local community) (2P)
16. Reform pedagogies and pedagogical pluralism (2P)</td></tr>
<tr><td>Types of teaching</td><td>X lectures
X seminars and workshops
☐ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work

X independent assignments
X multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student obligations</td><td>Participate in the educational process: lectures 80% and seminars 80%.
Behave in accordance with ethical and scientific principles in higher education.</td></tr>
</table>

	Plan, organize and present the plan of the teaching unit. Actively and constructively participate in the teaching process. Participate and perform teaching and extracurricular (individual, group and research) activities that enable the acquisition of learning outcomes provided by the course. Create and present a seminar paper according to established criteria. Pass the written exam (passed two colloquia are equivalent to a written exam).						
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	2	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed with regard to the realization of the following elements: 1. Written exam (i.e. successfully passed two colloquia) - 50% 2. Seminar paper - 20% 3. Success in solving individual and group tasks - 20% 4. Class activity, participation in discussions during classes and seminars - 10% Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Miljković, D.; Strugar, V.; Cindrić, M. (2016), Didaktika i kurikulum. Zagreb: Učiteljski fakultet.	10	
	Bognar, L., Matijević, M. (2005). *Didaktika.* Zagreb: Školska knjiga. (odabrana poglavlja)	2	
	Pivac, J. (2010) Izazovi školi. Zagreb: Školska knjiga	1	
	Vizek Vidović, V. i sur. (2014), Psihologija odgoja i obrazovanja. Zagreb: IEP-VERN. (odabrana poglavlja)	5	
	Previšić, V. (ur.) (2007), Kurikulum: Teorije – Metodologija – Sadržaj – Struktura. Zagreb: Zavod za pedagogiju Filozofskog fakulteta Sveučilišta u Zagrebu, Školska knjiga. (odabrana poglavlja)	2	

Optional literature (at the time of submission of study programme proposal)	1. Koludrović, M.; Rajić, V. (2019), Što je (ne)suvremeno u suvremenom školstvu? Suvremene teme u odgoju i obrazovanju - STOO Pedagogija i psihologija: od ispravljanja nedostataka do poticanja osobnih snaga i vrlina. Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet, 139-152. 2. Rijavec, M.; Miljković, D. (2010), Pozitivna disciplina u razredu. Zagreb: IEP. 3. Koludrović, M. (2013), Mogućnosti razvijanja kompetencija učenja u suvremenoj nastavi. Pedagogijska istraživanja, 10(2), 295-307. 4. Koludrović, M.; Kolobarić, M. (2016), Stjecanje životno – praktičnih vještina u hrvatskom školstvu nekad i danas. Život i škola, 62(3), 65-75. 5. Gudjons, H. (1994), Pedagogija – temeljna znanja. Zagreb: Educa. 6. Kyriacou, C. (1995). Temeljna nastavna umijeća. Zagreb: Educa. 7. Marsh, J.C. (1994). Kurikulum: temeljni pojmovi. Zagreb: Educa. 8. Meyer, H. (2002). Didaktika razredne kvake. Rasprave o didaktici, metodici i razvoju škole. Zagreb: Educa. 9. Stoll, L., Fink, D. (2000), Mijenjajmo naše škole. Zagreb: Educa.

	10. Koludrović, M. (2013), Problemsko učenje u kurikulumu obrazovanja nastavnika. Zagreb: Sveučilište u Zagrebu. 11. Studenti prema preporuci nastavnika, a sukladno odabiru seminarske teme odabiru i drugu znanstvenu i stručnu te on line i tiskanu literaturu. 12. Relevant and current laws in the field of education
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	

NAME OF THE COURSE		LANGUAGE CHANGE				
Code		Year of study	1			
Course teacher	Nataša Stojan, PhD, Assistant Professor	Credits (ECTS)	5			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30	0	0
Status of the course	Elective	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course objectives	The main goals are to show theoretically that language is changing and to acquaint students with the concept of language change in natural language. Another objective is to train students to conduct research on current language change.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of the course, the outcomes are the following: 1. ability to understand the importance and inevitability of language change; 2. practical skills in noticing the social forces that motivate linguistic change; 3. communicative skills in presenting actual research in language or dialect change; 4. awareness of interdisciplinary research.					

Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction. Methodology. 2. Mechanism of language change. 3. Evolution of language. 4. How and why languages change. 5. Origin and spread of language change. 6. Recent approaches to language/dialect change- accommodation. 7. Levelling. 8. Midterm exam. 9. Koineization. 10. Purist approaches. 11. Geographical and social diversity. 12. Labov (New York) and Milroy social networks. 13. Innovations and their source. 14. Do languages progress or decay? 15. Final exam.				
Format of instruction	x lectures x seminars and workshops ☐ exercises ☐ on linein entirety ☐ partial e-learning ☐ field work	x independent assignments ☐ multimedia ☐ laboratory x work with mentor ☐ (other)			
Student responsi bilities	Regular attendance and active participation in classes; timely completion of homework; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.				

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

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of reports (20%), midterm exam (40%) and the final exam (40%). Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	**Title**	**Number of copie s in the library**	**Availability via other media**
	Chapters from: Aitchison, J. (2002). *Language Change, Progress or Decay?* Cambridge: Cambridge University Press.	1	/
	Coupland, N. & Jaworski, A. (1997). *Sociolinguistics, A Reader*. New York: St. Martin's Press.	1	/

	Croft, W. (2000). *Explaining Language Change. An Evolutionary Approach.* Longman.	1	/
	Crystal, D. (2000). *Language Death.* Cambridge: Cambridge University Press	1	
Optional literature (at the time of submission of study programme proposal)	Chapters from: Labov. W. (2001). *Principles of Linguistic Change, Social factors.* Oxford: Blackwell. Nettle, D. & Romaine, S. (2000). *Vanishing Voices: the Extinction of the World's Languages.* Oxford: Oxford University Press. Salikoko, S. M. (2001). *The Ecology of Language Evolution.* Cambridge: Cambridge University Press. Trudgill, P. & Schilling-Estes, N. (eds.) (2002). *Handbook of Language Variation and Change.* Oxford: Blackwell. Jutronić, D. 2010. *Spliski govor - Od vapora do trajekta.* Split : Naklada Bošković)		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self- assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE	RHETORIC OF SPEECH AND WRITING				
Code	HZE 705	Year of study	1		
Course teacher	Marija Bilić, PhD, senior language instructor	Credits (ECTS)	5		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
				60		
Status of the course	Elective	Percentage of application of e-learning	10 %		
COURSE DESCRIPTION					
Course objectives	Ability to understand and identify the differences in rhetorical approaches in both speech and writing, particularly with regard to debating and expressing arguments. Ability to analyse rhetorical means within discourses. Ability to use rhetorical means orally and in writing in a persuasive and substantiated manner.				
Course enrolment requirements and entry competences required for the course					

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students will be able to: - analyse rhetorical techniques in written and oral texts - compose persuasive arguments orally and in writing - write well-structured essays and prepare for debates - implement skills and strategies for independent study and critical self-assessment
Course content broken down in detail by weekly class schedule (syllabus)	1 Introducing rhetoric; building up the critical muscle. 4 (= four 45-minute sessions) 2 Rhetorical aims and devices; register. 4 3 Contemporary media rhetoric and semiotics; cohesion. 4 4 Debate skills; argumentation. 4 5 Truth, audience; presentation skills. 4 6 In-class debate. 4 7 Advertising; designing public information. 4 8 Visual rhetoric; describing people and places. 4 9 Writing styes and formats. 4 10 Essay topics. 4 11 Postcolonial rhetoric; correspondence. 4 12 Political campaigning; language of persuasion. 4 13 Home and abroad; narrative. 4 14 Desire; giving opinion. 4 15 Revision and preparation for the examination. 4

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

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

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	2	Research		Practical training	
	Experimental Work		Report		Debate	
	Essay	1.5	Seminar essay		Homework	0.5
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final exam (or two colloquia). Students' knowledge is continuously monitored and checked during classes (participation in activities and discussions at seminars, checking homework). Criteria for evaluating and grading individual elements are described in the course repository.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Christian O. Lundberg, William M. Keith (2018). *The Essential Guide to Rhetoric*. Boston; Bedford/St. Martin's or	+	+
	William M. Keith, Christian O. Lundberg (2008). *The Essential Guide to Rhetoric*. Boston: Bedford/St. Martin's.	+	+
	Various texts (newspapers, magazines, the Internet).	+	+
	Selected chapters from various books and textbooks.	+	+
Optional literature (at the time of submission of study programme proposal)	Ramage, John D., John C. Bean and June Johnson (2016). Writing Arguments: A Rhetoric with Readings. Boston: Pearson. van den Broek, Jos et al. (2012). *Visual Language. Perspectives for both makers and users.*The Hague: Eleven International Publishing.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	VIRGINIA WOOLF					
Code	HZE713	Year of study	1			
Course teacher	Gordan Matas, PhD, associate professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	30		
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The aim of this course is to make students acquainted with the personality and work of Virginia Woolf. Students will become familiar with the most important elements of Woolf's biography and their impact on her work (including her childhood within a traditional English family, her frequent bouts of depression, her marriage to Leonard Woolf and her role in the Bloomsbury Group). In analysing Woolf biographical criticism, the main interest will be in Hermione Lee's biography and her argument that Virginia Woolf cannot be perceived as a passive and submissive woman resembling a stereotypical Victorian heroine, but rather as an author of extraordinary personal strength and creative energy. Students will also become acquainted with the reception of Woolf's work and its powerful revaluation following the emergence of feminist criticism.					

	The course will then move on to an analysis of Woolf's critical writings (this includes her essays 'On Being Ill' and *A Room of One's Own*), with the aim of making students aware that Woolf's critical texts define and elaborate on the main themes and methods of her major novels. The main interest of the course is an analysis of Woolf's short stories and novels. Special emphasis is given to her novel *To the Lighthouse* as one of the most important novels of so called 'high Modernism'. It will be approached not only in the light of Woolf's philosophical preoccupations and her interest in the psychology of her characters, but also through the novel's narrative innovativeness (students will become aware of its characteristics as a 'stream-of-consciousness' novel, of Woolf's method of constructing characters by digging into their past, and of her Impressionist technique of rendering immediate reality). The main intention will be to show that Woolf's philosophical preoccupations in this novel, her subtle psychological analysis of the characters, and her innovativeness as a narrator prove that she is one of the greatest British Modernists, undermined as her work was for a long time. The course also explores important film adaptations of Woolf's novels, as well as the films that transformed her into a cultural phenomenon.
Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the successful completion of the course students will • be acquainted with the most important elements of Woolf's biography and their impact on her work; • acquire introductory knowledge of Woolf's entire oeuvre; • know the history of the reception of her work (it was re-valuated following the emergence of feminism); • become acquainted with the most important critical essays by Virginia Woolf; • be able to identify Woolf's major themes and methods by looking at four of her shot stories and novels • understand why Woolf is considered one of the major innovators and Modernist authors; • become acquainted with/deepen their knowledge of some theoretical notions ('high modernism', stream-of-consciousness novel, the Impressionist technique of writing, soliloquy) by analysing the narrative and stylistic procedures of the selected texts; • acquire advanced abilities of analytical and critical readings of Woolf's texts; • develop advanced writing skills; • develop advanced research skills.
Course content broken down in detail by weekly class schedule (syllabus)	• <u>Introduction (4 lectures):</u> Virginia Woolf and the main elements of her biography; the importance of Hermione Lee's biography. • <u>The reception of Virginia Woolf's work</u> and her revaluation following the Second World War (3 lectures). • <u>Different Critical Approaches to Virginia Woolf</u> (3 lectures). • <u>The Critical Writings of V. Woolf</u> (3 lecture). • <u>The Critical Writings of V. Woolf</u> (6 seminars): *A Room of One's Own* (3) and other selected essays (3). • <u>Woolf's Short Stories</u> (2 lectures, 6 seminars) • *Jacob's Room (*1 lecture, 4 seminars): analysis of the main themes and narrative procedures in the novel

	• _To the Lighthouse_ (1 lecture)*:* the main thematic and narrative features of the novel; the philosophical and psychological elements in it; the importance of the novel within Modernist literature. • _To the Lighthouse_ (6 seminars): detailed critical reading of the text with special emphasis on its narrative innovativeness. • Virginia Woolf and film (1 lecture, 6 seminars)

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

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

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

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final exam (or two colloquia). Students' knowledge is continuously monitored and checked during classes (participation in activities and discussions at seminars, checking homework). Criteria for evaluating and grading individual elements are described in the course repository.

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Primary texts: Woolf, Virginia • _A Room of One's Own_ • _Critical Writings:_ Selection • _Shot Stories_ • _Mrs Dalloway:_ Selection • _Jacob's Room_ • _To the Lighthouse_ Rachel Bowler, _Feminist Destinations and Further Essays on Virginia Woolf_ (Edinburgh: Edinburgh University Press, 1997). Julia Briggs, _Reading Virginia Woolf_ (Edinburgh: Edinburgh University Press, 2006). Janet Winston, _Woolf's_ To the Lighthouse (Continuum, 2009).	One copy of each work. 1 1	All the primary texts are available on line.

Optional literature (at the time of submission of study	Sue Asbee, _Virginia Woolf_ (Hove: Wayland, 1989). Morris Baja, _To the Lighthouse: A Selection of Critical Essays_ (New York: MacMillan,

programme proposal)	1970).
	Maggie Humm, ed., *The Edinburgh Companion to Virginia Woolf and the Arts* (Edinburgh: Edinburgh University Press, 2010).
	Hermione Lee, *Virginia Woolf* (New York: Random House, 2010).
	Wendy Wheeler-Smith, *Orlando* (Basingstoke: c 2007).
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	SPECULATIVE FUTURES					
Code	HZE613	Year of study	1			
Course teacher	Brian Willems, PhD, associate professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	30		
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The student learns how to use science fiction literature to speculate about future examples of ecology, race, gender, philosophy and economics. They gain an understanding of terms in the field such as 'cognitive estrangement,' 'novum' and 'modulation' in order to express how such speculative futures are created. This is achieved through a detailed analysis of texts via a series of contemporary thinkers in science fiction and other areas, including afro-futurism, speculative realism, automated economies, xenofeminism and accelerationism.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of the course, the student will be able to: 1. develop and apply an in-depth understanding of a number of theoretical and practical approaches in the field of science fiction studies; 2. be involved in a discussion of today's speculative theory, practice, and criticism via contemporary writers; 3. be familiar with key thinkers in science fiction studies and other related areas; 4. develop a sustained argument incorporating theoretical positions into literary textual analysis.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction 2. Darko Suvin, from *Metamorphosis of Science Fiction: On the Poetics and History of a Literary Genre* 3. – 4. Samuel Delany, *Stars in My Pocket Like Grains of Sand* (1984) 5. Ytasha Womack, from *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*					

	6. – 7. Nalo Hopkinson, *Midnight Robber* (2000)
	8. Steven Shaviro, from *The Universe of Things: On Whitehead and Speculative Realism*
	9. – 10. Gwyneth Jones, *Life* (2004)
	10. China Miéville, "The Limits of Utopia."
	11. – 12. China Miéville, *Three Moments of an Explosion: Stories* (2015)
	13. From Will Davies (ed.), *Economic Science Fiction*
	14. - 15. Robert Heinlein, *The Moon is a Harsh Mistress* (1966)

| Format of instruction | **X lectures**
X seminars and workshops | | **X independent assignments**
X multimedia
X seminar paper | |

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

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

| Grading and evaluating student work in class and at the final exam | In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final oral exam. Students' knowledge is continuously monitored and checked during classes (participation in activities and discussions at seminars, checking homework). Criteria for evaluating and grading individual elements are described in the course repository. |

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Delany, S. R. (1984). *Stars in my pocket like grains of sand*. Toronto: Bantam Books.	2	y
	Hopkinson, N. (2000). *Midnight robber*. New York: Warner Books.	2	y
	Jones, G. A. (2004). *Life: A novel*. Seattle, WA: Aqueduct Press.	2	y
	Miéville, C. (2015). *Three Moments of an Explosion*. New York: Del Rey.	2	y
	Heinlein, R. A. (1966). *The moon is a harsh mistress*. New York: Putnam.	2	y

| Optional literature (at the time of submission of study programme proposal) | Suvin, D. (1979). *Metamorphoses of science fiction: On the poetics and history of a literary genre*. New Haven: Yale University Press.
Womack, Y. (2013). *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*. Chicago Review. |

	Steven Shaviro. (2014). *The Universe of Things: On Speculative Realism*. University of Minnesota Press.
	Davis, W. (2017). *Economic Science Fictions*. Goldsmiths Press.
	Willems, B. (2017). *Speculative Realism and Science Fiction.* Edinburg University Press.
	Vint, S. (2016). *Science fiction and cultural theory: A reader*. Routledge.
	Handouts
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	MEDIA CULTURE					
Code	HZE706	Year of study	1			
Course teacher	Brian Willems, PhD, associate professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	30		
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Students will examine a number of contemporary issues including: creative possibilities of/in cyberlife, the art of living as artificial existence, Deleuze's rehabilitation of the monad, Levinas' ethics of the other, media aesthetics, media culture as unaware of its potential as post-technological event, and the ethics of singularity. This will be done through a close reading of such key thinkers as Michel Serres, Marshall McLuhan, Gregory Ulmer, Avital Ronell, Shelley Jackson, Vilèm Flusser and others.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of the course, the student will be able to: 1. develop and apply an in-depth understanding of a number of theoretical and practical approaches in the field of media culture; 2. be involved in a discussion of today's media theory, practice, and criticism via contemporary; 3. be familiar with key thinkers in media philosophy and other related areas; 4. develop a sustained argument incorporating theoretical arguments into media analysis.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction. Lev Manovich, Five Principles of New Media, from The Language of New Media (2001). Films: Powers of Ten (1977), Out of the Present (1995), Á propos de Nice (1930) 2. Early-ish Thought on Human-Machine Relations. Vannevar Bush, "As We May Think" (1945) Alan Turing, "Computing Machinery and Intelligence" (1954) Norbert Wiener, "Men, Machines, and the World About" (1954)					

	3. Forging a Theoretical Framework Marshall McLuhan, from The Medium is the Message (1969) Gilles Deleuze and Felix Guattari, from A Thousand Plateaus (1980) Donna Haraway, "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century" (1985) 4. Electronic Literature and Hypertext I Robert Coover, "The End of Books" (1992) Shelley Jackson, The Patchwork Girl (1995) Examples from the Electronic Literature Collection 5. Electronic Literature and Hypertext II Espen Aarseth, "Nonlinearity and Literary Theory" (1994) N. Kathryn Hayles, "Electronic Literature: What is It?" from Electronic Literature (2008) Examples from the Electronic Literature Collection 6. Infocalypse I First half of Neal Stephenson, Snow Crash (1992) Bruce Sterling, "Cyberpunk in the 90s" (1991) 7. Infocalypse II Second half of Neal Stephenson, Snow Crash (1992) Bruce Sterling, from Shaping Things (2005). 8. Virtual Worlds I From Tom Boellstorff, Coming of Age in Second Life (2008) Introduction to Second Life 9. Virtual Worlds II H. P. Lovecraft, "Pickman's Model" (1927) Class held within Second Life. 10. Literature and Gaming I Sherry Turkle "Video Games and Computer Holding Power" (1984) Janet Murray, "From Game-Story to Cyberdrama" (2004) Video Games: Spacewar, Rogue, Adventure, Zork, Defender, Doom, Myst 11. Literature and Gaming II Greg Costikyan, "Games, Storytelling, and Breaking the String" (2007) John Tynes, "Prismatic Play: Games as Windows on the Real World" (2007) Adrianne Wortzel, "Eliza Redux" (2007) Video Games: Doom, Myst, GTA, Spore, Super Columbine Massacre RPG 12. Geek-Lit I First half of Douglas Coupland, jPod (2006) Richard Stallman - "The GNU Manifesto" (1985) 13. Geek-Lit II Second half of Douglas Coupland, jPod (2006) Langdon Winner - "Mythinformation" (1986) 14. Literature and Comics I Scott McCloud, from Understanding Comic (1993) From Douglas Wolk, from Reading Comics (2007) Comics: Watchmen, Jimmy Corrigan 15. Literature and Comics II Douglas Wolk, from Reading Comics (2007) Comics: Invisibles, Optic Nerve, ...

Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises	**X independent assignments** **X multimedia** ☐seminar paper			
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; taking the final oral exam; writing a seminar paper; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	2.5	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final oral exam and the seminar paper. Students' knowledge is continuously monitored and checked during classes (participation in activities and discussions at seminars, checking homework). Criteria for evaluating and grading individual elements are described in the course repository.				

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Stephenson, N. (2000). *Snow Crash.* NY: Bantam Spectra	3	yes
	Coupland, D. (2007*). jPod.* London: Bloomsbury.	3	yes

Optional literature (at the time of submission of study programme proposal)	Harrigan, P. and Wardrip-Fruin, N. eds. (2007). *Second Person: Role-Playing and Story in Games and Playable Media.* Cambridge: MIT Press. Houellebecq, M. (2006). *H. P. Lovecraft: Against the World, Against Life.* London: Weidenfeld & Nicolson. Jackson, S. (1995). *The Patchwork Girl.* (CD-ROM). Watertown: Eastgate Systems. Juul, J. (2019.). *Handmade Pixels.* Cambridge: MIT Press. McLuhan, M. (1962). *The Gutenberg Galaxy.* Toronto: University of Toronto Press. Ronell, A. (1989). *The Telephone Book: Technology, Schizophrenia, Electric Speech.* Lincoln: University of Nebraska Press. Serres, M. (2007). *The Parasite.* Minneapolis: University of Minnesota Press. Wardrip-Fruin, N. and Montfort, N. eds. (2003). *The New Media Reader.* Cambridge: MIT Press. Willems, B. (2017.). *Speculative Realism and Science Fiction.* Edinburgh: Edinburgh University Press. Womack, Y. (2013). *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture.* Chicago Review. Handouts
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	AFRICAN AMERICAN NOVEL				
Code	HZE711	Year of study	1		
Course teacher	Gordan Matas, PhD, associate professor	Credits (ECTS)	5		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15		
Status of the course	Elective	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	The course objective is to make the student acquainted with major novels by the selected African American authors. At the completion of the course, the student will have acquired theoretical knowledge and practical experience in reading and analyzing African American literary texts, and will have gained awareness of multiple perceptions and critical approaches to African American novel, especially in various historical and political circumstances.				

Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will analyze and compare the most important African American novels. Upon the completion of the course students will be able to interpret, argue and evaluate the selected texts. They will be able to analyze and interpret the selected African American texts, especially in the context of various historic and political circumstances.

Course content broken down in detail by weekly class schedule (syllabus)	**Week**		
	1	**Lecture**	African American novel and history
		Seminar	African American novel and history
	2	**Lecture**	African American novel and history
		Seminar	African American novel and history
	3	**Lecture**	Novel and slavery
		Seminar	Frederick Douglass and Harriet Beecher Stowe
	4	**Lecture**	Novel and slavery
		Seminar	Frederick Douglass and Harriet Beecher Stowe
	5	**Lecture**	Race reconstruction: novel after slavery
		Seminar	Zora Neale Hurston
	6	**Lecture**	Race reconstruction: novel after slavery
		Seminar	Zora Neale Hurston
	7	**Lecture**	Affirmation of black aesthetic
		Seminar	James Baldwin
	8	**Lecture**	Affirmation of black aesthetic
		Seminar	James Baldwin
	9	**Lecture**	From margin to center
		Seminar	Toni Morrison
	10	**Lecture**	From margin to center
		Seminar	Toni Morrison
	11	**Lecture**	Affirmation of African American lit. theory
		Seminar	Toni Morrison
	12	**Lecture**	Affirmation of African American lit. theory
		Seminar	Toni Morrison
	13	**Lecture**	African American feminist writing
		Seminar	Alice Walker
	14	**Lecture**	African American feminist writing
		Seminar	Alice Walker
	15	**Lecture**	Cultural studies and African American novel
		Seminar	Terry McMillan

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

	☐ field work			
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; writing a seminar essay; taking the final exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.			

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final exam (70%) and the seminar paper (30%). Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Graham, Maryemma,(ed.). *The Cambridge Companion to the African American Novel.* (Cambridge: UP, 2004).	2	yes
	Napier, Winston, (ed.). *African American Literary Theory.* (New York and London, UP, 2000).	2	yes
	Gates, Henry Louis & McKay, Nellie Y. (ed.). *The Norton Anthology of African American Literature.* (New York and London: W.W. Norton & Company)	2	yes

Optional literature (at the time of submission of study program proposal)	Douglass, Frederick. *Narrative of the Life of Frederick Douglass: An American Slave, Written by Himself* Beecher Stowe, Harriet. *Uncle Tom's Cabin* Neale Hurston, Zora. *Their Eyes Were Watching God* Baldwin, James. *Go Tell It on the Mountain* Morrison, Toni. *The Bluest Eye* Morrison, Toni. *Sula* Walker, Alice. *The Color Purple* McMillan, Terry. *Waiting to Exhale*
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	PSYCHOLINGUISTICS AND COGNITIVE ASPECTS OF LANGUAGE					
Code	HZE607	Year of study	1			
Course teacher	Mirjana Semren, PhD, assistant professor	Credits (ECTS)	5			
			L	**S**	**E**	**F**
Associate teachers		Type of instruction (number of hours)	30	15		
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	This course introduces students to the key concepts regarding the psychological nature of language use and provides an insight into contemporary theories in the field of psycholinguistics.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of this course, students will be able to: - explain the basic concepts and methods of research in psycholinguistics - describe the process of spoken/written word recognition - explain the models of mental lexicon - describe the structure of human brain					
Course content broken down in detail by weekly class schedule (syllabus)	Week 1 Introduction. Topics and the field of psycholinguistics. Week 2 The history and methods of psycholinguistics. Week 3 Origin of language. Week 4 The biological, cognitive and social foundations of language. Week 5 Language processing. Week 6 Spoken word recognition. Week 7 Auditory processing. Week 8 Written word recognition. Week 9 Reading processing. Week 10 Mental lexicon. Week 11 Sentence processing. Week 12 Discourse processing. Week 13 Neuroanatomy of the human brain. Language disorders. Week 14 First language acquisition. Week 15 Second language acquisition. Bilingualism.					
Format of instruction	X lectures X seminars and workshops ☐ exercises ☐ *on line* inentirety ☐ partial e-learning ☐ fieldwork	X independent assignments ☐ multimedia ☐ laboratory ☐ workwithmentor ☐ oral presentation				
Student responsibilities	Regular attendance and active participation in classes; writing and presenting a seminar paper, taking the exam (or two colloquia); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.					

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

Written exam (or two colloquia)	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final written exam (or two colloquia) and the seminar paper with oral presentation. Criteria for evaluating and grading individual elements are described in the course repository.				

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Aitchison, J. (2011). *The Articulate Mammal: An Introduction to Psycholinguistics.* London/New York: Routledge (selected chapters)	1	yes
	Carroll, D. W. (2008). *Psychology of Language.* (5th edition), Wadsworth Publishing.	1	yes
	Harley, T. (2014). *The Psychology of Language.* (4th edition), Hoveand New York: Psychology Press (selected chapters).	0	yes
	Steinberg, Danny D., Hiroshi Nagata, David P. Aline (2001). *Psycholinguistics: Language, Mind and World.* (2nd edition), Pearson Education Limited (selected chapters).	1	yes
	Warren, P. (2013). *Introducing Psycholinguistics.* Cambridge: Cambridge University Press.	1	yes

Optional literature (at the time of submission of study programme proposal)	Aitchison, J. (2003). *Words in the Mind: An Introduction to the Mental Lexicon.* (3rd edition), Blackwell Publishing. Field, J. (2003). *Psycholinguistics: A Resource Book for Students.* London: Routledge. Field, J. (2004). *Psycholinguistics: The Key Concepts.* London/New York: Psychology Press. Harley, T. A. (2010). *Talking the Talk: Language, Psychologyand Science.* Hove/New York: Psychology Press. Scovel, T. (1998). *Psycholinguistics.* Oxford: Oxford University Press.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	SHAKESPEARE: FROM THE GLOBE TO THE MULTIPLEX					
Code	HZE609	Year of study	1			
Course teacher	Simon Ryle, PhD, associate professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	**L**	**S**	**E**	**F**
			15	30		

Status of the course	Elective	Percentage of application of e-learning	0%
COURSE DESCRIPTION			
Course objectives	This class aims to explore various ways in which the cinema has adapted Shakespeare, including films from directors such as: DeMille, Olivier, Mankiewicz, Kurosawa, Pasolini, Jarman, and Greenaway. Students study films that represent the wide range of cinematic Shakespeares: Shakespeare from the silent era, Shakespeare and Hollywood style, global Shakespeare, samurai Shakespeare, Shakespeare and film noir, auteur Shakespeare, avant-garde Shakespeare, and Shakespeare with digital media. The class begins by introducing some of the questions raised by Shakespeare adaptation, especially concerning differences between the early modern theatre and the cinema. As the class develops other issues important to Shakespeare, the cinema, and the position that Shakespeare takes in modernity are developed: questions of visual pleasure, feminism, performance and performativity, the body, desire, ghosts, and cultural transmission. The class aims to focus these questions with a broad and representative range of critical and film theory. We read Benjamin on translation and mechanical reproduction; Genette on transtextuality; Bazin on adaptation; T.S. Eliot, Ernest Jones and Lacan on *Hamlet;* Žižek on Lacan; Bordwell on Hollywood; Chion on the cinematic voice; Mulvey and Metz; phenomenological theories of the Hollywood epic; sensuous theory; Deleuze; and Lev Manovich.		
Course enrolment requirements and entry competences required for the course			
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Knowledge of theoretical and practical insights into the relation of Shakespeare, cinema and literary theory; Knowledge of a range of Shakespearean texts and adpatations, as well as literary theory concerned with transhistorical cultural and textural transmissions and adaptations; Ability to analyse the relation of Shakespeare, film and literary theory in oral discussions; Ability to compose coherent and thoughtful written argument essays concerning Shakespeare and film. Ability to understand and analyse complex and multi-layered texts in English. Ability to synthesize a variety of contextual sources (visual arts, media and technology, historical, philosophical and aesthetic contexts) in understanding and analysing texts. Ability to communicate complex ideas orally before a group of peers both in spontaneous discussion and in prepared presentations. Ability to express and write precise analyses of texts in structured essay form, both under time pressure (in an exam situation) and independently (in out-of-class work).		
Course content broken down in detail by weekly class schedule (syllabus)	*Class Schedule:* **Introductory lecture** *Week 1. Introduction to Shakespeare on film* Recommended reading:		

Shakespeare, William. *Othello.*

Benjamin, *Walter. "The Task of the Translator." One-way Street and Other Writings. Trans. J.A. Underwood. London: Penguin, 2009. 29-45.*

Recommended viewing:

The Tragedy of Othello: The Moor of Venice. Dir. Orson *Welles. Mercury Productions, 1955.*

Che cosa sono le nuvole? (*What are Clouds?*). Dir. Pier Paolo Pasolini. From: *Capriccio all'italiana.* Dino de Laurentiis Cinematografica, 1967.

O. Dir. Tim Blake Nelson. Chickie the Cop/ Daniel Fried Productions/ FilmEngine/ Rhulen Entertainment, 2001.

SEMINARS

Section A: Introduction: Tragedy, theory and screen media

Week 2. Stage space and film space

Required reading:

Shakespeare, William. *Antony and Cleopatra* (Acts 1-3).

Bazin, André. "Theatre and Cinema." What is Cinema? Trans. Hugh Gray. Berkley: U of California P, 1967. 76-124.

Weber, Samuel. "Theatricality as Medium." *Theatricality as Medium.* New York: Fordham UP, 2004. 1-31.

Required viewing:

Cleopatra. Dir. Cecil B. DeMille. Paramount Pictures, 1934.

Recommended reading:

Andrew, Dudley. "The Well-Worn Muse: Adaptation in Film History and Theory." Film Adaptation. Ed. James Naremore. New Brunswick: Rutgers UP, 2000. 28-37.

Heath, Stephen. "Narrative Space." *Screen* 17.3 (1976): 19-75.

Mullaney, Steven. *The Place of the Stage.* Chicago: U of Chicago P, 1988.

Wyke, Maria. *Projecting the Past: Ancient Rome, Cinema and History.* London and *New York:* Routledge, *1997.*

Recommended viewing

Samson and Delilah. Dir. Cecil B. DeMille. Paramount Pictures, 1949.

Week 3. Cinematic Bodies

Required reading:

Shakespeare, William. *Antony and Cleopatra* (Acts 4-5).

Metz, Christian. "The Imaginary Signifier." *Film and Theory: An Anthology.* Eds. Robert Stam and Toby Miller. Malden: Blackwell, 2000. 408-36.

Sobchack, Vivian. "Surge and Splendor: A Phenomenology of the Hollywood Historical Epic." *Film Genre Reader III. Ed.* Barry Keith Grant. Austin: U of Texas P, 2005. 296-323.

Žižek, Slavoj. "Which Subject of the Real?" *The Sublime Object of Ideology.* London and New York: Verso, 1989: 158-64 and 169-73.

Required viewing:

Cleopatra. Dir. Joesph L. Mankiewicz. Twentieth Century-Fox, 1963.

Recommended reading:

Bordwell, David. *On the History of Film Style.* Cambridge Massachusetts and London, Harvard UP, 1997.

Bray, Cheryl, and R. Barton Palmer. Joseph L. Mankiewicz: Critical Essays with an Annotated Bibliography and a Filmography. Jefferson: MacFarland and Co., 2001.

Doane, Mary Ann*. Femmes Fatales.* London: Routledge, 1991.

Mulryne, J.R. "Cleopatra's Barge and Antony's Body: Italian Sources and English Theatre." *Shakespeare and Intertextuality.* Ed. Michele Marrapodi. Rome: Bulzoni Editore, 2000. 227-56.

Recommended viewing:

Julius Caesar. Dir. Joseph Mankiewicz. MGM, 1953.

Section B. *Hamlet* and the interpretation of desire

Week 4. Hamlet *and modernity*

Required reading:

Shakespeare, William. *Hamlet.* (Acts 1-3)

Benjamin, Walter. "The Work of Art in the Age of its Technical Reproducibility." *Walter Benjamin: Selected Writings. Vol. 4. Eds. Howard Eiland and Michael Jennings. Cambridge: Harvard UP, 2003. 251-83.*

Eliot, T.S. "Hamlet and His Problems." *The Sacred Wood: Essays on Poetry and Criticism.* London: Methuen, 1928. 87-94.

Jones, Ernest. "The Oedipus-Complex as An Explanation of Hamlet's Mystery: A Study in Motive." The American Journal of Psychology, 21.1 (1910). 72-113.

Required viewing:

Hamlet. Dir. *Laurence Olivier.* Two Cities Films, Ltd., 1948. DVD.

Recommended reading:

Donaldson, Peter S.. "Olivier, Hamlet and Freud." *Shakespeare on Film.* Ed. Robert Shaughnessy. Basingstoke: Macmillan, 1998.

Freud, Sigmund. *Interpreting Dreams. Trans. J.A. Underwood. London: Penguin, 2006.*

Halpern, Richard. *Shakespeare Amongst the Moderns.* New York: Cornell, 1997.

Ong, Walter J. Orality and Literacy: The Technologizing of the Word. New York: Methuen, 1988.

Trotter, David. *Cinema and Modernism*. London: Wiley Blackwell, 2007.

Recommended viewing:

Henry V. Dir. Laurence Olivier. Two Cities Films, 1944.

Week 5. Interruptions to the mimesis: Spots and stains

Required reading:

Shakespeare, William. *Hamlet.* (Acts 4-5).

Lacan, Jacques. "Desire and the Interpretation of Desire in *Hamlet*." *Literature and Psychoanalysis: The Question of Reading: Otherwise.* Ed. Shoshana Felman. *Yale French Studies* 55/56 (1977): 24-39.

Lacan, Jacques. *"*The Line and Light." *Seminar XI: The Four Fundamental Concepts of Psychoanalysis*. Ed. Jacques-Alain Miller. Trans. *Alan Sheridan. New York and London: Norton, 1981. 91-104.*

Žižek, Slavoj. "The Hitchcockian Blot." *Looking Awry: An Introduction to Jacques Lacan through Popular Culture. Cambridge: October, 1991. 88-106.*

Required veiwing:

The Bad Sleep Well. Dir. Akira Kurosawa. Toho Company, 1963. DVD.

Recommended reading:

Belsey, Catherine. Desire: Love Stories in Western Culture. London: Blackwell, 1994.

Foster, Hal. The Return of the Real: The Avant-Garde at the End of the Century. Cambridge: MIT Press, 1996.

Kristeva, Julia. "The Bounded Text." *Desire in Language: A Semiotic Approach to Literature and Art*. New York: Columbia UP, 1980. 36-63.

Zupančič, Alenka. "Ethics and Tragedy in Lacan." *The Cambridge Companion to Lacan.* Ed. Jean-Michel Rabaté. Cambridge: Cambridge UP, 2003: 179-84.

Recommended viewing:

I Live in Fear. Dir. Akira Kurosawa. Toho Company, 1955.

Week 6. Feminism, visual pleasure, and performativity

Required reading:

Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Film and Theory: An Anthology*. Eds. *Robert Stam and Toby Miller. Oxford: Blackwell, 2000. 483-94.*

Butler, Judith. "Phantasmatic Identification and the Assumption of Sex." *Bodies that Matter: On the Discursive Limits of "Sex."* London and New York: Routledge, 1993: 95-111.

Required viewing:

Hamlet: Drama of Vengeance. Dir. Svend Gade. Art-Film GmbH, 1921.

Recommended reading:

Buchanan, Judith. *Shakespeare on Silent Film.* Cambridge: Cambridge UP, 2009.

Culler, Jonathan. *The Pursuit of Signs*. Ithaca: Cornell UP, 1981.

De Lauretis, Teresa. *Alice Doesn't: Feminism, Semiotics, Cinema.* London: Macmillan, 1984.

Rothwell, Kenneth. "Hamlet in Silence: Reinventing the Prince on Celluloid." *The Reel Shakespeare: Alternative Cinema and Theory*. Eds. Lisa S Starks and Courtney Lehmann. Madison, NJ and London: Fairleigh Dickinson UP and Associated UP, 2002.

Smelik, Anneke. *And the Mirror Cracked: Feminist Cinema and Film Theory.* Basingstoke: Palgrave, 1998.

Thompson, Ann. "Asta Nielsen and the Mystery of *Hamlet*." *Shakespeare the Movie II: Popularizing the Plays on Film, TV, Video, and DVD*. Boose, Lynda E. and Richard Burt (Eds.). New York: Routledge, 2003.

Recommended viewing:

The Scarlet Letter. Dir. Victor Sjöström. MGM, 1926.

Week 7. Renaissance ghosts and Hollywood style

Required reading:

Bordwell, David, Janet Staiger, and Kristin Thompson. "The Classic Hollywood Style." *The Classical Hollywood Cinema: Film Style & Mode of Production to 1960. New York: Columbia UP, 1985. 42-70.*

Greenblatt, Stephen. "Staging Ghosts." Hamlet in Purgatory. Princeton: Princeton UP, 2001. 151-204.

Required viewing:

Hamlet. Dir. Franco Zeffirelli. Canal+, 1991.

Recommended reading:

Derrida, Jacques. "Injunctions of Marx." Spectres of Marx: The State of the Debt, the Work of Mourning, and the New International. Trans. Peggy Kampf. London: Routledge, 1994. 3-49.

Garber, Marjorie. Shakespeare's Ghost Writers. New York: Methuen, 1987.

Greenblatt, Stephen. "The Circulation of Social Energy." Shakespearean Negotiations. Berkeley and Los Angleles: U of California P, 1988. 1-20.

Guillory, John. "'To Please the Wiser Sort': Violence and Philosophy in *Hamlet*." *Historicism, Psychoanalysis and Early Modern Culture.* Eds. Carla Mazzio, Douglas Trevor. New York: Routledge, 2001. 82-110.

Recommended viewing:

Rosencrantz and Guildenstern Are Dead. Dir. Tom Stoppard. Brandenberg, 1990.

Section C: *King Lear* and alternative cinemas

Week 8: Shakespeare and the avant-garde

Required reading:

Shakespeare, William. *King Lear.* (Acts 1-3).

Chion., Michel. "Mabuse: Magic and Powers of the Acousmêtre." *The Voice in Cinema.* Trans. Claudia Gorbman. New York: Columbia UP, 1999. 15-58.

Required viewing:

King Lear. Dir. Peter Brook. Athéna Films, 1971.

Recommended reading:

Belsey, Catherine. "Shakespeare and Film: A Question of Perspective." *Shakespeare on Film.* Ed. Robert Shaughnessy. Houndsmills: Macmillan, 1998.

Holderness, Graham. "Radical Potentiality and Instituitional Closure." *Shakespeare on Film.* Ed. Robert Shaughnessy. Houndsmills: Macmillan, 1998.

Recommended viewing:

Marat/ Sade. Dir. Peter Brook. Marat/ Sade Productions/ Royal Shakespeare Company, 1967.

Week 9: Global Shakespeare

Required reading:

Shakespeare, William. *King Lear.* (Acts 4-5).

Panofsky, Erwin. "Introduction." *Perspective as Symbolic Form.* New York: Zone Books, 1991. 7-26.

Marks, Laura. "The Memory of Touch." *The Skin of the Film: Intercultural Cinema, Embodiment, and the Senses.* Durham and London: Duke UP, 2000. 127-93.

Required viewing:

Ran. Dir. Akira Kurosawa. Greenwich Film Productions, 1985.

Recommended reading:

Collick, John. *Shakespeare, Cinema, and Society.* Manchester: Manchester UP, 1989.

Goldberg, Jonathan. "Dover Cliff and the Conditions of Representation: *King Lear* 4:6 in Perspective." *Poetics Today* 5.3 (1984): 537-547.

Parker, R. B., "The Use of Mise-en-Scène in Three Films of *King Lear*," *Shakespeare Quarterly.* 42.1 (Spring 1991). 75-90.

Recommended viewing:

Throne of Blood. Dir. Akira Kurosawa. Toho Company, 1957.

Week 10: Auteur Shakespeare

Required reading:

Deleuze, Gilles. "Beyond the Movement Image" and "Thought and Cinema." *Cinema 2: The Time Image.* Trans. Hugh Tomlinson. Minneapolis: U of Minnesota P, 1989. 1-12 and 164-188.

Wood, Michael, "The Languages of Cinema." *Nation, Language, and the Ethics of Translation.* Eds. Sandra Bermann and Michael Wood. Princeton: Princeton UP, *2005. 79-88.*

Required viewing:

King Lear. Dir. Jean-Luc Godard. Cannon Films, 1987.

Recommended reading:

Donaldson, Peter. "Disseminating Shakespeare: Paternity and Text in Jean-Luc Godard's *King Lear.*" *Shakespearean Films/ Shakespearean Directors.* Boston: Unwin Hyman, 1990. 189-225.

Walworth, Alan. "Cinema Hysterica Passio: Voice and Gaze in Jean-Luc Godard's *King Lear." The Reel Shakespeare: Alternative Cinema and Theory.* Eds. Lisa S. Starks and Courtney Lehmann. Madison and London: Fairleigh Dickinson UP and Associated UP, 2002. 59-94.

Wollen, Peter. "Godard and Counter Cinema: *Vent d'Est.*" *Afterimage* 4 (*1972): 6-17.*

Recommended viewing:

Bande à Part. Jean-Luc Godard. Columbia Films/ Anouchka Film/ Orsay Films, 1964.

Week 11: Lear *in the desert of the real*

Required reading:

Baudrillard, Jean. "The Precesion of Simulacra." *Simulacra and Simulation.* Trans. Sheila Faria Glaser. Ann Arbour: Michigan UP, 1995. 1-28.

Dogme95. http://www.dogme95.dk/.

Required viewing:

The King is Alive. Dir. Kristian Levring. Newmarket Capital Group/ Good Machine/ Zentropa Entertainments, 2000.

Recommended reading:

Cartelli, Thomas and Katherine Rowe. "Surviving Shakespeare: Kristian Levring's *The King is Alive." Borrowers and Lenders 1.1* (2005).

Genette, Gerard. *Palimpsests: Literature in the Second Degree. Trans. Channa Newman and Claude Doubinsky. Lincoln, NB: University of Nebraska Press, 1997.*

Recommended viewing:

The Five Obstructions. Dirs. Jorgen Leth and Lars von Trier. 2003. Almaz/Panic/Wajnbrosse/Zentropa, 2003.

Breaking the Waves. Dir. Lars von Trier. Argus Film Produktie, Arte, Canal+, 1996.

Section D: *The Tempest*: Rebirth, repetition and remediation

Week 12. Renaissance and repetition

Required reading:

Shakespeare, William. *The Tempest. (Acts 1-3).*

Burckhardt, Jacob. *The Civilization of the Renaissance in Italy.* "Part Four, The Discovery of the World and of Man: Discovery of Man." London: Penguin, 1990. 143-167.

Freud, Sigmund. "Remembering, Repeating and Working-Through (Further Recommendations on the Technique of Psycho-Analysis II)." *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913): The Case of Schreber, Papers on Technique and Other Works.* London: Hogarth, 1958. 145-156.

Required viewing:

The Tempest. Dir. Derek Jarman. Boyd's Company, 1979.

Recommended reading:

Kerrigan, William and Gordan Braden, "Burckhardt's Renaissance." The Idea of the Renaissance, The Johns Hopkins University Press, 1989. 3-35.

Sullivan, Garrett. "Embodying Oblivion." Memory and Forgetting in English Renaissance Drama: Shakespeare, Marlowe, Webster. Cambridge: Cambridge UP, 2005. 25-43.

Recommended viewing:

Caravaggio. Dir. Derek Jarman. Zeitgeist Films, 1986.

The Angelic Conversation. Dir. Derek Jarman. BFI/ Channel Four Films, 1987.

Week 13. Digital remediations and Renaissance anatomies

Required reading:

Shakespeare, William. *The Tempest. (Acts 4-5)*

Vesalius, Andreas. *De humani corporis fabrica. Book V*, Chaps. XV-XIX.

Duden, Barbara. "A Sceptical Discipline," "A Public Fetus." *Disembodying Women: Perspectives on Pregnancy and the Unborn.* Cambridge: Harvard UP, 1993. 43-56.

Manovich, Lev. 2001. "What is New Media?" *The Language of New Media.* Cambridge, Mass.: MIT Press. 18-61.

Required viewing:

Prospero's Books. Dir. Peter Greenaway. Allarts, 1991.

Recommended reading:

	Bolter, Jay David and Richard Grusin. Remediation: Understanding New Media. Cambridge: MIT Press, 1998. *Paster, Gail Kern. The Body Embarrassed: Drama and the Disciplines of Shame in Early Modern England. Ithaca: Cornell UP, 1993.* Sawday, Jonathan. "The Body in the Theatre of Desire." *The Body Emblazoned: Dissection and the Human Body in Renaissance Culture.* London: Routledge, 1995. pp. 39-54. Recommended viewing: *The Tempest.* Dir. *Percy Stow. Clarendon, 1908.* *The Baby of Mâcon.* Dir. *Peter Greenaway*. Black Forest Films, Channel Four Films, CiBy 2000, 1993.
Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work / **X ndependent assignments** **X multimedia** ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; completion and presentation of a seminar paper in accordance with pre-esablished criteria; completion of the final essay in accordance with pre-established criteria; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

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

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed with regard to the accomplishment of the following elements: 1. written exam, ie successfully passed two colloquia (positive grade from both colloquia is equivalent to the written exam) - 50% 2. prepared and presented seminar paper in accordance with the instructions of teachers - 20% 3. successful planning, organizing and presenting a teaching unit - 20% 4. class activity, participation in discussions during classes and seminars and successfully completed individual and group tasks - 10% Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Shakespeare, William. *Antony and Cleopatra*	3	
	Bazin, André. "Theatre and Cinema." What is Cinema? Trans. Hugh Gray. Berkley: U of California P, 1967. 76-124	0	

	Cleopatra. Dir. Cecil B. DeMille. Paramount Pictures, 1934.	1	
	Sobchack, Vivian. "Surge and Splendor: A Phenomenology of the Hollywood Historical Epic." *Film Genre Reader III. Ed.* Barry Keith Grant. Austin: U of Texas P, 2005. 296-323.	0	
	Žižek, Slavoj. "Which Subject of the Real?" *The Sublime Object of Ideology.* London and New York: Verso, 1989: 158-64 and 169-73.	1	
	Cleopatra. Dir. Joesph L. Mankiewicz. Twentieth Century-Fox, 1963.	1	
	Shakespeare, William. *Hamlet.*	3	
	Eliot, T.S. "Hamlet and His Problems." *The Sacred Wood: Essays on Poetry and Criticism.* London: Methuen, 1928. 87-94.	0	
	Hamlet. Dir. *Laurence Olivier.* Two Cities Films, Ltd., 1948. DVD.	0	
	Lacan, Jacques. "Desire and the Interpretation of Desire in *Hamlet.*" *Literature and Psychoanalysis: The Question of Reading: Otherwise.* Ed. Shoshana Felman. *Yale French Studies* 55/56 (1977): 24-39.	0	
	The Bad Sleep Well. Dir. Akira Kurosawa. Toho Company, 1963. DVD.	0	
	Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Film and Theory: An Anthology.* Eds. *Robert Stam and Toby Miller. Oxford: Blackwell, 2000. 483-94.*	0	
	Hamlet: Drama of Vengeance. Dir. Svend Gade. Art-Film GmbH, 1921	1	
	Bordwell, David, Janet Staiger, and Kristin Thompson. "The Classic Hollywood Style." *The Classical Hollywood Cinema: Film Style & Mode of Production to 1960. New York: Columbia UP, 1985. 42-70.*	0	
	Greenblatt, Stephen. "Staging Ghosts." Hamlet in Purgatory. Princeton: Princeton UP, 2001. 151-204.	0	
	Hamlet. Dir. Franco Zeffirelli. Canal+, 1991	1	
	Shakespeare, William. *King Lear.*	3	
	King Lear. Dir. Peter Brook. Athéna Films, 1971.	0	
	Marks, Laura. "The Memory of Touch." *The Skin of the Film: Intercultural Cinema, Embodiment, and the Senses.* Durham and London: Duke UP, 2000. 127-93.	0	
	Ran. Dir. Akira Kurosawa. Greenwich Film Productions, 1985.	1	
	Deleuze, Gilles. "Beyond the Movement Image" and "Thought and Cinema." *Cinema 2: The Time Image.* Trans. Hugh Tomlinson. Minneapolis: U of Minnesota P, 1989. 1-12 and 164-188.	0	

	King Lear. Dir. Jean-Luc Godard. Cannon Films, 1987.	0	
	Baudrillard, Jean. "The Precesion of Simulacra." *Simulacra and Simulation.* Trans. Sheila Faria Glaser. Ann Arbour: Michigan UP, 1995. 1-28.	0	
	The King is Alive. Dir. Kristian Levring. Newmarket Capital Group/ Good Machine/ Zentropa Entertainments, 2000.	0	
	Shakespeare, William. *The Tempest.*	3	
	Freud, Sigmund. "Remembering, Repeating and Working-Through (Further Recommendations on the Technique of Psycho-Analysis II)." *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913): The Case of Schreber, Papers on Technique and Other Works.* London: Hogarth, 1958. 145-156.	0	
	Duden, Barbara. "A Sceptical Discipline," "A Public Fetus." *Disembodying Women: Perspectives on Pregnancy and the Unborn.* Cambridge: Harvard UP, 1993. 43-56.	0	
	Manovich, Lev. 2001. "What is New Media?" *The Language of New Media.* Cambridge, Mass.: MIT Press. 18-61.	1	
	Prospero's Books. Dir. *Peter Greenaway. Allarts, 1991.*	1	
Optional literature (at the time of submission of study programme proposal)	Boose, Lynda E. and Richard Burt (Eds.). *Shakespeare the Movie II: Popularizing the Plays on Film, TV, Video, and DVD.* New York: Routledge, 2003. Bretzius, Stephen. *Shakespeare in Theory: The Postmodern Academy and the Early Modern Theater.* Ann Arbor: U of Michigan P, 1997. Burnett, M.T. and R. Wray (Eds.). *Shakespeare, Film, Fin de Siècle.* London: Macmillan, 2000. Hayward, Susan. *Cinema Studies: The Key Concepts.* New York: Routledge, 2000. Henderson, Diana (Ed.). *Shakespeare on Screen.* Malden, MA: Blackwell, 2006. Hutcheon, Linda. *A Theory of Adaptation.* London: Routledge, 2006. Jackson, Russell (Ed.). *The Cambridge Companion to Shakespeare on Film.* 2nd Ed. Cambridge: Cambridge UP, 2007. Lehmann, Courtney. *Shakespeare Remains: Theater to Film, Early Modern to Postmodern.* Ithaca: Cornell U.P., 2002. Parker, Patricia A. and Geoffrey Hartman, Eds. *Shakespeare and the Question of Theory.* London: Methuen, 1985. Rothwell., Kenneth. *A History of Shakespeare on Screen*, 2nd ed. Cambridge: Cambridge UP, 2004. Shaughnessy, Robert (Ed.). *Shakespeare on Film.* Houndsmills: Macmillan, 1998. Starks, Lisa S. and Courtney Lehmann (Eds.). The *Reel Shakespeare: Alternative Cinema and Theory.* Madison, NJ and London: Fairleigh Dickinson UP and Associated UP, 2002.		

	Wilson, Richard. *Shakespeare and French Theory: King of Shadows*. London, Routledge, 2007.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	LANGUAGES IN CONTACT					
Code	HZE704	Year of study	1			
Course teacher	Ivana Petrović, PhD, assistant professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15		
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	This course provides an overview of the basic concepts in the field of contact linguistics and introduces students to various theories and methodologies employed in the study of language contact. It enables students to understand the interaction of complex linguistic and socio-cultural factors that affect the contact situation and its outcomes.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	By the end of the course, students will be able to: - identify and explain basic theoretical approaches and methods in the field of contact linguistics; - define and evaluate different theoretical concepts and frameworks; - explain the terms: linguistic change, language maintenance, language shift, language attrition, lexical borrowing, bilingualism, biculturalism, code-switching; - reflect on the relevance of the contact between languages and cultures in their own surroundings.					
Course content broken down in detail by weekly class schedule (syllabus)	Overview of the course content: 1. Key concepts in the field of contact linguistics. 2. Brief history of research on language contact. 3. Contact-induced language change; language maintenance. 4. Language shift. 5. Language creation: Pidgins and creoles. 6. Linguistic borrowing: lexical borrowing and structural borrowing. 7. Social motivations for lexical borrowing. 8. Croatian and English in contact. 9. Phonological, morphological, and semantic integration of loanwords. 10. Bilingualism (multilingualism): types of bilingualism. 11. Bilingual society; bilingual individual. 12. Bilingualism and biculturalism. 13. Code-switching: code-switching and lexical borrowing. 14. Grammatical and sociopragmatic approaches to code-switching.					

	15. Croatian and English in diaspora.					
Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work			**X independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)		
Student responsibilities	Regular attendance and active participation in classes; review and presentation of a scholarly article; writing and presentation of simple research in the field of contact linguistics; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research	2	Practical training	
	Experimental work		Report		Presentation	0.5
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Criteria for evaluating and grading individual elements are described in the course repository.					

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Winford, D. (2003). *An Introduction to Contact Linguistics*. Oxford: Blackwell Publishing.	1	
	Thomason, S.G. (2001). *Language Contact: An Introduction*. Edinburgh: Edinburgh University Press.	1	

Optional literature (at the time of submission of study programme proposal)	Grosjean, F. (2010). *Bilingual Life and Reality*. Harvard University Press. Filipović, R. (1986). *Teorija jezika u kontaktu*. Zagreb: Školska knjiga. Myers-Scotton, C. (2005). *Multiple Voices: An Introduction to Bilingualism.* Malden, MA: Blackwell Publishing.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	MULTICULTURALISM, IDENTITY, LITERATURE: CANADA AND THE UNITED STATES					
Code	HZE709	Year of study	1			
Course teacher	Gordan Matas, PhD, associate professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15		

Status of the course	Elective		Percentage of application of e-learning	0	

COURSE DESCRIPTION				

Course objectives	The course introduces students to different approaches in studying multiculturalism and identity in Canada and the USA. Students will be exposed to texts addressing the questions of multiculturalism and identity in Canada and the USA thus giving them opportunities to compare similarities and differences in the treatment of the issues in both countries.
Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course students will be able to: 1. Demonstrate the knowledge of the most important works and authors in Canadian and American multicultural literature. 2. Explain basic facts, theories and principles of the mentioned area. 3. Analyze and interpret selected literary works. 4. Compare and evaluate the mentioned periods and works in Canadian and American literature. 5. Evaluate different perceptions and approaches to multiculturalism in Canada and the United States.
Course content broken down in detail by weekly class schedule (syllabus)	(lecture + seminar) 1. Introduction to basic terms: multiculturalism, contemporary, ethnicity, identity 2. Contemporary American "ethnic" literature. Defining major ethnicities. 3. African American literature 4. African American literature 5. Hispanic American literature 6. Asian American literature 7. Native American literature 8. Native American literature and mid-term exam 9. Aspects of identity in American and Canadian literature 10. Canadian multicultural literature. Definitions and contexts. 11. Looking back at the roots 12. Female immigrant experience in American and Canadian literature 13. Centers and peripheries 14. A negative view of multiculturalism as a state policy 15. Multiple/hybrid identities.
Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work **X independent assignments** ☐ multimedia ☐ laboratory **X work with mentor** ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; taking the final exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

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

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the seminar paper (30%) and final exam (70%). Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Lee, A. Robert. *Multicultural American Literature. Comparative Black, Native, Latino/a and Asian American Fictions.* Edinburgh: Edinburgh UP, 2003.	2	yes
	Kamboureli, Smaro. (ed) *Making a Difference: Canadian Multicultural Literature.* Toronto: Oxford University Press, 1996. (excerpts)	1	yes
Optional literature (at the time of submission of study program proposal)	Sherman Alexie, *Reservation Blues.* (1995). Neil Bisoondath, *Selling Illusions: The Cult of Multiculturalism in Canada* (excerpts, revised edition 2002) Dionne Brand, *Sans Souci and Other Stories.* (1989). Sandra Cisneros, *The House on Mango Street.* (1984). Rawi Hage, *Cockroach.* (2008). Jumpa Lahiri, *Namesake.* (2003). Toni Morrison, *Beloved.* (1987). Nino Ricci, *Lives of the Saints.* (1990). Amy Tan, *The Joy Luck Club.* (1989). Hutcheon, Linda and Richmond, Marion. (eds) *Other Solitudes*: *Canadian Multicultural Fictions*. Toronto: Oxford University Press, 1990. (excerpts)		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	ENGLISH LANGUAGE TEACHING METHODOLOGY				
Code	HZE811	Year of study	2		
Course teacher	Mirjana Semren, PhD, assistant professor	Credits (ECTS)	5		
		Type of instruction (number of hours)	L	S	E	F
			30	15		
Associate teachers					
Status of the course	Mandatory	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					

Course objectives	Understanding the nature of foreign language teaching process. Acquaintance with procedures and techniques for foreign language teaching. Developing the ability to choose appropriate teaching strategies with the purpose of preparing for teaching English to learners at different proficiency levels and of different age. The objective of this course is to enable students to effectively use their general knowledge of language, theoretical knowledge about teaching and learning processes gained from courses in education sciences and their knowledge of the key concepts of second language acquisition and glottodidactics in teaching English as a foreign language.
Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: - understand and analyse the main aspects of contemporary approach to teaching foreign languages - describe and analyse different strategies for teaching English as a foreign language - choose appropriate teaching strategies with regard to students' age and their proficiency level - define the aim and outcomes of a lesson, as well as objectives of its individual stages - identify characteristics and functions of different teacher roles and explain the main principles of classroom management - apply the general knowledge of language, theoretical knowledge about teaching and learning processes gained from courses in education sciences and the knowledge of the key concepts of second language acquisition and glottodidactics to independent lesson planning and teaching and reflecting on teaching experience.
Course content broken down in detail by weekly class schedule (syllabus)	Week 1 Identifying teacher qualities, notion of a *good foreign language teacher.* Weeks 2 -3 Lesson planning. Week 4 Beginning lessons: strategies for beginning lessons, factors influencing the teacher's choice of strategy. Week 5 Instructing, types of instructions. Week 6 Classroom management: managing interaction in the classroom, grouping students, advantages and disadvantages of group work and pair work. Week 7 Iidentifying teacher roles in foreign language classrooms. Weeks 8 -9 Questioning techniques: types of questions, choosing the question type, questioning strategies, identifying types of questions in teacher talk. Week 10 Feedback provision: types of feedback, checking understanding, error treatment. Weeks 11 – 12 Explanations: strategies for explaining the meaning of lexical items and grammatical structures, factors influencing the teacher's choice of a specific strategy. Week 13 Teacher language: purposes of L1 use, attitudes towards L1 use, factors that affect L1 use in the classroom, non-verbal communication, modifications in the teacher's L2 use. Week 14 Ending lessons: strategies for ending lessons, factors influencing the teacher's choice of strategies, homework. Week 15 Teacher development: observing lessons, classroom observation tasks, diary writing.

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

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	2 tests (or written exam)		Oral exam		(Other)	
	Written exam (or 2 tests)	3.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final exam (or two colloquia). Students' knowledge is continuously monitored and checked during classes (participation in activities and discussions at seminars, checking homework). Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Andrews, S. (2007). *Teacher Language Awareness*. Cambridge: Cambridge University Press. (selected chapters)	1	yes
	Harmer, J. (2015). *The Practice of English Language Teaching*. (5th edition), London: Longman. (selected chapters)	1	yes
	Harmer, J. (2012). *Essential Teacher Knowledge*. Pearson Education Limited. (selected chapters)	1	yes
	Ur, P. (1996). *A Course in Language Teaching*. Theory and Practice. Cambridge: Cambridge University Press.	2	yes
	Todd, R.W. (1997). *Classroom Teaching Strategies*. Hamel Hempstead: Prentice Hall.	0	yes

Optional literature (at the time of submission of study programme proposal)	Čurković Kalebić, S. (2003). *Jezik i društvena situacija – istraživanje govora u nastavi stranog jezika*. Zagreb: Školska knjiga. (selected chapters) Čurković Kalebić, S. (2008). *Teacher Talk in Foreign Language Teaching*. Split: Redak. Hubbard, P., Jones, H., Thornton, B., Wheeler, R. (1983). *A Training Course for TEFL*. Oxford: Oxford University Press. Tudor, I. (2003). *The Dynamics of the Language Classroom*. Cambridge: Cambridge University Press. Vrhovac, Y. i suradnici (1999). *Strani jezik u osnovnoj školi*. Zagreb: Naprijed.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	LANGUAGE, CULTURE, COGNITION

Code	HZE813	Year of study	2			
Course teacher	Ivana Petrović, PhD, assistant professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	P	S	V	T
			15	15		
Status of the course	Elective	Percentage of application of e-learning	0%			

COURSE DESCRIPTION

Course objectives	The course will introduce students to the field of anthropological linguistics, i.e. the study of the relations between language and culture, and the relations between human biology, cognition and language.
Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of this course students should be able to*:* - Explain the cognitive and cultural underpinnings of language on the one hand and of the multifaceted linguistic representations of cognition and culture on the other. - Discuss theoretical positions on the relationship of language and other cognitive capacities - Reflect critically on the complex relation among language, cognition and culture. - Conduct linguistic analysis of data. - Students willl gain experience in giving oral presentations and preparing written work in accademically appropriate manners.
Course content broken down in detail by weekly class schedule (syllabus)	Topics of emphasis include semiology; communication; cognitive anthropology and pragmatics (language, power and ideology and a variety of approaches to discourse). The course will also address a set of specific language issues: - The evolution of modern cognition - Design features of human languages - The relation between cognitive structures and social structures - The meaning of messages - Categorization: At what level of abstraction do we categorize the world? - Embodied cognition - Conceptual metaphors in political discourse - Humour-cognitive perspective
Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	**X individual work** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; writing a seminar paper and preparing an oral presentation, taking an exam (or two colloquia); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	3.5	(Other)	
	Written exam		Oral exam		(Other)	

equal to the ECTS value of the course)	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Criteria for evaluating and grading individual elements are described in the course repository.					

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Taylor, John (2012) *The mental corpus. How language is represented in the mind.* Oxford: Oxford University Press.	2	
	Škara, Danica (2005), *Language, Culture, Cognition,* University of Zadar, Zadar		
	Bonvillain, Nancy (1997) *Language, Culture and Communication: the Meaning of Messages,* Prentice Hall Inc., New Nersey.		
	Teacher-generated materials: script, web page, online material and slides		Online material and slides
Optional literature (at the time of submission of study programme proposal)	Dedre Gentner and Susan Goldin-Meadow (eds.) 2003. *Language in Mind. Advances in the Study of Language and Thought.* Cambridge, MA./London: MIT Press. Lakoff, George (1987.) *Women, Fire, and Dangerous Things.* Chicago, IL: UCP Chaika, E., *Language, The Social Mirror*, Heinle & Heinle Publishers, Boston, USA, 1994. Fauconnier, Gilles and Mark Turner (2002.) *The Way We Think. The mind's hidden complexities.* New York: Basic Books. Journal: *Language and Cognition (*Mouton, 2009-) Internet sources		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)			

COURSE TITLE	JAMES JOYCE					
Code	HZE814	Year of study	2			
Course teacher	Brian Daniel Willems, PhD, associate professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	30		
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The introductory part of the course aims to make students acquainted with the most important elements of Joyce's biography and their impact on his work (to mention but his relationship with Ireland and his 'voluntary exile'). Students will also become familiar with other theoretical and critical approaches to this complex oeuvre, as well as with the possibility of grasping itmore easily through an analysis of therepetitive textual elements and patterns which pervade all of Joyce's works, revealing					

	hisinclination to create order even within thestylistic and semantic chaos of his later texts.
	The main objective of this course is to identify the most important features of Joyce's poetics from *Dubliners* to *Ulysses*. Inspired by the idea that Joyce's entire oeuvre can be seen as 'work in progress', the first part of the course will focus on *Dubliners* and analyse different aspects of his notion of 'paralysis' as the central theme of the entire collection. In approaching the fictional procedures that Joyce uses in this early work special emphasis will be given to the relationship between naturalistic and symbolic elements and to the use of free indirect style.
	Further, the course will aim to look at *Stephen Hero* and*A Portrait of the Artist as a Young Man* andto emphasize the importance of these novels within the traditions of *Bidungsroman*i*Künstelerroman*. The development of the aesthetic consciousness of Stephen Dedalus is understood as his attempt to move away from the idealistic (Platonic) world-view and to embrace the materialistic one. Special emphasis will be given to Stephen's aesthetic theory at the end *A Portrait*. Students will also become acquainted with the narrative innovativeness of *A Portrait* in relation to *Dubliners* and toits predecessor *Stephen Hero*.
	Ulysses is approached in the light of its intertextual dialogue with Homer's *Odyssey* and its stylistic and linguistic complexity both in relation to *Dubliners* and *A Portrait*, as well as within Modernist literature (each chapter of the book has a different style, with the later chapters beinglonger and more complex than the initial ones).Students will also become acquainted with thedifferences between Stephen's and Bloom's chapters.
Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the successful completion of the course students will - be acquainted with the most important elements of Joyce's biography and their impact on his work; - be familiar with other theoretical and critical approaches to Joyce and his complex oeuvre; - understand that Joyce's inclination towards semantic and stylistic complexity contrasts with his tendency to create order by introducing repetitive elements and recognizable textual patterns; - know that Joyce's oeuvre can be perceived as 'work in progress' both at the thematic level and at the level of his narrative and stylistic procedures (they are simple in *Dubliners* and very complex in *Ulysses*, with each chapter of the novel having a different style); - become acquainted with/deepen their knowledge of some theoretical notions (free indirect style, interior monologue, soliloquy) by analysing narrative and stylistic procedures in the selected texts; - acquireadvanced abilities of analytical and critical reading of Joyce's works; - developadvanced writing skills; - acquireadvanced research skills.
Course content broken down in detail by weekly class schedule (syllabus)	<u>Introduction (3 lectures)</u>: James Joyce and his work (Joyce and Ireland, Joyce and Catholicism,the interaction between the local and the cosmopolitan in Joyce's work, Nora Barnacle); different approaches to Joyce's oeuvre; Joyce as a critic *Dubliners* (1 lecture): the main features of Joyce's poetics from *Dubliners* to *Ulysses*; the thematic unity of *Dubliners* and its main narrative procedures

	Critical analysis of the *Dubliners* stories (8 seminars): 'The Childhood Stories' (2); 'The Adolescence Stories' (2); 'The Maturity Stories'(2); 'The Stories of Public Life' (2) *Stephen Hero/A Portrait of the Artist as a Young Man* (2 lectures): the importance of the two texts in the development of *Bildungsroman* and*Künstelerroman*as genres; Stephen's Aesthetic Theory *Stephen Hero/A Portrait of the Artist as a Young Man* (3 seminars): a comparative analysis of the selected passages in the two novels with special emphasis on the innovativeness of *A Portrait* *Ulysses* (2 lectures): the structure of the novel and the importance of the Homeric parallel; Joyce's *Ulysses* as artefact; Joyce's *Ulysses* on film The Wanderings of Stephen Dedalus (2 lectures) Critical reading of 'Telemachus', 'Proteus' and 'Nestor' (2 seminars) The Wanderings of Leopold Bloom (1 lecture) Analysis of the chapters following Bloom's wanderings (6 seminars) Molly's final monologue/'Nausicaa' Analysis of the final chapter of *Ulysses* with special emphasis on the problem of narrative time; Gerty MacDowell/Molly Bloom as two female voices in *Ulysses* (4 seminars) *Ulysses* as an odyssey of styles (2 lectures) Stylistic analysis of the selected passages in *Ulysses* (5 seminars)
Format of instruction	**X lectures** **X seminars** and workshops ☐ exercises ☐ *on line*in entirety ☐ partial e-learning ☐ field work **X independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; completion of a seminar paper with an oral presentation, taking the final exam (or two colloquia); compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

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

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final exam (or 2 colloquia) and the seminar paper with oral presentation. Criteria for evaluating and grading individual elements are described in the course repository.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Primary literature: Joyce, James *Dubliners* *Stephen Hero*/ *A Portrait of the Artist as a Young Man* (selected chapters) *Ulysses* (selected chapters)	One copy of each work.	All the primary texts are available on line.
	Power, Mary and Schneider, Ulrich, *New Perspectives on* Dubliners (Amsterdam and Atlanta: Rodopi, 1997).	1	
	Killeen, Terence, Ulysses Unbound*: A Reader's Companion to James Joyce's* Ulysses (Wicklow: Wordwell, 2004).	1	
Optional literature (at the time of submission of study programme proposal)	Benstock, Bernard, ed., *Narrative Con/Texts in* Ulysses (Basingstoke: Macmillan, 1991). Blades, John, *James Joyce*: A Portrait of the Artist as a Young Man (London: Penguin, 1991). Budgen, Frank, *James Joyce and the Making of* Ulysses (Bloomington: Indiana University Press, 1960). Ellmann, Richard, *James Joyce: New and Revised Edition* (New York: Oxford University Press, 1982). Fairhall, James, *James Joyce and the Question of History* (Cambridge: Cambridge University Press, 1993). Goldman, Michael, Ulysses *in Progress* (Princeton, New Jersey: 1977c). Norris, Margot, *A Companion to James Joyce's* Ulysses*: Biographical and Historical contexts, Critical History, and Essays from Five Contemporary Critical Perspectives* (Boston; New York: Bedford/St. Martin).		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	PHILOSOPHY OF LANGUAGE		
Code	HZE805	Year of study	2
Course teacher	Danijela Šegedin Borovina, PhD, assistant professor	Credits (ECTS)	5

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

COURSE DESCRIPTION

Course objectives	Introducing students to the topics from philosophy which are relevant for English studies.
Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of the course, the learning outcomes are as follows: 1. intellectual skills including the acquisition of concepts and principles which connect linguistics and philosophy of language 2. practical skills in the analysis of different texts and critical evaluation of ideas 3. communicative skills in essay writing and oral presentation, and most importantly 4. sensitivity to the interdisciplinary approach
Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory — 2L + 1S 2. Origin of Language — 3L + 1S 3. Language and Thought (psychological theories of language) — 2L + 1S 4. Relationship of Language and Reality — 2L + 1S 5. Linguistic Sign — 2L + 2S 6. Language and Reference — 2L + 2S 7. Student presentations (seminars) — 3L 8. Language and Context (sociological theories of language) — 2L + 1S 9. Language and use — 2L + 2S 10. Language and Culture — 2L + 2S 11. Theories of Language Acquisition — 3L + 1S 12. Variability in Language — 2L + 1S 13. Student presentations (seminars) — 3L Written exam
Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work **X independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; writing a seminar paper and preparing an oral presentation, taking an exam (or 2 tests); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Written exam (2 tests)	3	Oral exam		(Other)	

equal to the ECTS value of the course)	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final written exam (or 2 tests) and the seminar paper with oral presentation. Criteria for evaluating and grading individual elements are described in the course repository.					

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Aitchison, J. (1987). *Words in the Mind: An Introduction to the Mental Lexicon*. Oxford: Basil Blackwell.	4	
	Chomsky, N. (1976). *Reflections on Language*. London: Temple Smith.	1	
	Downes, W. (1984). *Language and Society*. London: Fontana Paperbacks.	2	
	Pinker, S. (1994). *The Language Instinct*. London: Penguin Books.	2	
	New Directions in Cognitive Linguistics. (2009), eds. Vyvyan Evans & Stephanie Pourcel: Amsterdam: John Benjamins.	/	
	Wilson, D. & D. Sperber. (2013). *Meaning and Relevance*. Cambridge: Cambridge University Press	/	

Optional literature (at the time of submission of study programme proposal)	Bickerton, D. (1990). *Language and Species*. Chicago: University of Chicago Press. Jutronić, D. *Lingvistika i filozofija*. (1991). Zagreb: Hrvatsko filozofsko društvo. Katz, J. (ed.) (1985). *The Philosophy of Linguistics*. Oxford: Oxford University Press. Devitt, M. and Sterelny, K. (1999). *Language and Reality: An Introduction to the Philosophy of Language*. Cambridge: MIT Press.
Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; students and teachers' collaborative assessment of the implementation and quality of the teaching process; individual consultations.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	CREATIVE WRITING					
Code	HZE806	Year of study	2			
Course teacher	Simon Ryle, PhD, associate professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
				45		
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Students will improve their knowledge of poetic and prose fiction forms of English. By attention to the concentrated web of referential signs employed in poetic and fictive forms of English, students will improve their ability to use precisely and effectively these forms.					

	Students will develop subtle critical faculties with regard to the aesthetic and technical aspects of poetic and prose fiction forms of English, and acquire appropriate techniques of applying critical commentary to poetic and fictive forms of English produced by their peers.
Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Knowledge of techniques of effective creative writing; Ability to share constructive critical ideas concerning the writing of others; Ability to revise writing based on editorial and workshop commentaries (oral and written); Improved ability to compose in poetic and prose forms.
Course content broken down in detail by weekly class schedule (syllabus)	This class is run as a seminar-workshop in which students submit their own writing as the primary texts under discussion, and participate in analysing and constructively criticizing this student writing. The precise weekly schedule is thus entirely dependent on the number of students who elect to take the class, and the writing needs of these students, as identified by the class instructor and the students in the first session.
Format of instruction	**X seminars and workshops** **X independent assignments**
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		Seminar preparation	0.5
	Essay		Seminar essay		Creative writing	3
	Tests		Oral exam			
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of creative work in accordance with pre-established criteria. Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Bausch, Richard (ur.). *The Norton Anthology of Short Fiction*, Norton &co. 2015.	0	yes

Optional literature (at the time of submission of study programme proposal)	Based on the creative interests of specific students the lecturer will recommend individually applicable texts.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.

Other (as the proposer wishes to add)	

NAME OF THE COURSE		LANGUAGE AND LITERATURE					
Code	HZE804		Year of study	2			
Course teacher	Simon Ryle, PhD, associate professor		Credits (ECTS)	5			
Associate teachers			Type of instruction (number of hours)	L	S	E	F
				15	30		
Status of the course	Elective		Percentage of application of e-learning	0%			
COURSE DESCRIPTION							
Course objectives	This class aims to explore aspects of literary and cinematographic writing. Questions of media technology are introduced and developed by reading literary and cinematic texts alongside theorists of poetry, writing, technology and space, such as Plato, Derrida, Lacan, Michel de Certeau, Bernard Stiegler, Walter Ong, and Friedrich Kittler. Each class develops a different theme concerning one important aesthetic aspect of writing and technology, such as questions of the uncanny, the gaze, *écriture féminine*, power, anamorphosis, the archive, and memory. The potential for types of writing to inspire affective responses such as wonder, and a feeling of touching upon the hidden or unknown, is explored alongside theories of literary language from theorists and philosophers such as Adorno, Heidegger, Maurice Blanchot, and Gaston Bachelard. Of key importance is the singular aesthetic experience afforded by different types of writing. Students read a range of literary texts, from writers such as Ovid, Shakespeare,Wordsworth, Hölderlin, Kafka, Cicoux, Borges, and Sebald. Motifs and thematic links are drawn between these writers and films from directors such as Charlie Chaplin, Werner Herzog, and Alain Resnais.						
Course enrolment requirements and entry competences required for the course							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Knowledge of theoretical and practical insights into the relation of literary form and content; Knowledge of a range of literary and media texts, as well as literary theory concerned with questions of writing; Ability to analyse the relation of language and literature in oral discussions; Ability to compose coherent and thoughtful written argument essays concerning language and literature. Ability to understand and analyse complex and multi-layered texts in English. Ability to synthesize a variety of contextual sources (visual arts, media and technology, historical, philosophical and aesthetic contexts) in understanding and analysing texts. Ability to communicate complex ideas orally before a group of peers both in spontaneous discussion and in prepared presentations.						

	Ability to express and write precise analyses of texts in structured essay form, both under time pressure (in an exam situation) and independently (in out-of-class work).
Course content broken down in detail by weekly class schedule (syllabus)	**Introductory lecture** *Week 1. Poetry and the Open* Recommended reading: Rilke, Rainer Maria. 8th and 9th *Duino Elegies.* Heidegger, Martin. "The open in the form of the unrestrained progression of beings" (Fourth directive: Section e), *Parmenides.* Trans. André Shuwer and Richard Rojcewicz. Bloomington: Indiana UP, 1992. pp. 151-161. Agamben. Giorgio. "Poverty in the World," and "The Open," *The Open: Man and Animal.* Trans. Kevin Attell, Stanford: Stanford UP, 2003. pp. 49-62. Nussbaum, Martha. "Educating for Profit, Educating for Democracy," *Not for Profit: Why Democracy Needs the Humanities.* Princeton: Princeton UP, 2010. pp. 13-26. *SEMINARS* **Section A: Aesthetic Questions** *Week 2. Ecology and natural beauty* Required reading: Wordsworth, William. "Book One," *The Prelude.* Adorno, Theodor. "Natural Beauty," *Aesthetic Theory.* Trans. Robert Hullot-Kentor. New York: Continuum, 1997. pp.81-101. Required viewing: Arthus-Bertrand, Yann (Dir.). *Home* (2009). (Available from:) http://www.youtube.com/watch?v=eoto5FC4gsM *Week 3. Technē and text* *Required reading:* *Stiegler, Bernard. "Tool and Symbol." Technics and Time, 1: The Fault of Epimetheus. Trans. Richard Beardsworth and George Collins. Stanford, Stanford UP, 1998.* *Ong, Walter J. "Writing Restructures Consciousness,"Orality and Literacy: The Technologizing of the Word. New York: Methuen, 1988. pp. 78-96* *Required viewing:* *Herzog,Werner (Dir.). The Cave of Forgotten Dreams (2010).*

Week 4. Dwelling

Required reading:

Shakespeare, William. Act 4. *King Lear.* Ed. R.A. Foakes. London: Arden, 2011.

Heidegger, Martin. "...Poetically Man Dwells..." *Poetry, Language, Thought.* Trans. Albert Hofstadter. New York: Perennial Classics, Harper Collins, 2001. pp. 209-27.

Section B: Writing Technologies

Week 5. A gift of the gods

Required reading:

Plato. *Phaedrus* (Lines 257c-279c).

Derrida, Jacques. "The Pharmakon" (section from: "Plato's Pharmacy"). *Dissemination.* Trans. Barbara Johnson. London: The Athlone Press, 1981. 95-117.

Required viewing:

Dreyer, Carl Theodore (Dir.). *Ordet* (*The Word*). Denmark: Palladium, 1955.

Week 6. The technological condition

Required reading:

Kafka, Franz. "In the Penal Colony" and "A Hunger Artist," *Metamorphosis and Other Short Stories.* Trans. Michael Hofmann. London: Penguin Modern Classics, 2007. pp. 147-81 and 252-64.

Kittler, Friedrich. "Film." Gramophone, Film, Typewriter. Trans. Geoffrey Winthrop-Young and Michael Wurz. Stanford: Stanford UP, 1999.

Week 7. Powers and gazes

Required reading:

Deleuze, Gilles. "The Action Image." *Cinema 1: The Movement Image.* Trans. Hugh Tomlinson and Barbara Habberjam. London and New York: Continuum, 2005. 160-77.

Foucault, Michel. "*Las Meninas*." *The Order of Things.* London: Routledge, 1989. 3-18.

Required viewing:

Chaplin, Charlie (Dir.). *Modern Times.* USA: United Artists, 1936.

Week 8. Anamorphosis

Required reading:

Hofmannsthal, Hugo von. "The Letter of Lord Chandos." (Available at:) http://depts.washington.edu/vienna/documents/Hofmannsthal/Hofmannsthal_Chandos.htm

Lacan, Jacques. "Anamorphosis." *Seminar XI: The Four Fundamental Concepts of Psychoanalysis*. Ed. Jacques-Alain Miller. Trans. *Alan Sheridan. New York and London: Norton, 1981. pp. 79-91.*

Required viewing:

Holbein, Hans (The Younger). The Ambassadors (1533).

Section C: Writing Spaces

Week 9. The underworld

Required reading:

Ovid, "Orpheus and Eurydice." *Metamorphoses, Book Ten. Trans.* D. A. Raeburn. *London: Penguin Classics, 2004. Lines: 3-738.*

Blanchot, Maurice. "Orpheus's Gaze" and "The Future and the Question of Art," *The Space of Literature.* Trans. Ann Smock. U of Nebraska P, 1982. 171-76 and 211-20.

Week 10. Travelogue

Required reading:

Sebald, W.G.. "Fishermen on the Beach," *The Rings of Saturn*. Trans. Michael Hulse. London: Vintage, 2002. pp. 49-72.

Bachelard, Gaston. *"The House. From the Cellar to the Garret. The Significance of the Hut." The Poetics of Space.* Trans. Maria Jolas. Boston: Beacon Press, 1994. pp. *3-38.*

Week 11. Writing the city

Required reading:

Italo Calvino, *Invisible Cities* [extracts].

de Certeau, Michel. "Walking in the City," *The Cultural Studies Reader*. Ed. Simon During. London and New York: Routledge, 1993. pp. 161-169.

Section D: Writing as memory

	Week 12. Doubles and reflections
	Required reading:
	Hoffmann, E.T.A. *"The Sandman." (Available from:)* http://www.fln.vcu.edu/hoffmann/sand_e.html
	Freud, Sigmund. "The Uncanny." The Standard Edition of the Complete Psychological Works of Sigmund Freud. Vol. 17. Trans. James Strachey. London: The Hogarth Press, *1950/ 2001. 217-256.*
	Required viewing:
	Wegener, Paul (Dir.). The Student of Prague (1913).
	Week 13. The archive
	Required reading:
	Jorges Luis Borges, "The Total Library" (available at:) http://jubal.westnet.com/hyperdiscordia/library_of_babel.html
	Sebald, W.G.. Austerlitz . Trans. Anthea Bell. London, Penguin, 2011. pp. 384-403.
	Required viewing:
	Resnais, Alain (Dir.). *Toute la mémoire du monde* (*All the World's Memory*) (1956).

Format of instruction	**X lectures** **X seminars and workshops**			**X independent assignments** **X multimedia**	
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; preparation and presentation of a seminar paper and a final essay in accordance with pre-established criteria; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.				

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

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed with regard to the realization of the following elements: 1. final essay - 50% 2. prepared and presented seminar paper in accordance with the instructions of teachers - 30% 3. success in solving individual and group tasks - 10% 4. class activity, participation in discussions during classes and seminars - 10% Criteria for evaluating and grading individual elements are described in the course repository.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Wordsworth, William. "Book One," *The Prelude.*	0	
	Adorno, Theodor. "Natural Beauty," *Aesthetic Theory.* Trans. Robert Hullot-Kentor. New York: Continuum, 1997. pp.81-101.	1	
	Arthus-Bertrand, Yann (Dir.). *Home* (2009). (Available from:) http://www.youtube.com/watch?v=eoto5FC4gsM	0	online
	Stiegler, Bernard. "Tool and Symbol." Technics and Time, 1: The Fault of Epimetheus. Trans. Richard Beardsworth and George Collins. Stanford, Stanford UP, 1998.	1	
	Ong, Walter J. "Writing Restructures Consciousness,"Orality and Literacy: The Technologizing of the Word. New York: Methuen, 1988. pp. 78-96	0	
	Herzog,Werner (Dir.). The Cave of Forgotten Dreams (2010).	0	
	Shakespeare, William. Act 4. *King Lear.* Ed. R.A. Foakes. London: Arden, 2011.	3	
	Heidegger, Martin. "...Poetically Man Dwells..." *Poetry, Language, Thought.* Trans. Albert Hofstadter. New York: Perennial Classics, Harper Collins, 2001. pp. 209-27.	0	
Optional literature (at the time of submission of study programme proposal)	Rilke, Rainer Maria. *8th and 9th Duino Elegies.* Heidegger, Martin. "The open in the form of the unrestrained progression of beings" (Fourth directive: Section e), *Parmenides.* Trans. André Shuwer and Richard Rojcewicz. Bloomington: Indiana UP, 1992. pp. 151-161. Agamben. Giorgio. "Poverty in the World," and "The Open," *The Open: Man and Animal.* Trans. Kevin Attell, Stanford: Stanford UP, 2003. pp. 49-62. Nussbaum, Martha. "Educating for Profit, Educating for Democracy," *Not for Profit: Why Democracy Needs the Humanities.* Princeton: Princeton UP, 2010. pp. 13-26.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	CONTEMPORARY POETRY				
Code	HZE815	Year of study	2		
Course teacher	Simon Ryle, PhD, associate professor	Credits (ECTS)	5		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	30		
Status of the course	Elective	Percentage of application of e-learning	0%		

COURSE DESCRIPTION	
Course objectives	This course seeks to introduce students to a selection of the most important and interesting poets writing in English over the last fifty years. The course is designed to pick up where the Department's undergraduate surveys of British, Irish and American literature leave off. It will help students continue their studies of literature up to the present day, as they investigate the major responses in poetry following the demise of "high modernism" and the end of what Robert Lowell describes as the "tranquillized fifties": ideas of poetry as a mode of getting to grips with the past (the wars and horrors of the twentieth century, as well as longer colonial histories), and poetry as a form of confession, self-expression, rebellion, or memorial. The course covers a representative range of contemporary global poetry in English. The class will enable students to explore questions of the relation of poetic voices to geographical regions, urban life, class, gender, race, political struggle, and sexuality. The internationalism of contemporary poetry frequently raises issues of conflict, globalism and hybridity, which will help students to recognize, analyse and place into context the important contributions of post colonial poets of the Caribbean and Africa, as well as to investigate how poetry has helped to give expression to the individuated experiences of black and white, male and female poets from various regions of the US, Ireland and the UK.
Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Knowledge of the most important contemporary poetry, and of the many issues of globalism, hybridity, self-experience, race, gender, postcolonialism, and sexuality raised by contemporary poetry. Ability to understand and analyse complex and multi-layered texts in English. Ability to synthesize a variety of contextual sources (visual arts, media and technology, historical, philosophical and aesthetic contexts) in understanding and analysing texts. Ability to communicate complex ideas orally before a group of peers both in spontaneous discussion and in prepared presentations. Ability to express and write precise analyses of texts in structured essay form, both under time pressure (in an exam situation) and independently (in out-of-class work).
Course content broken down in detail by weekly class schedule (syllabus)	Week 1: Introduction to course Week 2: Elizabeth Bishop Week: 3: John Berryman Week 4: Robert Lowell Week 5: Phillip Larkin Week 6: Allen Ginsburg Week 7: John Ashbery Week 8: Derek Walcott Week 9: Wole Soyinka

	Week 10: Tony Harrison Week 11: Seamus Heaney Week 12: Rita Dove Week 13: Keston Sutherland Week 14: Class conference					
Format of instruction	**X lectures** **X seminars and workshops**			**X independent assignments** **X work with mentor**		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; completion and presentation of a seminar paper in accordance with pre-esablished criteria; completion of the final essay in accordance with pre-established criteria; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay	1	Seminar essay	1	Seminar preparation and participation	1.5
	Tests		Oral exam		Class conference contributions	
	Written exam		Project		Class preparation	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed with regard to the realization of the following elements: 1. final essay - 50% 2. prepared and presented seminar paper in accordance with the instructions of teachers - 30% 3. success in solving individual and group tasks - 10% 4. class activity, participation in discussions during classes and seminars - 10% Criteria for evaluating and grading individual elements are described in the course repository.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	*The Norton Anthology of Modern and Contemporary Poetry 3rd Edition, vol 2: Contemporary Poetry*. Eds. Jahan Ramazani, Richard Ellmann and Robert O'Clair. New York and London: WW Norton and Company, 2003.	0	
	Bachelard, Gaston. *The Poetics of Space*. Trans. Maria Jolas. Boston: Beacon Press, 1994.	0	
	Barthes, Roland. *The Pleasure of the Text*. Trans. Richard Howard. New York: Hill and Wang, 1975.	0	
	Blanchot, Maurice. *The Space of Literature*. Trans. Ann Smock. U of Nebraska P, 1982.	0	
	Deleuze, Gilles and Félix Guttari. *A Thousand Plateaus: Capitalism and Schizophrenia*. Trans. Brian Massumi. Minneapolis and London: U of Minnesota P, 1987.	0	
	Hayles, N. Katherine. *Electronic Literature: New Horizons for the Literary*. Notre Dame, IN: Notre Dame UP, 2008.	0	

	Morris, Adalaide and Thomas Swiss (eds.). *New Media Poetics: Contexts, Technotexts, and Theories.* Cambridge MA: MIT (Leonardo Book Series), 2009	0	
	Morton, Timothy. *Ecology without Nature: Rethinking Environmental Aesthetics.* Cambridge, MA: Harvard UP, 2009.	0	
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	CLASSROOM DISCOURSE					
Code	HZE812	Year of study	2nd			
Course teacher	Danijela Šegedin Borovina, PhD, assistant professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15		
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Awareness of internal formal structure and functional purpose of the verbal classroom interaction. Familiarity with basic classroom research methods. Understanding the influence of classroom interaction upon learning outcomes.					
Course enrolment requirements and entry competences required for the course	Enrolment into the 1st year of the Graduate Study Programme *English Studies*					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, the students will be able to: – define the basic tenets of different approaches to classroom discourse analysis – describe the basic features of classroom discourse and classroom as a social and speech situation – describe and apply different systems of classroom discourse analysis – describe and analyse students' verbal behaviour (moves) during a lesson – describe and analyse teacher's verbal behaviour during a lesson – describe and analyse the use of mother tongue in classroom interaction – explain the implications of classroom discourse research for language teaching					
Course content broken down in detail by weekly	1. Introduction; classroom discourse within the sociocultural theory 2L + 1S of learning					

class schedule (syllabus)	2.	The features of classroom communication: the control of interaction, modifications in teacher talk, question types	2L + 1S
	3.	The features of classroom communication: error correction, IRF discourse	2L + 1S
	4.	Classroom discourse and teaching	2L + 1S
	5.	Classroom discourse and learning	2L + 1S
	6.	Approaches to classroom discourse analysis (part 1)	2L + 1S
	7.	Approaches to classroom discourse analysis (part 2)	2L + 1S
	8.	Alternative approaches to classroom discourse analysis	2L + 1S
	9.	Functional distribution of teacher talk during a lesson (transcript analysis)	2L + 1S
	10.	Mother tongue in classroom interaction during FL lessons (transcript analysis)	2L + 1S
	11.	Feedback in classroom interaction during FL lessons (transcript analysis)	
	12.	Metalanguage, metadiscourse and metalexis (transcript analysis)	2L + 1S
	13.	Reflective approach to classroom interaction analysis	2L + 1S
	14.	*Classroom interactional competence*	2L + 1S
	15.	Final remarks; seminar presentations	2L + 1S

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

Student responsibilities	Regular attendance and active participation in classes; writing a seminar paper and preparing an oral presentation, taking an exam (or 2 tests); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		2 tests (or written exam)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam (or 2 tests)	2.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final written exam (or 2 tests) and the seminar paper with oral presentation. Criteria for evaluating and grading individual elements are described in the course repository.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Chaudron, C. (1988). *Second Language Classrooms: Research on Teaching and Learning*. Cambridge: Cambridge University Press.	1	
	Čurković Kalebić, S. (2003). *Jezik i društvena situacija-istraživanje govora u nastavi stranog jezika*. Zagreb: Školska knjiga.	5	

	Čurković Kalebić, S. (2008). *Teacher Talk in Foreign Language Teaching.* Split: Redak.	6	
	McCarthy, M. (1991). *Discourse Analysis for Language Teachers.* Cambridge: Cambridge University Press.	1	
	Walsh, S. (2006). *Investigating Classroom Discourse.* London and New York: Routledge, Taylor & Francis Group.	1	
Optional literature (at the time of submission of study programme proposal)	Malamah-Thomas, A. (1987). *Classroom Interaction.* Oxford: Oxford University Press. Sinclair, J. and Coulthard, R.M. (1978). *Towards an Analysis of Discourse. The English Used by Teachers and Pupils.* Oxford: Oxford University Press. Stubbs, M. (1983). *Discourse Analysis. The Sociolinguistic Analysis of Natural Language.* Chicago: University of Chicago Press.		
Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; students and teachers' collaborative assessment of the implementation and quality of the teaching process; individual consultations.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	LITERARY CINEMA				
Code	HZE807	Year of study	2		
Course teacher	Brian Willems, PhD, associate professor	Credits (ECTS)	5		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	30		
Status of the course	Elective	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	The student examines and applies an in-depth understanding of a number of theoretical and practical approaches in the field of film adaptation of a broad spectrum of literary texts. This is achieved through a detailed analysis of text and film via a series of contemporary thinkers in film and other areas.				
Course enrolment requirements and entry competences required for the course					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of the course, the student will be able to: 1. develop and apply an in-depth understanding of a number of theoretical and practical approaches in the field of film and adaptation; 2. be involved in a discussion of today's media theory, practice, and criticism via contemporary writers; 3. be familiar with key thinkers in media philosophy and other related areas; 4. develop a sustained argument incorporating theoretical arguments into literary film analysis.				
Course content broken down in	1. Introduction				

| detail by weekly class schedule (syllabus) | 2. Dziga Vertov, Man with a Movie Camera (1929); Peter Greenaway, "Windows" (1974); John Huston, The Dead (1987); Vincent Paronnaud and Marjane Satrapi, Persepolis (2007).
3. Lev Manovich, "What is Cinema?"Robert Stam, "The Theory and Practice of Adaptation" Julie Sanders, "Defining Terms"
4-5. Chuck Palahniuk, Fight Club, David Fincher, et al. (1999). Fight Club, Robert Bennett, "The Death of Sisyphus: Existentialist Literature and the Cultural Logic of Chuck Palahniuk's Fight Club", Caroline Ruddell, "Virility and Vulnerability, Splitting and Masculinity in Fight Club: A Tale of Contemporary Male Identity Issues"
6. Thomas Mann, Death in Venice, Luchino Visconti, Morte a Venezia (1971)
7-8 Emile Brontë, Wuthering Heights: the 1847 Text, Backgrounds and Contexts, Criticism. William Wyler, Wuthering Heights (1939), Peter Kosminsky, Wuthering Heights (1992), Lin Haire-Sargeant, "Sympathy for the Devil: The Problem of Heathcliff in Film Versions of Wuthering Heights"
9-10 Vladimir Nabokov, The Annotated Lolita. Stanley Kubrick, Lolita (1962), Andrian Lyne, Lolita (1997), Richard Corliss, Lolita, Brian Boyd, Vladimir Nabokov: The American Years
10. Daniel Clowes, Ghost World Terry Zwigoff, Ghost World (2002)
11-12 Jeanette Winterson, Oranges are not the Only Fruit Beeban Kidron, Oranges are not the Only Fruit (1990) Sonia Maria Melchiorre, "Winterson's Adaptations for the Stage and the Screen"
13-14 John Campbell, "Who Goes There?" Christian Nyby, The Thing from Another World (1951) John Carpenter, The Thing (1982).
15. Presentations |

Format of instruction	**X lectures** **X seminars and workshops** **X exercises**	**X independent assignments** **X multimedia** **X seminar paper**

Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; taking the final oral exam; writing of a seminar essay; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

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

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final oral exam, the seminar paper with oral presentation. Students' knowledge is continuously monitored and checked during classes (participation in activities and discussions at seminars, checking homework). Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Palahniuk, C. (1996). *Fight Club.* New York, W.W. Norton & Co.	3	yes
	Mann, T. (1998). *Death in Venice and other tales.* New York, Viking.	3	yes

	Brontë, E. (2003). *Wuthering Heights*: the 1847 Text, Backgrounds and Contexts, Criticism. A Norton critical edition. New York, Norton	3	
	Clowes, D. (2008). *Ghost World*. Seattle, Fantagraphics Books.	0	yes
	Nabokov, V. (1991). *The Annotated Lolita*. New York, Vintage Books.	1	yes
	Winterson, J. (1987). *Oranges are not the only fruit*. New York, Atlantic Monthly Press.	3	yes
	Campbell, J. W. (1976). *Who Goes There?: Seven Tales of Science-fiction*. Westport, Hyperion Press.	0	yes
Optional literature (at the time of submission of study programme proposal)	Chion, M. (1999). *The Voice in Cinema*. New York: Columbia University Press. Manovich, L. (2002). *The Language of New Media*. Cambridge: MIT Press. McFarlan, B. (1996). *Novel to Film: An Introduction to the Theory of Adaptation*. Oxford: Clarendon Press. Richard, A. & Smith, M (1997). *Film Theory and Philosophy*. Oxford: Clarendon Press. Sanders, J. (2005). *Adaptation and Appropriation*. London; New York: Routledge. Stam, R. (2004). *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. Mladen: Blackwell. Stam, R. & Raengo, A. (2004). *A Companion to Literature and Film*. Malden, MA: Blackwell Publishing. Zielinski, S. (1999). *Audiovisions : Cinema and Television As Entr'Actes in History*. Amsterdam: Amsterdam University Press. Žižek, S. (1992). *Looking Awry: An Introduction to Jacques Lacan through Popular Culture*. Cambridge, MA: The MIT Press. Handouts		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	CORPUS LINGUISTICS AND LEXICOLOGY					
Code	HZE801	Year of study	2			
Course teacher	Mirjana Semren, PhD, assistant professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	30		
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Introduce students with the major theoretical frameworks in corpus linguistics and lexicology, familiarise students with major and accessible corpus resources, methods and tools, usage, research and analysis, pass on essential knowledge and skills for building small corpus and glossary.					

Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of the course the student should be able to: - explain the role and function of corpus linguistics and lexicology, - search and analyse accessible corpus resources; - apply methods and tools use din corpus linguistics, - evaluate results (statistically, linguistically); - create sub-corpus; - use sub-corpus in mono/bilingual glossary structuring; - present the properties of particular lexical elements and constructions

Course content broken down in detail by weekly class schedule (syllabus)	Teaching unit/Seminar/Midterm exam	sess.	Sem./ exam
	Introductory lecture	2	2
	Corpus linguistics (definition, principles, approaches)	2	2
	Corpus design and types of corpora	2	2
	Corpus analysis tools	2	2
	Corpus annotation	2	2
	Concordances, WordList (WL)	2	2
	Key Word List (KWL)	2	2
	Corpus in lexicography, lexical analysis	2	2
	First mid-term exam		1
	Corpus-based grammars	2	2
	Corpus-based language study	2	2
	Corpus-based mataphor research	2	2
	Literary text analysis (word frequency, collocations, part-of-speech,POS)	2	2
	Use of parallel and comparable corpora in translation	2	2
	Second mid-term exam		1
	Sub-corpus structuring	2	2
	Monolingual/bilingual glossary structuring	2	2

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

Student responsibilities	Regular attendance and active participation in classes; writing a seminar paper and preparing an oral presentation, taking the exam (or two colloquia); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.

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

Grading and evaluating student	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final written exam (or two colloquia) and the

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Stubbs, M. (2001). *Words and phrases: corpus studies of lexical semantics.* Oxford; Malden, Mass.: Blackwell Publishers.	0	yes
	Meyer, C. F. (2002). *English corpus linguistics: An introduction: Studies in English language.* Cambridge: Cambridge University Press.	1	yes

work in class and at the final exam seminar paper with oral presentation. Criteria for evaluating and grading individual elements are described in the course repository.

Optional literature (at the time of submission of study programme proposal)	Hunston, S. (2002). *Corpora in applied linguistics.* Cambridge: Cambridge University Press. Sinclair, J. (2003) *Reading concordances : an introduction.* Harlow: Longman. Sommers, H. (ed.) (2003) *Computers and Translation: A translator's guide.* Amsterdam: John Benjamins Korpusi: - British National Corpus, http://corpus.byu.edu/bnc/ - Corpus of Global Web-Based English (GloWbE), http://corpus2.byu.edu/glowbe/ - Time Magazine Corpus, http://corpus.byu.edu/time/ - Corpus of Contemporary American English (COCA),http://corpus.byu.edu/coca/ - English Language Intervju Corpus as a Second –language Application (ELISA) http://www.uni-tuebingen.de/elisa/html/elisa_index.html - Hrvatski nacionalni korpus: http://www.hnk.ffzg.hr/ Web Concordancers: - KWiCFinder: http://www.kwicfinder.com/KWiCFinder.html - AntConc: http://www.antlab.sci.waseda.ac.jp/antconc_index.html - WordSmith Tools: http://www.lexically.net/wordsmith/
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	FORMAL ASPECTS OF TRANSLATION: THEORY AND COMPUTER METHODOLOGY				
Code	HZE808	Year of study	1		
Course teacher	Dr Marija Bilić, Senior Language Instructor	Credits (ECTS)	5		
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30		
Status of the course	Elective course	Percentage of application of e-learning	10%		

COURSE DESCRIPTION	
Course objectives	- to inform students of ISO and other quality standards related to the translation industry - to introduce students to the basic groups of tools and resources used by professional translators and other service providers in the language industry - to inform students about the new job profiles where translation competencies are combined with engineering, mathematical, communication, marketing and many other competencies
Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of the course students will be able to: - choose the appropriate translation technologies and resources for specific translation tasks; - explain the methodology of the development of translation technologies - connect the newly gained knowledge about translation technologies to previously acquired translation skills - explain the quality standards available for translation service providers

Course content broken down in detail by weekly class schedule (syllabus)	Teaching units	L	S
	1 Introduction – standards for translation services	1	2
	2 Computer-assisted translation	1	2
	3 Machine translation	1	2
	4 Natural language processing	1	2
	5 MT post-editing and evaluation	1	2
	6 Localisation	1	2
	7 Transcreation	1	2
	8 Audiovisual translation	1	2
	9 Terminology management	1	2
	10 Quality assurance	1	2
	11 Speech technologies	1	2
	12 Interpreting tools	1	2
	13 Translation project management	1	2
	14 Starting a career in the translation industry	1	2
	15 Concluding remarks	1	2

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

Student responsibilities	Regular attendance and active participation in classes; taking the final exam, preparation and presentation of a seminar paper; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

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

equal to the ECTS value of the course)	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the preparation and presentation of a seminar paper and the final exam. Criteria for evaluating and grading individual elements are described in the course repository.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Vintar, Špela (2017) *Prijevodne tehnologije.* Zagreb: Stentor. TAUS i CNGL (2010) *Machine Translation Post-editing Guidelines.* EMT European Master`s in Translation (2017), *Competence Framework 2017* ISO 17100:2015 *Translation services – Requirements for translation services* ISO 18587:2017 *Translation services — Post-editing of Machine Translation Output – Requirements* Esselink, Bert. (2000) *A Practical Guide to Localisation.* Amsterdam/ Philadelphia: John Benjamins Publishing Company.		Yes Yes Yes Yes Yes
Optional literature (at the time of submission of study programme proposal)	Matis, N. (2014) *How to Manage Your Translation Projects* Bernal-Merino, Miguel Á. (2015) *Translation and Localisation in Video Games. Making Entertainment Software Global.* New York/London: Routledge.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	UNDERWORLDS: SUBTERRANEAN POETICS					
Code	HZE715	Year of study	2			
Course teacher	Simon Ryle, PhD, associate professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	30		
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						

Course objectives	Students become familiar with the recurrent literary motif of the underworld, including philosophical, ecological, political and aesthetic aspects of underworld texts. This interdisciplinary approach will allow students to develop various productive contemporary methodological approaches to literary studies, and to learn how to produce new kinds of literary critical insights.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	– Students will have a deep understanding of the literary motif of the underworld; – Students will have a good understanding of key contemporary methodologies of litarary theory, and methods of relating literary theory to literature; – Students will develop skills of oral and written analysis, as well as self-management of their learning outcomes and the ability to present complex ideas in oral presentations and written assignments; – Students will develop skills of online research.					
Course content broken down in detail by weekly class schedule (syllabus)	Week 1. Introduction to the course: abyss and mundus **Section a. From the cave to the fallout zone** Week 2. Cave art Week 3. Orpheus's fever Week 4. Hell Week 5. Nuclear submarine, nuclear endtime **Section b. Capitalocenes** Week 6. Soil / roots Week 7. City as underworld Week 8. The undercommons Week 9. Extractionism **Section c. Subterranean modernities** Week 10. Continent of graves Week 11. Burrowings and bunkers Week 12. Networking the void Week 13. Suburban abyss **Section d. Collaboration** Week 14. Student projects					
Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety **X partial e-learning** **X field work**		**X independent assignments** **X multimedia** ☐ laboratory ☐ work with mentor ☐ (other)			
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; preparation and presentation of a seminar paper and a final essay in accordance with pre-established criteria; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is*	Class contributions	1.5	Research		Final essay	1
	Experimental work		Report		(Other)	
	Exam		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	

equal to the ECTS value of the course)	Written exam		Seminar preparation	1.5	(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed with regard to the realization of the following elements: 1. final essay - 50% 2. prepared and presented seminar paper in accordance with the instructions of teachers - 30% 3. success in solving individual and group tasks - 10% 4. class activity, participation in discussions during classes and seminars - 10% Criteria for evaluating and grading individual elements are described in the course repository.

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Nick Land, "Barker Speaks," *Fanged Noumena: Collected Writings 1987-2007*,Falmouth: Urbanomic, 2012. 493-505.	1	Yes
	Ovid, *Book 10, Metamorphoses*, Trans. Arthur Golding, 1567	1	Yes
	Georges Bataille, "The Passage from Animal to Man and the Birth of Art." *The Cradle of Humanity: Prehistoric Art and Culture*. Trans. Michelle Kendall and Stuart Kendall. New York: Zone Books, 2009. 57-80.	0	Yes
	Blanchot, Maurice. "Orpheus's Gaze," *The Space of Literature*. Trans. Ann Smock. U of Nebraska P, 1982. 171-76.	0	Yes
	Sans Soleil. Dir. Chris Marker. France, 1983.	0	Yes
	Samuel Beckett, *Endgame*, London: Faber and Faber, 1964.	1	Yes
	Jacques Derrida, "No Apocalypse, Not Now (Full Speed Ahead, Seven Missiles, Seven Missives)." *Diacritics* 14.2 (1984). 20-31.	1	Yes
	Hiroshima mon amour. Dir. Alan Resnais, France, 1959.	0	Yes
	Thomas Ligotti, "The Shadow at the Bottom of the World," *Songs of a Dead Dreamer and Grimescribe*, New York: Penguin, 2011. 396-405.	0	Yes
	Gilles Deleuze and Félix Guattari. "Rhizome: Introduction." *A Thousand Plateaus*.Trans. Brian Massumi. London: Bloomsbury, 1987. 7-13.	0	Yes
	Peter Wohlleben, "The Language of Trees," *The Hidden Life of Trees*, Vancouver: Greystone Books, 2017. 17-21.	0	Yes
	Antichrist, Lars von Trier (dir.), 2009.	0	Yes
	Don Delillo, "Epilogue: Das Kapital," *Underworld*, New York: Picador, 1997, 785-82.	0	Yes
	Mark Fisher, "London after the Rave," K-Punk, 14 April 2006.	0	Yes
	Mulholland Drive. Dir. David Lynch. Asymmetrical Productions, 2001.	1	Yes

	W.G. Sebald, *Austerlitz*. Trans. Anthea Bell. London, Penguin, 2011. 165-354.		
	Fred Moten and Stefano Harney, "Fantasy in the Hold," *The Undercommons: Fugitive Planning and Black Study*. Wivenhoe: Minor Compositions, 2013, pp. 84-99.	0	Yes
	Christina Sharpe, *In the Wake: On Blackness and Being*. Duke University Press (2016)	0	Yes
	Us, dir. Jordan Peele, 2019.	0	Yes
	Parasite, dir. Bong Joon-ho, 2019.	0	Yes
	Roberto Bolaño, Part 5: "The Part about Archimbaldi," *2666*, 2004.	0	Yes
	Achille Mbembe, "Necropolitics," Libby Meintjes, trans. *Public Culture*, Volume 15, Number 1, Winter 2003. 11-40.	1	Yes
	Franz Kafka. "The Burrow."	1	Yes
	Paul Virilio, "The Monolith," *Bunker Archaeology*. Trans. George Collins. New York: Princeton Architectural Press, 1994.	0	Yes
	Steve McQueen, *Western Deep*, 2002	0	Yes
	Eyal Weizman, "At the Threshold of Visibility," *Forensic Architecture*. New York: Zone Books, 2017. 13-20.	0	Yes
	Mark Danielewski, *House of Leaves*, 2000. 3-245.	0	Yes
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	KOREAN AND EAST-ASIAN LITERATURE AND FILM IN THE EURO-ASIAN CONTEXT				
Code	HZE714	Year of Study	2		
Course teacher	Brian Willems, PhD, associate professor	Credits (ECTS)	3		
Associate teachers	Boris Škvorc, PhD, full professor Kim Sang Hun, PhD, full professor	Type of instruction (number of hours)	L	S	E	F
			30	15		

	Srećko Jurišić, PhD, associate professor Slobodan Jokić, PhD, full professor						
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	This course provides an insight into Korean and other cultures (communities) of East Asia, namely Chinese, Vietnamese and Japanese. The focus is on contemporary literature and films, i.e. the representation of certain traditions through artistic expression in relation to English, Italian, German, Croatian, Russian and German-speaking literatures (Kafka, Mann, Süskind). Korean, Japanese and Chinese novels and film are studied in relation to the "canon", and some basic information about the scripts, customs, religions and expectations in certain national environments is given. The focus is on Korea and from that central position other corpora and paradigmatic movements are observed. The course deals with the reading of five novels, six films, two new-media artists, customs, ways of producing tradition, and the place of East Asian arts and communities in the contemporary global world. Video lectures will be given by culturologists from Korea, China and Japan. The course is open to all students of philology and it functions as a type of problem-based review of contemporary world literature ("The World Repulic of Letters" by Pascal Casanova).						
Course enrolment requirements and entry competences required for the course							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Contextualization of Croatian, Italian, Anglo-Celtic and German literature in the contemporary corpus of "The World Repulic of Letters." Acquisition of knowledge and skills in comparative methodologies. Acquiring the skill of interpreting literary texts and films in a global environment. In the "inverted mirror" gaining a better insight into the specialist corpus. Getting to know new cultures, new literary canons, new media, film. Acquisition of skills in intercultural communication, intercultural intelligence and knowledge of general culture and international humanities studies.						
Course content broken down in detail by weekly class schedule (syllabus)	With 10 online lectures and 5 video projections, students will interpret novels, films and present phenomena in relation to the Eurocentric position of the film, literary and cultural complex through 15 seminars. The choice of writers and film will be agreed upon with the students by the course leader. Grades will be largely based on seminar papers and a review essay related to the comparative aspect of the study of literature, films and / or cultures, depending on the affinities and the first study of the enrolled students. In addition to East Asian novels, European novels will be read (e.g. Kazuo Ishiguro, W.G. Sebald, Italo Calvino, Mathias Énard, Franz Kafka, Thomas Mann, Patrick Suskind, Umberto Eco, etc.) and some Croatian novels (e.g. Josip Mlakić, Vladan Desnica, Antun Šoljan, Jurica Pavičić, Daša Drndić, Ivan Slamnig, Luka Bekavac et al.). All novels are in English or translations. Of the East Asian writers we will read the following: e.g. Kim Young-Ha, Han Kang, Chris Lee, Hwang Song-yong, Hang Sok Yong, Haruki Murakami, Osamz Tezuka, Kenzaburo Oe, and others. Movies: e.g. Bong Joon-ho, Yeon Sang-ho, Chan-wook Park, Hirokazu Kore-eda, Yee Chih-yen, Vinko Bresan, Dalibor Matanic, Hana Jusic. We will select writers each year according to the interests of researchers and students.						
Format of instruction	**X lectures**		☐ independent assignments				

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

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Lambropoulos, Vassilis. *The Rise of Eurocentrism*. Princeton University Press, 1992.	1	yes
	Slavoj Žižek i Srećko Horvat. *What Does Europe Want?* Istros Books, 2015.	1	yes
	Kiaer, Jieun and Anna Yates-Lu. *Korean Literature Through the Korean Wave*. Routledge, 2019.	1	yes
	Hammond, Andrew. *The Novel and Europe*. Palgrave, 2016.	1	yes
	Keene, Donald. *Modern Japanese Literature*. Grove Press, 1994.	1	yes
	Pavičić, Jurica. 'Cinema of normalization: changes of stylistic model in post-Yugoslav cinema after 1990s,' *Studies in Eastern European Cinema*, 1, 1., 2010.	1	yes
	Lau, Joseph and Howard Goldblatt. *The Columbia Anthology of Modern Chinese Literature*. Columbia University Press, 2007.	1	yes
	Machida, Margo. *Unsettled Visions: Contemporary Asian American Artists and the Social Imaginary*. Duke University Press, 2009.	1	yes
Optional literature	**In English:** Crnković, Gordana. *Post-Yugoslav Literature and Film: Fires, Foundations, Flourishes*. London: Continuum, 2012.		

	De Cuir, Greg. *Yugoslav Black Wave: Polemical Cinema in Socialist Yugoslavia (1963-1972)*. Amsterdam: Amsterdam University Press, 2017. Iordanova, Dina. *The Cinema of the Balkans*. New York: Wallflower Press, 2006. Janevski, Ana. *As Soon as I Open My Eyes I See a Film: Experiments in Yugoslav Art in the 60s and 70s*. Warsaw: Museum of Modern Art, 2011. Jelača, Dijana. *Dislocated Screen Memory: Narrating Trauma in Post-Yugoslav Cinema*. London: Palgrave Macmillan, 2016. Kirn, Gal, Dubravka Sekulić and Žiga Testen (Eds.). *Surfing the Black: Yugoslav Black Wave and Its Transgressive Moments*. Maastricht: Jan van Eyck Akademie, 2011. Noack, Ruth. *Sanja Iveković: Triangle*. London: Afterall Books, 2013. Ugrešić, Dubravka. *The Culture of Lies: Antipolitical Essays*. University Park: Penn State University Press, 1998. **In Croatian:** Gilić, Nikica, *Uvod u povijest hrvatskog igranog filma*, Zagreb: Leykam international, 2010. Pavičić, Jurica, *Klasici hrvatskog filma jugoslavenskog razdoblja*, Zagreb: Hrvatski filmski savez, 2017. Peterlić, Ante. *Povijest filma, rano i klasično razdoblje*, Hrvatski filmski savez, Zagreb, 2008. Škrabalo, Ivo. *101 godina filma u Hrvatskoj 1896-1997.*, Zagreb: Nakladni zavod Globus, 1998. Turković, Hrvoje, "Filmski modernizam u ideološkom i populističkom okruženju", *Hrvatski filmski ljetopis*, god. 15, br. 59 (2009.) str. 92-106. Turković, Hrvoje, 2005, "Filmske pedesete", *Hrvatski filmski ljetopis*, god. 11, br. 41 (2005.)
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfilment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		TEACHING ENGLISH TO YOUNG LEARNERS (TEYL)				
Code		Year of study	2nd year (graduate study programme)			
Course teacher	Danijela Šegedin Borovina, PhD, Assistant Professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	30	/	/
Status of the course	elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						

Course objectives	- to introduce students to the fundamental principles of teaching English as a second/foreign language to young learners - to acquaint students with methods, procedures, activities, and assessment methods suitable for teaching English to young learners - to familiarize students with the linguistic, affective, cognitive, and motor development of younger children and its influence on learning and teaching of English
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, the students will be able to: - explain the basic concepts and issues in early teaching and learning of English - explain the role of the mother tongue in the early learning and teaching of English - adapt the teaching of English to the linguistic, affective, cognitive, and motor development of young learners - select and adapt methods, techniques, and activities suitable for young FL learners - choose formative and summative assessment methods appropriate for young learners - select, adapt and create materials and activities suitable for TEYL - use information and communication technology in TEYL
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction; discussing seminar topics (2S) 2. Piaget, Vygotsky, Bruner: theoretical overview and implications for early English learning (1L, 1S) 3. Research into the processes of early EFL learning in Croatia; a brief overview of relevant research studies abroad; important documents and laws; the subject curriculum domains and their importance in teaching practice (2L, 2S) 4. The role of age in language learning: psychological and biological advantage of young learners in FL learning (1L, 2S) 5. L1 in the early learning of English: how much, when, and why?; code-switching (1L, 2S) 6. Developing language skills and knowledge in the early teaching of English: speaking, listening, beginning writing, beginning reading (2L, 4S) 7. Developing language skills and knowledge in the early teaching of English: acquiring pronunciation, phonological awareness, the role of grammar and vocabulary (2L, 4S) 8. Methods, techniques and activities in the early teaching of English (TPR, games, songs, drama, children's literature) (2L, 2S) 9. Teaching materials in the early teaching of English: selecting, adapting, creating; analysing textbooks for early English (1L, 4S) 10. Evaluation and assessment in TEYL (1L, 2S) 11. Information and communication technology in TEYL (1L, 2S) 12. *Extramural English*; the exposure to English outside the classroom; the role of parents (1L, 2S) 13. Final remarks (1S)
Format of instruction	x lectures x seminars and workshops ☐exercises ☐*on line* in entirety ☐partial e-learning ☐field work • x independent assignments ☐multimedia ☐laboratory ☐work with mentor
Student responsibilities	Regular attendance and active participation in classes; writing a seminar paper and preparing an oral presentation, taking an exam (or 2 tests); compliance with ethical

	and scientific principles as prescribed by the relevant regulations of the Faculty and the University.					
Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report			
	Essay		Seminar essay	1	(Other)	
	Tests (2)		Oral exam		(Other)	
	Written exam (or 2 tests)	2.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final written exam (or 2 tests) and the seminar paper with oral presentation. Criteria for evaluating and grading individual elements are described in the course repository.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Cameron, L. (2001). *Teaching Languages to Young Learners.* Cambridge: Cambridge University Press.	1	
	Pinter, A. (2017). *Teaching Young Language Learners (Second Edition).* New York: Palgrave Macmillan.	2	
	Mihaljević Djigunović, J. and Medved Krajnović, M. (2015) (eds.). *Early Learning and Teaching of English. New Dynamics of Primary English.* Bristol: Multilingual Matters.	0	
Optional literature (at the time of submission of study programme proposal)	Garton, S. and Copland, F. (eds.) (2019). *The Routledge Handbook of Teaching English to Young Learners.* New York: Routledge Nunan, David (2011). *Teaching English to Young Learners.* Anaheim: Anaheim University Press. Pinter, A. (2011). Children Learning Second Languages. New York: Plagrave Macmillan. Rich, S. (2014). *International Perspectives on Teaching English to Young Learners.* New York: Palgrave Macmillan. Vickov, G. (2016). *Hrvatska kultura u učenju stranog jezika.* Zagreb: Hrvatska sveučilišna naklada. Vrhovac, Y. et al. (2019). *Izazovi učenja stranoga jezika u osnovnoj školi.* Zagreb: Naklada Ljevak.		
Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process; the fulfillment of the other obligations prescribed by the syllabus; individual consultations		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	PROFESSIONAL PRACTICE AT A TEACHING BASE

Code	HZX009	Year of study	2			
Course teacher	teachers appointed by their respective Departments	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	P	S	V	T
			0	30	40	80
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	To introduce students to specific practical conditions at the teaching base and enable them to independently identify and solve more complex practical problems in a real work environment.					
Course enrolment requirements and entry competences required for the course	Students are eligible to apply to the competition for professional practice before the start of the second year of graduate study programme. Should more students apply for the professional practice than there are places available, the selection procedure will be conducted according to the Ordinance on Professional Practice of the Faculty of Humanities and Social Sciences.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Learning outcomes: 1. applying the knowledge and skills acquired during undergraduate and graduate study programme which are required to independently identify and solve more complex concrete problems in a real work environment; 2. preparing a professional practice report to explain and critically evaluate the tasks performed; relevant documents should be attached to the report. Individual learning outcomes - upon the completion of professional practice, students will be able to: 1. explain the structure of the selected teaching base; 2. recognize and explain the challenges posed by the work environment and create the processes for dealing with specific challenges; 3. analyze and evaluate concrete practical situations based on recent scientific sources; 4. (co-)organize, monitor, document, and evaluate processes in the teaching base; 5. analyze problems arising from specific work assignments in the teaching base and suggest the procedures for solving them; 6. document personal practice and evaluate it reflexively.					
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work assignments overseen by a mentor from the teaching base. Professional practice lasts 80 working hours. The mentor from the teaching base plans work assignments with the consent of the mentor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the mentor/teacher from the Faculty, 20 hours with the mentor from the teaching base), literature research (10 working hours), preparation of the report on professional practice (20 working hours), preparation and defense of the report before the mentor from the Faculty of Humanities and Social Sciences in Split (10 working hours).					
Format of instruction	☐ lectures **X seminars and workshops** **X exercises** ☐ *on line* in entirety ☐ partial e-learning **X field work**	**X independent assignments** **X multimedia** ☐ laboratory **X work with mentors** ☐ other				
Student responsibilities	- Compliance with ethical and scientific principles in higher education and the principles of organization / teaching base in accordance with the instructions of the supevisor.					

	- Participation in the work of the teaching base and perform the obligations of professional practice defined in accordance with the schedule by the professional supervisor, which enables the acquisition of learning outcomes provided by the course. - To adhere to the time frames required to perform professional practice. - To actively and constructively act in the teaching base and report to the supervisor during the performance of this course. - To develop and defend a Report on Professional Practice.					
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	Literature research	0.5	Practical training	3
	Experimental work		Report		Consultations with mentors	
	Essay		Seminar essay		Data gathering	
	Tests		Oral exam		Report on professional practice	0.5
	Written exam		Project		Report defense	
Grading and evaluating student work in class and at the final exam	Professional practice is assessed descriptively by the mentors from the teaching base and the Faculty of Humanities and Social Sciences in Split. The mentor from the teaching base continually monitors whether the student attends the practice regularly and whether he/she is diligent and successful in solving the assigned tasks. At the end of the practice, the mentor assigns one of the following two descriptive grades: • The student has successfully completed the professional practice • The student has not successfully completed the professional practice. In case the student did not successfully complete the professional practice, the mentor from the teaching base must provide the written explanation for the grade, and the mentor from the Faculty of Humanities and Social Sciences in Split enters the failing grade for the course. If the grade given by the mentor from the teaching base is "The student has successfully completed professional practice", the mentor from the Faculty of Humanities and Social Sciences in Split analyses the report on professional practice, discusses the work assignments with the student and assigns one of the following two descriptive grades: • The student has successfully written and defended the professional practice report. • The student has not successfully written and defended the professional practice report. If the grade given by the mentor from the Faculty of Humanities and Social Sciences is "The student has not successfully written and defended the professional practice report", the grade must be explained in writing. Professional practice is considered to have been passed if the descriptive grades given by both mentors have confirmed the successful completion of the professional practice/professional practice report. If the descriptive grades by both mentors are positive, the mentor from the Faculty of Humanities and Social Sciences in Split enters the descriptive grade "Passed" in the student transcript book. In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed with regard to the realization of the following elements: 1. Practical work - 60%					

	2. Prepared and presented report in accordance with the instructions of supervisors - 20% 3. Independent research - 20%		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Specialist literature is defined by the mentor from the teaching base.		
Optional literature	Specialist literature is defined by the mentor from the teaching base.		
Quality assurance methods that ensure the acquisition of exit competences	Prior to professional practice at the teaching base, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split provides the instructions for conducting the practice, documenting the process and writing the professional practice report. During professional practice, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split, the mentor from the teaching base and the student regularly discuss the process; the record is kept of the student's attendance and activity. Through discussions, (self) analysis and (self) evaluation, the practice is continuously monitored. After completing the professional practice, the student completes the survey on the quality of the professional practice in accordance with the Ordinance.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		PRACTICUM AND TEACHING PRACTICE				
Code	HZE904	Year of study	2			
Course teacher	Mirjana Semren, PhD, assistant professor	Credits (ECTS)	5			
Associate teachers	Danijela Šegedin Borovina, PhD, assistant professor	Type of instruction (number of hours)	L	S	E	F
				30	35	
Status of the course	Mandatory	Percentage of application of e- learning	0%			
COURSE DESCRIPTION						
Course objectives	Developing skills of focused, objective and reflective classroom observation. Understanding the components of teaching competence. Ability to plan lessons and teach according to the plan. Ability to evaluate the effectiveness of different teaching strategies. Mastery of basic classroom management skills. Connecting theoretical knowledge from relevant courses with the actual teaching practice. Ability to reflect on own and other students' lessons.					
Course enrolment requirements and entry competences required for the course						

Learning outcomes expected at the level of thecourse (4 to 10 learning outcomes)	Upon successful completion of the course, the students will be able to: – observe the mentor's classes in a focused, objective and reflective manner – elaborate on the importance and development of teacher competence components – analyse the structure and dynamics of a lesson – plan their own lessons independently and prepare additional materials – analyse their own and other students' lesson plans – teach independently and reflect upon their own performance – analyse the efficiency of different teaching strategies and techniques – report on the progress and quality of other students' lessons – apply the basic classroom management skills
Course content broken down in detail by weekly class schedule (syllabus)	Weeks 1 – 2 Microteaching Weeks 3 – 4 Classroom observation (primary school). Reflection on observed classes. Weeks 5 – 6 Classroom observation (secondary school). Reflection on observed classes. Weeks 7 - 9 Development of a lesson plan, independent teaching and post-teaching reflection (primary school). Weeks 10 – 12 Development of a lesson plan, independent teaching and post-teaching reflection (secondary school). Weeks 13 – 15 Preparing and presenting seminar papers based on data gathered during classroom observation.
Format of instruction	☐ lectures **X seminars and workshops** **X exercises** ☐ *on line* in entirety ☐ partial e-learning ☐ fieldwork **X independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ school-based teaching practice ☐ tutorials
Student responsibilities	Regular attendance and active participation in classes; practice in primary/secondary schools; completion of portofolio; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Screening student work *(nametheproportionof ECTS credits for eachactivitysothatthe total numberof ECTS creditsisequal to the ECTS valueofthecourse)*	Class attendance	2	Research		Practical training	
	Experimental work		Report		School-based teaching	1
	Essay		Seminar essay		Portfolio	2
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Gradingandevaluating student workinclassand at thefinalexam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the practice in the school and portfolio. Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	Title	Numberof copiesin thelibrary	Availability viaother media
	Waynryb, R. (1992). *Classroom observation tasks*.Cambridge: Cambridge University Press. (selected chapters)	1	yes

Optional literature (at the time of submission of study programme proposal)	Bailey, K., Curtis, A., Nunan, D. (2001). *Pursuing Professional Development: The Self as Source*. Heinle and Heinle.
Quality assurance methods that ensure the Acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	LANGUAGE, MEDIA, AND COMMUNICATION					
Code		Year of study	1			
Course teacher	Ivana Petrović, PhD, Assistant Professor	Credits (ECTS)	5			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30	/	/
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	This course introduces students to the study and analysis of language in various media. The course examines how language is used in traditional and new media, including print media, TV, blogs, websites, news, and social media, and how media influences language and communication. The focus is on both the content and the form of media texts from a linguistic perspective. We will explore the role language plays in constructing meaning in the media within the framework of discourse analysis. We will also see how media, especially new media, changes the language.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: - Identify and explain the linguistic features of media language across a range of media - Perform a discourse analysis of a spoken or written media text - Critically evaluate and discuss how language is used in various media for different purposes - Comment on the influence of the media on the language - Evaluate the role of language in the construction of meaning and viewpoints in the media					
Course content broken down in detail by weekly class schedule (syllabus)	° Introduction to the course. ° Types of communication and information. ° Mass media and media genres. ° Media narratives. ° Audiences. ° Media influence and language change. ° Introduction to discourse analysis and conversation analysis. ° News headlines. ° News discourse.					

	° Television discourse. ° Videogame discourse. ° Language and social media. ° Language and advertising. ° Language and politics. ° Language and power.					

Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *online* in its entirety ☐ partial e-learning ☐ fieldwork	☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)

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

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

Grading and evaluating student work in class and at the final exam	Criteria for assessing and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Jones, R.H., Jaworska, S., & Aslan, E. (2020). *Language And Media: A Resource Book for Students* (2nd ed.). Routledge.	1	/

Optional literature (at the time of submission of study programme proposal)	Cotter, C. & Perrin, D. (Eds.). (2017). *The Routledge Handbook of Language and Media*. Routledge. Danesi, M. (Ed.) (2013). *Encyclopedia of Media and Communication*. University of Toronto Press. Johnson, S. & Ensslin, A. (Eds.). (2007). *Language in the Media: Representations, identities, ideologies.* London: Bloomsbury

Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passing the exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.

Other (as the proposer wishes to add)	/

NAME OF THE COURSE	TRANSLATION STUDIES WITH ELEMENTS OF CONTRASTIVE ANALYSIS					
Code	HZE608	Year of study	1			
Course teacher	Nataša Stojan, PhD, assistant professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	30		
Status of the course	Mandatory	Percentage of application of e-learning	10%			

COURSE DESCRIPTION	
Course objectives	Introduce students with all the components incorporated in the translation phenomena (forms, types), raise awareness of the cultural, political and ethical implications of translation, expand students' knowledge in translation/terminological equivalence, translation strategies and contrastive linguistics and the role of technology in translation
Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of the course the student should be able to: -classify the forms and types of translation; - elaborate on the cultural, political and ethical implications of translation; - evaluate an individual contribution of theoretician/school to the development of the discipline of translation studies; - apply translation strategies; - analyse bilingual text; - present bilingual similarities and differences; - become aware of the importance of the translating profession
Course content broken down in detail by weekly class schedule (syllabus)	Introductory lecture 2+2 Translation studies – historical overview 2+2 Equivalence andequivalence effect 2+2 Translation and translation strategies 2+2 Functionalism; skopos theory and translation; text types and text functions 2+2 Translation, discourse analysis and register analysis 2+2 Midterm exam 2+2 Theoreticians, schools and conceptions of translation studies in 20th cent. (E.A.Nida, W.Koller,P. Newmark) 2+2 The cultural and ideological aspects of translation 2+2 The role of the translator: visibility, ethics and sociology 2+2 Corpus linguistics and translation studies 2+2 Audiovisual translation 2+2 Localization and translation studies 2+2 Final exam 2+2 Final lecture 2+2
Format of instruction	X lectures X seminars and workshops ☐ exercises ☐ *on line*in entirety ☐ partial e-learning ☐ field work X independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; taking the final written exam (or two colloquia); compliance with ethical

	and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam (or two colloquia)	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final written exam (or two colloquia) and the seminar paper with oral presentation. Criteria for evaluating and grading individual elements are described in the course repository.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Munday, J. (2010). *Introducing Translation Studies, Theories and Applications.* London, New York: Routledge.		Internet
	Baker, M. (1992). In Other Words, A Coursebook on translation, Routledge.		Internet
	Sun, S.,Shreve, G.M. (2012). *Reconfiguring Translation Studies,*		Internet

Optional literature (at the time of submission of study programme proposal)	Zehnalova, J. Molnar,O. Kubanek,M. (2013), *Tradition and Trends in Trans-Language Communication,* Proceedings of the International Conference Translation and Interpreting Forum Olomouc, Czech Republic, Čulić, Z. (2005). Teacher-generated materials
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	LANGUAGE AND DISCOURSE				
Code	HZE601	Year of study	1		
Course teacher	Danijela Šegedin Borovina, PhD, assistant professor	Credits (ECTS)	5		
Associate teachers		Type of instruction (number of hours)	P	S	V	T
			30	30	0	0
Status of the course	Elective	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					

Course objectives	- introducing students to the various approaches to the study of discourse in cultural and critical theory, linguistics and stylistics - training students in the descriptive analysis of contextual, cognitive and linguistic aspects of discourse - introducing students to the pragmalinguistic aspects of discourse (deixis, speech acts, implicatures etc.).
Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After successful completion of the course, the student is expected to: - understand various approaches to the study of discourse in cultural and critical theory, linguistics and stylistics - demonstrate her/his theoretical knowledge and practical experience in the descriptive analysis of contextual, cognitive and linguistic aspects of discourse - understand basic pragmalinguistic aspects of discourse - identify and explain the differences in the area of the pragmalinguistic aspects of discourse with respect to the English and Croatian
Course content broken down in detail by weekly class schedule (syllabus)	1. Defining discourse within different contexts, determination of discourse analysis (2L + 2S) 2. Discourse in linguistics, stylistics, cultural and critical theory (2L + 2S) 3. Aspects of discourse in logic and semantics, arguments and predicates, sense, denotation, reference (2L + 2S) 4. Sentence, statement, utterance and proposition (2L + 2S) 5. Logical properties of sentences (2L + 2S) 6. Logical relations between sentences (4L + 2S) 7. Preliminary exam I (2S) 8. Pragmatics: definitions, terminology and basic ideas (2L + 2S) 9. Deixis (2L + 2S) 10. Reference i inference (2L + 2S) 11. Presupposition and entailment (2L + 2S) 12. Cooperation and implicature (2L + 2S) 13. Speech acts and events (2L + 2S) 14. Politeness and interaction (2L + 2S) 15. Conversation and preference structure, preliminary exam II (2L + 2S)
Format of instruction	**X lectures** **X seminars** **X independent tasks** **X multimedia**
Student responsibilities	Regular attendance and active participation in classes; writing a seminar paper and preparing an oral presentation, taking an exam (or 2 tests); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.

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

Grading and evaluating student	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final written exam (or 2 colloqia) and the seminar paper with oral presentation.

work in class and at the final exam	Criteria for evaluating and grading individual elements are described in the course repository.		
	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Chapman, S. (2006). *Thinking About Language: Theories of English.* Basingstoke: Palgrave Macmillan.	1	
	Cruse, A. (2000). Meaning in Language: An Introduction to Semantics and Pragmatics. Oxford: Oxford University Press, 2000.	1	
	Cutting, J. (2002). *Pragmatics and Discourse: A Resource Book for Students.* London & New York: Routledge.	1	
	Jaworski, A. & Coupland, N. (ur.) (1999). *The Discourse Reader.* London & New York: Routledge.	1	
	Mills, S. (1997). *Discourse.* London & New York: Routledge.	1	
	Schiffrin, D., Tannen, D. & Hamilton, H.E. (ur.) (2001). *The Handbook of Discourse Analysis.* Malden, MA and Oxford: Blackwell Publishers.	1	
	Yule, G. (1996). *Pragmatics.* Oxford: Oxford University Press.	1	
Optional literature (at the time of submission of study programme proposal)	Black, E. (2006). *Pragmatic Stylistics*. Edinburgh: Edinburgh University Press. Bonačić, M. (2005). The Translator's Craft as a Cross-Cultural Discourse, u Caldas-Coulthard, C. R., Toolan, M. (eds.) *The Writer's Craft, the Culture's Technology.* Amsterdam & New York, NY: Rodopi, 123-137. Brown, G. & Yule, G. (1983). *Discourse Analysis.* Cambridge: Cambridge University Press. Burke, L., Crowley, T. & Girvin, A. (ur.) (2000). *The Routledge Language and Cultural Theory Reader.* London & New York: Routledge. Carter, R. (2004). *Language and Creativity: The Art of Common Talk*. London & New York: Routledge. Carter, R. & McCarthy, M. (2006). *Cambridge Grammar of English. A Comprehensive Guide: Spoken and Written English, Grammar and Usage.* Cambridge: Cambridge University Press. Fairclough, N. (2003). *Analysing Discourse: Textual Analysis for Social Research.* London & New York: Routledge. Kramsch, C. (1998). *Language and Culture.* Oxford: Oxford University Press. Sinclair, J. (2004). *Trust the Text: Language Corpus and Discourse.* London & New York: Routledge. Sperber, D. & Wilson, D. (1995). *Relevance: Communication & Cognition* (2nd edn.). Oxford UK & Cambridge USA: Blackwell.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		TRANSLATION METHODOLOGY – THEORY AND PRACTICE				
Code	HZE708	Year of study	1			
Course teacher	Danijela Šegedin Borovina, PhD, assistant professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	30		
Status of the course	Mandatory	Percentage of application of e-learning	10%			

COURSE DESCRIPTION	
Course objectives	Introducing students with interdisciplinary character of translation, raising awareness of professional codes of ethics of interpreting and translating, expanding students' knowledge in translation and interpreting competences and translation technologies.
Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of the course the student should be able to: - explain translation competences; - elaborate on interdisciplinary character of translation; - develop professional codes of ethics of interpreting and translating; - apply and compare accessible language resources and tools; - evaluate and develop individual competences; - apply translation competences in practice; - adjust individual knowledge and skills with the requirements of the translation services market

	Teaching unit/Seminar/Midterm exam	L	S
Course content broken down in detail by weekly class schedule (syllabus)	Introductory lecture	2	2
	Interdisciplinary character of the translation process	2	2
	Translation methodology-theoretical background	2	2
	Competencies of the professional translators	2	2
	Translating for EU and European translation market	2	2
	Translation of Specialist Texts	2	2
	Relationship between theory and practice	2	2
	First midterm exam		1
	Corpus-based translation	2	2
	Computer-assisted translation, machine translation	2	2
	Subtitling, localisation	2	2
	Terminology/-graphy, lexicology/-graphy	2	2
	Differences between translation and interpreting	2	2
	Second midterm exam		1
	The translation process	2	2
	The state of translator education – The traditional translation classroom vs. Innovations in translation teaching	2	2
	Different methods of evaluating students' translations: evaluation of translation errors	2	2

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

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

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

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Munday, J. (2010). *Introducing Translation Studies, Theories and Applications.* London, New York: Routledge.	1	
	Baker, M. (1992). *In Other Words, A Coursebook on translation.* Routledge.	1	

Optional literature (at the time of submission of study programme proposal)	Prunč, E. (2012). Rights, realities and responsibilities in community interpreting. *The Interpreter's Newsletter* 17: 1-12. Drugan, J. (2012). *Translation ethics wikified: How far do professional codes of ethics and practice apply to non-professionally produced translation?* https://lans-tts.uantwerpen.be/index.php/LANS-TTS/article/view/280 Svoboda, T. (2013). *Translation Manuals and Drafting Style Guides at the European Commission.* Institute of Translation Studies, Charles University, Prague, Czech Republic

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

Other (as the proposer wishes to add)	

NAME OF THE COURSE	LITERARY TRANSLATION – MODULE 1					
Code	HZE809	Year of study	2			
Course teacher	Gordan Matas, PhD, associate professor	Credits (ECTS)	3			
Associate teachers	Marija Bilić, PhD, senior language instructor	Type of instruction (number of hours)	L	S	E	F
				30		
Status of the course	Mandatory	Percentage of application of e-learning	10%			

COURSE DESCRIPTION	
Course objectives	- to provide insight into the history, theory and practice of literary translation - to offer practical guidelines on how to autonomously translate texts from various literary genres - to train students to be able to autonomously translate literary texts from various genres
Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, the student will be able to: - apply the received guidelines on how to solve problems related to translation of literary texts (poetry and prose - novel) - distinguish between translation strategies required by various types of literary texts (poetry vs. prose) - autonomously translate literary texts (poetry and prose - novel) - apply the received guidelines on how to translate culturally specific elements in a text - select the appropriate translation strategy for translation of culturally specific elements in a given text - autonomously translate texts which contain culturally specific elements
Course content broken down in detail by weekly class schedule (syllabus)	Week 1: Introductory class Week 2: History and theories of literary translation Week 3: Introduction to and guidelines on how to autonomously translate poetry; practical work Week 4: Translation of poetry (free verse) Week 5: Translation of poetry (formal verse) Week 6: Translation of poetry (formal verse) Week 7: Introduction to and guidelines on how to autonomously translate a prose text (novel); practical work Week 8: Translation of a modern novel (popular literature) Week 9: Translation of a modern novel (popular literature) Week 10: Translation of a modern novel Week 11: Translation of a modern novel Week 12: Guidelines on how to translate culturally specific elements in a text; practical work Week 13: Translation of a text which contains culturally specific elements Week 14: Translation of a text which contains culturally specific elements

	Week 15: Course summary and preparation for the exam				
Format of instruction	☐ lectures **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work		**X independent assignments** **X multimedia** ☐ laboratory ☐ work with mentor ☐ (other)		
Student responsibilities	Regular attendance and active participation in classes; writing a seminar paper and preparing an oral presentation, taking an exam (or two colloquia); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	0.5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and students' obligations, the final grade is formed on the basis of the final written exam (or 2 tests) and the seminar paper with oral presentation. Criteria for evaluating and grading individual elements are described in the course repository.				

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Eco, U. (2006) *Otprilike isto – iskustvo prevođenja* (transl. Nino Raspudić), Zagreb: Algoritam (selected chapters)		YES
	Kundera, M. (2007) *Iznevjerene oporuke* (transl. Ana Prpić), Zagreb: Meandar (selected chapters)		YES
	Newmark, P. (1988) *A Textbook of Translation*, London: Prentice Hall International		YES
	Bassnett, S. (2002), *Translation Studies*, Routledge, London		YES
	Newmark, P. (1981) Approaches to Translation, Pergamon Press Ltd		YES
	Articles on translation from *Vijenac, Književna smotra, Prevoditelj* etc.		YES
Optional literature (at the time of submission of study programme proposal)	Baker, M. (2001) *Routledge Encyclopedia of Translation Studies.* London: Routledge. Bonačić, M. (1999) *Tekst, diskurs, prijevod,* Split: Književni krug Bratulić, J. (1990) *Sveti Jerolim, Izabrane poslanice*, Split: Književni krug Holmes, J. S. (1998) *Translated Papers on Literary Translation and Translation Studies,* Rodopi, Amsterdam Ivir, V. (1983) *Reasons for Semantic Shifts in Translation* Munday, J. (2001) *Introducing Translation Studies, Theories and Applications,* Routledge, London & New York		

	Neubert, A. & Shreve G. M. (1992) *Translation as Text*, the Kent University Press, Kent, Ohio Nida, E. A. & Taber, Ch. R. (1969) *The Theory and Practice of Translation,* Leiden: E. J. Brill Snell-Hornby, M. (1988), *Translation Studies: An Integrated Approach,* Jihn Benjamins, Amsterdam/Philadelphia Venuti, Lawrence (2002) *The Translation Studies Reader.* London: Routledge. Weissbort, D & Eysteinsson, A. (2006) *Translation – Theory and Practice: A Historical Reader.* Oxford: OUP.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	INTERPRETING – MODULE 1					
Code	HZE810	Year of study	2			
Course teacher	Ivana Petrović, PhD, assistant professor	Credits (ECTS)	2			
Associate teachers	Marija Bilić, PhD, senior language instructor	Type of instruction (number of hours)	L	S	E	F
			/	30	/	/
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Introducing students to different types of interpreting, raising awareness of key phases of the interpreting process, presenting national and international associations of interpreters and ethical standards of the profession.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course students will be able to: - Classify different forms and types of interpreting; - Elaborate on cultural, political and ethical implications of interpreting; - Apply different interpreting strategies; - Recognize the importance of the preparation work (in terms of terminology and content) for a particular topic; - Develop public speaking skills; - Tolerate stress (physical and psychological); - Constructively analyse interpreting performance of other colleagues.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory lecture: general facts about interpreting. 2. Introduction to consecutive interpreting: understanding, analysis and synthesis. 3. Consecutive interpreting: memory exercises, analysis of speech-type, summarizing exercises. 4. Consecutive interpreting: exercises on speeches without note-taking.					

	5. Consecutive interpreting: exercises on speeches without note-taking. 6. Note-taking in consecutive interpreting. 7. Note-taking: abbreviations and symbols. 8. Consecutive interpreting exercises with note-taking (interpreting to A-language). 9. Consecutive interpreting exercises with note-taking (interpreting to B-language). 10. Consecutive interpreting exercises with note-taking: elaborate speeches. 11. Public-speaking and oratory exercises. 12. Terminological preparations for real-life interpreting situations. 13. Interpreter's ethics. Speech and pronunciation. 14. Associations of conference interpreters and jobs in international organizations. 15. Closing lecture: revision.

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

Student responsibilities	Regular attendance and preparation for classes; active participation in classes; taking the final oral exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

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

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the activity in discussion, class preparations; translations; and oral final exam. Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Jones, R. (2002) *Conference interpreting explained.* Manchester: St. Jerome Pub.	1	/
	Malmkjær K., Windle K. (ed) (2011) *The Oxford Handbook of Translation Studies,* Oxford University Press	1	/
	The Interpreters` Newsletter		Internet
	CSCI`s Newsletter		Internet

Optional literature (at the time of submission of study programme proposal)	Gambier, Y., Gile, D. i Taylor, Ch. (ed.) (1997). *Conference Interpreting: Current Trends in Research.* Amsterdam, Philadelphia: John Benjamins Publishing Company. Dollerup, C. i Lindegaard, A. (ed.) (1994). *Teaching Translation and Interpreting 2.* Amsterdam, Philadelphia: John Benjamins Publishing Company. Lambert, S. i Moser Mercer, B. (1994). *Bridging the Gap: Empirical research in simultaneous interpretation.* Amsterdam, Philadelphia: John Benjamins Publishing Company. Seleskovitch, D. (1994). *Interpreting for International Conferences: Problems of Language and Communication.* Paris: Minard Lettres modernes

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

NAME OF THE COURSE	LITERARY TRANSLATION – MODULE 2					
Code	HZE901	Year of study	2			
Course teacher	Gordan Matas, PhD, associate professor	Credits (ECTS)	2			
Associate teachers	Marija Bilić, PhD, senior language instructor	Type of instruction (number of hours)	L	S	E	F
				30		
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	- to provide insight into the history, theory and practice of literary translation - to offer practical guidelines on how to autonomously translate texts from various literary genres - to train students to be able to autonomously translate literary texts from various genres					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, the student will be able to: - apply the received guidelines on how to translate literary texts from various genres (novel, short story, play, essay) - distinguish between translation strategies appropriate for translation of different types of literary texts (novel, short story, play, essay) - autonomously translate literary texts from various genres (novel, short story, play, essay) - apply the received guidelines on how to translate texts with elements of dialect and/or slang - autonomously translate literary texts with elements of dialect and/or slang					
Course content broken down in detail by weekly class schedule (syllabus)	Week 1: Guidelines for translating a text with elements of slang; practical work Week 2: Translation of a prose text with elements of slang Week 3: Guidelines for translating a text with elements of a dialect; practical work Week 4: Translation of a prose text with elements of a dialect Week 5: Reading and discussion about an article with a relevant topic Week 6: Guidelines for translating a short story; practical work Week 7: Translation of a short story Week 8: Guidelines for translating a play; practical work Week 9: Translation of a play Week 10: Guidelines for translating an essay; practical work Week 11: Translation of an essay Week 12: Translation of a text from Croatian into English Week 13: Course summary and preparation for the exam					
	X lectures	**X independent assignments**				

Format of instruction	**X seminars and workshops** ☐ exercises ☐ *on line*in entirety ☐ partial e-learning ☐ field work			**X multimedia** ☐ laboratory ☐ work with mentor ☐ (other)	
Student responsibilities	Regular attendance and active participation in classes; writing a seminar paper and preparing an oral presentation, taking the exam (or two colloquia); compliance with ethical and scientific principles as prescribed by the relevant regulations of the Faculty and the University.				
Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of students, the final grade is formed on the basis of participation in activities and discussions at seminars, checking homework (translations) and final written and oral exam. Criteria for evaluating and grading individual elements are described in the course repository.				

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Eco, U. (2006) *Otprilike isto – iskustvo prevođenja* (transl. Nino Raspudić), Zagreb: Algoritam (selected chapters)		YES
	Kundera, M. (2007) *Iznevjerene oporuke* (transl. Ana Prpić), Zagreb: Meandar (selected chapters)		YES
	Newmark, P. (1988) *A Textbook of Translation*, London: Prentice Hall International		YES
	Bassnett, S. (2002), *Translation Studies*, Routledge, London		YES
	Newmark, P. (1981) Approaches to Translation, Pergamon Press Ltd		YES
	Articles on translation from *Vijenac, Književna smotra, Prevoditelj* etc.		YES

Optional literature (at the time of submission of study programme proposal)	Baker, M. (2001) *Routledge Encyclopedia of Translation Studies.* London: Routledge. Bonačić, M. (1999) *Tekst, diskurs, prijevod,* Split: Književni krug Bratulić, J. (1990) *Sveti Jerolim, Izabrane poslanice*, Split: Književni krug Holmes, J. S. (1998) *Translated Papers on Literary Translation and Translation Studies,* Rodopi, Amsterdam Ivir, V. (1983) *Reasons for Semantic Shifts in Translation* Munday, J. (2001) *Introducing Translation Studies, Theories and Applications,* Routledge, London & New York Neubert, A. & Shreve G. M. (1992) *Translation as Text*, the Kent University Press, Kent, Ohio Nida, E. A. & Taber, Ch. R. (1969) *The Theory and Practice of Translation,* Leiden: E. J. Brill Snell-Hornby, M. (1988), *Translation Studies: An Integrated Approach,* Jihn Benjamins, Amsterdam/Philadelphia Venuti, Lawrence (2002) *The Translation Studies Reader.* London: Routledge.

	Weissbort, D & Eysteinsson, A. (2006) *Translation – Theory and Practice: A Historical Reader.* Oxford: OUP.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	INTERPRETING – MODULE 2					
Code	HZE902	Year of study	2			
Course teacher	Ivana Petrović, PhD, assistant professor	Credits (ECTS)	1			
Associate teachers	Marija Bilić, PhD, senior language instructor	Type of instruction (number of hours)	L	S	E	F
				15		
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Introducing students to different types and key phases of simultaneous interpreting as well as with booth work conditions.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course students will be able to:: - Recognize the importance of the preparation work (in terms of terminology and content) for a particular topic; - Acquire skills of split attention; - Apply different interpreting strategies; - Tolerate stress (physical and psychological); - Constructively analyse interpreting performance of other colleagues.					
Course content broken down in detail by weekly class schedule (syllabus)	- Introduction to simultaneous interpreting 2 - Simultaneous interpreting: split attention and anticipation 1 - *a vista* interpreting: exercises of salami technique and reformulation 1 - General facts about chuchotage 1 - Chuchotage exercises: elaborate speeches 1 - Booth work and team-work skills 1 - Simultaneous interpreting exercises with speeches up to 8-minute duration 1 - Simultaneous interpreting exercises with speeches between 10-15 minute duration (interpreting to A-language) 2 - Simultaneous interpreting exercises with speeches between 10-15 minute duration (interpreting to B-language) 2 - Simultaneous interpreting with written texts 1 - Simultaneous interpreting: relay 1 - Closing lecture: repetition 1					
Format of instruction	☐ lectures **X seminars and workshops** **X exercises** ☐ *on line* in entirety ☐ partial e-learning	**X independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)				

	☐ field work	
Student responsibilities	Regular attendance, preparation and active participation in classes; taking the final exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.	

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

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

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Jones, R. (2002) *Conference interpreting explained.* Manchester: St. Jerome Pub.	1	/
	Malmkjær K., Windle K. (ed) (2011) *The Oxford Handbook of Translation Studies,* Oxford University Press	1	/
	The Interpreters` Newsletter		Internet
	CSCI`s Newsletter		Internet

Optional literature (at the time of submission of study programme proposal)	Gambier, Y., Gile, D. & Taylor, Ch. (ed.) (1997). *Conference Interpreting: Current Trends in Research.* Amsterdam, Philadelphia: John Benjamins Publishing Company. Dollerup, C. & Lindegaard, A. (ed.) (1994). *Teaching Translation and Interpreting 2.* Amsterdam, Philadelphia: John Benjamins Publishing Company. Lambert, S. & Moser Mercer, B. (1994). *Bridging the Gap: Empirical research in simultaneous interpretation.* Amsterdam, Philadelphia: John Benjamins Publishing Company. Seleskovitch, D. (1994). *Interpreting for International Conferences: Problems of Language and Communication.* Paris: Minard Lettres moderns
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.

NAME OF THE COURSE		TRANSLATION OF SPECIALIST TEXTS					
Code	HZE903	Year of study	2				
Course teacher	Marija Bilić, PhD, senior language instructor	Credits (ECTS)	2				
Associate teachers		Type of instruction (number of hours)		L	S	E	F
					30		

Status of the course	Mandatory	Percentage of application of e-learning	10 %
COURSE DESCRIPTION			

Course objectives	Well-developed ability to translate demanding scholarly and professional texts from Croatian into English and from English into Croatian. Command of skills and competences needed in the profession.
Course enrolment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students will be able to: - understand the source text; scholarly and professional register in various domains - adapt production to various contexts - apply translation and intercultural research skills and strategies - translate complex scholarly and professional texts fluently and accurately from Croatian into English and from English into Croatian language - translate with the use of dictionaries and other translation tools.
Course content broken down in detail by weekly class schedule (syllabus)	1 Introduction: a review of translator skills and competencies and their planned practical application. Negotiation of domains and texts for translation. 2 (= two 45-minute sessions) 2 Texts from the domain of European integration: overview of legislation structure; terminology, documents. 2 3 Texts from the domain of European integration: overview of available translation resources; sources and publications. 2 4 Texts from the domain of European integration: translating legislation: harmonisation with the acquis communautaire of the European Union. 2 5 Texts from the domain of the UN and NATO: human rights, understanding the importance of mediation and of comprehensive education. 2 6 Texts from the domain the UN and NATO: overview of the organisations, skills, terminology and documents, translation techniques. 2 7 Practice test. 2 8 Practice test review. Texts from the domains chosen by students. 2 9 Texts from the domain of economics: commerce; writing conventions. Translators' professional ethics code. 2 10 Texts from the domain of economics: tourism; cultural mediation. 2 11 Texts from the domain of.natural science: medicine and technology. 2 12 Texts from the domain of the media: types and techniques of translation. 2 13 Texts from the domains chosen by students. 2 14 Texts from the domains chosen by students. 2 15 Revision and preparation for the examination. 2

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

	□ field work			□	(other)	
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; taking the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					

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

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

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Various texts (books, newspapers, magazines, the Internet).	+	+
	Croatian dictionary	+	+
	Croatian-English dictionary	+	+
	English-Croatian dictionary	+	+

Optional literature (at the time of submission of study programme proposal)	Croatian and English grammar and spelling handbooks, specialised dictionaries…
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

3. STUDY PERFORMANCE CONDITIONS

3.1. Places of the study performance

Premises	
Name of the building	Faculty of Humanities and Social Sciences
Address	Poljička cesta 35, 21000 Split
Built (year)	1991.
Total in m²	7967,10 m²

3.2. List of teachers and associate teachers

Course	Teachers and associate teachers
African American Novel	Gordan Matas, PhD, associate professor
Classroom Discourse	Danijela Šegedin Borovina, PhD, assistant professor
Computational Methodology for Linguistic Research	Danijela Šegedin Borovina, PhD, assistant professor
Contemporary Poetry	Simon Ryle, PhD, associate professor
Corpus Linguistics and Lexicology	Mirjana Semren, PhD, assistant professor
Creative Writing	Simon Ryle, PhD, associate professor
Didactics	Morana Koludrović, PhD, assistant professor Antonela Mrsić, teaching assistant
Diploma (Master) Thesis	
Ecocriticism and Literature	Simon Ryle, PhD, associate professor
English Language Teaching Methodology	Mirjana Semren, PhD, assistant professor
Fundamentals of Pedagogy	Tonća Jukić, PhD, associate professor Sani Kunac, teaching assistant
Formal Aspects of Translation: Theory and Computer Methodology	Marija Bilić, PhD, senior language instructor
Glottodidactics	Danijela Šegedin Borovina, PhD, assistant professor
Interpreting – Module 1	Ivana Petrović, PhD, assistant professor Marija Bilić, PhD, senior language instructor
Interpreting – Module 2	Ivana Petrović, PhD, assistant professor Marija Bilić, PhD, senior language instructor
James Joyce	Brian Willems, PhD, associate professor
Korean and East-Asian Literature and Film in the Euro-Asian Context	Brian Willems, PhD, associate professor Boris Škvorc, PhD, full professor Kim Sang Hun, PhD, full professor

	Srećko Jurišić, PhD, associate professor
	Slobodan Jokić, PhD, full professor
Language and Discourse	Danijela Šegedin Borovina, PhD, assistant professor
Language and Literature	Simon Ryle, PhD, associate professor
Language and Society	Nataša Stojan, PhD, assistant professor
Language, Culture, Cognition	Ivana Petrović, PhD, assistant professor
Languages in Contact	Ivana Petrović, PhD, assistant professor
Lexical Semantics	Mirjana Semren, PhD, assistant professor
Literary Cinema	Brian Willems, PhD, associate professor
Literary Translation – Module 1	Gordan Matas, PhD, associate professor
	Marija Bilić, PhD, senior language instructor
Literary Translation – Module 2	Gordan Matas, PhD, associate professor
	Marija Bilić, PhD, senior language instructor
Literary Text and Discourse	Simon Ryle, PhD, associate professor
Media Culture	Brian Willems, PhD, associate professor
Multiculturalism, Identity, Literature: Canada and the US	Gordan Matas, PhD, associate professor
Neo-Victorianism and Victorian Heritage	Brian Willems, PhD, associate professor
Philosophy of Language	Danijela Šegedin Borovina, PhD, assistant professor
Practicum and Teaching Practice	Mirjana Semren, PhD, assistant professor Danijela Šegedin Borovina, PhD, assistant professor
Professional Practice at a Teaching Base	
Psycholinguistics and Cognitive Aspects of Language	Mirjana Semren, PhD, assistant professor
Psychology of Nurture and Education	Goran Kardum, PhD, full professor
	Linda Lušić Kalcina, PhD, senior assistant
Rhetoric of Speech and Writing	Marija Bilić, PhD, senior language instructor
Second Language Acquisition	Danijela Šegedin Borovina, PhD, assistant professor
Shakespeare: From the Globe to the Multiplex	Simon Ryle, PhD, associate professor
Sociology of Education	Ivanka Buzov, PhD, assistant professor,
	Tea Gutović, Mphil, teaching assistant
Speculative Futures	Brian Willems, PhD, associate professor
Syntax – Comparative and Formal Aspects	Nataša Stojan, PhD, assistant professor
Language Change	Nataša Stojan, PhD, assistan professor
The History of English Language	Nataša Stojan, PhD, assistant professor
Translation Methodology – Theory and Practice	Danijela Šegedin Borovina, PhD, assistant professor
Translation of Specialist Texts	Marija Bilić, PhD, senior language instructor
Translation Studies with Elements of Contrastive Analysis	Nataša Stojan, PhD, assistant professor
Underworlds: Subterranean Poetics	Simon Ryle, PhD, associate professor
Virginia Woolf	Gordan Matas, PhD, associate professor

3.3. Curriculum vitae of the course teacher

First and last name and title of teacher	**Marija Bilić, PhD, senior language instructor**
The course he/she teaches in the proposed study programme	*Literary Translation – Module 1* *Literary Translation – Module 2* *Translation of Specialist Texts* *Rhetoric of Speech and Writing* *Interpreting – Module 1* *Interpreting – Module 2*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 564
E-mail address	marija@ffst.hr
Personal web page	https://www.bib.irb.hr/pregled/znanstvenici/334560
Year of birth	
Scientist ID	334560
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	senior language instructor 16/11/2020
Area and field of election into research or art rank	Humanities, Philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	16/11/2020
Name of position (professor, researcher, associate teacher, etc.)	senior language instructor
Field of research	Language and translation/ interpreting technologies, translator and interpreter education, market research
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	09/05/2018
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish - 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme	2012-2018 – Faculty of Humanities and Social Sciences in Split; teaching assistant at the MA study programme English studies – translator/ interpreter specialisation

where it is/was offered, and level of study programme)	Courses taught: Translation theory with elements of contrastive analysis Translation methodology – theory and practice Interpreting – Module 1 Interpreting – Module 2
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Bilić, M. (2018). *Corpus-based Analysis of English Phrasal Verbs in Legal Domain,* doctoral dissertation, Faculty of Humanities and Social Sciences, Zagreb Bilić , M., Gašpar A. (2018). Extraction of Phrasal Verbs from the Comparable English Corpus of Legal Texts. *International Journal of English Language and Translation Studies* (IJELTS). 6 (2). 184-194. Gašpar, A., Bilić, M., Stojan, N. The impact of misused English terminology on translations into other EU languages. *Linguistics And Language Conference Proceedings*, Ercan, Burçin (ed.). Istanbul, Turkey: Metin Copy Plus, 2015. 205-220 Rajh, I., Bilić, M., Bičanić, I. Conference interpreting in Croatia in 1989 and 2009. *FORUM* Revue internationale d` interprétation et de traduction/ International Journal of Interpretation and Translation. 9 (2011), 2; 23-46 Bilić, M., Ivančević, E., Rajh, I. The Use of Second Foreign Language among Graduates in Professional Scope. *Proceedings of the 4th International Language Conference on the Importance of Learning Professional Foreign Languages for Communication between Cultures* 2011. Vičič, P., Orthaber, S., Ipavec, V. M., Zrinski, M. (ed.), Celje: University of Maribor, Faculty of Logistics, Slovenia, 2011. 14-18.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Translation of books: Kotler, Philip; Bowen, John T.; Makens, James C. *Marketing u ugostiteljstvu, hotelijerstvu i turizmu.* (en. *Marketing for Hospitality and Tourism*) MATE, Ltd., Zagreb, 2010. Translators: Grabar, I.; Zeljković, I.; Rajh, I.; Bilić, M. Tomasevich, Jozo. *Rat i revolucija u Jugoslaviji 1941-1945 Okupacija i kolaboracija* (en. *War and Revolution in Yugoslavia 1941-1945 Occupation and Collaboration*). EPH, Novi Liber, Zagreb, 2010. Translators: Biličić, D., Bilić, M., Hasnaš, S., Šućur Perišić, Lj. Blanchard, Ken; Bowles, Sheldon. *Gung Ho!* (en. *Gung Ho*!) MATE, Ltd., Zagreb, 2009 Hamel, Gary. Budućnost menadžmenta (en. *The Future of Management*) MATE, Ltd., Zagreb, 2009 Proof-reading of a book: Mateša, Z. *Introduction to Strategic Management.* MATE Ltd., Zagreb, 2019
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	2018 - Postgraduate Doctoral Studies of Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb 2007 - postgraduate European Masters of Arts in Conference Interpreting, Faculty of Humanities and Social Sciences, University of Zagreb

didactic-pedagogical group of competences?	2006 - graduate studies of Italian language and literature and English language and literature, Faculty of Humanities and Social Sciences, University of Zagreb The International Summer School on Digital Linguistics, Digiling 2019, Prague, 17-22 June 2019 Translation Technologies Summer School, TransTech 13, Rijeka, Croatia, 2-8 September 2013
PRIZES AND AWARDS, STUDENT EVALUATION	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	**Ivanka Buzov, PhD, assistant professor**
The course he/she teaches in the proposed study programme	*Sociology of Education*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 552
E-mail address	ibuzov@ffst.hr
Personal web page	
Year of birth	
Scientist ID	298413
Research or art rank, and date of last rank appointment	Scientific Associate, 14.11. 2014.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 14.03. 2016.
Area and field of election into research or art rank	Social Sciences, Sociology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	01.10.2007.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Scientific and teaching activity
Function	Head of Department of Sociology (2017-2020); Coordinator for professional practice in teaching bases (from 2016)
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb
Date	09.10. 2013.
INFORMATION ON ADDITIONAL TRAINING	
Year	2016

Place	Erfurt and Kassel, Germany
Institution	University of Erfurt and University of Kassel
Field of training	Service Learning
INFORMATION ON ADDITIONAL TRAINING	
Year	2019
Place	Porto, Portugal
Institution	University of Porto, Faculty of psychology and educational sciences
Field of training	Intervention in education – research approaches.
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French, 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Sociology of education, Educational perspectives in new integration, Contemporary perspectives in sociology of education- *Undergraduate study in sociology*: Sociology of education - *Teacher Studies (integrated)*; Sociology of education - *Study of preschool education*.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Buzov, I. (2020). Education, Migration and Sustainable Development – Perspectives og Agenda 20930. In: *NORDSCI Conference Proceedings,* Book 1, Volume 3. SAIMA CONSULT LTD Sofia, Bulgaria, pp. 49-56. Buzov, I., Cvitković, E., Rončević, N. (2020). Prema mogućnostima implementacije obrazovanja za održivi razvoj na sveučilištu, *Socijalna ekologija*, 29(1):3-25. Stanić S., Hren D., Buzov I. (2016). Schools, Local Communities and Communication: Above and Beyond the Stakeholders. In: Alfirević N., Burušić J., Pavičić J., Relja R. (eds.) *School Effectiveness and Educational Management*. Palgrave Macmillan, pp.49-65. Buzov, I. (2014). Social network sites as area for students' pro-environmental activities*, Proceedia Social and Behavioral Sciences*, 152:1233-1236
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2018. –2020. "P:A:Z:I: Praktično-Aktivno-Zajedno-Interdisciplinarno! - programi društveno korisnog učenja za okoliš i održivi razvoj / Practically-Active-Together-Interdisciplinary! - service learning programs for the environment and sustainable development/ – European Social Fund (NGO „Sunce" Split and University of Split) Od 2016.g. – "Youth Aspirations, Identity, and Demographic Change in Rural Croatia: Implications for Education and Rural Regional Development (University of Split and Penn State University, USA). 2016- August 2018**.** COMMIX: Empowering Literacy in Adolescents through Creative Engagement with Comics (ERASMUS plus – University of Split and research centres form Bulgaria, Cyprus, Great Britain, Poland and Romania.

	2014-2016: Boys' reading **(**ERASMUS plus - Strategic Partnerships – University of Split and research centres and faculties form Austria, Cyprus, Greece, Poland, Portugal and Romania. 2014-2016, Znanstveni centar izvrsnosti za školsku efektivnost i menadžment"/ Science Centre of Excellence for School Effectiveness and management/, Ministarstvo znanosti, obrazovanja i športa - Institut za društvena istraživanja "Ivo Pilar", Ekonomski fakultet Zagreb, Filozofski fakultet Split)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Graduate study (acquired the title of professor of sociology), within which was acquired MPDP competencies.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	**Tonća Jukić, PhD, associate professor**
The course he/she teaches in the proposed study programme	*Fundamentals of Pedagogy*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 586
E-mail address	tjukic@ffst.hr
Personal web page	
Year of birth	
Scientist ID	290210
Research or art rank, and date of last rank appointment	senior research associate, 7. 2. 2018.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	associate professor, 1. 10. 2019.
Area and field of election into research or art rank	social sciences, pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.12. 2006.
Name of position (professor, researcher, associate teacher, etc.)	associate professor

Field of research	teaching process, pedagogical science
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	16. 5. 2011.
INFORMATION ON ADDITIONAL TRAINING	
Year	2002./2003.
Place	Split
Institution	Forum for Freedom in Education, Zagreb
Field of training	Pedagogy, Didactics
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Systematic Pedagogy, Study of Pedagogy, Undergraduate study Fundamentals of Pedagogy, Study of Pre-school Education, Undergraduate study Fundamentals of Pedagogy, Teacher Study, Integral study Pedagogy, Health Studies, Graduate studies Creativity as pedagogical challenge, Pedagogy, Undergraduate study
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Jukić, T. (2019). Creativity in Education. In Proceedings of the *Seventh International Science Conference Contemporary Education – Conditions, Challenges and Perspectives.* Blagoevgrad: Southwest University Neofit Rilski (pp. 11.- 16). Jukić, T. & Mandarić Vukušić, A. (2017/2018). Crisis of Upbringing and Education: How to become a part of the solution rather than being part of the problem. *Vospitanie: Journal of Educational Sciences, Theory and Practice. 10*(14), 11-20. Bubić, A. & Jukić, T. (2017). Jedna lasta (ne) čini proljeće: perspektiva pojedinca u kontekstu održivog razvoja. *Napredak: časopis za pedagogijsku teoriju i praksu*, 158 (3), 271-289.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Jukić, T. & Nemeth-Jajić, J. (2020). Motiviranje adolescenata na čitanje: primjeri dobre prakse. In I. Batarelo Kokić, A. Bubić, T. Kokić & A. Mandarić Vukušić (Eds.) *Čitanje u ranoj adolescenciji.* Split: Filozofski fakultet (pp. 97-121). Jukić, T., Anđelić, M. & Reškov, M. (2015). Poimanje i poticanje kreativnosti u visokoškolskoj nastavi. In H. Ivon & B. Mendeš

	(Eds.). *Kompetencije suvremenog učitelja i odgajatelja – izazov za promjene: znanstvena monografija / Competencies of modern teachers and educators – challenge for change: scientific monograph.* Split: Filozofski fakultet u Splitu (pp. 25-34). Jukić, T., Kostović-Vranješ, V. & Kunac, S. (2015). Poticanje kreativnosti u visokoškolskoj nastavi s ciljem unaprjeđenja kvalitete života studenata. In S. Kaljača & M. Nikolić (Eds.), *Unapređenje kvalitete života djece i mladih. Tematski zbornik (1 book).* Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih i Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli (pp. 314-323).
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Member of the project team: Erasmus Plus K2 Boys reading No. 2014-1-HR01-KA200-007171 (2014-2016). Member of the project team: Erasmus Plus K2 project *COMMIX* No. 2016-1-BG01-KA201-023657 (2016 - 2018).
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Faculty of Natural Sciences and Education University of Split, 6 teaching methodologies Forum for Freedom in Education, Project Reading and Writing for Critical Thinking (RWCT), (since 2006 leads workshops for teachers)
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	**Srećko Jurišić, PhD, associate professor**
The course he/she teaches in the proposed study programme	*Korean and East-Asian Literature and Film in the Euro-Asian Context*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 541 913
E-mail address	sreckojurisic@gmail.com / sjurisic@ffst.hr
Personal web page	
Year of birth	
Scientist ID	315013
Research or art rank, and date of last rank appointment	Research Associate, May 19, 2010
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, November 2016
Area and field of election into research or art rank	Humanities, philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	July, 1, 2010
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Italian literature

Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Chieti - Pescara
Place	Pescara
Date	2009
INFORMATION ON ADDITIONAL TRAINING	
Year	2009
Place	Vasto, Italy
Institution	Centro europe odi studi rossettiani –„Decadence and Modernism in Italy and in Europe"
Field of training	Italian literature
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish, 4 French, 4
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Assistant at the Department of Italian literature department of comparative literature at the University of Chieti-Pescara; subject: Italian literature; Program Name: Course in foreign languages and literature, Course in translation, interpretation and cultural mediation: bachelor and master program.
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Jurišić, Srećko Camilleri e la geopoiesi della "vasca da bagno". Una nota // Oceano Mediterraneo. Naufragi, esili, derive, approdi, migrazione ed isole lungo le rotte mediterranee della letteratura italiana / Gialloreto, Andrea ; Jurišić, Srećko ; Moscarda Mirković, Eliana (ur.). Firenze: Franco Cesati, 2020. str. 87-97 2. Jurišić, Srećko La teleologia de 'Il tempo di uccidere' // 'Un buon scrittore non precisa mai'. Per i settant'anni del 'Tempo di uccidere' di Ennio Flaiano / Jurišić, Srećko ; Gialloreto, Andrea (ur.). Milano: Prospero, 2020. str. 162-192 3. Jurišić, Srećko Il Mediterraneo, l'eterotopia e 'Porco rosso' di Miyazaki // Confini, identità, appartenenze. Scenari letterari e filmici dell'Alpe Adria / Fabris, Angela ; Caliaro, Ilvano (ur.). Berlin: De Gruyter, 2020. str. 267-293 4. Srećko Jurišić Camilleri e Ariosto. Una 'gionta' // Ragusa e Montalbano. Voci del territorio in traduzione audiovisiva, / Sturiale, Maurizio ; Traina, Giuseppe ; Zignale, Maurizio (ur.). Catania: Euno, 2019. str. 201-217

	5. Jurišić, Srećko Per una poetica dell'interventismo Le prose belliche di Gabriele d'Annunzio // Gli italiani e la Grande Guerra. Dalla guerra delle idee alla guerra degli uomini / Magni, Stefano (ur.). Rim: Aracne, 2018. str. 95-107
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	University of Chieti - Pescara
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	**Goran Kardum**, **PhD, full professor**
The course he/she teaches in the proposed study programme	
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 591
E-mail address	gkardum@ffst.hr
Personal web page	http://www.ffst.unist.hr/goran.kardum
Year of birth	
Scientist ID	276756
Research or art rank, and date of last rank appointment	Scientific counselor, 2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 31th October 2019.
Area and field of election into research or art rank	Social Sciences, Psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences

Date of employment	1.11.2008.
Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Psychology
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences
Place	University of Zagreb, Zagreb
Date	July / 4 / 2007
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Psychology of Nurture and Education, Faculty of Humanities and Social Sciences
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Malenica, K., Kovačević, V., & Kardum, G. (2019). Impact of Religious Self-Identification and Church Attendance on Social Distance toward Muslims. *Religions*, 10(4), 276. MDPI AG. http://dx.doi.org/10.3390/rel10040276 2. Lehmann, O. V., Kardum, G., & Klempe, S. H. (2018). The search for inner silence as a source for Eudemonia. *British Journal of Guidance & Counselling*, 0(0), 1–10. https://doi.org/10.1080/03069885.2018.1553295 3. Kralj, Ž. & Kardum, G. (2018). Attitudes toward complementary and alternative medicine, beliefs in after death and religiosity among psychiatrists, psychologists and theologists. *Psychiatria Danubina*, doi: 10.31219/osf.io/ndc7y 4. Klarin, M., Antičević, V., Kardum, G., Proroković, A. & Sindik, J. (2018). Communication And Social Skills In Education Of Health Occupation Students: Attitudes And Validation On Nationwide Parallel Group Randomized Study. *Suvremena psihologija*, 20 (1), 39-52. 5. Antičević, V., Kardum, G., Klarin, M., Sindik, J. i Barač, I. (2018). Academic Achievement and Study Satisfaction: The Contribution of High School Success and Personality.

	Društvena istraživanja, 27 (2), 243-260. https://doi.org/10.5559/di.27.2.03
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Regular studying during the graduate study of psychology as well as through continuous education during the regular teaching work
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	**Morana Koludrović, PhD, assistant professor**
The course he/she teaches in the proposed study programme	*Didactics*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 589
E-mail address	morana@ffst.hr
Year of birth	
Scientist ID	306406
Research or art rank, and date of last rank appointment	Senior Scientific Associate, April 15, 2020
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, March 27, 2015
Area and field of election into research or art rank	Social sciences, Pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	April 15, 2008
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Didactics, curriculum design, school pedagogy
Function	Professor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	March 15, 2013

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	For a several years she continuously maintains classes in courses of Didactics at several departments of the Faculty of Humanities and Social Sciences, University of Split. Also, she maintains classes in courses of Didactics 1 and Didactics 2 in Arts Academy, University of Split.
Authorship of university/faculty textbooks in the field of the course	1. Koludrović, M.; Vučić, M. (2018), Učimo cjeloživotno učiti i poučavati: Priručnik za nastavnike u obrazovanju odraslih. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih (urednička knjiga).
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Koludrović, M. (2018), Problemsko učenje u obrazovanju odraslih. Zbornik radova 8. Međunarodne konferencije o obrazovanju odraslih: Upravljanje kvalitetom u obrazovanju odraslih. Zagreb, 30.11.-2.12.2018. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih i Hrvatsko andragoško društvo, 104-111. 2. Reić Ercegovac, I.; Koludrović, M.; Bubić, A. (2018), Percipirana sigurnost u školi i razredno- nastavno ozračje kao prediktori doživljavanja nasilnih ponašanja, Napredak : časopis za pedagogijsku teoriju i praksu, 159(1-2), 31-52. 3. Koludrović, M.; Kalebić Jakupčević, K. (2017), Odnos razrednog ozračja i školskog uspjeha učenika osnovnoškolske dobi. Školski vjesnik : časopis za pedagoška i školska pitanja, 66(4), 557-572. 4. Koludrović, M.; Reić Ercegovac, I. (2017), Does higher education curriculum contribute to prospective teachers' attitudes, self – efficacy and motivation? World journal of Education, 7(1), 93-104. 5. Reić Ercegovac, I.; Alfirević, N.; Koludrović, M. (2016), School Principals' Communication and Co-operation Assessment: The Croatian Experience. U: V. Potočan, M. Ungan i Z. Nedelko (ur.), Handbook of Research on Managerial Solutions in Non-Profit Organizations. Pennsylvania, USA : IGI Global, 276-297.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Priručnik za unapređenje kompetencija nastavnika u visokom obrazovanju (2018), Zagreb: Ministarstvo znanosti i obrazovanja (skupina autora) 2. Koludrović, M. (2016), Didaktičke kompetencije i promicanje cjeloživotnog učenja na studijima andragogije. U: M. Koludrović I M. Brčić Kuljiš (ur.), Doprinos razvoju kurikuluma namijenjenih stručnjacima u obrazovanju odraslih / Contribution to the development of the curricula aimed at adult education professionals. Split: Hrvatsko andragoško društvo, 271-290. 3. Koludrović, M.; Kolobarić, M. (2016), Stjecanje životno – praktičnih vještina u hrvatskom školstvu nekad i danas. Život i škola, 62(3), 65-75. 4. Reić Ercegovac, I.; Koludrović, M.; Bubić, A. (2016), School governance models and school boards: Educational and administrative aspects. U: N. Alfirević, J. Burušić, J. Pavičić i R. Relja (ur.), School Effectiveness and Educational

	Management: Towards a South-Eastern Europe Research and Public Policy Agenda. New York : Palgrave Macmillan, 107-125.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	- 2019 – today; project team member (ESF project UP.03.1.1.03.0056 Competence standards of teachers, pedagogues and mentors) - 2016 – 2018; project team member (Erasmus + KA3: Educa T project, Emphasis on developing and upgrading of competences for academic teaching) - 2014 – 2017; team member (field of pedagogy in the Science Center of Excellence for School Effectiveness and Management) - 2014 – 2016; project team member (ESF project HR.3.1.15-0014 Development of Occupational and Qualification Standards for Adult Education)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Master's degree in primary education, University of Split M. Sc. Faculty of philosophy, University of Zagreb Ph.D. Faculty of philosophy, University of Zagreb Numerous education in the field of didactics, pedagogy and andragogy
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	**Sani Kunac, teaching assistant**
The course he/she teaches in the proposed study programme	*Fundamentals of Pedagogy*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 586
E-mail address	skunac@ffst.hr
Personal web page	
Year of birth	
Scientist ID	352646
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	Social sciences, pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.4.2016.
Name of position (professor, researcher, associate teacher, etc.)	Teaching assistant
Field of research	Higher Education
Function	Teacher

INFORMATION ON EDUCATION – Highest degree earned	
Degree	mag. paed. and mag. educ. philol. croat.
Institution	Faculty of Humanities and Social Sciences, University of Split
Place	Split
Date	15.7.2014.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Systematic Pedagogy, Study of Pedagogy, undergraduate study Fundamentals of Pedagogy, double major teachers' studies, graduate studies Creativity as pedagogical challenge, Study of Pedagogy, undergraduate study
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Kunac, S. (2015.), Kreativnost i pedagogija. *Napredak*, 156(4), 423-446. 2. Kunac, S. i Frania, M. (2018). Necessary Skills and Competencies of the 21st Century Teacher – Croatian and Polish Students' Attitudes. In: Dedić Bukvić, E. i Bjelan-Guska, S. (eds.), *Zbornik radova 2. međunarodna znanstveno-stručne konferencije „Ka novim iskoracima u odgoju i obrazovanju"*. Sarajevo: Filozofski fakultet Univerziteta u Sarajevu, pp. 65-84. 3. Kunac, S. i Batarelo Kokić, I. (2019). Media Coverage of School Behaviour Issues: A Content Analysis of Digital Media Messages. In: Beseda, J., Rohlíková, L., Duffek, V. (eds.), *E-learning: Unlocking the Gate to Education around the Globe: 14th conference reader*, Prag: Centre for Higher Education Studies, pp. 259-270. 4. Kunac, S. (2020). Učestalost čitanja adolescenata i njihovi stavovi o čitanju. U: I. Batarelo Kokić; Bubić, A.; Kokić, T. i Mandarić Vukušić, A, (eds.). Čitanje u ranoj adolescenciji. Split: Sveučilište u Splitu, Filozofski fakultet, pp. 61.-78.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	5. Frania, M. i Kunac, S. (2018). Variety of Gamification in the Education - the Polish and Croatian Perspective. In: Beseda, J. i Rohlikova, L. (eds.). *DisCo 2018: Overcoming the Challenges and Barriers in Open*

	Education, 13th conference reader. Prag : Centre for Higher Education Studies, pp. 5-20. 6. Jukić, T., Kostović-Vranješ, V., Kunac, S. (2015). Poticanje kreativnosti u visokoškolskoj nastavi s ciljem unaprjeđenja kvalitete života studenata. In: Kaljača, S. i Nikolić, M. (eds.), *Unapređenje kvalitete života djece i mladih. Tematski zbornik (1 book).* Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih i Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli, pp 314-323.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2016.-2018., researcher, Erasmus Plus K2 project – TaSDI-PBS (2016-1-HR01-KA201-022147)., leader Dr. Ivana Batarelo Kokić, Full Professor
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Study of Pedagogy and Study of Croatian language and literature - teacher orientation (graduate level) on Faculty of Humanities and Social Sciences, University of Split.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	**Gordan Matas, PhD, assiociate professor**
The course he/she teaches in the proposed study programme	*African American Novel* *Literary Translation – Module 1* *Literary Translation – Module 2* *Multiculturalism, Identity, Literature: Canada and the US* *Virginia Woolf*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 560
E-mail address	gmatas@ffst.hr
Personal web page	
Year of birth	
Scientist ID	276835
Research or art rank, and date of last rank appointment	Associate professor since 15.09.2021.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Teaching assistant since 23.12. 2010.
Area and field of election into research or art rank	Humanities, philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences in Split
Date of employment	01.10.2003.
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	American literature

Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences in Zagreb
Place	Zagreb
Date	21.12.2010.
INFORMATION ON ADDITIONAL TRAINING	
Year	2006./2007.
Place	Chicago, USA
Institution	Northwestern University
Field of training	American literature
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 5
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Teaching the following courses: - since 2003.: *American literature;* _since 2006*: African American Novel; Multiculturalism, Identity, Literature: Canada and the United States*
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Matas, Gordan; Škara, Danica The Language of Politics: Toward a Metaphorical Reconceptualization of the European Union in Public Media // Credibility, Honesty, Ethics & Politeness in Academic and Journalistic Writing / Schmied, Josef ; Dheskali, Jessica (ed.). Goettingen: Cuvillier Verlag Goettingen, 2019. p. 99-108 Car, Viktorija; Matas, Gordan Istraživački pristupi lažnim vijestima – kako uz pomoć big data razotkriti trolove? // Vjerodostojnost medija: Doba lažnih informacija / Hrnjić Kuduzović, Zarfa ; Kulić, Milica ; Jurišić, Jelena (ed.). Tuzla, Bosna i Hercegovina: Filozofski fakultet Sveučilišta u Tuzli, 2019. p. 101-116 Matas, Gordan Attitudes to the Past in Toni Morrison's Jazz and Paradise // *Zbornik radova Filozofskog fakulteta u Splitu,* 7 (2017), 10; 95-104 Matas, Gordan Aspects of Friendly Love in Toni Morrison's "The Bluest Eye" and "Sula" *// Zbornik radova Filozofskog fakulteta u Splitu,* 6 (2017), 91-102
Professional and scholarly articles published in the last five years in	

subjects of teaching methodology and teaching quality (5 works at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	BA, MA and PHD degrees obtained at Faculty of Humanities and Social Sciences in Split
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Norwegian scholarship *A Foreign Language That Unites* (2004. /2005.) for research at University of Bergen, Norway; American scholarship *Fulbright* for pre-doctoral research at *Northwestern University* in Chicago (2006. /2007.) and Canadian Scholarship *Faculty Enrichment Program* (2008.) for research at universities of Toronto and Montreal.
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Evaluations ranging from 4.5-5.0

First and last name and title of teacher	Ivana Petrović, PhD, assistant professor
The course he/she teaches in the proposed study programme	*Languages in Contact* *Language, Culture, Cognition* *Interpreting – Module 1* *Interpreting – Module 2*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 559
E-mail address	ipetrovic@ffst.hr
Personal web page	
Year of birth	
Scientist ID	276194
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Research Associate, November 8, 2018
Area and field of election into research or art rank	Area of Humanities, Field of Philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	2019

Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Linguistics
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD in Linguistics
Institution	University of Zagreb
Place	Zagreb
Date	2014
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – 5 excellent
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian – 5 excellent
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Phonetics and Phonology – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split. Introduction to Semantics – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split. English Language - Communicative Skills 3, Module 6 – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split. Syntax (Seminar) – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split. Methodology of Translation: Theory and Practice – English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split. Translation Studies with Elements of Contrastive Analysis – English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split. Languages in Contact – English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Petrović, Ivana; Bezić, Maja (2020). Metafora u medijskom diskursu o migracijama. *Značenje u jeziku: od individualnog do kolektivnog.* Matešić, Mihaela; Martinović, Blaženka (ur.). Zagreb: HDPL. 75-87. Bezić, Maja; Petrović, Ivana (2019). Diskursne strategije u medijskom prikazu migranata. *Zbornik radova Filozofskog fakulteta u Splitu.* 12. 81-97. Petrović, Ivana (2018). Croatian as a heritage language in Canada. *Zbornik radova Filozofskog fakulteta u Splitu.* 1, 11. 59-72. Petrović, Ivana (2017). Očuvanje hrvatskog jezika u Kanadi. *Migracijske i etničke teme.* 33, 1. 7-36. Petrović, Ivana (2015). Verbal Fluency in Late Croatian-English Bilinguals. *Language Varieties Between Norms and Attitudes.* Ed. Peti-Stantić, A; Stanojević, M-M.; Antunović, G. Frankfurt am Main: Peter Lang. 169-180.

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

First and last name and title of teacher	**Simon Ryle, PhD, associate professor**
The course he/she teaches in the proposed study programme	*Shakespeare: From the Globe to the Multiplex* *Ecocriticism and Literature* *Creative Writing* *Language and Literature* *Contemporary Poetry* *Underworlds: Subterranean Poetics* *Literary Text and Discourse*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 559
E-mail address	sryle@ffst.hr
Personal web page	
Year of birth	
Scientist ID	ORCID identifier: 0000-0002-0316-871X
Research or art rank, and date of last rank appointment	Associate professor, Sept. 2019
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	English literature
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Filozofski fakultet, University of Split
Date of employment	October, 2004
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	English literature
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Cambridge
Place	Cambridge, UK
Date	March 2012
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	English
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Croatian (4)

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	

COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	'Xenoflesh: A Zoēpoetics of Meat.' *boundary2* 47.4 (2020). 63-99. 'Shakespeare's e-a-r.' *Cahiers Élisabéthains* 100 (2019). 24-43. 'Minor Shakespeares.' *Minor Shakespeares.* Ed. Simon Ryle. *The Journal for Cultural Research* 23.1 (2019). 1-14. 'Poetics of Miasma: Nuclear Waste and *Antigone* in the Anthropocene.' *Umjetnost riječi: Časopis za znanost o književnosti* 62.1 (2018). 17-50. 'Desire and Representation.' *A Handbook of Renaissance Literature*. John Lee, ed. London: Wiley Blackwell, 2017. 86-100.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Conference co-convener: *Wavescapes in the Anthropocene*, University of Split and Vis, 4th-7th Dec. 2018. *Constitutions of Hamlet: Afterlives and Political Theologies of Trauerspiel*, University of Split, 16th December 2016. *Minor Shakespeares: The Politics and Aesthetics of the Margins*, University of Split, Croatia, 23rd-24th September 2016.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	

PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	*Short-Term Fellowship*, Folger Shakespeare Library, Washington DC, 2018. *RSC 'Other' Prize* (for best original play script), Royal Shakespeare Company and University of Cambridge. *The Charles Oldham Shakespeare Scholarship*, English Faculty, University of Cambridge.
Results of student evaluation taken in the last five years for the course	Average of student assessment evaluations for academic years 2015-19 (graded out of 5):

that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	*Creative writing workshop*: 5 *English literature from the Renaissance to neoclassicism*: 4.5 *Language and literature*: 4.7 *Ecology and literature*: 5 *Shakespeare: From the Globe to the Multiplex*: 4.8

First and last name and title of teacher	**Mirjana Semren, PhD, assistant professor**
The course he/she teaches in the proposed study programme	*English Language Teaching Methodology* *Lexical Semantics* *Corpus Linguistics and Lexicology* *Practicum and Teaching Practice* *Psycholinguistics and Cognitive Aspects of Language*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 559
E-mail address	mdukic@ffst.hr
Personal web page	
Year of birth	
Scientist ID	288434
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 1st July 2019
Area and field of election into research or art rank	Humanities, philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1st July 2006
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Applied linguistics, Methodology of teaching English as a foreign language
Function	Head of Eanglish Language and Applied Linguistics Section
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD. in linguistics
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	11th June 2015
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - excellent
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian - excellent

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German - sufficient
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	*Introduction to Linguistics* (lectures and seminars) – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split. *Morphology and Morphosyntax* (lectures and seminars) – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split. *Methodology of English Language Teaching* (lectures and seminars)– English Language and Literature, graduate study programme at the Faculty of Humanities and Social Sciences in Split. *Practicum and Teaching Practice* (seminars and exercises) – English Language and Literature, graduate study programme at the Faculty of Humanities and Social Sciences in Split. *Psycholinguistics and Cognitive Aspects of Language* (lectures and seminars) – English Language and Literature, graduate study programme at the Faculty of Humanities and Social Sciences in Split. *Glottodidactics* (lectures and seminars) – English Language and Literature, graduate study programme at the Faculty of Humanities and Social Sciences in Split.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Semren, M.; Šegedin Borovina, D. (2020). Developmental Sequences of L2 Grammar Acquisition in the Interlanguage of Croatian EFL Learners.*BELLS90*,Vol. 1, 241-264. Semren, M. (2018). The Order of Emergence of the Morphological Markers of Temporal Expression in the Croatian EFL Learners' Longitudinal Speech Production Data. *Applied Linguistics Papers*, 25: 2, 89-106. Semren, M. (2018). Insight into the acquisition of verbal morphology: a longitudinal study of Croatian EFL learners' interlanguage development. *FOLIA LINGUISTICA ET LITTERARIA*: Časopis za nauku o jeziku i književnosti, 20, 65-85. Semren, M. (2017). A Longitudinal Study of the Acquisition of Verbal Morphology in the EFL Classroom. *English Language Overseas Perspectives and Enquiries* (ELOPE), 14: 1, 55-74.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Master of Educationin English and Italian Studies
PRIZES AND AWARDS, STUDENT EVALUATION	

Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	**Nataša Stojan, PhD, assistant professor**
The course he/she teaches in the proposed study programme	*Language and Society* *Syntax – Comparative and Formal Aspects* *The Theory of Language Change* *The History of English Language* *Translation Studies with Elements of Contrastive Analysis*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 564
E-mail address	nstojan@ffst.hr
Personal web page	
Year of birth	
Scientist ID	276183
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor; 20/12/2013
Area and field of election into research or art rank	Humanities, philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences in Split
Date of employment	01/10/2004
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Anglistics
Function	Assistant Professor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences in Zagreb
Place	Zagreb
Date	18/07/2011
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English- 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian- 4
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Stojan, Nataša; Novak Mijić, Sonja (2019).Conceptual Metaphors in Political Discourse in Croatian, American and Italian Newspapers". Academic Journal of Interdisciplinary Studies, 8 Stojan, Nataša; Novak Mijić, Sonja (2017). "Passive Voice in Political Newspaper Articles". PEOPLE: International Journal of Social Sciences, 3 Stojan, Nataša; Miletić, Ivana (2017). "Multilingualism in Luxembourg". International Journal of Current Research, 9 Stojan, Nataša; Gašpar, Angelina; Bilić, Marija; (2015). "The impact of misused English terminology on translations into other EU languages". LINGUISTICS AND LANGUAGE CONFERENCE PROCEEDINGS / Ercan, Burçin (ur.). Istanbul, Turkey: Metin Copy Plus
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	**Danijela Šegedin Borovina, PhD, assistant professor**
The course he/she teaches in the proposed study programme	*Computational Methodology for Linguistic Research* *Second Language Acquisition* *Glottodidactics* *Language and Discourse* *Translation Methodology – Theory and Practice* *Philosophy of Language* *Practicum and Teaching Practice* *Classroom Discourse*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 559
E-mail address	dsegedin@ffst.hr
Personal web page	
Year of birth	
Scientist ID	309865
Research or art rank, and date of last rank appointment	research associate, 8 November 2018
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	assistant professor, 27 June 2019
Area and field of election into research or art rank	humanities, philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 November 2008 (research assistant)
Name of position (professor, researcher, associate teacher, etc.)	assistant professor
Field of research	SLA, methodology of teaching English as a foreign language
Function	departmental ECTS coordinator
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	7 July 2015
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German - 2
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian - 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	

Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Šegedin Borovina, Danijela (2017). Croatian EFL Learners' Interlanguage Requests: A Focus on Request Modification. *English Language Overseas Perspectives and Enquiries* (ELOPE), 14 (1), 75-93. Šegedin Borovina Danijela, Čurković Kalebić Sanja (2017). Verbal report in interlanguage request production of Croatian EFL learners, *FOLIA LINGUISTICA et LITTERARIA*: Časopis za nauku o jeziku i književnosti, 17, 207-222. Semren, Mirjana, Šegedin Borovina Danijela (2020). Developmental Sequences of L2 Grammar Acquisition in the Interlanguage of Croatian EFL Learners, *Belgrade English Language and Literature Studies*, Vol. 1, 241-264
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Courses in methodology of teaching English as a foreign language at the graduate level, courses in psychology of education and pedagogy at the postgraduate level
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	**Boris Škvorc, PhD, full professor**
The course he/she teaches in the proposed study programme	*Korean and East-Asian Literature and Film in the Euro-Asian Context*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 541 914
E-mail address	bskvorc@ffst.hr
Personal web page	www.ffst.unist.hr/boris.skvorc
Year of birth	
Scientist ID	281 890
Research or art rank, and date of last rank appointment	Scientific Adviser 15.06.2011
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, Chair 1.11.2016.
Area and field of election into research or art rank	Humanities, Theory and History of Literature
INFORMATION ON CURRENT EMPLOYMENT	

Institution where employed	Faculty of Humanities and Social Sciences, University of Split, Croatia
Date of employment	1.10. 2006
Name of position (professor, researcher, associate teacher, etc.)	Full Professor in Literary and Cultural Theory
Field of research	Theory of Literature, Theory of Culture
Function	

INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD (Doctorate in Humanities)
Institution	Macquarie University Sydney
Place	Sydney, Australia
Date	April 2000 (Recognized in Republic of Croatia by ENIC/NARIC Office on 12. October 2006)

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Serbian 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Slovenian 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Macedonian 2
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Russian 2
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Korean 2

COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Theory of Literature, Undergraduate, Faculty of Humanities, University of Zagreb (2007-2010) Reading of Literary Text), Undergraduate, Faculty of Humanities, University of Zagreb (2007-2012) Problems of Literary History, Graduate School, Faculty of Humanities, University of Zagreb (2007-2010) Questions of Postcolonial Theory, Graduate School, University of Zagreb (2011 and 2013) Intercultural Literary Analyze, Graduate, Seoul (2016 and 2017) Slavic Literatures in 21 Century, Sydney (2013)
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Škvorc, Boris (2021) Andrić i Krleža. Poetike i politike. O naraciji nacije i (književnim) prelaženjima granica. Zagreb: Matica hrvatska, biblioteka Theoria. 728 str.
	Škvorc, Boris (2017) Problemi književne pri/povijesti. O naraciji nacije. Split: Književni krug, Znanstvena biblioteka, str. 356.

	Škvorc, Boris
	Neki primjeri problematiziranja zla u suvremenim "malim" književnostima (korejskoj, hrvatskoj i [židovskoj] srpskoj) // *Književna smotra : Časopis za svjetsku književnost,* 52 (2020), 195(1); 75-90 (međunarodna recenzija, članak, znanstveni) O BREŠIĆEVOJ, BAGIĆEVOJ I RAFOLTOVOJ KNJIŽEVNO-POVIJESNOJ UPISANOSTI (U FILOLOŠKI „DIS/KONTINUITET"). Tri suvremena primjera pisanja književne pri/povijesti // *Fluminensia,* 30 (2018), 1; 237-273 (međunarodna recenzija, članak, znanstveni)
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Škvorc, B., Korljan, J. (2009). Elektronsko obrazovanje u nastavi hrvatskog kao drugog i stranog jezika. Hrvatski 7/II, 9- 29. ISSN 1645-0793
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Project Andrić Initiative University of Graz 2011-2016 Establishment and Development of Centre for Cross Cultural and Korean Studies, KSPS Project (Financed by Korean Studies Promotion Services 2018 – 2021 2021 -
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Practice of 25 years of lecturing at above mentioned universities: University of Zagreb, Macquarie University Sydney, Deakin University, Melbourne, Hankuk University of Foreign Studies, Seoul, UMAS, Split.
PRIZES AND AWARDS, STUDENT EVALUATION	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	**Brian Daniel Willems, PhD, associate professor**
The course he/she teaches in the proposed study programme	*Speculative Futures* *Media Culture* *Literary Cinema* *Neo-Victorianism and Victorian Heritage* *Korean and East-Asian Literature and Film in the Euro-Asian Context* *James Joyce*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 559
E-mail address	bwillems@ffst.hr
Personal web page	

Year of birth	
Scientist ID	331676
Research or art rank, and date of last rank appointment	Associate Professor, Dec 2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	English
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences, Department of English Language and Literature
Date of employment	2003
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Literature and film
Function	Head of Literature in English section
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Doctorate, Literature
Institution	University of Split
Place	Split, Croatia
Date	2013.
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	English
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Croatian, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	University of Split: Literary Futures University of Ljubljana: Shakespeare, American Drama, American Poetry, British Poetry, American Naturalism
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	"Speculative Realism: The Human Non-Human Divide." U: After the Human: Reading Now. Ur. Sherryl Vint. Cambridge: Cambridge University Press, 2020, str. 192-205. "Automating Economic Revolution: Robert Heinlein's The Moon is a Harsh Mistress." U: *Economic Science Fictions*. Ed. Will Davies. London: Goldsmiths Press; Cambridge: MIT Press, 2018: 73-92. "Scale and Change: Assaf Gavron's CrocAttack!, Nathan Englander's 'Sister Hills' and Elia Suleiman's Divine Intervention," *Textual Practice* 32:1 (2018): 163-84. "Financijski algoritmi u književnosti poslije 2008.: Kim Stanley Robinson i Hari Kunzru." *Književna smotra* 50:189(3) (2018): 3-13.

	Speculative Realism and Science Fiction. Edinburgh University Press, 2017.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2018-2020. Establishment of Korean Studies and Training Plans for Experts in Koreanology at University of Split, KLASA 605-01/18-01/0005; URBROJ: 2181-190-03-1/9-18-0004. Project head: Prof. dr. sc. Boris Škvorc.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	
PRIZES AND AWARDS	
Recognitions and awards for teaching and scientific work / artistic work	2019. Award for academic achievement, University of Split, for 2019. 2011, NajProfesora Student-given award for best professor at the Faculty of Philosophy 2010, *From A to <A>: Keywords in Markup*, featuring the essay "An Accidental Imperative: The Menacing Nothing of ," was presented with the Computers and Composition Distinguished Book Award.

3.3. Optimal number of students

Enrolment quota for the first year of the graduate study programme is 50 students (+ 3 foreign students).

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 graduate study programme English Studies is 12,500,00 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: • For each procedure the method needs to be described (most often questionnaires for students or teachers, and self-evaluation questionnaire), name the body conducting evaluation (constituent part, university office), method of processing results and making information available, and timeframe for carrying out evaluation • 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)	
Other evaluation procedures carried out by the proposer	Formal and informal counselling with colleagues from the field on 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 *Universitas* –University of Split supplement in *Slobodna Dalmacija* daily newspaper Participation of teachers and students at the Festival of Science and other similar events